



ESOL CURRICULUM

Developed by Janice M. Bigelow

[Basic/Skeletal Curriculum Draft]
January 2008

Our Curriculum Development Process

The staff and students at La Alianza Hispana wanted to develop a curriculum to better organize our ESOL classes. I had some experience with curriculum development, so I offered to head up this effort. During the following months, I met several times with teachers to discuss their ideas and visions regarding curriculum. We also discussed what they were currently teaching and how their students were responding. We talked about what they would like to have included and how it would address some issues identified in their classes. At times it was overwhelming, but I was determined to develop a tool that would benefit the teachers as well as the students.

I contacted SABES for suggestions to guide me through the development process. SABES suggested that I start by giving the teachers copies of the MA ESOL Curriculum Frameworks and have them identify which strands and standards they *were* covering in their classes and which ones they *thought* they should be covering. With this data I matched our classes (Basic, I, II, III) with specific Framework standards and benchmarks from the different Student Performance Levels (SPLs) levels. I then went on to make a list of grammar points that I felt should be covered in each level. I used input from other teachers and researched print resources to put together a logical sequence. Using data from previous discussions with teachers and students, I came up with suggested content and themes appropriate for each level. The grammar points and content and themes are also aligned with the Frameworks standards and benchmarks for each level. I then gave the draft curriculum to the student advisory council and the teachers for review. After I incorporated their suggestions, we implemented the curriculum in January 2008. It is working well! However, the document is still "living" and will continue to change and grow.

- Janice Bigelow

Basic Level Curriculum Content and Themes

Vocabulary:

- ★ Personal Data
- ★ Alphabet
- ★ Colors
- ★ Numbers (cardinal 0-1000; some ordinal)
- ★ Adjectives
- ★ Family Members
- ★ Household Rooms and Furniture
- ★ Classroom
- ★ Emotions
- ★ Body Parts
- ★ Ailments
- ★ Medical and Dental Terms
- ★ Clock Time (to 5 minute intervals)
- ★ Calendar
- ★ Days of the week
- ★ Months of the year
- ★ Seasons and Weather
- ★ Money/Change
- ★ Clothing items
- ★ Food
- ★ Occupations

Culture/Social:

- ★ Greetings and Farewells
- ★ Introductions
- ★ Making Inquiries
- ★ U.S. Holiday Customs

Life Skills and Functions:

- ★ Common Commands
- ★ Filling out Personal Data forms
- ★ Visit to the doctor
- ★ Making phone calls
- ★ Making an emergency phone call
- ★ Maps: World, U.S., and local
- ★ Emergency Services
- ★ Community Resources (hospital, library, police, etc.)
- ★ Field Trip(s) to places in the community
- ★ Writing Checks
- ★ Making change (\$\$)
- ★ Shopping (for food, clothing, etc.)
- ★ Stores and types of stores (pharmacy, supermarket, etc.)

GRAMMAR POINTS: BASIC

1. General Verb Forms

- Simple present (e.g. Today is)
- Simple past (e.g. Yesterday was ...)
- Simple future (e.g. Tomorrow will be ...)
- Declarative (She's from France.)
- Negative (She's not from France.)
- Interrogative (Is she from France?)

2. Verb To be

- To be + location (He's at work.)
- Yes/No Questions and short answers

3. Verb To have

4. Subject Pronouns

5. Definite and indefinite articles

6. Simple present tense of some common verbs

7. "WH" information questions (Who, What, Where, What time, When, Why)

8. Present Continuous Tense

MAIN FOCUS: LITERACY SKILLS & PHONICS

1. shape and letter discrimination
2. names of letters
3. cardinal numbers 1-1000
4. tracing and copying letters
5. names and sounds of initial consonants
6. final consonant -"s"
7. short vowels
8. vowel/ consonant combinations (an, at, on)
9. consonant/ vowel/ consonant combinations (pen, red, hot)
10. initial and final consonant digraphs (th, sh, ch, wh)
11. vowel digraphs (ea, ee, ui, oo, ow, etc.)
12. silent "e"
13. syllabication
14. Basic Sight Words

