

MONTANA STANDARDS

ESOL

English for Speakers of Other Languages

TABLE OF CONTENTS

Introduction	- 1 -
Why Were the Montana ESOL Content Standards Developed?	- 1 -
Presentation and Use of ESOL Standards	- 3 -
Montana ESOL Beginning Literacy	- 4 -
Listening and Speaking	- 5 -
Reading	- 5 -
Writing	- 16 -
Montana ESOL LOW Beginning Literacy	- 11 -
Listening and Speaking	- 12 -
Reading	- 14 -
Writing	- 16 -
Montana ESOL HIGH Beginning Literacy	- 18 -
Listening and Speaking	- 19 -
Reading	- 20 -
Writing	- 22 -
Montana ESOL LOW Intermediate	- 24 -
Listening and Speaking	- 25 -
Reading	- 27 -
Writing	- 30 -
Montana ESOL HIGH Intermediate	- 32 -
Listening and Speaking	- 33 -
Reading	- 35 -
Writing	- 38 -
Montana ESOL ADVANCED	- 39 -
Listening and Speaking	- 40 -
Reading	- 42 -
Writing	- 45 -
Montana ESOL Standards Summary	- 47 -
Work Force and Life Skills	- 56 -
Communication	- 56 -
Civics, Family and Community Resources	- 56 -
Employment	- 60 -
Consumer Education	- 63 -
Health and Nutrition	- 65 -
Transportation and Travel	- 66 -
Safety and Security	- 67 -
Appendices	- 79 -
Glossary of Terms	- 56 -
Bibliography	- 78 -
Acknowledgements	- 56 -

Standards for English for Speakers of Other Languages (ESOL)

Introduction to Adult ESOL Standards

The standards in standards-based reform identify what students should know and be able to do as they progress through English for Speakers of Other Languages (**ESOL**) instruction. They are meant to be anchors—aligning curriculum, instruction, and assessment. Within the standards movement is a strong emphasis on educational equity. Not only are standards intended to make expectations clear and measurable, they also set high expectations for all ESOL students. As Adult Basic and Literacy Education (**ABLE**) systems adopt standards with more rigorous expectations for the performance of English for Speakers of Other Language (ESOL) than ever before, greater attention is being paid to ensuring student attainment of those standards.

For ESOL students, the attainment of these rigorous standards is fully reliant on the presence in our ABLE classes of high-quality programs, teachers, and all of the other resources necessary to meet students' learning needs. The purpose of standards is to guarantee “the level and availability of programs, staff, and other resources sufficient to meet challenging content and performance standards.” (McLaughlin & Sheppard, 1995, p.5)

Listening and Speaking, Writing, and Reading are the primary indicators because they are the skills that permeate all language learning contexts. **Language functions**, such as *giving/following directions* reflect general purposes for language use. Crucial to the functions is **supporting grammar and mechanics**. Though they appear in list form, the functions and supporting grammar are not meant to be sequential or representative of greater or lesser importance. They are also not meant to be exhaustive. It is entirely possible that the functions/grammar listed could be covered in a different level, should the learning opportunity present itself and the teacher seize the teachable moment.

Why Were the Montana ESOL Content Standards Developed?

The Montana Adult Basic Education Program developed the Montana ESOL Content Standards for four reasons:

- Provide a Common Language Among ESOL Levels and Programs
- Assist Programs with ESOL Curriculum Development
- Provide Guidance for ESOL Instructors
- Ensure Quality Instruction through Professional Development

Provide a Common Language among ESOL Levels and Programs

ESOL classes are very different across Montana programs. For example, a student in a beginning ESOL class in Great Falls may be learning different skills from a student in a beginning ESOL class in Billings. There may even be different content in Beginning ESOL classes within the same program but in different classrooms. The Montana ESOL Content Standards provide a description of what students should learn at each NRS

level so that adult education practitioners have a common language when discussing ESOL levels .Having a common language among levels and programs will help ESOL learners who move from level to level within the same program or who move from one ESOL program to another.

Assist Programs with ESOL Curriculum Development

The Montana ESOL Content Standards should serve as the basis for an ABLE program's curriculum development process. For programs with an existing curriculum, that curriculum should be aligned to the standards. For ABLE programs without a curriculum, the standards provide an excellent framework and starting point for the curriculum development process.

Provide Guidance for ESOL Instructors

Content Standards provide guidance for instructors who may have limited training in ESOL methodology or materials. The standards serve as a basis for what they should teach and include in their lesson plans.

Ensure Quality Instruction Through Professional Development

In order to implement the Montana ESOL Content Standards, program staff (administrators and instructors) will participate in professional development on implementation of the standards. These professional development sessions will address curriculum design, instructional materials, instructional techniques, and ongoing assessment strategies related to the standards. They will also provide an excellent opportunity for new and experienced ESOL instructors to develop and refine their teaching skills.

Correlation Between ESOL Standards and Assessments

The ESOL Standards are aligned to the Best Plus assessment for oral proficiency. As soon as the students achieve oral mastery as indicated by a 540-SPL Level 6, students are exited from the Best Plus and retest with a TABE locator for transition into Adult Basic Education.

Who We Serve

Montana is experiencing a growing and diverse ESOL population. Each student brings to class a unique cultural perspective and a wide variety of life experiences. There are differing degrees of oral and written native language skills and formal education in our ESOL population, as well as a variety of goals and expectations set by students in Montana programs. ESOL learners have many motivations for learning English which reflect personal, educational, and career goals. Our students' communicative English needs vary greatly depending on their life circumstances, so instruction is sensitive to the social roles in which students find themselves. For many students, particularly those with limited first language education, ESOL instruction helps them to develop effective study skills and learning strategies so that they are able to continue their education in programs such as GED/post secondary education. Most ESOL learners have long-term educational and career goals and hope that learning English will allow them to gain entry to better jobs, vocational training, and/or higher education

Presentation and Use of ESOL Standards

The ESOL Standards are listed in four performance phases: Beginning, Approaching, Met, and Exceeds. This format provides a ready tool for assessing the progress of Montana's ESOL students as they progress to meet the standards within a given Educational Functioning Level (EFL). The Met Standards' Summary provides an informal evaluation of students and can be used by teachers, tutors, and students.

Performance standard topics may be presented flexibly to students within a given EFL level. Work Force Life Skills and Civic Skills may be easily integrated into lesson topics at each EFL or taught separately. Teachers need to prepare lessons that reflect students' learning styles and experiences. They should also reflect current adult educational research and practice and be culturally non-biased. Some examples are provided in parentheses after certain performance standards. Work Force Life Skills and Civic Skills are grouped separately to provide easy access and reference.

Montana ESOL Beginning Literacy

Standard: The adult ESOL learner comprehends and communicates in written and spoken English for a variety of purposes and audiences.

Functions:	Supporting Grammar and Mechanics
1. Provides personal information (e.g. <i>name, address, age, phone, family, birth date</i>) 2. Introduces, greets, takes leave 3. Provides basic directions using imperatives 4. Uses numbers for routine tasks such as telling time, counting money	a) The verb <i>to be</i> in the present tense and in the affirmative, negative and interrogative forms b) Basic <i>wh-</i> questions c) Possessive nouns, adjectives and subject pronouns d) Verbs in the imperative form (e.g. <i>give, take, put, look</i>) e) Nouns in singular and plural f) Basic punctuation (e.g. <i>period, question mark</i>) g) Capitalization rules (e.g. <i>names, streets, cities, months, days of the week</i>) h) Common abbreviations (e.g. <i>Mrs., St.</i>)

The learner employs the functions, supporting grammar, and mechanics of this level with the following:

NRS Level Benchmarks: Beginning ESL/ESOL Literacy (BEST Plus 400 and below SPL 0-1, SPL 1)

Listening and Speaking	Reading	Writing
Comprehends, follows, and responds to, simple information of personal relevance.	A. Employs elements of phonemic awareness and phonics. B. Recognizes upper and lowercase letters in print. C. Recognizes directionality of text. D. Recognizes basic sight words and rhyming words, and simple directions. E. Recognizes word/sentence boundaries. F. Comprehends and recognizes numbers. G. Recognizes common signs and symbols. H. Reads words and terms related to functions of the level.	Copies letters, words, and sentences in different communicative contexts.

MONTANA ESOL Beginning Literacy Proficiency Standards

Listening and Speaking

Performance Conditions: Learners at this stage comprehend simple statements and questions. They understand the general idea of basic messages and conversations that pertain to common, routine matters. Their interactions are short, face-to-face, informal, and with one person at a time or in small groups. Learners’ speeches are largely guided by questions and feedback from the instructor, although they can initiate and respond to basic statements. They rely heavily on repetition, gestures, and other nonverbal cues to sustain conversations. Learners’ speeches are slow. Communications that learners listen to and comprehend are short and include familiar, routine words. Context strongly supports their utterances.

Beginning	Approaching	Met	Exceeds
<p>1. Comprehends a few common words and simple phrases in conversations on topics of personal relevance (e.g. social courtesies, basic needs) when spoken slowly with frequent rephrasing, repetitions, and contextual clues.</p>	<p>1. Comprehends some words, phrases, and short sentences in conversations on topics of personal relevance (e.g. social courtesies, personal info, basic needs, abilities) when spoken slowly with some rephrasing and contextual clues.</p>	<p>1. Comprehends and responds to many words and phrases on topics of personal relevance.</p>	<p>1. Comprehends a wide-ranging number of words, phrases, and sentences in sustained conversations on topics of personal relevance when spoken at a normal rate with some rephrasing, repetitions, and contextual clues.</p>
<p>2. Comprehends and follows simple routine instructions for classroom activities that depend on gestures and other contextual clues.</p>	<p>2. Comprehends and follows routine (two-to-three-step) instructions for classroom activities in the presence of gestures and clear contextual clues.</p>	<p>2. Comprehends and follows simple imperatives in the classroom.</p>	<p>2. Comprehends and follows multiples imperatives and requests.</p>
<p>3. Listens attentively to short read-aloud stories and identifies a few key details.</p>	<p>3. Listens attentively to short read-aloud stories and identifies several key details.</p>	<p>3. Listens attentively to personally relevant short read-aloud stories and identifies most key details.</p>	<p>3. Listens attentively to short read-aloud stories, poems, and informational text and identifies key details and specific facts.</p>

<p align="center">Beginning 4.</p>	<p align="center">Approaching 4.</p>	<p align="center">Met 4.</p>	<p align="center">Exceeds 4.</p>
<p>Responds to greetings with simple words, gestures, and other nonverbal behavior.</p>	<p>Responds to and uses common social greetings and simple repetitive phrases using isolated words or strings of two-to-three-word phrases (Hello. How are you? Thank you. You're welcome.)</p>	<p>Participates appropriately in most social interactions, including initiating greetings, courtesy and leave-taking, introducing self, asking about the other; and providing basic personal information (e.g. name, address, and age using phrases and simple sentences.</p>	<p>Participates actively in small group discussions, including greeting familiar and unfamiliar people, responding appropriately to introductions by other people, asking and responding to detailed questions regarding personal information, and using phrases and simple sentences.</p>
<p>5. Uses gestures to communicate basic needs (e.g. pointing toward door when needing to go to restroom).</p>	<p>5. Communicates some basic, immediate, personal, and survival needs using limited vocabulary.</p>	<p>5. Communicates/interprets information about personal survival needs using accurate and somewhat varied vocabulary.</p>	<p>5. Communicates/interprets information about immediate and future, personal and survival needs using precise, descriptive and varied vocabulary.</p>
<p>6. Identifies by name a few familiar objects, people, and events (e.g. family members, body parts, clothing, pets, foods, common occupations, seasons, common school, classroom, and home objects).</p>	<p>6. Identifies by name some familiar objects, people, and events (e.g. family members, body parts, clothing, pets, foods, common occupations, seasons, common school, classroom, and home objects)</p>	<p>6. Identifies by name many familiar objects, people, and events (e.g. family members, body parts, clothing, pets, foods, common occupations, etc)</p>	<p>6. Describes familiar objects, people, events, classroom, and school and home surroundings with both general and more specific words and phrases.</p>
<p>7. Repeats simple sentences for rhythm and intonation patterns.</p>	<p>7. Recites simple rhymes and songs with expressive phrasing and intonation.</p>	<p>7. Retells simple illustrated personal stories in a logical sequence using key words, phrases, simple sentences, and intonation patterns.</p>	<p>7. Retells simple illustrated personal stories in a logical sequence, using expressive phrasing.</p>

MONTANA ESOL Beginning Literacy Proficiency Standards

Reading

Performance Conditions: Learners at this stage of proficiency can comprehend the general message of basic reading passages dramatized or read to them. These reading passages contain simple language structures and syntax, high frequency vocabulary, and predictable grammatical patterns. Learners also use prior knowledge and their experiences in their first language to understand meanings in English. Learners often rely on visual cues and prior knowledge or experience with the topic so that the context is personally relevant and strongly supports the text.

Beginning	Approaching	Met	Exceeds
<p>1. Recognizes numbers (1-10) and a few upper and lower case letters in print.</p>	<p>1. Recognizes and names numbers (up to 20) and some upper and lowercase letters in print and cursive.</p>	<p>1. Recognizes directionality of English reading, such as tracking words from left to right, top to bottom, and return sweep.</p>	<p>1. Names numbers (up to 100) and all upper and lower case letters in print and cursive.</p>
<p>2. Recognizes English (letter sounds) that correspond to phonemes the learner already hears and produces in his/her native language.</p>	<p>2. Produces English phonemes (letter sounds) that correspond to phonemes the learner already hears and produces, including long and short vowels and initial /final consonants.</p>	<p>2. Recognizes and names numbers (up to 100) and many upper and lower case letters in print and cursive.</p>	<p>2. Produces English phonemes represented by all single-lettered consonants and vowels.</p>
<p>3. Distinguishes spoken rhyming words from non-rhyming words.</p>	<p>3. Identifies and produces rhyming words in response to an oral prompt.</p>	<p>3. Produces many English phonemes that do not correspond to phonemes the learner already hears and produces in his or her own language.</p>	<p>3. Recognizes and reads short sentences made up of simple words, moving sequentially from sound to sound.</p>
<p>4. Identifies the initial sound (not letter) of a spoken word.</p>	<p>4. Identifies the initial and final sounds (not letters) of a spoken word.</p>	<p>4. Moves sequentially from sound to sound, isolating the individual phonemes.</p>	<p>4. Orally blends many English phonemes to form words.</p>

<p align="center">Beginning</p>	<p align="center">Approaching</p>	<p align="center">Met</p>	<p align="center">Exceeds</p>
<p align="center">5.</p> <p>Recognizes and responds to greetings and leave-takings, including simple words such as hello, hi, goodbye, symbols, labels, and captions in the environment.</p>	<p align="center">5.</p> <p>Recognizes simple vocabulary and short phrases needed to respond to greetings, courtesy, leave taking, and to answer basic questions about personal information (name, age, phone number, birth date, date, and time).</p>	<p align="center">5.</p> <p>Recognizes groups of words, phrases needed to engage in short, basic social interactions.</p>	<p align="center">5.</p> <p>Recognizes key vocabulary, phrases, and sentences needed to engage in short, basic social interactions including providing basic personal information.</p>
<p align="center">6.</p> <p>Recognizes basic words for colors, foods, and animals.</p>	<p align="center">6.</p> <p>Identifies some common signs, symbols, labels, and captions in the environment.</p>	<p align="center">6.</p> <p>Identifies many common signs, symbols, labels, and captions in the environment</p>	<p align="center">6.</p> <p>Identifies and categorizes common signs, symbols, labels, and captions in the environment.</p>
<p align="center">7.</p> <p>Recognizes basic words for colors, foods, and animals.</p>	<p align="center">7.</p> <p>Identifies and labels by name a few familiar objects, people, animals, and events.</p>	<p align="center">7.</p> <p>Recognizes key vocabulary, phrases and some simple sentences needed to initiate and respond appropriately to most basic social interactions, including providing basic personal information.</p>	<p align="center">7.</p> <p>Describes familiar objects, people, animals, and events with key vocabulary, phrases, and sentences.</p>
<p align="center">8.</p> <p>Recognizes vocabulary that communicates a few personal and survival needs.</p>	<p align="center">8.</p> <p>Recognizes vocabulary that communicates some personal and survival needs.</p>	<p align="center">8.</p> <p>Recognizes vocabulary that communicates most personal and survival needs.</p>	<p align="center">8.</p> <p>Recognizes vocabulary that communicates personal and survival needs.</p>
<p align="center">9.</p> <p>Arranges a series of pictures in sequence to demonstrate understanding of the sequence of events in stories read to him or her.</p>	<p align="center">9.</p> <p>Recognizes that stories follow a certain sequence</p>	<p align="center">9.</p> <p>Recognizes a small number of familiar words and symbols in text related to simple everyday needs.</p>	<p align="center">9.</p> <p>Retells a simple story placing events in sequence.</p>

Beginning	Approaching	Met	Exceeds
<p data-bbox="183 264 483 464">10. Comprehends and follows simple one-step written directions that are accompanied by illustrations.</p>	<p data-bbox="500 264 800 495">10. Comprehends and follows simple one- to two-step written directions that are accompanied by illustrations.</p>	<p data-bbox="816 264 1117 464">10. Comprehends and follows basic written directions (illustrations not required or needed).</p>	<p data-bbox="1141 264 1425 464">10. Comprehends and follows basic written directions (illustrations not required or needed).</p>
<p data-bbox="183 621 483 737">11. Recognizes simple words and sentences with illustrations.</p>	<p data-bbox="500 621 800 810">11. Reads and comprehends simple texts that may be accompanied by illustrations.</p>	<p data-bbox="816 621 1117 936">11. Reads and understands the meaning of simplified, short common forms, simplified maps and diagrams, and common traffic signs and symbols related to immediate needs.</p>	<p data-bbox="1141 579 1425 968">11. Reads and understands common forms, personal and place names, common public signs, and other short texts with familiar words and simple phrases in predictable contexts related to immediate needs.</p>
<p data-bbox="183 1041 483 1230">12. Recognizes and produces a few English phonemes with general accuracy.</p>	<p data-bbox="500 1041 800 1230">12. Recognizes and produces many English phonemes with general accuracy.</p>	<p data-bbox="816 1041 1117 1230">12. Recognizes and produces most English phonemes with general accuracy.</p>	<p data-bbox="1141 1041 1425 1188">12. Recognizes and produces all English phonemes with general accuracy.</p>
<p data-bbox="183 1356 483 1482">13. Occasionally recognizes common abbreviations.</p>	<p data-bbox="500 1356 800 1608">13. Sometimes recognizes common abbreviations. Recognizes basic sentence dividers (capitalization and punctuation).</p>	<p data-bbox="816 1356 1117 1608">13. Often recognizes common abbreviations. Recognizes basic sentence dividers including internal dividers (commas).</p>	<p data-bbox="1141 1356 1425 1503">13. Consistently recognizes and uses common abbreviations.</p>

MONTANA ESOL Beginning Literacy Proficiency Standards

Writing

Performance Conditions: Learners at this stage of proficiency copy short sentences (three to seven words) and relate short messages using vocabulary related to the functions, supporting grammar, and mechanics for this level. Forms are simple in format and demand.