BASIC ESOL: LISTENING

<p>Beginning Literacy SPL 0-1</p>	<p>Beginning Literacy SPL 0-1</p>	<p>Beginning Literacy SPL 0-1</p>
<p><i>By the end of the level,</i></p> <p>L1.1a Follow non-verbal cues (e.g. pause, quizzical expression) and rising intonation to determine when a response is expected</p> <p>L1.1b Listen and understand basic personal information questions and statements, (e.g. <i>Where are you from?</i>)</p> <p>L1.1c Listen and follow simple classroom instructions (e.g. <i>No pencils; Repeat; Stand up</i>)</p> <p>L1.1d Listen and understand basic formulaic speech (e.g. greetings, <i>I'm sorry; thank you</i>)</p>	<p><i>By the end of the level,</i></p> <p>L2.1a Understand basic survival vocabulary words in isolation (e.g. foods, family, personal identification)</p> <p>L2.1b Understand differences in meaning among subject pronouns</p> <p>L2.1c Listen to <i>Do you. . .?</i> and <i>Wh-do you. . .?</i> to understand that a question is being asked</p> <p>L2.1d Identify plural inflection (e.g. student/ students)</p> <p>L2.1e Recognize individual letters in isolation and numbers up to 20</p>	<p><i>By the end of the level,</i></p> <p>L3.1a Seek repetition with non-verbal cues (e.g. quizzical look)</p> <p>L3.1b Negotiate meaning with speaker (e.g. <i>I don't understand.</i>)</p> <p>L3.1c Use speaker's facial expressions, body language, and intonation to identify context of message (e.g. a question, frustration)</p> <p>L3.1d Recognize when part of a message is understood</p> <p>L3.1e Take risks in predictable situations (e.g. listen carefully in an attempt to understand, stay focused, control any panic)</p>

BASIC ESOL: SPEAKING

Beginning Literacy SPL 0-1	Beginning Literacy SPL 0-1	Beginning Literacy SPL 0-1
<p>By the end of the level,</p> <p>S1.1a Give basic personal identification information (e.g. name, address, phone number)</p> <p>S1.1b Use and respond to basic greetings and questions (e.g. <i>Hello; What's your name? Where are you from?</i>)</p> <p>S1.1c Produce simple statements about familiar topics (e.g. survival needs, family, work, or goals)</p>	<p><i>By the end of the level:</i></p> <p>S2.1a Recite the letters of the alphabet and count up to 100</p> <p>S2.1b Develop basic vocabulary related to personal information (e.g. family, home, and daily activities)</p> <p>S2.1c Construct and respond to basic subject-predicate statements and questions using learned phrases and easy verbs (e.g. <i>I have two children; Where do you live? I live in Pittsfield.</i>)</p> <p>S2.1d Use syllable stress in familiar words</p>	<p><i>By the end of the level:</i></p> <p>S3.1a Indicate comprehension by using non-verbal cues (e.g. eye contact, smiling, nodding), and short phrases (e.g. <i>uh-huh, please speak slowly</i>)</p> <p>S3.1b Make attempts to express oneself in predictable situations (e.g. teacher-led question and answer)</p> <p>S3.1c Monitor listener comprehension and repeat words to listener if necessary</p>

BASIC ESOL: READING

<p>Beginning Literacy (SPL 0-1)</p>	<p>Beginning Literacy (SPL 0-1)</p>	<p>Beginning Literacy (SPL 0-1)</p>
<p><i>Learners who are not literate in their first language or whose first language uses a non-Roman alphabet writing system will take longer to progress through this first level and perhaps subsequent levels.</i></p> <p><i>By the end of the level,</i></p> <p>R1.1a Read and understand simple sentences on a familiar topic (e.g. <i>Ana has a big family</i>)</p> <p>R1.1b Use visuals to gain meaning. (e.g. pictures, photographs)</p> <p>R1.1c Use prior personal experience and knowledge of context to make meaning</p> <p>R1.1d Locate words in alphabetical lists</p>	<p><i>Learners who are not literate in their first language or whose first language uses a non-Roman alphabet writing system will take longer to progress through this first level and perhaps subsequent levels.</i></p> <p><i>By the end of the level,</i></p> <p>R2.1a Recognize conventions of print (e.g. reading left to right, word and sentence boundaries)</p> <p>R2.1b Identify upper and lower case letters, and cardinal numerals</p> <p>R2.1c Identify the sound of letters, digraphs, and diphthongs (e.g. <i>C</i> sounds like cat /k/, <i>SH</i> sounds like shut, <i>Z</i> sounds like zip /z/, <i>OY</i> sounds like /oi/)</p> <p>R2.1d Apply sound/symbol relationship to decode one syllable, phonetically regular words even if meaning is unfamiliar (e.g. <i>shed</i> can be decoded but student may not know the meaning)</p> <p>R2.1e Blend sounds together to create words orally (e.g. /b/ /a/ /t/ together say /bat/)</p> <p>R2.1f Recognize the most common high frequency</p>	<p><i>By the end of the level,</i></p> <p>R3.1a Re-read to clarify meaning</p> <p>R3.1b Seek assistance when aware that own reading is not accurate</p> <p>R3.1c Tap or scoop syllables to decode words (e.g. fam/i/ly, moth/er)</p>

Beginning Literacy (SPL 0-1)	Beginning Literacy (SPL 0-1)	Beginning Literacy (SPL 0-1)
	<p>words (e.g. and, me, it, about, they)</p> <p>R2.1g Read words that they already know how to say (e.g. the word <i>supermarket</i> used in a Language Experience Story)</p> <p>R2.1h Develop basic vocabulary related to personal information words, signs, and symbols (e.g. stop, exit, address)</p> <p>R2.1i Recognize common abbreviations (e.g. Mon. St.)</p> <p>R2.1j Recognize basic English punctuation and capitalization</p>	

BASIC ESOL: WRITING

Beginning Literacy SPL 0-1	Beginning Literacy SPL 0-1	Beginning Literacy (SPL 0-1)
<p><i>Learners who are not literate in their first language or whose first language uses a non-Roman alphabet writing system will take longer to progress through this first level, and perhaps subsequent levels.</i></p> <p><i>By the end of the level,</i></p> <p>W1.1a Generate original statements of personal relevance, following simple models (e.g. <i>My name is ____.</i> <i>I am from ____.</i>)</p> <p>W1.1b Write basic personal identification information (e.g. name, address, date of birth) in simplified forms</p>	<p><i>Learners who are not literate in their first language or whose first language uses a non-Roman alphabet writing system will take longer to progress through this first level and perhaps subsequent levels.</i></p> <p><i>By the end of the level,</i></p> <p>W2.1a Print upper and lower case letters and numbers 0-100 in legible handwriting</p> <p>W2.1b Use vocabulary related to basic information (e.g. <i>street; car; son.</i>)</p> <p>W2.1c Stay within lines and boxes when filling out simplified forms</p> <p>W2.1d Write complete and abbreviated forms of dates, addresses (e.g. September 12, 2005; 9/12/05; Elm St.)</p> <p>W2.1e Write simple phrases and some simple sentences using simple present tense (e.g. <i>big city; My name is Ada.</i>)</p> <p>W2.1f Use correct capitalization for personal</p>	<p><i>By the end of the level,</i></p> <p>W3.1a Copy models (of letters, words, phrases, numbers)</p> <p>W3.1b Record new vocabulary in organized form (e.g. personal dictionary, index cards) and use as a resource when writing</p> <p>W3.1c Practice writing on lined paper</p>

Beginning Literacy SPL 0-1	Beginning Literacy SPL 0-1	Beginning Literacy (SPL 0-1)
	<p>identification information and beginning of a sentence</p> <p>W2.1g Write the correct consonant or digraph to show a particular sound (e.g. when teacher says, <i>dog</i>, write “d;” when teacher says <i>the</i>, write “th”)</p> <p>W2.1h Spell some simple sight words correctly</p>	

Level One Curriculum Content and Themes

Vocabulary:

- ★ Personal Data
- ★ Alphabet
- ★ Colors
- ★ Numbers (cardinal 0-1000; some ordinal)
- ★ Adjectives
- ★ Family Members
- ★ Household Rooms and Furniture
- ★ Classroom
- ★ Emotions
- ★ Body Parts
- ★ Ailments
- ★ Medical and Dental Terms
- ★ Clock Time (to 5 minute intervals)
- ★ Calendar
- ★ Days of the week
- ★ Months of the year
- ★ Seasons and Weather
- ★ Money/Change
- ★ Clothing items
- ★ Food
- ★ Occupations