Beginning	Approaching	Met	Exceeds
1. Traces letters of the alphabet.	1. Copies letters of the alphabet (upper case) with at least 50% accuracy.	1. Copies letters of the alphabet (upper and lower case) with at least 80% accuracy.	1. Prints letters of the alphabet with 100% accuracy.
2. Copies numerals (up to 20].	2. Writes numerals (up to 20) and copies numerals up to 50.	2. Writes numerals (up to 50) and copies numerals up to 100.	2. Writes numerals (up to 100).
3. Traces simple words (in print)	3. Copies simple (printed) words.	3. Writes short sentences by copying words into given sentence patterns, including punctuation and capitalization.	3. Writes short sentences, printing legibly and spacing letters, words and sentences properly.
4. Fills out short forms by copying essential personal information.	4. Fills out short forms with essential personal information (name, address, phone).	4. Fills out simple forms with complete personal information.	4. Fills out forms with more detailed personal information.
5. Occasionally applies letter-sound relationships to spell simple (CVC) words.	5. Sometimes applies letter-sound relationships to spell simple (CVC) words.	5. Often applies letter-sound relationships to spell simple (CVC) words.	5. Consistently applies letter-sound relationships to spell simple (CVC) words.

Montana ESOL LOW Beginning Literacy

Standard: The adult ESOL learner comprehends and communicates in written and spoken English for a variety of purposes and audiences.

Functions:	Supporting Grammar and Mechanics
<ol style="list-style-type: none"> 1. Provides detailed personal information about self and others (background information, height, weight, forms, etc.) 2. Uses common descriptive words for objects, places, routines and people. 3. Follows multiple-step directions (e.g., maps) 4. Uses classroom language (e.g., "How do you spell...?", "Please repeat that.", "Is this correct?") 5. Indicates understanding 6. Expresses wants, feelings and likes/dislikes 7. Expresses abilities/inabilities, and intentions 8. Asks for/grants permission 9. Cautions and warns 	<p>Applies knowledge of:</p> <ol style="list-style-type: none"> a) Verbs in the interrogative, affirmative and negative forms of present, present progressive and future tenses b) Modal auxiliaries can, may, would like c) Pronouns in the object and demonstrative forms d) Adjectives in the demonstrative form and definite and indefinite articles (e.g. that/ the/a red blouse) e) Prepositions of time and place (e.g., after, in front of) f) Adverbs of time and frequency (e.g., today, usually) g) Simple punctuation (comma, exclamation point, apostrophe)

The learner employs the functions, supporting grammar, and mechanics of this level with the following:

NRS LEVEL Benchmarks: Low Beginning ESL/ESOL (BEST Plus 401- 417, SPL 2)

Listening and Speaking	Reading	Writing
<ol style="list-style-type: none"> A. Comprehends, follows and responds to directions and detailed personal information about self and others. B. Initiates and responds to simple questions about familiar objects and topics. C. Expresses feelings. 	<ol style="list-style-type: none"> A. Transitions from phonics to words and sentences. B. Reads numbers to the hundreds of thousands. C. Reads print and cursive. D. Identifies how punctuation is used to express idea/feeling of a text. E. Relates pictorial concept to written words. F. Reads and understands contractions, abbreviations, and possessives. 	<p>Writes simple sentences in the form of:</p> <ol style="list-style-type: none"> A. notes, B. simple phone messages, C. personal info. & descriptions, D. simple forms.

Montana Low Beginning ESOL Proficiency Standards

Listening and Speaking

Performance Conditions: Learners at this stage of proficiency comprehend basic vocabulary and grammatical structures in face-to-face conversations with one person at a time or in a familiar supportive group. Topics are familiar and about common routine matters. Listening communications are short monologues and dialogues on familiar routine topics delivered at a slow-to-normal rate. Learners rely on repetition, gestures, and other nonverbal cues to sustain conversations. Learners' speeches are guided by specific questions when necessary. Learners use word order accurately in simple sentences, but make errors in tense formation and proper selection of verbs. Learners' speech rates are slow to normal.

Beginning	Approaching	Met	Exceeds
<p>1. Comprehends key words, formulaic phrases, and most short sentences in simple predictable conversations on topics of immediate personal relevance (e.g., basic social interactions, needs, warnings) when spoken slowly with frequent rephrasing, and repetitions when using contextual cues.</p>	<p>1. Comprehends a range of expressions used to request personal details, direct classroom activities, identify people, objects, events, and ask for/grant permission when spoken slowly with some rephrasing, repetitions, and when using contextual cues.</p>	<p>1. Produces short, predictable discourse on familiar matters, including: dates, routines, objects, people; likes and dislikes, and wants and feelings when spoken slowly with some rephrasing, repetitions, and when using contextual cues.</p>	<p>1. Comprehends and follows short, predictable discourse on familiar matters, including familiar events, routines, objects, people; likes and dislikes, and wants and feelings when spoken at a normal rate.</p>
<p>2. Comprehends and follows one-step directions accompanied by contextual cues and gestures.</p>	<p>2. Comprehends and follows two- to three-step directions accompanied by contextual cues and gestures.</p>	<p>2. Comprehends and follows three- to four-step directions.</p>	<p>2. Comprehends and follows multiple-step directions.</p>
<p>3. Participates in short, routine social conversations with individuals in which they exchange personal information and discuss personal needs, using limited vocabulary.</p>	<p>3. Participates in social conversations in pairs or in small groups in which learners exchange personal information and discuss personal experiences, abilities, wants and needs with</p>	<p>3. Participates in expanded social conversations held in pairs or in small groups exchanging detailed, personal information about self and others; likes and</p>	<p>3. Participates in expanded social conversations held in pairs or in small groups exchanging detailed personal information about self and others; likes, and</p>

Beginning	Approaching	dislikes, wants and Met	dislikes, wants and Exceeds
<p data-bbox="186 598 451 724">4. Gives and receives simple compliments in familiar settings.</p> <p data-bbox="186 913 451 1207">5. Responds to questions about the size, color, shape, physical characteristics, and number of familiar objects using limited vocabulary.</p>	<p data-bbox="488 262 722 367">accurate and somewhat limited vocabulary.</p> <p data-bbox="488 588 755 745">4. Gives and receives simple compliments and shows gratitude in familiar settings.</p> <p data-bbox="488 892 787 1228">5. Responds to and asks simple questions about size, color, shape, physical characteristics, and number of familiar objects using somewhat limited vocabulary.</p>	<p data-bbox="808 294 1096 493">feelings; asking for and granting permission; and issuing cautions and warnings using varied vocabulary.</p> <p data-bbox="808 609 1079 808">4. Gives and receives compliments, shows gratitude, and expresses apologies in familiar settings.</p> <p data-bbox="808 913 1096 1249">5. Responds to and asks simple questions about the size, color, shape, physical characteristics, and number of familiar objects using descriptive vocabulary.</p>	<p data-bbox="1127 294 1396 556">feelings; asking for and granting permission; and issuing cautions and warnings using purposeful accurate, and descriptive vocabulary.</p> <p data-bbox="1127 598 1396 861">4. Gives and receives compliments, shows gratitude, and expresses apologies in all appropriate social and cultural contexts.</p> <p data-bbox="1127 903 1421 1270">5. Responds to and asks simple questions about the size, color, shape, physical characteristics, and number of familiar objects using accurate and descriptive vocabulary.</p>

Montana Low Beginning ESOL Proficiency Standards

Reading

Performance Conditions: Learners at this stage of proficiency can comprehend the general message of basic reading passages dramatized or read to them. These reading passages contain simple language structures and syntax, high frequency vocabulary, and predictable grammatical patterns. Learners also use prior knowledge and their experiences in their first language to understand meanings in English. Learners often rely on visual cues and prior knowledge or experience with the topic so that the context is personally relevant and strongly supports the text. Learners use the functions, supporting grammar and mechanics of this level.

Beginning	Approaching	Met	Exceeds
<p>1. Recognizes and reads numbers up to 50.</p>	<p>1. Recognizes and reads numbers up to 100.</p>	<p>1. Recognizes and reads numbers in the thousands.</p>	<p>1. Recognizes and reads numbers in the hundreds of thousands.</p>
<p>2. Recognizes some upper and lower case letters written in cursive.</p>	<p>2. Recognizes many letters written in cursive.</p>	<p>2. Often reads familiar and relevant words written in cursive in a printed text.</p>	<p>2. Consistently reads familiar and relevant words written in cursive in a printed text.</p>
<p>3. Comprehends sound/symbol relationships and basic word formation rules.</p>	<p>3. Recognizes the new spoken word when a specified phoneme is added, changed, or removed (e.g. "pat" to "rat", "man" to "an").</p>	<p>3. Reads one-syllable word when a specified phoneme, including a consonant blend is added, changed, or removed.</p>	<p>3. Reads multi-syllabic words when specific phoneme(s) are added, changed, or removed (liver to river; cover to hover).</p>
<p>4. Associates the phoneme sound to the letter symbol.</p>	<p>4. Segments one-syllable words into individual phoneme sounds.</p>	<p>4. Segments multi-syllable words into syllables and counts the number of sounds in syllables and syllables in words.</p>	<p>4. Applies knowledge of basic syllabication rules when reading.</p>
<p>5. Recognizes limited vocabulary needed to</p>	<p>5. Recognizes ordinary and somewhat</p>	<p>5. Reads purposeful and somewhat varied</p>	<p>5. Consistently reads accurate, extensive</p>

<p>initiate and respond to greetings, Beginning courtesy, leave taking, answer basic questions about personal information, and to indicate problems in communicating in a variety of ways.</p> <p>6. Recognizes few vocabulary words associated with familiar objects, places, routines, events, and people.</p> <p>7. Associates appropriate words to an event shown in a picture.</p> <p>8. Identifies words that are in context and that relate to personal information about self.</p>	<p>limited vocabulary needed to provide Approaching specific detailed information about oneself and others, issue cautions, use classroom language, express likes and dislikes, wants and feelings, ability to do or not do something, and ask for and grant permission.</p> <p>6. Identifies some key vocabulary, phrases, and sentences associated with familiar objects, people, and events.</p> <p>7. Reads the basic words associated with a picture.</p> <p>8. Reads simple sentences about self and others.</p>	<p>vocabulary needed to provide specific Met detailed information about self and others, issue cautions and warnings, use classroom language, express likes and dislikes, wants and feelings, ability to do or not do something, and ask for and grant permission.</p> <p>6. Often identifies and uses key vocabulary, phrases, and sentences that are associated with familiar objects, people, and events.</p> <p>7. Reads words to identify basic wh-questions.</p> <p>8. Reads more detailed sentences about self and others (e.g., height, weight questions on forms).</p>	<p>vocabulary needed to provide specific Exceeds detailed information about self and others, issue cautions and warnings, use classroom language, express likes and dislikes, wants and feelings, ability to do or not do something, and ask for and grant permission.</p> <p>6. Consistently identifies and uses key vocabulary and sentences associated with objects, people, and events and appropriate to ideas being conveyed.</p> <p>7. Identifies and associates appropriate words in a logical sequence for a series of pictures and uses them to predict outcomes.</p> <p>8. Reads multi-sentence descriptions of and instructions for familiar and relevant topics.</p>
--	--	---	---

Montana Low Beginning ESOL Proficiency Standards

Writing

Performance Conditions: Learners at this stage of proficiency are able to write simple sentences on familiar and personally relevant topics using vocabulary related to the functions and supporting grammar and mechanics for this level and the preceding level. Basic vocabulary and structures in simple sentences and phrases are characteristic of learners' writings at this level. Errors in spelling and grammar are frequent and characteristic of language production at this stage.

Beginning	Approaching	Met	Exceeds
<p>1. Copies simple sentences.</p>	<p>1. Creates simple sentences with guidance.</p>	<p>1. Writes simple phrases and sentences three to five words long on familiar topics (e.g., describing people, places, and routines).</p>	<p>1. Writes detailed sentences (6+ words) on familiar topics.</p>
<p>2. Copies simple personal messages.</p>	<p>2. Writes sentences to convey a personal message with guidance.</p>	<p>2. Writes notes (to teacher, boss, or friend) of one to two sentences long to convey a personal message including proper greeting and signature and addresses envelope.</p>	<p>2. Writes notes to convey a personal message three to four sentences long using proper format (e.g., heading, greeting, and addresses) and addressing envelopes.</p>
<p>3. Copies basic phone messages.</p>	<p>3. Takes down phone number and possibly, name.</p>	<p>3. Takes basic phone messages (name, phone number, time of call).</p>	<p>3. Takes basic phone messages and asks for spelling clarification.</p>
<p>4. Copies basic information onto simple forms</p>	<p>4. Fills out simple forms with basic personal information (up to 10 items).</p>	<p>4. Fills out simple applications with more detailed personal information (up to 15 items).</p>	<p>4. Fills out simple applications with more detailed personal information (up to 20 items).</p>
Beginning	Approaching	Met	Exceeds

<p>5. Copies numerals (up to the hundreds) and numbers (up to ten).</p> <p>6. Occasionally applies spelling and punctuation rules related to the grammar and mechanics of this level.</p>	<p>5. Writes numerals and numbers (up to the hundreds) with guidance.</p> <p>6. Sometimes applies spelling and punctuation rules related to the grammar and mechanics of this level.</p>	<p>5. Independently writes numerals (up to the thousands) and numbers (up to the hundreds) as necessary for personal information (e.g., checks, dates, and weight).</p> <p>6. Often applies spelling and punctuation rules related to the grammar and mechanics of this level (e.g., plurals, third person singular, and capitalization).</p>	<p>5. Independently writes numerals and numbers (up to the thousands).</p> <p>6. Consistently applies spelling and punctuation rules related to the grammar and mechanics of this level.</p>
---	--	---	--

Montana ESOL HIGH Beginning Literacy

Standard: The adult ESOL learner comprehends and communicates in written and spoken English for a variety of purposes and audiences.