Culture/Social:

- ★ Greetings and Farewells
- ★ Introductions
- ★ Making Inquiries
- ★ U.S. Holiday Customs

Life Skills and Functions:

- ★ Common Commands
- ★ Filling out Personal Data forms
- ★ Visit to the doctor
- ★ Making phone calls
- ★ Making an emergency phone call
- ★ Maps: World, U.S., and local
- ★ Emergency Services
- ★ Community Resources (hospital, library, police, etc.)
- ★ Field Trip(s) to places in the community
- ★ Writing Checks
- ★ Making change (\$\$)
- ★ Shopping (for food, clothing, etc.)
- ★ Stores and types of stores (pharmacy, supermarket, etc.)

GRAMMAR POINTS: LEVEL ONE

**Review grammar points from Basic Level

1. General Verb Forms

- Simple present
(e.g. Today is)
- Simple past
(e.g. Yesterday was ...)
- Simple future
(e.g. Tomorrow will be ...)
- Declarative (She's from France.)
- Negative (She's not from France.)
- Interrogative (Is she from France?)

2. Verb To be

- To be + location (He's at work.)
- Yes/No Questions and short answers

3. Verb To have

4. Subject Pronouns

5. Definite and indefinite articles (a, an, the)

6. Simple present tense of several verbs (declarative, interrogative, imperative and negative)

7. Present Continuous Tense

8. Possessive subject pronouns

9. Expressive "WH" information questions using the present tense (Who, What, Where, What time, When, Why)

10. Noun Plurals (regular and common irregular)

11. There is/ There are Is there?/ Are there?

12. Demonstrative adjectives

13. Possessive nouns

14. Basic contractions

15. Adjectives and their opposites

16. Simple prepositions of location

17. Simple punctuation

18. Conjunctions (and, but, or)

19. Subject-verb agreement

20. Some adverbs of frequency (always, sometimes, never)

LEVEL 1 ESOL: LISTENING

Beginning Literacy SPL 0-1	Low Beginning SPL 2	Beginning Literacy SPL 0-1	Low Beginning SPL 2	Beginning Literacy SPL 0-1	Low Beginning SPL 2
<p><i>By the end of the level,</i></p> <p>L1.1a Follow non-verbal cues (e.g. pause, quizzical expression) and rising intonation to determine when a response is expected</p> <p>L1.1b Listen and understand basic personal information questions and statements, (e.g. <i>Where are you from?</i>)</p> <p>L1.1c Listen and follow simple classroom</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>L1.2a Identify gist and/or purpose of brief spoken messages with support and/or scaffolding (e.g. asking a question or stating a fact)</p> <p>L1.2b Listen and understand phrases and short sentences on familiar topics when spoken slowly and clearly and with support (e.g. pictures, visual aids)</p> <p>L1.2c Listen and follow simple warnings or one-step instructions (e.g. <i>Stop; Open the door.</i>)</p>	<p><i>By the end of the level,</i></p> <p>L2.1a Understand basic survival vocabulary words in isolation (e.g. foods, family, personal identification)</p> <p>L2.1b Understand differences in meaning among subject pronouns</p> <p>L2.1c Listen to <i>Do you. . . ?</i> and <i>Wh- do you. . . ?</i> to understand that a question is being asked</p> <p>L2.1d Identify plural inflection (e.g. student/ students)</p> <p>L2.1e Recognize individual letters in isolation and numbers up to 20</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>L2.2a Understand basic vocabulary used in social interactions and related to personal needs (e.g. work, home, and daily activities)</p> <p>L2.2b Understand beginning grammatical structures (e.g. present tense expression of actions, habits, and states of being, object pronouns)</p> <p>L2.2c Distinguish between positive and negative statements and between statements and questions</p> <p>L2.2d Identify</p>	<p><i>By the end of the level,</i></p> <p>L3.1a Seek repetition with non-verbal cues (e.g. quizzical look)</p> <p>L3.1b Negotiate meaning with speaker (e.g. <i>I don't understand.</i>)</p> <p>L3.1c Use speaker's facial expressions, body language, and intonation to identify context of message (e.g. a question, frustration)</p> <p>L3.1d Recognize when part of a message is understood</p> <p>L3.1e Take risks in predictable situations (e.g. listen carefully in</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>L3.2a Use learned phrases to seek repetition (e.g. <i>What?; Excuse me?; Again, please.</i>)</p> <p>L3.2b Check understanding by repeating part of message that is understood (e.g. <i>No class tomorrow?</i>)</p> <p>L3.2c Listen for emphasized or stressed words in a phrase or sentence</p> <p>L3.2d If applicable, use knowledge of cognates between English and other languages to gain</p>

Beginning Literacy SPL 0-1	Low Beginning SPL 2	Beginning Literacy SPL 0-1	Low Beginning SPL 2	Beginning Literacy SPL 0-1	Low Beginning SPL 2
<p>instructions (e.g. <i>No pencils; Repeat; Stand up</i>)</p> <p>L1.1d Listen and understand basic formulaic speech (e.g. greetings, <i>I'm sorry; thank you</i>)</p>	<p>1.2 d Extract a particular detail from a simple statement with support (e.g. the price from the statement, <i>Cookies are \$3.00 a box.</i>)</p>		<p>beginning base words and inflections (e.g. nationalities in the class: China/Chinese)</p> <p>L2.2e Recognize numbers up to 100 and words spelled out loud (e.g. telephone numbers, addresses, prices) <i>Note:</i> some numbers are difficult to distinguish (e.g. <u>fourteen</u> and <u>forty</u>), and may need more work in higher levels</p> <p>L2.2f Recognize and understand contractions of BE and use of doesn't/don't</p>	<p>an attempt to understand, stay focused, control any panic)</p>	<p>meaning</p> <p>L3.2e Guess meaning of unknown words in familiar contexts</p>

LEVEL 1 ESOL: SPEAKING

Beginning Literacy SPL 0-1	Low Beginning SPL 2	Beginning Literacy SPL 0-1	Low Beginning SPL 2	Beginning Literacy SPL 0-1	Low Beginning SPL 2
<p><i>By the end of the level,</i></p> <p>S1.1a Give basic personal identification information (e.g. name, address, phone number)</p> <p>S1.1b Use and respond to basic greetings and questions (e.g. <i>Hello; What's your name? Where are you from?</i>)</p> <p>S1.1c Produce simple statements about familiar topics (e.g. survival needs, family, work, or goals)</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>S1.2a Say and spell simple words and numbers (e.g. children's school, number of years in the US)</p> <p>S1.2b Participate in routine social conversations on familiar topics with support (e.g. <i>How old are your children? They are six and two.</i>)</p> <p><i>S1.2c Ask and respond to simple questions related to basic needs with support (e.g. prices, health, transportation)</i></p>	<p><i>By the end of the level:</i></p> <p>S2.1a Recite the letters of the alphabet and count up to 100</p> <p>S2.1b Develop basic vocabulary related to personal information (e.g. family, home, and daily activities)</p> <p>S2.1c Construct and respond to basic subject-predicate statements and questions using learned phrases and easy verbs (e.g. <i>I have two children; Where do you live? I live in Pittsfield.</i>)</p> <p>S2.1d Use syllable</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>S2.2a Ask and respond to simple questions and affirmative and negative statements, working towards correct word order</p> <p>S2.2b Develop basic vocabulary related to descriptions and everyday needs</p> <p>S2.2c Use basic grammatical structures (e.g., present tense expression of action, habit, and states of being, singular and plural nouns, subject and object pronouns, adverbs of frequency</p>	<p><i>By the end of the level:</i></p> <p>S3.1a Indicate comprehension by using non-verbal cues (e.g. eye contact, smiling, nodding), and short phrases (e.g. <i>uh-huh, please speak slowly</i>)</p> <p>S3.1b Make attempts to express oneself in predictable situations (e.g. teacher-led question and answer)</p> <p>S3.1c Monitor listener comprehension and repeat words to listener if necessary</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>S3.2a Ask for clarification or one-word translation (e.g. <i>How do you say muchacha in English?</i>)</p> <p>S3.2b Convey meaning (however minimal) by using isolated words, memorized phrases, and some re-combinations of learned words or phrases</p> <p>S3.2c If applicable, use cognates between English and other languages to gain meaning (e.g. scientific, medical or</p>