Functions:	Supporting Grammar and Mechanics
1. Checks/indicates understanding 2. Identifies/states similarities/differences 3. Excuses/apologizes/forgives 4. Complains 5. Agrees/disagrees 6. Extends/responds to invitations 7. Describes events, problems and situations 8. Expresses obligations 9. Gives multi-step directions	a) Verbs in the affirmative, negative and interrogative forms of the past and past progressive tenses b) Modals should, must, ought to, had better, could, would c) Uses want to, must and have to d) Count/mass nouns and indefinite pronouns (some, any) e) Comparative and superlative structures f) Possessive pronouns g) Prepositions of direction and motion h) Adverbs of manner and sequence (quickly, finally) i) Common two-part phrasal verbs (look ____, get ____) j) Common prefixes and suffixes (re-, un-, mis-, -ed, -ist)

The learner employs the functions, supporting grammar and mechanics of this level with the following:

IRS LEVEL Benchmarks: High Beginning ESL/ESOL (BEST Plus 418 - 438, SPL 3)

Listening and Speaking	Reading	Writing
A. Describes emotions B. Gives directions C. Retells stories D. States simple problem or situation	A. Reads the vocabulary related to the functions in this and all previous levels B. Recognizes mechanical and structural elements that change or enhance meaning C. Reads simplified materials for information D. Reads with young children	A. Writes multiple sentences in the form of: 1. stories 2. personal, friendly letters 3. detailed phone messages 4. directions 5. forms and applications B. Uses simple graphic organizers

Montana ESOL High Beginning Proficiency Standards

Listening and Speaking

Performance Conditions: Learners at this stage of proficiency comprehend short conversations and interactions that are face-to-face with one person at a time or in small groups. The context of the conversations is familiar or clear and predictable. Learners at this stage initiate and sustain conversations; although they often speak with hesitation and rely on known vocabulary. Extended communications typically consist of a series of short familiar structures. They rely on repetition, gestures, and other non verbal cues to sustain conversations. Circumstances of oral communications range from informal to more formal occasions, and audiences consist of small, familiar groups. Listening communication consists of moderately short monologues and dialogues on familiar, routine topics that are face-to-face, or video- or audio-mediated at a slow-to-normal rate. Learners' speech rates are slow to normal.

Beginning	Approaching	Met	Exceeds
<p>1. Makes excuses and apologies using simple vocabulary.</p> <p>2. Gives single-step directions and commands.</p> <p>3. Responds to basic comprehension questions from read aloud texts using simple phrases.</p>	<p>1. Makes excuses, apologizes, and invites using limited vocabulary.</p> <p>2. Gives one-to two-step routine directions.</p> <p>3. Retells information from text in a logical sequence, using key words, phrases, and simple sentences.</p>	<p>1. Describes obligations, complains, makes excuses, apologizes, and invites using varied vocabulary and appropriate intonation.</p> <p>2. Gives two- to three-step routine directions using appropriate intonation, including simple references to time, location, and movement.</p> <p>3. Retells simple stories about routine activities or experiences using logical organization and varied vocabulary.</p>	<p>1. Describes obligations, complains, makes excuses, apologizes, and invites using accurate and varied vocabulary.</p> <p>2. Gives multiple-step routine directions and instructions, including appropriate intonation and accurate reference to time, location, and movement.</p> <p>3. Presents coherent, personal narrative that includes an introduction, development, and conclusion.</p>

Montana ESOL High Beginning Proficiency Standards

Reading

Performance Conditions: Learners at this stage of proficiency can comprehend the content of different genres of short text. Language in text is predominantly factual and literal. Narratives that are biographical or descriptive are often related to personal experience. Linguistic and stylistic means of expression remain simple and straightforward. Samples of text include stories, poems, newspaper articles, and reports. Learners use the functions, supporting grammar, and mechanics of this and all previous levels.

Beginning	Approaching	Met	Exceeds
<p>1. Alphabetizes a series of words to the first letter.</p>	<p>1. Alphabetizes a series of words to the second letter.</p>	<p>1. Uses a dictionary, accompanied by illustrations, to find the meaning or spelling of a word.</p>	<p>1. Uses a simple thesaurus to find synonyms and antonyms.</p>
<p>2. Recognizes some common, regular high-frequency words.</p>	<p>2. Recognizes many common, regular, high frequency words.</p>	<p>2. Recognizes many common, regular and irregular, high frequency words (e.g. the, have, said, of).</p>	<p>2. Develops basic sight vocabulary.</p>
<p>3. Recognizes structure for common compound words (babysitter) and contractions.</p>	<p>3. Sometimes identifies base words that comprise compound words and contractions.</p>	<p>3. Often identifies base words that comprise compound words and contractions.</p>	<p>3. Consistently uses knowledge of base words to read compound words and contractions.</p>
<p>4. Responds orally to stories read to them by answering simple questions using isolated words or strings of two- to three word responses.</p>	<p>4. Responds orally to stories by answering factual comprehension questions using key words and phrases.</p>	<p>4. Reads short (5-7 sentences) simple stories with illustrations on familiar topics and responds to factual comprehension questions using key words, phrases, and simple sentences.</p>	<p>4. Identifies characters, setting and key events of stories using key words, short phrases, and sentences.</p>

Beginning	Approaching	Met	Exceeds
<p data-bbox="186 262 472 701">5. Recognizes limited vocabulary needed to check for understanding; identifies similarities and differences; issue excuses, apologies, complaints, invitations, and describe events and problems.</p>	<p data-bbox="501 262 787 722">5. Recognizes ordinary and somewhat limited vocabulary needed to check for understanding; identifies similarities and differences; issue excuses, apologies, complaints, invitations, and describe events and problems.</p>	<p data-bbox="816 262 1102 722">5. Reads purposeful and somewhat varied vocabulary needed to check for understanding; identifies similarities and differences; issue excuses, apologies, complaints, invitations, and describe events and problems.</p>	<p data-bbox="1131 262 1417 659">5. Reads accurate, extensive vocabulary needed to check for understanding; identifies similarities and differences; issue excuses, apologies, complaints, invitations, and describe events and problems.</p>

Montana ESOL High Beginning Proficiency Standards

Writing

Performance Conditions: Learners at this stage of proficiency are able to express basic personal needs and compose passages on familiar, personally relevant topics, using vocabulary related to the functions, supporting grammar, and mechanics for this level and the preceding levels. At this level, personal narrative writing is a focus. Basic vocabulary and structures in simple sentences and phrases are characteristic of learners' writings at this level. Errors in spelling and grammar are frequent and characteristic of language production at this stage.

Beginning	Approaching	Met	Exceeds
<p>1. Writes simple phrases and sentences on a familiar topic.</p>	<p>1. Writes texts (to describe procedures or tell a story about events, self, and family).</p>	<p>1. Writes texts (to describe procedures or tell a story about events, self, and family) comprised of several simple sentences focused on one main idea organized around a topic sentence.</p>	<p>1. Writes texts comprised of several simple sentences using a topic sentence, transitional words, and a concluding statement.</p>
<p>2. Fills in a prepared graphic organizer and uses it to organize writings.</p>	<p>2. Appropriately uses graphic organizers to organize writings with some guidance (e.g., mind- map and outline).</p>	<p>2. Appropriately uses graphic organizers to organize writings with minimal guidance (e.g., mind map and outline).</p>	<p>2. Independently uses graphic organizers to organize writings</p>
<p>3. Uses an illustrated dictionary to identify and verify vocabulary with significant guidance.</p>	<p>3. Uses an illustrated dictionary with minimal guidance to identify and verify new vocabulary.</p>	<p>3. Independently uses an illustrated dictionary to identify and verify new vocabulary.</p>	<p>3. Uses a simple English dictionary with guidance.</p>
<p>4. Writes with guidance a simple, personal note to convey a personal message.</p>	<p>4. Writes a simple, personal note to convey a personal message.</p>	<p>4. Writes a short friendly letter or note to convey a personal message (to express</p>	<p>4. Writes a short, detailed letter that conveys a clear message, includes varied, simple</p>

Beginning	Approaching	Met	Exceeds
<p data-bbox="186 451 472 577">5. Takes simple phone messages (name and phone number).</p> <p data-bbox="186 730 472 892">6. Fills out simple application forms with basic personal information.</p> <p data-bbox="186 1008 472 1270">7. Occasionally applies spelling and punctuation rules related to the grammar and mechanics of this level.</p>	<p data-bbox="501 483 771 682">5. Takes phone messages with detailed information (name, address, and phone number)</p> <p data-bbox="501 756 755 955">6. Fills out application forms that ask for basic personal information and abilities</p> <p data-bbox="501 1039 781 1260">7. Often applies spelling and punctuation rules related to the grammar and mechanics of this level.</p> <p data-bbox="501 1417 673 1512">8. Writes simple directions.</p>	<p data-bbox="810 231 1089 388">Met invitations, thanks, or regrets) that is organized and uses a proper format .</p> <p data-bbox="810 472 1063 703">5. Takes phone messages with detailed information (name, address, phone number, and short text).</p> <p data-bbox="810 745 1079 934">6. Fills out application forms with required information including past education and work experience.</p> <p data-bbox="810 1060 1089 1386">7. Often applies spelling and punctuation rules related to the grammar and mechanics of this level (e.g., comparatives and superlatives, and capitalization).</p> <p data-bbox="810 1428 1031 1522">8. Writes multi-step directions.</p>	<p data-bbox="1118 231 1421 357">sentences that flow smoothly and is appropriate for audience and purpose.</p> <p data-bbox="1118 430 1421 598">5. Takes phone messages with detailed information, including basic directions.</p> <p data-bbox="1118 714 1421 913">6. Fills out applications that ask for abilities, past educational, work experiences, and references.</p> <p data-bbox="1118 987 1421 1218">7. Consistently applies spelling and punctuation rules related to the grammar and mechanics of this level.</p>

Montana ESOL LOW Intermediate

Standard: The adult ESOL learner comprehends and communicates in written and spoken English for a variety of purposes and audiences.

Functions:	Supporting Grammar and Mechanics
1. Identifies/describes hypothetical events, problems and situations 2. Provides/takes advice and suggestions 3. Identifies/states possibilities and probabilities 4. Describes past routines and abilities 5. Reminds/interrupts politely	a) Verbs in the affirmative, negative and interrogative of the present perfect and present perfect progressive tenses b) Present real conditional (If..., will....) c) Habitual past (e.g. used to, would) d) Reflexive pronouns e) Connectors (and, however, therefore, etc.) and related punctuation (colon, semi-colon) f) Common idioms (e.g. piece of cake)

The learner employs the functions, supporting grammar, and mechanics of this level with the following:

NRS LEVEL Benchmarks: Low Intermediate ESL/ESOL (BEST Plus 439-472, SPL 4)

Listening and Speaking	Reading	Writing
Analyzes presentations and social discourse in multiple contexts.	A. Reads and comprehends short stories and descriptive passages that are related to the ESOL functions and supporting grammar. B. Identifies basic story elements, cause/effect, fact/opinion. C. Locates information in graphic form. D. Reads and knows how to use reference materials such as dictionaries and thesauri, and simple computer technologies.	A. Writes texts, up to and including paragraphs, in the form of: <ol style="list-style-type: none"> 1. formal and informal letters, 2. hypothetical situations and solutions, 3. detailed messages, 4. short narratives. B. Creates graphic organizers.

Montana ESOL LOW Intermediate Proficiency Standards

Listening and Speaking

Performance Conditions: Learners at this stage of proficiency comprehend standard speech delivered in many settings, including various academic settings with some repetition and rewording. They are able to comprehend the main ideas and relevant details of extended discussions or presentations on a broad variety of general interest topics. They have mastered basic sentence structure and verb tenses but may have some difficulty with more complex structures. Learners' rates of speech are slow-to-normal rate.

Beginning	Approaching	Met	Exceeds
<p>1. Recognizes topics in presentations when spoken slowly and with repetitions, rephrasing, and clarification.</p>	<p>1. Retells basic facts from presentations with contextual support (e.g. graphic organizers, posters, and diagrams), repetition, rephrasing, and clarification.</p>	<p>1. Rephrases presentations identifying the purpose, main idea, key words, and idiomatic expressions.</p>	<p>1. Rephrases presentations identifying the purpose, main idea, key words, and idiomatic expressions and supporting details.</p>
<p>2. Occasionally comprehends and follows multiple-step (four or more steps) instructions for familiar processes or procedures.</p>	<p>2. Sometimes comprehends and follows multiple-step (four or more steps) instructions for familiar processes or procedures.</p>	<p>2. Often comprehends and follows multiple-step (four or more steps) instructions for familiar processes or procedures.</p>	<p>2. Consistently comprehends and follows multiple-step (four or more steps) instructions for familiar processes or procedures.</p>
<p>3. Participates in social conversations held in pairs or in groups on immediate and future needs, wants, plans, and familiar topics of personal reference using limited vocabulary.</p>	<p>3. Participates in social conversations held in pairs or in groups by asking and responding to questions, providing advice or reminders, granting permission,</p>	<p>3. Participates in social conversations held in pairs or in groups by asking and responding to questions, providing advice or reminders, granting permission, and describing past events and routines, posing hypothetical questions, and using varied vocabulary</p>	<p>3. Opens, develops, and closes extended social conversations held in pairs or in groups by asking and responding to questions, providing advice or reminders, granting permission, describing past events and routines, posing hypothetical questions, and using precise and descriptive vocabulary.</p>

Beginning	Approaching	Met	Exceeds
<p style="text-align: center;">4.</p> <p>Contributes to classroom and small group discussions by asking/answering questions and making comparisons.</p>	<p style="text-align: center;">4.</p> <p>Contributes to classroom and small group discussions by asking/answering questions, agreeing/disagreeing with others, and making comparisons.</p>	<p style="text-align: center;">4.</p> <p>Contributes to classroom discussions by giving suggestions, describing past events, and expressing intentions.</p>	<p style="text-align: center;">4.</p> <p>Contributes to classroom discussions by giving suggestions, describing past events, proposing hypothetical events, and expressing intentions.</p>
<p style="text-align: center;">5.</p> <p>Arranges phrases, clauses, and sentences into correct and meaningful patterns showing some evidence of connected discourse using “and, but”.</p>	<p style="text-align: center;">5.</p> <p>Uses phrases and simple sentences showing some evidence of connected discourse such as “and, but, “first, next, then, last.”</p>	<p style="text-align: center;">5.</p> <p>Uses phrases and sentences showing some evidence of connected discourse such as “and, but, first, then, next, last, because, however, therefore.”</p>	<p style="text-align: center;">5.</p> <p>Uses phrases and sentences showing consistent evidence of connected discourse such as “and, but, first, then, next, last, because, however, therefore, although, yet, nevertheless.”</p>

Montana ESOL LOW Intermediate Proficiency Standards

Reading

Performance Conditions: Learners at this stage of proficiency can comprehend the content of many different genres of texts independently. They are able to detect the overall tone and intent of text. Language in text is predominantly factual and literal with some abstract ideas. Most information is explicit; some is implicit so that some level of inference is required to comprehend the text. Narratives that are biographical or descriptive are often related to personal experience. Linguistic and stylistic means of expression in some texts can be complex. Samples of text include stories, poems, newspaper articles, encyclopedia entries, and reports. Learners use the functions, supporting grammar, and mechanics of this and all previous levels.

Beginning	Approaching	Met	Exceeds
1.	1.	1.	1.
Recognizes limited vocabulary needed to indicate and check understanding; gives and receives invitations and apologies, issues complaints, describes obligations, identifies similarities and differences, and describes events and situations.	Recognizes ordinary and somewhat limited vocabulary needed to ask for and give advice, suggestions, permission and reminders; describes past routines and events; describes hypotheticals; and states intentions, possibilities, and probabilities.	Reads purposeful and somewhat varied vocabulary needed to ask for and give advice, suggestions, permission, reminders; describes past routines and events; proposes hypotheticals; and states intentions, possibilities, and probabilities.	Reads accurate, extensive vocabulary needed to ask for and give advice, suggestions, permission and reminders; describes past routines and events; proposes hypotheticals; and states intentions, possibilities and probabilities.
2.	2.	2.	2.
Seldom recognizes another way to say something (e.g. synonyms, circumlocution).	Sometimes recognizes another way to say something (e.g.; synonyms, circumlocution).	Often recognizes that the same thing has been said another way. (e.g., synonyms, circumlocution).	Consistently recognizes synonyms and circumlocution.
3.	3.	3.	3.
Recognizes some common roots and affixes when attached to known vocabulary (e.g., wonderful, washable, pre-game, is behavior).	Uses knowledge of root words (e.g. like, pay, or happy) and affixes (e.g., dis-, pre-, un-) to determine the meaning of a few unknown words.	Uses knowledge of root words and affixes to determine the meaning of many unknown words.	Uses knowledge of root words and affixes to determine the meaning of most unknown words.