Beginning Literacy SPL 0-1	Low Beginning SPL 2	Beginning Literacy SPL 0-1	Low Beginning SPL 2	Beginning Literacy SPL 0-1	Low Beginning SPL 2
		stress in familiar words	and time, predicate and descriptive adjectives) S2.2d Use appropriate English intonation patterns (e.g. rising intonation in yes/no questions)		technical terms; Latin-based languages) S3.2d Take risks using language in predictable situations (e.g. small groups in class, role plays, or with a prepped guest speaker)

LEVEL 1 ESOL: READING

Beginning Literacy (SPL 0-1)	Low Beginning (SPL 2)	Beginning Literacy (SPL 0-1)	Low Beginning (SPL 2)	Beginning Literacy (SPL 0-1)	Low Beginning (SPL 2)
<p><i>Learners who are not literate in their first language or whose first language uses a non-Roman alphabet writing system will take longer to progress through this first level and perhaps subsequent levels.</i></p> <p><i>By the end of the level,</i></p> <p>R1.1a Read and understand simple sentences on a familiar topic (e.g. <i>Ana has a big family</i>)</p> <p>R1.1b Use visuals to gain meaning. (e.g. pictures, photographs)</p> <p>R1.1c Use prior personal experience</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>R1.2a Read and understand short, simple paragraphs of simplified or adapted text on a familiar topic</p> <p>R1.2b Scan and extract relevant information from a simplified or adapted formatted text (e.g. forms, labels, maps, schedules, notices, flyers)</p> <p>R1.2c Read and follow simple, familiar one-step written directions (e.g. <i>Turn the page; Copy the word.</i>)</p>	<p><i>Learners who are not literate in their first language or whose first language uses a non-Roman alphabet writing system will take longer to progress through this first level and perhaps subsequent levels.</i></p> <p><i>By the end of the level,</i></p> <p>R2.1a Recognize conventions of print (e.g. reading left to right, word and sentence boundaries)</p> <p>R2.1b Identify upper and lower case letters, and cardinal numerals</p> <p>R2.1c Identify the sound of letters,</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>R2.2a Decode familiar words with several syllables (e.g. family; teacher)</p> <p>R2.2b Read aloud short, simple sentences with minimal hesitation</p> <p>R2.2c Read an increased number of phonetically regular and irregular high frequency words (e.g. today, there, have)</p> <p>R2.2d Identify patterns and categorize words, as in word sorts (e.g. days of the week,</p>	<p><i>By the end of the level,</i></p> <p>R3.1a Re-read to clarify meaning</p> <p>R3.1b Seek assistance when aware that own reading is not accurate</p> <p>R3.1c Tap or scoop syllables to decode words (e.g. fam/i/ly, moth/er)</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>R3.2a Use a placeholder word (e.g. “something”) for an unknown word and continue reading</p> <p>R3.2b Self-monitor comprehension by identifying what is understood and what is not understood when reading a text</p>

Beginning Literacy (SPL 0-1)	Low Beginning (SPL 2)	Beginning Literacy (SPL 0-1)	Low Beginning (SPL 2)	Beginning Literacy (SPL 0-1)	Low Beginning (SPL 2)
<p>and knowledge of context to make meaning</p> <p><i>R1.1d Locate words in alphabetical lists</i></p>		<p>digraphs, and diphthongs (e.g. <i>C</i> sounds like cat /k/, <i>SH</i> sounds like shut, <i>Z</i> sounds like zip /z/, <i>OY</i> sounds like /oi/)</p> <p>R2.1d Apply sound/symbol relationship to decode one syllable, phonetically regular words even if meaning is unfamiliar (e.g. <i>shed</i> can be decoded but student may not know the meaning)</p> <p>R2.1e Blend sounds together to create words orally (e.g. /b/ /a/ /t/ together say /bat/)</p> <p>R2.1f Recognize the most common high frequency words (e.g. and, me, it, about, they)</p>	<p>foods, numbers)</p> <p>R2.2e Identify common base words that comprise compound words (e.g. birthday, toothbrush)</p> <p>R2.2f Develop vocabulary related to everyday needs and other targeted topics</p> <p>R2.2g Recognize basic function words: pronouns, articles, prepositions, conjunctions, and auxiliary verbs (e.g. he, a/an, in, but, because, is)</p> <p>R2.2h Locate direct pronoun referents (e.g. <i>Nami has a job. She works at the hospital.</i>)</p> <p>R2.2i Understand the differences in</p>		