<p align="center">Beginning</p>	<p align="center">Approaching</p>	<p align="center">Met</p>	<p align="center">Exceeds</p>
<p align="center">4.</p> <p>Determines the intended meaning of a few words with multiple meanings using word, sentence, and paragraph clues.</p>	<p align="center">4.</p> <p>Determines the intended meaning of some words with multiple meanings using word, sentence, and paragraph clues.</p>	<p align="center">4.</p> <p>Determines the intended meaning of many words with multiple meanings using word, sentence, and paragraph clues.</p>	<p align="center">4.</p> <p>Determines the intended meaning of most words with multiple meanings using word, sentence and paragraph clues.</p>
<p align="center">5.</p> <p>Uses dictionary accompanied by illustrations to find the meanings of known vocabulary.</p>	<p align="center">5.</p> <p>Uses dictionary accompanied by illustrations to determine meanings of some unknown words (e.g., words with multiple meanings, idioms).</p>	<p align="center">5.</p> <p>Uses standard dictionary to determine meanings of some unknown words (e.g., words with multiple meanings, idioms).</p>	<p align="center">5.</p> <p>Uses standard dictionary to determine meanings of many unknown words (e.g., words with multiple meanings, idioms) and a thesaurus to find synonyms and antonyms.</p>
<p align="center">6.</p> <p>Identifies the basic sequence of events and makes relevant predictions about stories.</p>	<p align="center">6.</p> <p>Recognizes simple analogies and similes in literature and texts in content areas (e.g., “Fly like a bird”).</p>	<p align="center">6.</p> <p>Demonstrates understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., “Give me a hand, “Scared silly,” “Piece of cake”).</p>	<p align="center">6.</p> <p>Determines the meaning of figurative and metaphorical use of words in context including idiomatic expressions (e.g., “Make a mountain out of a molehill,” “Scratching at the window with claws of pine, the wind wants in.” Imogene Bolls, “Coyote Wind”).</p>
<p align="center">7.</p> <p>Identifies basic story elements in a short text on a familiar topic such as main ideas and some key details of text.</p>	<p align="center">7.</p> <p>Identifies the main ideas, key words and important details a literary selection.</p>	<p align="center">7.</p> <p>Identifies the purpose, main ideas, key words, and important details in text that requires some level of inference.</p>	<p align="center">7.</p> <p>Draws valid conclusions about the purpose and main ideas of text and the author’s position regarding the subject of that text.</p>
<p align="center">8.</p> <p>Identifies basic vocabulary associated with descriptions of cause and effect.</p>	<p align="center">8.</p> <p>Distinguishes cause from effect in text.</p>	<p align="center">8.</p> <p>Identifies stated cause and effect relationships in text.</p>	<p align="center">8.</p> <p>Compares and contrasts elements in reading selections about the same topic.</p>

<p>Beginning 9. Comprehends and follows up to five step written directions for classroom activities.</p> <p>10. Distinguishes fiction from non-fiction texts.</p> <p>11. Locates two to three specific pieces of information from publications (e.g. tables, course schedules, almanacs, cookbooks).</p>	<p>Approaching 9. Comprehends and follows a short set of written instructions on routine procedures.</p> <p>10. Identifies persuasive words in fiction or non-fiction texts used to influence readers' opinions and actions.</p> <p>11. Accesses and locates information through table of contents, indexes and glossaries.</p>	<p>Met 9. Comprehends and follows a set of written multi-step instructions to perform routine procedures or answer questions.</p> <p>10. Distinguishes facts from opinion in common persuasive text (e.g., ads, product labels).</p> <p>11. Accesses and locates information through table of contents, indexes, glossaries, titles, and headings and use of simple computer software.</p>	<p>Exceeds 9. Comprehends and follows a set of written multi-step instructions to perform routine procedures, answer questions or solve problems.</p> <p>10. Identifies the intended effect of persuasive words and strategies in fact from opinion to influence readers' opinions and actions.</p> <p>11. Accesses and locates specific information from informational and functional text by using organizational features of text including contents, glossaries, titles, headings, resources on the Internet.</p>
--	---	--	---

Montana ESOL LOW Intermediate Proficiency Standards

Writing

Performance Conditions: Learners at this stage of proficiency can write short texts using basic vocabulary and common language structures related to the functions supporting grammar and mechanics for this level and the preceding levels. Personal experience narratives, expository writings, and letters are a focus at this level. They can express ideas in the present, past, future, and present perfect tenses. Frequent errors are characteristic of this level especially when learners try to express thoughts that require more complex language structures. Circumstances range from informal to more formal occasions.

Beginning	Approaching	Met	Exceeds
<p>1. Writes texts of up to one paragraph comprised of several simple sentences focused on one main idea organized around a topic sentence.</p>	<p>1. Writes texts of up to two paragraphs with a main idea with some organization and word choices that are accurate but limited with little variation in sentence type.</p>	<p>1. Writes texts of up to two paragraphs with a clear introduction and organization, general supporting ideas, level appropriate vocabulary and functions (e.g., possibilities, probabilities) and some variety in sentence structures.</p>	<p>1. Writes a text containing two paragraphs that support the main idea clearly with ample detail and include some variety in word choice and sentence structure.</p>
<p>2. Uses graphic organizers to organize writings with a lot of guidance.</p>	<p>2. Uses graphic organizers to organize writings with some guidance.</p>	<p>2. Independently uses graphic organizers to organize writings (e.g., mind maps, outlines).</p>	<p>2. Independently uses an English dictionary/thesaurus in print and on-line to identify and verify new vocabulary.</p>
<p>3. Independently uses an illustrated dictionary to identify and verify new vocabulary.</p>	<p>3. Uses simple English dictionary to identify and verify new vocabulary with guidance.</p>	<p>3. Independently uses English dictionary or thesaurus to identify and verify new vocabulary.</p>	<p>3. Uses a simple English dictionary with guidance.</p>
<p>4. Writes short letters or notes, to convey an</p>	<p>4. Writes short letters, formal and informal,</p>	<p>4. Writes short, detailed letters, formal and informal (including</p>	<p>4. Writes a short,</p>

<p>informal message.</p> <p>Beginning</p> <p>5. Takes short messages (name, address, phone number) from phone calls.</p> <p>6. Demonstrates control over simple sentence patterns.</p> <p>7. Occasionally spells irregular verb forms correctly.</p> <p>8. Occasionally applies punctuation correctly for this level.</p>	<p>with limited details and some sense of audience.</p> <p>Approaching</p> <p>5. Takes detailed messages (name, address, phone number, and short text from phone calls.</p> <p>6. Demonstrates control over simple sentence patterns using compound subjects and/or verbs.</p> <p>7. Sometimes spells irregular verb forms correctly.</p> <p>8. Sometimes applies punctuation for this level correctly.</p>	<p>job application, Met letters, requests for assistance, and information) that are organized appropriately to audience and have a clear purpose.</p> <p>5. Takes detailed messages (names, addresses, numbers, dates, times, directions) from phone calls and/or voice mail.</p> <p>6. Demonstrates control over simple sentence patterns and some complex sentences using compound subjects and/or verbs.</p> <p>7. Often spells irregular verb forms correctly (e.g., past tense, past participles).</p> <p>8. Often applies punctuation for this level correctly.</p>	<p>detailed letter that conveys a clear Exceeds message, includes varied simple sentences that flow smoothly and is appropriate for audience and purpose.</p> <p>5. Takes detailed messages including some instructions from phone calls and/or voice mail</p> <p>6. Demonstrates control over simple and complex sentence patterns including variety in sentence length and structure.</p> <p>7. Consistently spells irregular verb forms correctly.</p> <p>8. Consistently applies punctuation for this level correctly.</p>
--	--	--	---

Montana ESOL HIGH Intermediate

Standard: The adult ESOL learner comprehends and communicates in written and spoken English for a variety of purposes and audiences.

Functions:	Supporting Grammar and Mechanics
1. Infers, summarizes, and reports 2. Expresses regret, sympathy, empathy and gratitude 3. Expresses certainty, doubt, suspicion 4. Predicts 5. Follows "how-to" instructions	a) Verbs in the affirmative, negative, and interrogative of the past perfect, future perfect, and future perfect progressive tenses b) Reported and quoted speech and related punctuation c) Embedded questions (Do you know where the airport is?) d) Negative questions e) Present unreal conditional (If..., would...) f) Three part phrasal verbs (e.g. get out of)

The learner employs the functions supporting grammar and mechanics of this level with the following:

NRS LEVEL Benchmarks: High Intermediate ESL/ESOL (BEST Plus 473-506, SPL 5)

Listening and Speaking	Reading	Writing
A. Paraphrases personal, social and academic discourse. B. Comprehends detailed instructions. C. Expresses complex emotions.	A. Recognizes plot, setting, and characterization. B. Recognizes theme, main ideas and essential elements of text. C. Reads directions, manuals, instruction books. D. Reads from the Internet.	A. Writes simple narratives, three to four paragraphs long, in the form of: <ol style="list-style-type: none"> 1. narratives, 2. formal letters, 3. summaries, 4. creative passages.

Montana ESOL HIGH Intermediate Proficiency Standards

Listening and Speaking

Performance Conditions: Learners at this stage of proficiency comprehend standard speech delivered in most settings, including various academic groups—small and large—with some repetition and rewording. They are able to comprehend the main ideas and relevant details of extended discussions or presentations on a broad variety of general interest topics and technical discourse, including those that require some level of inference. Learners can comprehend subtleties and detect affective undertones in spoken language. They draw on a wide range of language forms, vocabulary, and idioms and they can engage in extended conversations on a broad range of topics. They have mastered basic sentence structure and verb tenses but may have some difficulty with more complex structures. Learners’ rates of speech are at a normal-to-fast rate.

Beginning	Approaching	Met	Exceeds
<p>1. Restates the gist of oral discourse on personal, social or academic topics, although some repetition, rephrasing and contextual support is required.</p>	<p>1. Paraphrases main ideas and most important details of oral discourse on personal, social, or academic topics; although, a little repetition, rephrasing, and contextual support is required.</p>	<p>1. Summarizes main ideas and supporting details in oral discourse on personal, social, or academic topics with little repetition or rephrasing required.</p>	<p>1. Responds to requests for facts and explains some inferred meanings of a range of descriptive and narrative oral discourse on personal, social and academic topics.</p>
<p>2. Comprehends sets of instructions related to tasks on familiar processes or procedures.</p>	<p>2. Integrates a few pieces of oral information to complete a task on familiar processes or procedures.</p>	<p>2. Integrates several detailed pieces of oral information to complete a task on familiar processes or procedures.</p>	<p>2. Follows an extended set of multi-step instructions on tasks for less familiar processes or procedures.</p>
<p>3. Responds to open-ended questions asking for clarification (e.g. "classes begin at 7:00 pm, don't they?")</p>	<p>3. Responds to and asks open-ended questions to clarify and confirm (e.g. "You didn't come to class yesterday, did you?")</p>	<p>3. Responds to and asks open-ended questions in order to clarify information (e.g. "You have visited your aunt in the hospital, haven't you?")</p>	<p>3. Responds to and asks complex open-ended questions (e.g. "You wouldn't have done that if you had known, would you?")</p>
<p>4. Responds to expressions of sympathy, empathy,</p>	<p>4. Expresses sympathy, empathy, and gratitude in socially and culturally</p>	<p>4. Expresses sympathy, empathy, gratitude, and humor in socially</p>	<p>4. Expresses sympathy, empathy, gratitude, and humor in socially and</p>

<p>and gratitude in socially and culturally appropriate ways.</p> <p>Beginning</p> <p>5. Prepares oral questions to ask another learner about his or her interests, experiences, and preferences.</p>	<p>appropriate ways.</p> <p>Approaching</p> <p>5. Briefly interviews another learner about his or her interests, experiences, and preferences and reports on one significant detail.</p>	<p>and culturally appropriate ways.</p> <p>Met</p> <p>5. Interviews another learner about his or her interests, experiences, and preferences and summarizes the responses.</p>	<p>culturally appropriate ways, including idiomatic expressions</p> <p>Exceeds</p> <p>5. Interviews another learner about interests, experiences, preferences, and opinions and evaluates his or her performance.</p>
---	--	--	---

Montana ESOL HIGH Intermediate Proficiency Standards

Reading

Performance Conditions: Learners at this stage of proficiency read and obtain meaning from a wide range of texts. They use the same reading strategies as their native, English-speaking peers to derive meaning from text. They are able to read a variety of authentic texts including newspaper and magazine articles, novels, poems, reports, editorials, and opinion essays. Language in text is at an appropriate level for the general public. Context of text is relevant but not always familiar and predictable. Language in text is literal and abstract and explicit and implicit. Inference may be required to identify the writer’s purpose or function of the text. Learners use the functions and supporting grammar and mechanics of this and all previous levels.

Beginning	Approaching	Met	Exceeds
<p>1. Reads limited vocabulary needed to ask for and give advice, suggestions, permission and reminders; describes past routines and events; proposes hypotheticals; states intentions, possibilities and probabilities; and provides advice and suggestions.</p>	<p>1. Reads ordinary and somewhat limited vocabulary needed to draw inferences, express various feelings, summarize/report on events and make predictions.</p>	<p>1. Reads purposeful and somewhat varied vocabulary needed to draw inferences, express various feelings, summarize/report on events and make predictions.</p>	<p>1. Reads and uses accurate, extensive vocabulary needed to draw inferences, express various feelings, summarize/report on events and make predictions.</p>
<p>2. Determines the effect of affixes on root words.</p>	<p>2. Sometimes applies knowledge of common Greek and Latin roots and affixes (e.g. anti, bene, auto, populous) to understand content area vocabulary.</p>	<p>2. Often applies knowledge of common Greek and Latin roots and affixes to understand content area vocabulary.</p>	<p>2. Consistently applies knowledge of common Greek and Latin roots and affixes to understand content area vocabulary.</p>
<p>3. Is aware that words have denotative and connotative meanings.</p>	<p>3. Sometimes distinguishes between the denotative and connotative meanings of words.</p>	<p>3. Often distinguishes between the denotative and connotative meanings of words.</p>	<p>3. Consistently distinguishes between the denotative and connotative meanings of words.</p>

<p style="text-align: center;">Beginning 4.</p>	<p style="text-align: center;">Approaching 4.</p>	<p style="text-align: center;">Met 4.</p>	<p style="text-align: center;">Exceeds 4.</p>
<p>Occasionally determines the meaning of figurative language including similes (e.g. “fly like a bird”), metaphors (e.g. "The doctor inspected the injury with an eagle eye."), and personification of words.</p>	<p>Sometimes determines the meaning of figurative language including similes, metaphors, personification and idioms.</p>	<p>Often determines the meaning of figurative language, including similes, metaphors, personification and idioms.</p>	<p>Consistently determines the meaning of figurative language including similes, metaphors, personification and idioms.</p>
<p style="text-align: center;">5.</p> <p>Determines the various meanings, pronunciation and syllabication of words by using a dictionary.</p>	<p style="text-align: center;">5.</p> <p>Determines the meanings, pronunciations, syllabication, synonyms and antonyms of words by using a dictionary.</p>	<p style="text-align: center;">5.</p> <p>Determines the meanings, pronunciations, syllabication, synonyms, antonyms and correct spellings of words by using a dictionary.</p>	<p style="text-align: center;">5.</p> <p>Determines the meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech and correct spellings by using a dictionary.</p>
<p style="text-align: center;">6.</p> <p>Occasionally distinguishes and interprets words with multiple meanings using word, sentence and paragraph clues such as definition, example, restatement, or contrast to determine meaning.</p>	<p style="text-align: center;">6.</p> <p>Sometimes distinguishes and interprets words with multiple meanings using word, sentence and paragraph clues such as definition, example, restatement, or contrast to determine meaning.</p>	<p style="text-align: center;">6.</p> <p>Often distinguishes and interprets words with multiple meanings using word, sentence and paragraph clues such as definition, example, restatement, or contrast to determine meaning.</p>	<p style="text-align: center;">6.</p> <p>Consistently distinguishes and interprets words with multiple meanings using word, sentence and paragraph clues such as definition, example, restatement, or contrast to determine meaning.</p>
<p style="text-align: center;">7.</p> <p>Comprehends and follows sequence of narration in popular newspaper and magazine articles and popular easy fiction.</p>	<p style="text-align: center;">7.</p> <p>Describes the actions of characters, the plot and its components in popular newspaper and magazine articles and popular easy fiction.</p>	<p style="text-align: center;">7.</p> <p>Identifies the theme of popular newspaper and magazine articles and popular easy fiction.</p>	<p style="text-align: center;">7.</p> <p>Draws conclusions about the theme, characters, plot of popular newspaper and magazine articles and popular easy fiction.</p>
<p style="text-align: center;">8.</p> <p>Distinguishes fact from opinion in persuasive text.</p>	<p style="text-align: center;">8.</p> <p>Identifies cause and effect relationships (stated and implied) in</p>	<p style="text-align: center;">8.</p> <p>Summarizes main ideas and essential</p>	<p style="text-align: center;">8.</p> <p>Draws conclusions and expresses own opinion about ideas</p>

<p style="text-align: center;">Beginning 9.</p> <p>Comprehends and follows a set of written multi-step instructions to perform routine procedures.</p> <p style="text-align: center;">10.</p> <p>Identifies various print resources to access for a specific topic.</p>	<p>text.</p> <p style="text-align: center;">Approaching 9.</p> <p>Comprehends and follows a set of written multi-step instructions to perform routine and less routine procedures.</p> <p style="text-align: center;">10.</p> <p>Accesses print resources.</p>	<p>elements of text.</p> <p style="text-align: center;">Met 9.</p> <p>Uses information from text and text features to determine the sequence of activities needed to carry out a procedure.</p> <p style="text-align: center;">10.</p> <p>Identifies and accesses several pieces of information in on-line electronic or print resources.</p>	<p>in text.</p> <p style="text-align: center;">Exceeds 9.</p> <p>Interprets details from a variety of functional text designed to provide directions, solve a problem or answer a question.</p> <p style="text-align: center;">10.</p> <p>Critiques print and on-line resources they have accessed for a specific topic.</p>
--	---	--	---

Montana ESOL HIGH Intermediate Proficiency Standards

Writing

Performance Conditions: Learners at this stage of proficiency can write narratives, expository writings, formal business letters, and creative passages using vocabulary related to the functions and supporting grammar and mechanics for this level and the preceding levels. They show good control of English morphology and the most frequently used grammatical structures. Learners can express complex ideas and use a wide range of vocabulary, idioms, and a full range of verb tenses. Circumstances range from informal to more formal occasions.

Beginning	Approaching	Met	Exceeds
<p>1. Writes texts of up to two paragraphs with an introduction, general supporting ideas, level appropriate vocabulary, and some variety in sentence structures.</p>	<p>1. Writes texts of up to three paragraphs, with an introduction, general supporting ideas, level appropriate vocabulary and functions, and variety in sentence structures.</p>	<p>1. Writes texts of up to four paragraphs, with a clear introduction, general supporting ideas, logical transitions, a conclusion and variety in sentence structures.</p>	<p>1. Writes compositions consisting of four paragraphs that provide clear and logically sequenced ideas supported by relevant details, varied and descriptive word choice, variety in sentence length and structure and an effective conclusion.</p>
<p>2. Writes short, informal letters.</p>	<p>2. Writes short, formal letters.</p>	<p>2. Writes detailed, formal letters using business format.</p>	<p>2. Writes detailed, formal letters.</p>
<p>3. Demonstrates a little control of complex sentence structures.</p>	<p>3. Demonstrates some control of complex sentence structures.</p>	<p>3. Demonstrates good control of complex sentence structures.</p>	<p>3. Consistently demonstrates control of complex sentence structures.</p>
<p>4. Occasionally applies punctuation for this level correctly.</p>	<p>4. Sometimes applies punctuation for this level correctly.</p>	<p>4. Often applies punctuation for this level correctly.</p>	<p>4. Consistently applies punctuation for this level correctly.</p>
<p>5. Conveys information from a table or chart in a paragraph with</p>	<p>5. Conveys information from a table chart in a coherent paragraph</p>	<p>5. Coherently conveys information from a table or chart in a</p>	<p>5. Conveys information from a table, graph or</p>

great difficulty.	with some difficulty.	paragraph with little difficulty.	chart in a coherent paragraph.
-------------------	-----------------------	-----------------------------------	--------------------------------

Montana ESOL ADVANCED

Standard: The adult ESOL learner comprehends and communicates in written and spoken English for a variety of purposes and audiences.

Functions:	Supporting Grammar and Mechanics
1. Supports or refutes an opinion 2. Gives/responds to feedback 3. Persuades, mediates and negotiates 4. Identifies/states point of view 5. Gives/follows technical instructions (e.g. programming a VCR, using the ATM, getting an email account)	a) Verbs in the affirmative, negative and interrogative of the past perfect progressive and future perfect progressive tenses b) Past unreal conditionals (If..., would have...) c) Root words, prefixes and suffixes to expand vocabulary d) Proverbial expressions (e.g. A penny saved...) e) Gerund and participial adjectives (e.g. interesting vs. interested) f) Passive voice g) Modals in past tense (should have gone)

The learner employs the functions, supporting grammar and mechanics of this level with the following:

NRS LEVEL Benchmarks: Advanced ESL/ESOL (BEST Plus 507-540, SPL 6)

Listening and Speaking	Reading	Writing
Identifies and uses complex oral discourse and its unspoken or hidden elements.	A. Reads a variety of text and interprets print media (magazine, novel, plays, etc.). B. Evaluates and draws conclusions from central ideas and concepts. C. Applies critical thinking skills to text. D. Reads technical manuals and instructions. E. Reads material on specific topics found on the Internet. F. Uses roots, prefixes and suffixes.	A. Writes essays to: <ol style="list-style-type: none"> 1. tell a story (narrative), 2. give how-to instructions, 3. describe, 4. express an opinion or 5. persuade. B. Writes resumes (functional and chronological).

*Once the student achieves a score of 540, SPL 6, s/he will be exited and reassessed using the TABE Locator.

Montana ESOL ADVANCED Proficiency Standards

Listening and Speaking

Performance Conditions: Learners at this stage of proficiency understand most standard speech. They understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics including unfamiliar and technical ones. Listening communications come in the form of lectures, debates, discussions, and critiques. Learners are able to comprehend nuance meaning represented by speech variations in stress, intonation, pace, and rhythm. They engage in most communications with minimal errors. Learners have a high degree of fluency and accuracy when speaking on topics that are abstract and not personal. Although learners may make errors with some language forms, the errors do not interfere with meaning.

Beginning	Approaching	Met	Exceeds
<p>1. Paraphrases main ideas of several general conversations or academic presentations on familiar topics.</p> <p>2. Identifies something about the emotional state of the speaker from the tone and intonation of the discourse.</p> <p>3. Recognizes appropriate register used in formal and informal situations.</p> <p>4. Prepares and</p>	<p>1. Summarizes main ideas and supporting details of several general interest conversations or academic presentations on familiar topics.</p> <p>2. Identifies the emotional tone and register (e.g. private vs. public voice) of oral discourse.</p> <p>3. Recognizes and uses the different registers used in formal and informal situations.</p> <p>4.</p>	<p>1. Compares and contrasts main ideas and supporting details from several general interest conversations or academic presentations on familiar and unfamiliar topics.</p> <p>2. Interprets the “unspoken” emotion or mood of a speaker, and infers speaker’s bias, such as sarcasm or irreverence.</p> <p>3. Recognizes irony, sarcasm and humor in a variety of interactions.</p> <p>4. Delivers an</p>	<p>1. Gives point of view on general interest conversations or academic presentations on familiar and unfamiliar topics heard in a variety of regional accents.</p> <p>2. Interprets the situation, relationship, attitudes, and mood of participants in a discourse or an interview, and summarizes the information presented.</p> <p>3. Recognizes and interprets humor in a political cartoon, situation comedy or a joke.</p> <p>4. Prepares and</p>

<p>delivers a short oral report in a content area.</p> <p>Beginning</p> <p>5. Follows multi-step technical instructions to carry out a familiar process.</p>	<p>Delivers an impromptu speech on a particular subject</p> <p>Approaching</p> <p>that is organized and tailored to the audience.</p> <p>5. Follows multi-step technical instructions to carry out an unfamiliar process.</p>	<p>impromptu speech on a particular</p> <p>Met</p> <p>subject that persuades, mediates or negotiates and is tailored to the audience.</p> <p>5. Gives and follows multi-step technical instructions, such as programming a DVD player.</p>	<p>delivers a speech defending a point of</p> <p>Exceeds</p> <p>view or presenting a specific proposal that is organized, suited to the audience and employs resource materials.</p> <p>5. Gives and follows multi-step instructions in an extended set of technical directions, such as hooking up a personal computer.</p>
--	---	--	--

Montana ESOL ADVANCED Proficiency Standards

Reading

Performance Conditions: Learners at this stage of proficiency are able to read and draw meaning from a wide range of authentic texts in all styles and forms, including literature and technical text. Language in text can be linguistically complex but with clear underlying structures. Inference is often required to comprehend the text. Examples of text are expository and persuasive essays, policy and problem-solution papers, research papers, novels, plays, and poetry. Learners use the functions and supporting grammar and mechanics of this and all previous levels.

Beginning	Approaching	Met	Exceeds
<p>1. Reads limited vocabulary needed to ask/respond to questions, express feelings, summarize/report on events, make suggestions, describe past events, predict future events, propose hypotheticals and express intentions and possibilities.</p>	<p>1. Reads ordinary and somewhat limited vocabulary needed to give and respond to feedback, support or refute an opinion, analyze a point of view, persuade others and mediate conflicts.</p>	<p>1. Reads purposeful and somewhat varied vocabulary needed to give and respond to feedback, support or refute an opinion, analyze a point of others and mediate conflicts.</p>	<p>1. Reads accurate, extensive vocabulary needed to give and respond to feedback, support or refute an opinion, analyze a point of view, persuade others and mediate conflicts.</p>
<p>2. Comprehends sufficient key content and descriptive vocabulary to understand many stories of general popular interest.</p>	<p>2. Comprehends sufficient key content and descriptive vocabulary, idioms and colloquial expressions in order to interpret many stories of general interest.</p>	<p>2. Comprehends an expanded range of conceptual language, including idioms and colloquial expressions in order to interpret print material.</p>	<p>2. Interprets idiomatic expressions, colloquialisms, culturally embedded verbal humor and sarcasm.</p>
<p>3. Occasionally determines the meaning of vocabulary using common Greek and Latin roots (e.g. post, aqua, tri, bi).</p>	<p>3. Sometimes determines the meaning of vocabulary using common Greek and Latin roots (e.g. video, mega, minus).</p>	<p>3. Often determines the meaning of content area vocabulary using an expanded range of Greek and Latin roots and affixes.</p>	<p>3. Consistently determines the meaning of content area vocabulary using an expanded range of Greek and Latin roots and</p>

<p style="text-align: center;">4.</p> <p>Occasionally Beginning determines the meaning of some figurative language, including similes, personification and idioms in literary text.</p> <p style="text-align: center;">5.</p> <p>Determines the various meanings, pronunciation and syllabication of words by using a dictionary.</p>	<p style="text-align: center;">4.</p> <p>Sometimes Approaching determines the meaning of some figurative language, including similes, personification and idioms in literary text.</p> <p style="text-align: center;">5.</p> <p>Determines the meanings, pronunciation, syllabication, synonyms, antonyms, parts of speech and correct spellings by using general and specialized dictionaries.</p>	<p style="text-align: center;">4.</p> <p>Often determines the Met meaning of some figurative language, including similes, personification and idioms in literary text.</p> <p style="text-align: center;">5.</p> <p>Determines the meanings, pronunciation, syllabication, synonyms, antonyms, parts of speech and correct spellings by using dictionaries, thesauri, and glossaries.</p> <p style="text-align: center;">6.</p> <p>Draws conclusions and expresses own opinion about ideas in text including evaluating the ideas in text.</p> <p style="text-align: center;">7.</p> <p>Compares and contrasts the central ideas/ concepts from selected readings on a specific topic.</p> <p style="text-align: center;">8.</p> <p>Explains how authors use techniques to achieve their purposes.</p> <p style="text-align: center;">9.</p> <p>Evaluates the facts and other details that support the author's argument regarding a particular idea.</p>	<p>affixes.</p> <p style="text-align: center;">4.</p> <p>Consistently Exceeds determines the meaning of some figurative language, including similes, personification and idioms in literary text.</p> <p style="text-align: center;">5.</p> <p>Determines the meanings, pronunciation, syllabication, synonyms, antonyms, parts of speech and correct spellings by using dictionaries, thesauri, glossaries, CD-Rom and the Internet.</p> <p style="text-align: center;">6.</p> <p>Uses inferences to integrate several specific pieces of information across paragraphs or sections of text.</p> <p style="text-align: center;">7.</p> <p>Synthesizes information from multiple sources to solve problems or draw conclusions.</p> <p style="text-align: center;">8.</p> <p>Evaluates effectiveness of techniques authors employ for specific purposes.</p> <p style="text-align: center;">9.</p> <p>Evaluates the elements of the author's argument and identifies inferences or</p>
--	--	--	---

		<p style="text-align: center;">Met</p> <p style="text-align: center;">10. Comprehends and follows formal instructions for a process or procedure that requires integration or synthesis of several pieces of information.</p>	<p>fallacies in expository or persuasive text.</p> <p style="text-align: center;">Exceeds</p> <p style="text-align: center;">10. Identifies factual and implied meanings in statements of rules, regulations and laws.</p>
--	--	---	--

Montana ESOL ADVANCED Proficiency Standards

Writing

Performance Conditions: Learners at this stage of proficiency write varied, multi-paragraph essays that may be of a specialized or technical nature to relate a sequence of events, tell a story, give “how-to” instructions, or to describe a person, object, scene, procedure, or routine. They use vocabulary related to the functions and supporting grammar and mechanics for this level and the preceding levels. They are approaching fluency in writing and begin to use the subtleties of written language, although they may make minor errors. Circumstances range from informal to more formal writing in all genres.

Beginning	Approaching	Met	Exceeds
<p>1. Demonstrates minimal knowledge of the writing process.</p>	<p>1. Demonstrates some knowledge of the writing process.</p>	<p>1. Demonstrates knowledge of writing process by using graphic organizers, editing and research techniques, revising and writing resources.</p>	<p>1. Demonstrates advanced knowledge of writing process by using graphic organizers, editing and research techniques, revising and writing resources</p>
<p>2. Writes simple essays of up to four paragraphs long that may lack organization, focus and/or awareness of audience.</p>	<p>2. Writes simple essays of up to four paragraphs that provide some organization and logic in sequencing ideas; although, there is some digression and over-elaboration and/or minimal awareness of audience.</p>	<p>2. Writes five paragraph essays that are clearly organized, develop and support a main idea or argument, use word choices that enhance meaning, exhibit a variety of sentence structures (e.g. technical instructions, opinions) and demonstrates an awareness of audience.</p>	<p>2. Writes concise 5 paragraph essays that are clearly organized, develop and support a main idea with ample and varied details, language, word choices that enhance meaning and exhibit a variety of sentence structures.</p>
<p>3. Lists information relating to resumes.</p>	<p>3. Organizes and writes simple resumes.</p>	<p>3. Writes chronological and functional resumes.</p>	<p>3. Writes detailed resumes.</p>

MONTANA ESOL Standards Summary

MONTANA ESOL Standards Summary

Montana ESOL Beginning Literacy

BEST Plus 400 and below SPL 0-1, SPL 1

Listening and Speaking	Reading	Writing
<ol style="list-style-type: none"> 1. Comprehends and responds to many words and phrases on topics of personal relevance. 2. Comprehends and follows imperatives in the classroom. 3. Listens attentively to personally relevant short read aloud stories and identifies most key details. 4. Participates appropriately in most social interactions, including initiating greetings, courtesy and leave taking; introducing self, asking about the other; and providing basic personal information (e.g. name, address and age using phrases and simple sentences.) 5. Communicates/interprets information about personal survival needs, using accurate and somewhat varied vocabulary. 6. Identifies by name many familiar objects, people, and events (e.g. family members, body parts, clothing, pets, foods, common occupations, etc) 	<ol style="list-style-type: none"> 1. Recognizes directionality of English reading such as tracking words from left to right, top to bottom and return sweep. 2. Recognizes and names numbers (up to 100) and many upper and lower case letters in print and cursive. 3. Produces many English phonemes that do not correspond to phonemes the learner already hears and produces in his or her native language. 4. Moves sequentially from sound to sound, isolating the individual phonemes. 5. Orally produces groups of words that begin with the same initial sound. 6. Recognizes key vocabulary, phrases and some simple sentences needed to initiate and respond appropriately to most basic social interactions, including providing basic personal information. 7. Identifies many common signs, symbols, labels and captions in the environment. 8. Identifies and labels by name some familiar objects, people, animals and events. 9. Recognizes vocabulary that communicates most personal and survival needs. 	<ol style="list-style-type: none"> 1. Copies letters of the alphabet (upper and lower case) legibly. 2. Copies numerals (up to 100) 3. Writes short sentences by copying words into given sentence patterns, including punctuation and capitalization. 4. Fills out simple forms with complete personal information. 5. Often applies letter-sound relationships to spell simple (CVC) words.

Listening and Speaking	Reading	Writing
<p>7. Retells simple illustrated personal stories in a logical sequence, using key words, phrases, simple sentences and intonation patterns.</p>	<p>10. Identifies basic sequences of events in simple stories that are read.</p> <p>11. Reads and understands the meaning of simplified, short common forms, simplified maps and diagrams, and common traffic signs and symbols related to immediate needs.</p> <p>12. Comprehends and follows basic directions that are accompanied by illustrations.</p> <p>13. Recognizes basic sentence dividers including internal dividers (commas).</p> <p>14. Recognizes and produces most English phonemes with general accuracy.</p> <p>15. Often recognizes common abbreviations.</p>	

Montana ESOL LOW Beginning Literacy Summary

BEST Plus 401-417, SPL 2

Listening and Speaking	Reading	Writing
<ol style="list-style-type: none"> 1. Produces short predictable discourse on familiar matters including: dates, routines, objects and people; likes, dislikes, wants and feelings when spoken slowly with some rephrasing, repetitions and when using contextual clues. 2. Comprehends and follows three-to-four step directions. 3. Participates in expanded social conversations held in pairs or in small groups 4. exchanging detailed personal information about self and others; likes/dislikes, wants, feelings; asking for and granting permission; and issuing cautions and warnings using varied vocabulary. 5. Gives and receives compliments, show gratitude, and expresses apologies in familiar settings. 6. Responds to and asks simple questions about the size, color, shape, physical characteristics and number of familiar objects using descriptive vocabulary. 	<ol style="list-style-type: none"> 1. Recognizes and reads numbers in the thousands. 2. Often reads familiar and relevant words written in cursive in a printed text. 3. Reads one-syllable word when a specified phoneme, including a consonant blend is added, hanged or removed. 4. Segments multi-syllable words into syllables and counts the number of sounds in syllables and syllables in words. 5. Reads purposeful and somewhat varied vocabulary needed to: provide specific detailed information about self and others, issue cautions and warnings, use classroom language, express likes and dislikes, wants and feelings, ability to do or not do something, and ask for and grant permission. 6. Often identifies and uses key vocabulary, phrases, and sentences that are associated with familiar objects, people and events. 7. Reads words to identify basic wh questions. 8. Reads more detailed sentences about self and others (e.g. height, weight, questions on forms). 	<ol style="list-style-type: none"> 1. Writes simple phrases and sentences, three to five words long on familiar topics (e.g., describing people, places, routines) 2. Writes notes (to teacher, boss, and friend) of one to two sentences long to convey a personal message including proper greeting and signature, and addresses envelope. 3. Takes basic phone messages (name, phone number, time of call). 4. Fills out simple applications with more detailed personal information (up to 15 items). 5. Independently writes numerals (up to the thousands) and numbers (up to the hundreds) as necessary for personal information (e.g., checks, dates, weight). 6. Often applies spelling and punctuation rules related to the grammar and mechanics of this level (e.g., plurals, third person singular, capitalization)

Montana ESOL HIGH- Beginning Literacy Summary

BEST Plus 418-438, SPL 3

Listening and Speaking	Reading	Writing
<ol style="list-style-type: none"> 1. Describes obligations, complains, makes excuses, apologizes and invites using varied vocabulary and appropriate intonation. 2. Gives two-to three step routine directions using appropriate intonation including simple references to time, location and movement. 3. Retells simple stories about routine activities or experiences, using logical organization and varied vocabulary. 	<ol style="list-style-type: none"> 1. Uses a dictionary, accompanied by illustrations, to find the meaning or spelling of a word. 2. Recognizes many common regular and irregular high frequency words (e.g. the, have, said, of). 3. Often identifies base words that comprise compound words and contractions. 4. Reads short (5-7 sentences) simple stories with illustrations on familiar topics and responds to factual comprehension questions using key words, phrases and simple sentences. 5. Reads purposeful and somewhat varied vocabulary. 	<ol style="list-style-type: none"> 1. Writes texts comprised of several simple sentences using a topic sentence, transitional words and a concluding statement. 2. Appropriately uses graphic organizers to organize writings, with some guidance (e.g., mind map, outline). 3. Independently uses an illustrated dictionary to identify and verify new vocabulary. 4. Writes a short friendly letter or note to convey a personal message (to express invitations, thanks, regrets) that is organized and uses a proper format (e.g., heading, greeting, closing, addresses). 5. Takes phone messages with detailed information (name, address, phone number and short text). 6. Fills out application forms with required information including past educational and work experience. 7. Often applies spelling and punctuation rules related to the grammar and mechanics of this level (e.g., comparatives and superlatives, capitalization). 8. Writes multi-step directions.

Montana ESOL Low Intermediate Summary

BEST Plus 439 - 472, SPL 4

Listening and Speaking	Reading	Writing
<ol style="list-style-type: none"> 1. Rephrases presentations, identifying the purpose, main idea, key words and idiomatic expressions. 2. Often comprehends and follows multiple-step (four or more steps) instructions for familiar processes or procedures. 3. Participates in social conversations held in pairs or in groups by asking and responding advice or reminders, granting permission, describing past events and routines, and posing hypothetical questions using varied vocabulary. 4. Contributes to classroom discussions by giving suggestions, describing past events and expressing intentions. 5. Uses phrases and sentences, showing some evidence of connected discourse such as "and, but, first, then, next, last, because, however, therefore." 	<ol style="list-style-type: none"> 1. Reads purposeful and somewhat varied vocabulary needed to ask for and give advice, suggestions, permission, and reminders; describes past routines and events; proposes hypothetical's; and states intentions, possibilities and probabilities. 2. Often recognizes that the same thing has been said another way (e.g., synonyms, circumlocution). 3. Uses knowledge of root words and affixes to determine the meaning of many unknown words. 4. Determines the intended meaning of many words with multiple meanings used word, sentence, and paragraph clues. 5. Uses standard dictionary to determine meanings of some unknown words (e.g., words with multiple meanings, idioms) and a thesaurus to find synonyms and antonyms. 6. Demonstrates understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., "Give me a hand," "Scared silly," "Piece of cake"). 7. Identifies the purpose, main ideas, key words, and important details in text that requires some level of inference. 8. Identifies stated cause and 	<ol style="list-style-type: none"> 1. Writes texts of up to two paragraphs with a clear introduction a 2. nd organization, general supporting ideas, level appropriate vocabulary and functions (e.g., possibilities, probabilities) and some variety in sentence structures. 3. Independently uses graphic organizers to organize writings (e.g., mind maps, outlines). 4. Independently uses English dictionary or thesaurus to identify and verify new vocabulary. 5. Writes short, detailed letters, formal and informal (including job application letters, requests for assistance and information) that are organized appropriately to audience and have a clear purpose. 6. Takes detailed messages (names, addresses, numbers, dates, times, directions) from phone calls and/or voice mail. 7. Demonstrates control over simple sentence patterns and some complex sentences using compound subjects and/or verbs. 8. Often spells irregular verb forms correctly (e.g., past tense, past participles). Often applies punctuation for

Listening and Speaking	Reading	Writing
	<p>effect relationships in text.</p> <p>9. Comprehends and follows a set of written multi-step instructions to perform routine procedures or answer questions.</p> <p>10. Distinguishes facts from opinion in common persuasive text (e.g., ads, product labels).</p> <p>11. Accesses and locates information through table of contents, indexes, glossaries, titles, and headings and use of simple computer software.</p> <p>12. Paraphrases main points of a story that includes a scenario.</p>	<p>9. this level correctly.</p>

Montana ESOL HIGH Intermediate Summary

BEST Plus 473 - 506, SPL 5

Listening and Speaking	Reading	Writing
<ol style="list-style-type: none"> 1. Summarizes main ideas and supporting details in oral discourse on personal, social, or academic topics with little repetition or rephrasing required. 2. Integrates several detailed pieces of oral information to complete a task on familiar processes or procedures. 3. Responds to and asks open-ended questions in order to clarify information (e.g., you have visited your aunt in the hospital, haven't you?") 4. Expresses sympathy, empathy, gratitude and humor in socially and culturally appropriate ways. 5. Interviews another learner about his or her interests, experiences, and preferences and summarizes the responses. 	<ol style="list-style-type: none"> 1. Reads purposeful and varied vocabulary needed to draw inferences, express various feelings, summarize/report on events and make predictions. 2. Often applies knowledge of common Greek and Latin roots and affixes to understand content area vocabulary. 3. Often distinguishes between the denotative and connotative meanings of words. 4. Often determines the meanings of figurative language, including similes, metaphors, personification and idioms. 5. Determines the meanings, pronunciations, syllabication, synonyms, antonyms and correct spellings of words by using a dictionary. 6. Often distinguishes and interprets words with multiple meanings using word, sentence and paragraph clues such as definition, example, restatement or contrast to determine meaning. 7. Summarizes main ideas and essential elements of text. 8. Uses information from text to determine the sequence of activities needed to carry out a procedure. 	<ol style="list-style-type: none"> 1. Writes texts of up to four paragraphs, with a clear introduction, general supporting ideas, logical transitions, a conclusion and variety in sentence structures. 2. Writes detailed, formal letters (e.g., letters of recommendation) using business format. 3. Demonstrates good control of complex sentence structures. 4. Often applies punctuation for this level correctly. 5. Summarizes and conveys information from a table, graph or chart in a coherent paragraph with little difficulty.

Montana ESOL ADVANCED Summary

BEST Plus 507-540, SPL 6

Once the student achieves a score of 540, SPL 6, she/he will be exited and reassessed using TABE.

Listening and Speaking	Reading	Writing
<ol style="list-style-type: none"> 1. Compares and contrasts main ideas and supporting details from several general interest conversations or academic presentations on familiar and unfamiliar topics. 2. Interprets the “unspoken” emotion or mood of a speaker, and infers speaker’s bias, such as sarcasm or irreverence. 3. Recognizes irony, sarcasm and humor in a variety of interactions. 4. Delivers an impromptu speech on a particular subject that persuades, mediates or negotiates and is tailored to the audience. 5. Gives and follows multi-step technical instructions, such as programming a DVD player. 	<ol style="list-style-type: none"> 1. Reads purposeful and varied vocabulary needed to give and respond to feedback, support or refute an opinion, analyze a point of others and mediate conflicts. 2. Comprehends an expanded range of conceptual language, including idioms and colloquial expressions in order to interpret print material. 3. Often determines the meaning of content area vocabulary using an expanded range of Greek and Latin roots and affixes. 4. Often determines the meaning of some figurative language, including similes, personification and idioms in library text. 5. Determines the meanings, pronunciation, syllabication, synonyms, antonyms, parts of speech and correct spellings by using dictionaries, thesaurus, and glossaries. 6. Draws conclusions and expresses own opinion about ideas in text including evaluating the ideas in text. 7. Compares and contrasts the central ideas and concepts from selected readings on a specific topic. 8. Evaluates the facts and other details that support the author’s argument. 	<ol style="list-style-type: none"> 1. Demonstrates knowledge of writing process by using graphic organizers, editing and research techniques, revising and writing resources. 2. Writes five paragraph essays that are clearly organized, developed and support a main idea or argument, use word choices that enhance meaning, exhibit a variety of sentence structures (e.g., technical instructions, opinions) and demonstrates an awareness of audience. 3. Writes chronological and functional resumes (including objectives, work experience, educational background and references.)

Montana Standards ESOL
Work Force and Life Skills

Montana Standards ESOL

Work Force and Life Skills

ESOL learners need more than English language development. They need tools to adapt to the civic, cultural, and economic realities of American life. The Work Force and Life Skills Benchmarks will help students master the requisite skills to successfully integrate into their communities as productive, contributing members of society.

Communication					
BEGINNING ESOL LITERACY	LOW BEGINNING ESOL	HIGH BEGINNING ESOL	LOW INTERMEDIATE ESOL	HIGH INTERMEDIATE ESOL	ADVANCED ESOL
<p>1. Uses simple greetings, and farewells(verbal and non-verbal).</p> <p>2. Uses simple sentences to identify and introduce self, and others.</p> <p>3. Responds to simple yes/no and information questions relating to personal information, likes and dislikes.</p>	<p>1. Responds appropriately to greetings, farewells and introductions.</p> <p>2. Constructs simple statements and questions to identify self, and others.</p> <p>3. Cites likes, dislikes, feelings and emotions.</p>	<p>1. Describes physical features and personal traits of self and others.</p> <p>2. Uses polite expressions to acknowledge invitations, courtesies and good and bad news.</p> <p>3. Acts out a mini-conversation about everyday activities and likes & dislikes of self and others.</p>	<p>1. Constructs appropriate language for personal and interpersonal communication in formal and informal situations.</p> <p>2. Interview others and restate information.</p> <p>3. Explains personal likes and dislikes.</p>	<p>1. Recognizes and respond appropriately to verbal and non-verbal language.</p> <p>2. Predicts future outcomes based upon information shared.</p> <p>3. Expresses personal opinions, concerns, satisfaction and dissatisfaction.</p>	<p>1. Engages in face to face conversation regarding personal and interpersonal relationships.</p> <p>2. Uses appropriate language for social, academic, and life situations, demonstrating sensitivity to gender, ethnic traditions and cultural bias including voice volume and proper body language.</p> <p>3. Compares and contrast negative and positive bias, prejudice or propaganda in print materials.</p>

BEGINNING ESOL LITERACY	LOW BEGINNING ESOL	HIGH BEGINNING ESOL	LOW INTERMEDIATE ESOL	HIGH INTERMEDIATE ESOL	ADVANCED ESOL
4. Recognizes common body language that impacts communication.	4. Uses appropriate body language to facilitate communication.	4. Recognizes inappropriate body language that hinders communication.	4. Identifies verbal, and nonverbal communication appropriate in formal /informal situations.	4. Recognizes biases, prejudices and stereotypes in oral and written messages.	4. Gives a short formal presentation using appropriate body language.
5. Identifies days of the week and months of the year using words, abbreviations and numeric form.	5. Writes date in numerical form and/or words.	5. Interprets information about the weather and seasons.	5. Keeps a calendar/agenda for school, home and/or work.	5. Discusses major holidays in the United States.	5. Compares and contrast holidays in the US and other countries.
6. Uses basic residential telephones.	6. Uses different types of telephones to make local, long distance, collect and person-to-person calls.	6. Demonstrates the ability to use various types of telephone services.	6. Demonstrates ability to communicate successfully by telephone for personal and work-related matters.	6. Demonstrates ability to give information clearly by telephone.	6. Compares and contrast telephone services available (calling cards, cell plans, VOS, SKYPE).
7. Takes simple telephone messages.	7. Takes written telephone messages.	7. Takes a written message on an office form.	7. Relates information from telephone messages.	7. Demonstrates ability to leave an accurate telephone message.	7. Demonstrates ability to retrieve and report a recorded message.
8. Answers the telephone appropriately.	8. Reads and interpret information for making and accepting/declining long distance calls.	8. Identifies various phone services that are available at additional costs (call waiting, caller ID 3-way calling, call back, etc).	8. Interprets telephone bills (account number, current amount due, account balance, due date, past due amount, late payment fee).	8. Responds appropriately to automated telephone systems, including (#) pound sign and (*) star sign.	8. Role plays to demonstrate the ability to use the phone to conduct personal business (bank transactions, register by phone).
9. Reports police, fire and medical emergencies to	9. Follows proper procedure to use 911 (make an emergency call.	9. Follows procedures to report telephone problems.	9. Identifies the difference between a sales call and a service call.	9. Role-plays a service call to report a problem.	9. Reports an unsatisfactory service call to a company representative.
10. Locates basic information in the telephone directory.	10. Uses the telephone directory to locate personal and business information.	10. Locates alphabetical and topical listing information in telephone directories.	10. Locates a variety of resources available in telephone directories & other sources.		

Civics, Family and Community Resources

BEGINNING ESOL LITERACY	LOW BEGINNING ESOL	HIGH BEGINNING ESOL	LOW INTERMEDIATE ESOL	HIGH INTERMEDIATE ESOL	ADVANCED ESOL
1. Recognizes government agencies.	1. Locates government and public service agencies in the community.	1. Demonstrates the ability to access services provided by local, state and/or federal government agencies.	1. Describes local government structure.	1. Discusses federal and state political structure of the U.S.	1. Demonstrates understanding of US system of government.
2. Identifies community services, including: hospital, police, fire, public schools, library, parks, mailbox, post office, and places for recreation.	2. Identifies local community agencies, including: hospital, police, fire, public schools, library, parks, mailbox, post office, places for recreation and services provided.	2. Locates public recreational, entertainment facilities in the community.	2. Discusses services available in the community for immigrants and refugees.	2. Reads and discuss current events/happenings in the community.	2. Analyzes current issues at the local, state and national level that affect you.
3. Recognizes major U.S. holidays.	3. Gives examples of holiday customs in the U.S.	3. Discusses historical origins of US celebrations/holidays.	3. Describe traditional holidays from your country of origin or another country.	3. Compare and contrast US holidays with those of other nations.	3. Plan classroom/ school celebrations to commemorate a holiday of the US and/or another country or countries.
4. Identifies the current U.S. President.	4. Identifies the current U.S. President, Vice President and Montana Governor.	4. Describes basic steps of the US election process.	4. Interprets civic responsibilities for voting, jury duty, and taxes.	4. Demonstrates understanding of legal rights and responsibilities in the U.S.	4. Describes the trial by jury concept used in U.S. courts of law. (judge, jury, lawyers and legal assistance).
5. Identifies basic vocabulary for seasons and select appropriate responses to weather emergencies.	5. Accesses and interpret basic information about weather conditions to respond appropriately to weather emergencies.	5. Describes various weather conditions and Interpret temperatures using Fahrenheit and/or Celsius.	5. Describes appropriate preparation for weather emergencies.	5. Interprets maps and map key for evacuation procedures.	5. Describes the purpose of the Emergency Broadcast System.

BEGINNING ESOL LITERACY	LOW BEGINNING ESOL	HIGH BEGINNING ESOL	LOW INTERMEDIATE ESOL	HIGH INTERMEDIATE ESOL	ADVANCED ESOL
6. Recognizes key elements of maintaining a clean environment.	6. Identifies ways to conserve water and energy.	6. Identifies environmental regulations in the community.	6. Describes procedures for basic disposal of trash (regular items/large items) and items to be recycled.	6. Describes regulations for recycling and dumping of toxic wastes.	6. Discusses the benefits of recycling.
7. Identifies family members (mother, father, son, daughter, brother, sister).	7. Identifies extended family relationships.	7. Compares/contrasts the role of family members in the U.S.	7. Recognizes the importance of communicating with child's school (attending meetings, reporting absences).	7. Identifies resources in the community that assist families in need.	7. Compares and contrast U.S. legalities regarding parental responsibilities to those of other countries.
8. Recognizes compulsory schooling for children 5 –16.	8. Identifies educational services, facilities, and enrollment procedures for children. VOCABULARY day care, pre K., K-12, private/public.	8. Identifies means to access educational opportunities for children (special programs, scholarships, extracurricular activities, tutoring, NCLB).	8. Identifies ways of participating in child's education.	8. Recognizes the role of the parents in a child's education, including: advocate, request assistance/ special services)	8. Writes a note to your child's teacher to report an absence, request a parent-teacher conference, and/or share a concern.
9. Selects appropriate responses to weather emergencies.	9. Responds appropriately to weather emergencies.	9. Interprets various temperatures and compare Fahrenheit to Celsius.			
10. Demonstrates ability to purchase stamps and mail a package.	10. Demonstrates ability to use postal services, including mailing packages, Express Mail, and/or insurance.				
11. Locates the United States and Montana on a world map.					

Employment

BEGINNING ESOL LITERACY	LOW BEGINNING ESOL	HIGH BEGINNING ESOL	LOW INTERMEDIATE ESOL	HIGH INTERMEDIATE ESOL	ADVANCED ESOL
	<p>1. Interprets job ads.</p> <p>2. Follows procedures to apply for a job.</p> <p>3. Completes a job application form.</p> <p>4. Responds to basic interview questions.</p> <p>5. Identifies several types of identification for employment.</p> <p>6. Identifies work standards for entry-level jobs including punctuality and phoning in sick.</p>	<p>1. Recognizes common skills, responsibilities and/or duties of entry-level jobs.</p> <p>2. Recognizes work-related vocabulary used in the job application process.</p> <p>3. Transfers personal information to a basic resume format.</p> <p>4. Describes types of appropriate behavior, dress code, and attitude for a job interview.</p> <p>5. Identifies educational and job experience required for specific occupations.</p> <p>6. Recognizes work-related vocabulary for addressing job tasks, policies and standards.</p>	<p>1. Responds appropriately to job ads.</p> <p>2. Uses related vocabulary to ask questions in the job application process.</p> <p>3. Writes a simple resume.</p> <p>4. Selects appropriate questions to ask at a job interview.</p> <p>5. Identifies job training opportunities available in the community.</p> <p>6. Demonstrates understanding of job tasks, policies and standards.</p>	<p>1. Creates a job advertisement.</p> <p>2. Discusses qualifications and requirements for various jobs (include level of training)</p> <p>3. Writes a resume, cover letter, and a thank you note to follow up on a job interview.</p> <p>4. Demonstrates ability to ask appropriate questions at a job interview.</p> <p>5. Discusses job training opportunities in the community.</p> <p>6. Communicate s progress on assigned job tasks and activities.</p>	<p>1. Compares and contrast job opportunities available in the community.</p> <p>2. Compares and contrast qualifications and responsibilities for various types of jobs in the local job market.</p> <p>3. Develops a portfolio that includes a resume and cover letter. Add professional recognitions, awards, certificates, etc., if available.</p> <p>4. Roles play a job interview process and a follow up call after a simulated job interview.</p> <p>5. Researches the admission requirements and cost of job training programs in the community.</p> <p>6. Write a note to communicate progress on assigned job tasks and activities.</p>

BEGINNING ESOL LITERACY	LOW BEGINNING ESOL	HIGH BEGINNING ESOL	LOW INTERMEDIATE ESOL	HIGH INTERMEDIATE ESOL	ADVANCED ESOL
	<p>7. Asks for clarification of an assigned task(s) on the job.</p> <p>8. Recognizes safety procedures appropriate for the workplace.</p> <p>9. Interprets clock time distinguishing between A.M. and P.M.</p> <p>10. Asks questions about a work schedule.</p> <p>11. Interpret key components of several sample pay stubs.</p> <p>12. Signs a sample evaluation form. 2.03.</p>	<p>7. Asks for clarification of an assigned task(s) and respond appropriately to instructions.</p> <p>8. Interprets work safety information, Including common icons and language for interpreting dangerous situations.</p> <p>9. Discusses the concept of time in the American society professional/social.</p> <p>10. Requests modifications to a work schedule for personal needs.</p> <p>11. Demonstrates appropriate communication skills to interact with supervisors, co-workers and customers.</p> <p>12. Asks simple questions about your evaluation.</p>	<p>7. Demonstrates the ability to clarify and respond to feedback and criticism.</p> <p>8. Recognizes procedures to report accidents on the job.</p> <p>9. Requests a schedule change, or time off using samples of approval/request forms.</p> <p>10. Demonstrates skills needed for teamwork in the workplace.</p> <p>11. Fills out a sample performance evaluation form for the workplace.</p> <p>12. Matches personal goals and educational backgrounds to job promotions.</p>	<p>7. Demonstrates basic problem solving skills in the workplace.</p> <p>8. Fills out a form to report an accident on the job.</p> <p>9. Demonstrates understanding of worker's rights, including: compensation, unionization, right-to-work.</p> <p>10. Recognizes behaviors and attitudes that are effective in a multicultural workplace.</p> <p>11. Requests feedback from a sample performance evaluation form for the workplace.</p> <p>12. Researches continuing education opportunities to acquire higher-level skills necessary for promotions.</p>	<p>7. Uses appropriate written language (e-mail, memo, report, form) to communicate in the workplace.</p> <p>8. Identifies problems, solutions and consequences to safety related issues.</p> <p>9. Discusses worker's rights, including: workers' compensation, unionizing, right-to-work.</p> <p>10. Responds appropriately to apologies/criticism from supervisors and co-workers.</p> <p>11. Discusses the value of workplace performance evaluations.</p> <p>12. Demonstrates and understanding of the process of job advancement including reading job postings & vacant position ads and networking.</p>

BEG ESOL LITERACY	LOW BEGINNING ESOL	HIGH BEGINNING ESOL	LOW INTERMEDIATE ESOL	HIGH INTERMEDIATE ESOL	ADVANCED ESOL
	<p>13. Recognizes requirements for job promotions.</p> <p>14. Sets short-term career goals.</p> <p>15. Identifies ways to increase income.</p> <p>16. Identifies common business machines, including: fax, copier, time clock, computer.</p>	<p>13. Identifies appropriate skills and education needed for getting a promotion.</p> <p>14. Identifies long term career goals.</p> <p>15. Recognizes the importance of performance evaluations for promotion and job retention.</p> <p>16. Demonstrates simple computer skills, including: use of mouse, keyboard.</p>	<p>13. Sets long term career goals.</p> <p>14. Self-evaluates your performance on the job.</p> <p>15. Demonstrates ability to select proper equipment and/or tools in order to accomplish a task at work.</p>	<p>13. Identifies appropriate skills and education necessary to attain short and long term career goals.</p> <p>14. Demonstrates negotiation skills to request a promotion, transfer or raise.</p> <p>15. Identifies problems with one or more types of workplace equipment.</p>	<p>13. Plans a career path using short/long term goals</p> <p>14. Writes an action plan for achieving goals, including: identifying personal strengths and weaknesses, and/or an action plan for requesting a promotion or raise.</p> <p>15. Follows procedures to report maintenance needs at work.</p>

Consumer Education

BEGINNING ESOL LITERACY	LOW BEGINNING ESOL	HIGH BEGINNING ESOL	LOW INTERMEDIATE ESOL	HIGH INTERMEDIATE ESOL	ADVANCED ESOL
<p>1. Identifies cardinal and ordinal numbers.</p> <p>2. Interprets prices of basic goods and services, including: dollar and cents symbols, and the decimal point.</p> <p>3. Recognizes basic US clothing sizes, including: S, M, L, XL.</p> <p>4. Identifies types of housing.</p> <p>5. Recognizes basic utilities common in the US, including: electricity, gas, water, telephone, cable.</p>	<p>1. Uses cardinal and ordinal numbers to count and show sequence.</p> <p>2. Identifies measurement concepts for packaging and labeling.</p> <p>3. Identifies clothing, labels, including: size, laundry instructions, and prices.</p> <p>4. Interprets classified ads, signs, advertisement for available housing, including abbreviations.</p> <p>5. Identifies steps to access basic utility services, including: water, gas, electric, telephone, cable.</p>	<p>1. Reads and write cardinal and ordinal numbers.</p> <p>2. Calculates savings when buying on sale or with coupons.</p> <p>3. Simulates the process of placing merchandise on layaway.</p> <p>4. Identifies various means of securing housing and filling out rental agreements.</p> <p>5. Simulates a procedure to report the need for household repairs.</p>	<p>1. Matches numbers with amounts of items or US coins and currency.</p> <p>2. Compares various methods used to purchase goods and services.</p> <p>3. Compares prices in sales ads, including: clothing, appliances, and cars.</p> <p>4. Calculates housing costs, including: rent, mortgage payments, utilities, housing association, and maintenance fees.</p> <p>5. Writes a basic consumer related complaint.</p>	<p>1. Uses numbers to perform various computational procedures.</p> <p>2. Reads and discuss simple guarantees, warranties, and procedures to return goods.</p> <p>3. Describes several advantages of comparative shopping.</p> <p>4. Describes various types of housing documents, including: rental agreements, contracts, renter/landlord rights and responsibilities.</p> <p>5. Interprets tenant and landlord rights.</p>	<p>1. Performs various computational procedures to solve real life problems.</p> <p>2. Compares and contrast various types of extended warranties, guarantees, and insurance policies.</p> <p>3. Compares and contrast advertisements , labels, and charts to select goods and services.</p> <p>4. Interprets a lease rental agreement in different housing types.</p> <p>5. Identifies ways to achieve the goal of purchasing your own home, including: mortgages, investments and loans.</p>

BEGINNING ESOL LITERACY	LOW BEGINNING ESOL	HIGH BEGINNING ESOL	LOW INTERMEDIATE ESOL	HIGH INTERMEDIATE ESOL	ADVANCED ESOL
6. Recognizes U.S. currency, symbols and prices.	6. Counts money, using US coins and currency.	6. Reads and write money amounts with US coins and currency.	6. Estimates the amount of change from different amounts of currency and/or discounts.	6. Compares price and/or quality to identify best buys for purchases.	6. Compares and contrast prices of merchandise and housing in your local area and elsewhere using the Internet.
7. Completes a sample personal check or a money order.	7. Identifies various methods to purchase goods and services; writing a check; using a debit card or credit card; paying cash.	7. Identifies common banking terms and services, vocabulary savings and checking accounts, 24 hour teller services, drive through window, withdrawal, deposit, ATM.	7. Discusses the use of an ATM machine and recognize the importance of keeping number codes secure.	7. Discusses procedures for borrowing money from a bank.	7. Explains the use of banking terms, including: balance, transfers, loan, and service fees.
8. Recognizes various types of credit cards and their purposes.	8. Fills out a credit application.	8. Gives examples of the use/abuse of credit cards.	8. Discusses credit related terms, including: identity theft, credit report, and credit rating score.	8. Identifies budget-planning strategies.	8. Develops a personal budget showing income, savings and expenditures.
9. Recognizes various types of stores, including: supermarket, department stores, boutiques, and hardware stores.	9. Asks and follow directions for locating merchandise or department in a store or mall.	9. Uses catalogues, order forms or lay-away to simulate the purchase of merchandise.	9. Discusses different methods of purchasing merchandise or services, including: phone, in-store, and the Internet.	9. Compares and contrast several methods to purchase merchandise and services.	9. Discusses consumer protection resources.

Health and Nutrition

BEGINNING ESOL LITERACY	LOW BEGINNING ESOL	HIGH BEGINNING ESOL	LOW INTERMEDIATE ESOL	HIGH INTERMEDIATE ESOL	ADVANCED ESOL
<p>1. Identifies several parts of the body.</p> <p>2. Recognizes symptoms of common illnesses.</p> <p>3. Recognizes basic health care providers and facilities, including: doctor, nurse, dentist, emergency room, and hospital.</p> <p>4. Identifies common medications and their usage.</p> <p>5. Identifies products used for personal grooming.</p> <p>Recognizes basic food items.</p>	<p>1. Describes basic problems & injuries to parts of the body.</p> <p>2. Describes symptoms related to common illnesses.</p> <p>3. Identifies health care providers and facilities in your community.</p> <p>4. Reads/interprets instructions on medicine labels, including over-the-counter (OTC) and prescription medications.</p> <p>5. Lists personal grooming and hygiene habits.</p> <p>6. Chooses prepared foods from a simple menu.</p>	<p>1. Describes accidents and injuries, including: body parts and descriptions of injuries.</p> <p>2. Identifies healthful habits that prevent common illness.</p> <p>3. Makes a doctor's/dentist appointment using the following terms: first time, routine, follow-up & checkup.</p> <p>4. Simulates steps to follow a sample set of written doctor's orders.</p> <p>5. Identifies practices that promote good dental health.</p> <p>6. Categorizes foods into food groups according to current DOA guidelines.</p>	<p>1. Describes symptoms related to illness, injuries, or dental health problems.</p> <p>2. Compares healthful and unhealthful behaviors and practices.</p> <p>3. Simulates the steps to reschedule and/or cancel a doctor's appointment.</p> <p>4. Identifies the difference between prescription and over the counter (OTC) medications.</p> <p>5. Recognizes and interpret requirements for immunizations .</p> <p>6. Interprets nutritional and related information listed on food labels.</p>	<p>1. Asks for and gives advice on health topics usingl vocabulary for body parts, illnesses, and symptoms.</p> <p>2. Recognizes problems related to drug, spousal, child , and elder abuse.</p> <p>3. Completes sample accident and medical history forms.</p> <p>4. Interprets warnings on medicine and over-the-counter (OTC) drug labels.</p> <p>5. Recognizes procedures for first aid.</p> <p>6. Plans samples of balanced diets.</p>	<p>1. Fills out sample forms to request a sick-leave day or medical leave from work.</p> <p>2. Discusses consequences of unhealthful habits and identify where to get help in the community.</p> <p>3. Compares services offered by different health providers.</p> <p>4. Gives advice on practices necessary to use medications properly.</p> <p>5. Compares processes to access/pay for medical assistance and medication, including health/dental insurance, prescription purchasing plans.</p> <p>6. Discusses the importance of healthful eating and maintaining a balanced diet.</p>

Transportation and Travel

Beginning ESOL Literacy	Low Beginning ESOL	High Beginning ESOL	Low Intermediate ESOL	High Intermediate ESOL	Advanced ESOL
<p>1. Identifies basic types of transportation: bus, train, taxi cab, car, plane, and ship.</p> <p>2. Recognizes common transportation signs using sight words and symbols, including: enter, exit, push, pull, men, women, caution, no smoking.</p> <p>3. Asks for, gives, follows simple directions.</p> <p>4. Identifies steps needed to apply for a driver's license or identification card, including eye exam, written exam, and driving test.</p> <p>5. Recognizes methods for selecting and purchasing a car.</p>	<p>1. Identifies transportation options in one's community.</p> <p>2. Interprets various traffic signs, including: Stop, Yield, One Way, directional arrows, bus stop, speed limit, and pedestrian crossing.</p> <p>3. Identifies the cardinal directions: North, South, East and West using maps.</p> <p>4. Identifies basic safe driving practices, including the use of seat belts and child safety restraints.</p> <p>5. Interprets information about the purchase and maintenance of a car.</p>	<p>1. Identifies transportation costs, schedules and practices.</p> <p>2. Recognizes personnel responsible for traffic safety, including: police officer, highway patrol and paramedics.</p> <p>3. Reads a map to locate places of interest.</p> <p>4. Identifies documents related to transportation, including: driver's license, insurance card, registration, license plate/tag, and international driver's license.</p> <p>5. Identifies safe & unsafe driving practices.</p>	<p>1. Compares and interpret schedules for various forms of transportation.</p> <p>2. Gives examples of consequences of not obeying posted traffic signs.</p> <p>3. Requests and gives directional information.</p> <p>4. Simulates making a report by telephone or in person of an accident or vehicle problem.</p> <p>5. Discusses vehicle maintenance requirements.</p>	<p>1. Compares and contrast basic factors when planning a trip.</p> <p>2. Explains what to do in case of a road emergency.</p> <p>3. Simulates making plans for different forms of travel, including air, ground, national, and international.</p> <p>4. Describes a car problem and requests service for one's vehicle.</p> <p>5. Compares and contrasts US and international common safe driving rules.</p>	<p>1. Plans a trip using Mapquest, Expedia, or other Internet based resources.</p> <p>2. Simulates various appropriate responses to a traffic stop by law enforcement officers.</p> <p>3. Describes appropriate responses to transportation problems, including: security restrictions, customs, delayed flights, and road construction.</p> <p>4. Discusses car warranties, insurance claims and car rentals.</p> <p>5. Discusses court procedures in the US for traffic violations.</p>

Safety and Security

BEGINNING ESOL LITERACY	LOW BEGINNING ESOL	HIGH BEGINNING ESOL	LOW INTERMEDIATE ESOL	HIGH INTERMEDIATE ESOL	ADVANCED ESOL
<p>1. Recognizes safety signs/equipment for home and work, including: smoke detectors, fire extinguishers, home and car security alarms.</p> <p>2. Recognizes emergency situations, including: fire, crime, medical crises.</p> <p>3. Recognizes product label warnings and warning symbols: POISON, FLAMMABLE, and DANGER.</p>	<p>1. Names common devices used for protection of self and family.</p> <p>2. Reports an emergency at home and work, including: fire, crime, and medical crises.</p> <p>3. Interprets directions on product labels, warning signs, and safety related symbols.</p>	<p>1. Interprets warning signs/labels found at home and at work.</p> <p>2. Identifies safety measures that can prevent crimes at home and in the community.</p> <p>3. Describes procedure to follow in case of poisoning.</p>	<p>1. Identifies safety measures that can prevent common accidents and injuries.</p> <p>2. Identifies procedures for reporting a crime as a victim and as a witness, including: rape, burglary, domestic assault, and car theft</p>	<p>1. Reports unsafe conditions in private and public places.</p> <p>2. Recognizes legal consequences of crimes.</p>	<p>1. Interprets sample workplace safety and procedures manuals.</p> <p>2. Discusses US laws related to domestic violence and child abuse.</p>

Appendices

GLOSSARY OF TERMS

Adapted from Arizona Adult ESOL Content Standards

adjective – a word that describes a noun; often answers the question “What kind of...?” (The *big* dog.)

adverb – a word that describes a verb, an adjective or another adverb. Some types of adverbs are:

- a. frequency - always, usually, often, sometimes, seldom, never,
- b. manner - slowly, quickly, carefully, happily, sadly,
- c. time - after, before, when, while, since, until,

affirmative verb forms - regular or positive forms (I eat pizza. He eats tacos.)

affix – a meaningful form that is attached to a word to make a more complex word (*un* + kind + *ness*); a word part that is added to a base word that changes the meaning or the part of speech; both prefixes and suffixes are affixes.

antonym - a word of opposite meaning; ex. “hot” and “cold” are antonyms

article – a function word that specifies whether a noun is definite (the) or indefinite (a, *an*)

authentic material - material (aural, oral, written, visual) that is actually used in a situation, usually the same as a native speaker would use (application forms, newspaper clippings and articles, radio programs, news broadcasts . . .)

autobiography – a biography of a person told or written by himself/herself

auxiliary verb – a verb that accompanies another verb and is used to express person, number, mood, or tense (ex: is, were, can, do, doesn't, should, have)

auxiliary verbs or helping verbs such as *will, shall, may, might, can, could, must, ought to, should, would, used to, need* are used in conjunction with **main verbs** to express shades of time and mood.

basic features of a text - the different parts of a book: title page, contents page, glossary, index

basic personal information - name, address, city, state, zip, phone number, age, nationality, marital status, social security number

basic survival situations - situations that require the use of the language to communicate the wants, needs and desires of the student, such as talking to the landlord, child's teacher, people at the store, the boss, others at work, emergency services, doctors

biography – the story of a person's life as told or written by someone else

characters - the actors in a story

circumlocution – the use of more words than is necessary to express an idea; finding another way to say something using known vocabulary; to talk around a subject

colloquial speech - used in familiar and/or informal conversation or writing

complex sentence – a sentence consisting of more than one clause, especially including a dependent clause *The man who is walking down the street is my father.*

compound sentence – two complete sentences joined with a conjunction *Either you will learn it now or you will learn in a year from now.*

conjunction - a word used to join thoughts: *and, but, or, however*

content or context clues - information found in the material that helps decide the meaning of a word or phrase

conditionals (if clauses) - forms used to state a cause and effect event or situation; state a situation that will cause a particular result

Present/future real or Conditional 1 is used when the action of the if-clause is probable. If + present, will + root form of the verb. *If it rains, I will go home early.*

Present/future unreal or Conditional 2 is used when the action of the if-clause is improbable or unlikely. If + past, would (could, should) + root form of the verb. *If I had a million dollars, I would quit my job.*

Past/unreal or Conditional 3 is used when the action of the if-clause is impossible. If + past perfect, would have + past participle of the verb. *If I had grown to 10 feet, I would have had a lucrative NBA contract.*

cultural allusion - implied reference to a specific culture; something that is generally known within a culture

decode - use various strategies (phonics, content or context clues, root word . . .) to find a meaning or pronunciation for a word. The reader locates cues such as letter-sound correspondences in a word that reveal enough about it to help in pronunciation or attaching meaning to it.

degrees of comparison – used with adjectives and adverbs

positive or simple form of the modifier expresses no comparison

comparative - the “-er” or “more/less ” form of the word represents an increase or decrease of the positive form; it is used to make a specific comparison between two things. (He is bigger than she. She is more talkative than her friend. He drives more quickly than others.)

superlative – the “- est” or “most/least ” form of the word indicates the greatest (or least) degree among three or more things. (She is the most talkative student in the class. He drives the fastest of all the racers.)

demonstrative – a word that indicates a particular thing or things that are near or far; includes demonstrative adjectives (*this* girl, *those* apples) or demonstrative pronouns (*this*, *that*, *these*, *those*)

derivation - formation of a word from a related word base, or the identification of a word’s historic origin

descriptive passage - a brief written account describing something

dialogue - usually a formalized or directed conversation focusing on a specific language form using authentic situations

ELAA – English Language Acquisition for Adults The process by which the listening/speaking, reading, writing, functions, grammar and mechanics of the English language are taught to adults who speak languages other than English.

ESL/ESOL - English as a Second Language or English for Speakers of Other Languages
ESOL identifies who our learners are.

L1- language one- the first language of the student, the one they speak at home, the heritage language

L2- language two- the second language of the student, the one they are learning, the target language

embedded questions - used when questions begin with, “Do you know” “Could you tell me...?” Sentences containing embedded questions will change word order. (Do you know when the movie starts? Could you tell me where the bank is?)

expository – to explain or convey information, explanatory; tell how to; tell purpose

extemporaneous - not planned before, impromptu

false start - when a student begins to speak but stops and restarts using a more correct form

familiar - information the student has learned from previous lessons or knows from life experience vs. unfamiliar- new subject or topic for student, no previous teaching or lessons

fluency - how fluid the language is; the natural flow of the language-effortless smooth and rapid; read and /or speak with ease, expression and automaticity in a manner that supports comprehension

functional text - written material with a special purpose

gerund - the *-ing* form of the verb that is used as a noun (sitting, eating, talking) *Talking on the phone is a teenager’s main occupation.*

group or pair work - when students work in pairs or small groups to practice skills, such as a dialogue, describing something, asking for information

habitual past - see TENSES

homographs – words that are spelled alike but are different in meaning and pronunciation (the noun *conduct* and the verb *conduct*; or the noun *lead* and the verb *lead*)

homonym - spelled and pronounced alike but different in meaning [pool (to combine), and pool (such as a swimming pool)]

homophones - pronounced alike but different in meaning and spelling (son/sun; ewe/you)

idiom or **idiomatic expression** - a sequence of words that is a single unit of meaning different from what the words actually say, usually understandable within a particular culture, language or group of people. (kick the bucket = die)

imperative - see TENSES

infer (inference) - guess, surmise, suggest, conclude or derive a conclusion

inflection - change in voice or pitch during speech; a change in the form of a word indicating grammatical features such as number, person or tense.

informational text - written material that gives information to the reader

interpret - gather the information correctly from the material; explain and understand the material

interrogative verb forms - question forms (Are you married? Do you eat pizza?)

intonation - the contrastive use of pitch in speech

irregular formation - forms that do not align with the rules

jargon - the technical language of a special field

language functions - the different ways the language can be used such as greeting, describing, giving directions, expressing emotions, clarifying, checking, making excuses

main ideas - the central topics or point

mechanics - punctuation, capitalization and other rules of writing, spelling, vocabulary use

modals – auxiliaries that describe mood or ability (can, could, may, might, should, will, would, must, ought). Modal verbs are used to express ideas such as possibility, intention, obligation and necessity.

monitor - to watch, check, guide, observe and assist

narrative passage - a brief recitation of details of a story or a series of events in either written or oral format

negative verb forms - forms that say "no" (I don't eat tacos. He didn't eat pizza.)

noun – a person, place, thing, idea or concept

a. count – nouns that can be counted (dog, dogs) and take *many*

b. mass – nouns that can't be counted. They use a singular verb or take *much* (The *air* is humid. The *water* is cold. This tea has too *much* sugar.)

c. collective – nouns that name a group of people or things as one unit. They can be singular or plural. (family/families, band/bands, team, public) (The team is on its way

to victory. This family has four members. The families of the team members are at the airport).

numerals - numbers

paraphrase – to state the same idea in a different way or with different words; to reword

passage - a brief portion or section of a reading

passive voice - the form used when the action is more important than who did it or it is understood who did it (John built the house in 1955. (*active*) vs. This house was built in 1955. (*passive*) Mary can solve the problem vs. The problem can be solved.) Formed by using some form of the verb “to be” and the past participle of the main verb.

phoneme – the smallest unit of sound within a word that distinguishes one word from another; ex. fat vs. bat [*f*] and [*b*] are phonemes.

phonemic awareness – the ability to hear, identify, and manipulate the individual sounds in speech

phonetically decode - use information about the sound/symbol correspondence to understand and pronounce a new word while reading

phonics – the study of the relationship between letters and the sounds they represent

phonological cues - pronunciation patterns as well as stress and intonation patterns for words and sentences

phrasal verb - a verb consisting of content verb plus a preposition

a. two part – get up, look out, drop off

b. three part – catch up with, brush up on, come down with

pitch - the highness or lowness of a sound

plot - the main story line

possessive - a word that indicates ownership

a. adjective – my, your, his, her, their

b. pronoun – mine, yours, his, hers, theirs

c. 's – John's, the cat's

prefix - an affix that is added to the beginning of a word to alter meaning (*unhappy*)

pre-reading activities - activities that help the student to comprehend the reading material by explaining the vocabulary, discussing the major point or ideas, going over grammar points, author's point of view, etc.

pre-teach - teacher teaches the vocabulary, grammar point or subject matter before actual activity takes place

prepositions – connecting word; a word that shows the relationship of a noun or pronoun to some other word in the sentence.

- a. time – in, on, at *I'll see you at 3:00 on the first Sunday in May.*
- b. place – in, on, at, between, under, over, etc. *The book is on the table, between the lamps.*

prompt - to assist the student in starting to speak or write, or correcting their speech by indicating errors and/or by making suggestions

pronouns - word used to take the place of a noun

- a. subject- I, you, he, she, it, we, they
- b. object- me, you, him, her, it, us, them
- c. possessive- mine, yours, his, hers, ours, theirs
- d. demonstrative- this, that, these, those
- e. indefinite- all, any, both, each, either, everyone, many, none, several
- f. reflexive- myself, yourself, himself, herself, itself, ourselves, themselves

reported speech - used to report what someone has said. (She said that she watched TV every night.)

rhythm - the perceived regularity of prominent syllables during speech

role play - situation activity where each student is given a role to play, can be general role (student, salesperson, reporter,) or specific (Michael Jackson, John Wayne, Madonna...)

roots - the base form of a word (*mean, meaning, meaningful, meaningfulness*)

setting - the place where a story takes place, background, sceneries

simplify – to make less complicated; to use easier, more familiar or shorter words

small talk - everyday conversations of minor importance, such as asking about health, work, school, family, the weather, sports

sound out - to use phonics to decode a word

stress - the degree of force with which a syllable is uttered. Syllables may be stressed or unstressed in varying degrees.

structural analysis - determine the different types of words (noun, verb, adjective, adverb) the parts of words (prefix, suffix, endings, root)

subject pronouns - see pronouns

suffix - an affix that is added to the end of a word to alter meaning (*blissful*)

summarize - to state the main points or topics briefly

supporting details - the examples that reinforce the main idea

syllabication - the division of words into syllables; division of a word into small parts; not dependent on meaning

synonym - word that has the same or similar meaning as the given word

tag question - a question added at the end of a sentence usually to make sure information is correct (He is from Mexico, isn't he?)

tense– the characteristic of a verb that indicates time

future tense - the tense that is used for future actions

- a. will - for uncertainty and offers -Maybe I will go to Hawaii on my next vacation.
- b. going to- for known or somewhat planned actions - I am going to Hawaii in June with my family.

future perfect tense - the tense that is used for actions that will continue up to a time in the future (I will have been in Phoenix for 35 years in May.)

future perfect progressive (continuous) tense - the tense that is used to state the duration of an action that will be in progress before another time in the future. (I will have been sleeping for 2 hours by the time he gets home.)

future progressive tense - the tense that is used for stating what will be happening at a certain time in the future (At 10:30 tomorrow he will be working.)

habitual past - the tense that is used for describing actions that were a regular occurrence in the past. Uses both *used to* and *would*. (I used to wake up late. I would wake up late every day.)

imperative verb form - command (Sit down!)

past tense - the tense that is used for completed actions in the past (I ate the pizza yesterday. He went to the movies last night.)

past perfect tense - tense that is used for an action that happened before another past action (When I arrived, they had already eaten.)

past perfect progressive (continuous) tense - the tense that is used to say how long something had been happening before something else. (They had been playing for 30 minutes when the storm hit.)

past progressive (continuous) tense - the tense that is used for actions that were happening at a certain time (I was eating when you called. They were working at 2:30 yesterday afternoon.)

present tense - the tense that is used for every day, usual and habitual actions (I eat pizza on Friday. He often eats tacos.)

present perfect tense - the tense that is used for the unfinished past or the action that started in the past and continues till the present (I have lived in Phoenix since 1964. He has been in class for two months.)

present perfect progressive - the tense that is used to state the duration of an action that began in the past and continues to the present. (I have been sitting here since 7. I've been thinking of you all day.)

present progressive (continuous) tense - the tense that is used for at the moment or temporary actions (I am typing right now. I am reading a book about world languages.)

tone - the overall feeling or effect created by the pitch, rhythm, volume and/or choice of words

word/sentence boundaries - the spaces and punctuation that mark the beginning and ending of words and sentences in written format

vocabulary – the words of a given language; list of words for students to learn, group of words used in relation to a subject

voice –

1. the sound that is made when the vocal chords vibrate ([b] is voiced; [p] is unvoiced)
2. the unique written expression of an individual's ideas

Bibliography

A Process Guide for Establishing State Adult Education Content Standards
<http://www.adultedcontentstandards.org/howto2.asp>

Civics Education for Adult English Language Learners
<http://www.cal.org/caela/esl%5Fresources/digests/civics.html>

Collier, V. (1995b). *Promoting academic success for ESL students: Understanding second language acquisition for school*. Elizabeth, NJ: New Jersey Teachers of English to Speakers of Other Languages-Bilingual Educators.

The Adult Learning Resource Center (ALRC)
<http://www.thecenterweb.org/alrc/esl.html>

Glaser, R. and Linn, R. (1993). Foreword. In L. Shepard (Ed.), *Setting performance standards for student achievement* (pp. xiii-xiv). Stanford, CA: Stanford University, National Academy of Education.

Program *Standards for Adult Education ESOL Programs* (TESOL, Joy Kreeft Peyton, National Center for *ESL Literacy Education (NCLE)*.
http://www.cal.org/caela/esl_resources/vision.pdf

Schmoker, M., and Marzano, R. J. (1999). Realizing the promise of standards-based education. *Educational Leadership*, 56(6), 17

Teachers of English to Speakers of Other Languages. (2000). *Program standards for adult education ESOL programs*. Alexandria, VA.
http://www.tesol.org/s_tesol/sec_document.asp?CID=195&DID=845
http://www.tesol.org/s_tesol/sec_document.asp?CID=113&DID=310

U.S. Civics and Citizenship Online-Teaching Civics to Adult ESL Students
<http://www.uscis.gov/portal/site/uscis/menuitem.5af9bb95919f35e66f614176543f6d1a/?vgnnextoid=fa869eded17a0110VgnVCM1000000ecd190aRCRD&vgnnextchannel=d70f9f9934741110VgnVCM1000000ecd190aRCRD>

Acknowledgements

Acknowledgement and gratitude are given to the following contributors for their participation in the development of Montana's ESOL and ESOL Civics Standards:

Margaret Bowles	Adult Basic and Literacy Education Specialist, Office of Public Instruction, Helena, MT
Shirley Burns	ABLE/ESOL Instructor, FVCC-Kalispell, MT
Claudia Bianca-DeBay	Nevada's ABE CASAS Manager/Trainer & Instructional Resources Coordinator
Carol Flynn	Program Specialist, Office of Public Instruction, Helena, MT
Ellen Guettler	ABLE Coordinator, BALC- Bozeman, MT
Katya Arpon Marandino Irish	ABLE/ESOL Instructor, PGEC-Great Falls, MT
Byrdeen Warwood	Director of Adult and Community Education, Bozeman, MT

Special Thanks to:

The Montana ESOL Standards were developed in part by following existing standards found in the Adult Content Standards Warehouse online: <http://www.adultcontentstandards.org>. Our gratitude for the diligent work of contributing Adult Basic Education programs including: Arizona, Maryland, Nevada, and Rhode Island, whose efforts provided the basis and content of our work.