Beginning Literacy (SPL 0-1)	Low Beginning (SPL 2)	Beginning Literacy (SPL 0-1)	Low Beginning (SPL 2)	Beginning Literacy (SPL 0-1)	Low Beginning (SPL 2)
		<p>R2.1g Read words that they already know how to say (e.g. the word <i>supermarket</i> used in a Language Experience Story)</p> <p>R2.1h Develop basic vocabulary related to personal information words, signs, and symbols (e.g. stop, exit, address)</p> <p>R2.1i Recognize common abbreviations (e.g. Mon. St.)</p> <p>R2.1j Recognize basic English punctuation and capitalization</p>	<p>meaning between simple present and present continuous tense</p> <p>R2.2j Understand that word order affects meaning (e.g. <i>The Red Sox beat the Yankees</i> has a different meaning than <i>The Yankees beat the Red Sox.</i>)</p> <p>R2.2k Recognize more complex punctuation use (e.g. apostrophe for possession and contraction, quotation marks)</p>		

LEVEL 1 ESOL: WRITING

Beginning Literacy SPL 0-1	Low Beginning SPL 2	Beginning Literacy SPL 0-1	Low Beginning SPL 2	Beginning Literacy (SPL 0-1)	Low Beginning SPL 2
<p><i>Learners who are not literate in their first language or whose first language uses a non-Roman alphabet writing system will take longer to progress through this first level, and perhaps subsequent levels.</i></p> <p><i>By the end of the level,</i></p> <p>W1.1a Generate original statements of personal relevance, following simple models (e.g. <i>My name is ____ . I am from ____.</i>)</p> <p>W1.1b Write basic personal identification information (e.g.</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>W1.2a Generate original statements on familiar topics, with some support (e.g. likes and dislikes, states of being, brief descriptions: <i>I like rice; Maria is sick.</i>)</p> <p>W1.2b Fill out simplified forms with expanded personal identification information (e.g. place of birth, signature)</p> <p>W1.2c Write lists (e.g. for shopping,</p>	<p><i>Learners who are not literate in their first language or whose first language uses a non-Roman alphabet writing system will take longer to progress through this first level and perhaps subsequent levels.</i></p> <p><i>By the end of the level,</i></p> <p>W2.1a Print upper and lower case letters and numbers 0-100 in legible handwriting</p> <p>W2.1b Use vocabulary related to basic information (e.g. <i>street; car; son.</i>)</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>W2.2a Write affirmative sentences, formulaic questions, and all numbers, including those for time and money</p> <p>W2.2b Use vocabulary related primarily to everyday needs, descriptions and daily activities (e.g. food, health, habits)</p> <p>W2.2c Write a complete simple sentence (i.e. Subject-predicate)</p>	<p><i>By the end of the level,</i></p> <p>W3.1a Copy models (of letters, words, phrases, numbers)</p> <p>W3.1b Record new vocabulary in organized form (e.g. personal dictionary, index cards) and use as a resource when writing</p> <p>W3.1c Practice writing on lined paper</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>W3.2a Practice sentence structure and mechanics by copying sentences and simple, short paragraphs</p> <p>W3.2b Practice spelling by writing targeted words several times</p> <p>W3.2c Label objects to recall or reinforce new vocabulary</p>

Beginning Literacy SPL 0-1	Low Beginning SPL 2	Beginning Literacy SPL 0-1	Low Beginning SPL 2	Beginning Literacy (SPL 0-1)	Low Beginning SPL 2
name, address, date of birth) in simplified forms	<p>personal schedule, classmates' names and phone numbers)</p> <p>W1.2d Write simple answers to basic yes/no or information questions (written or spoken)</p>	<p>W2.1c Stay within lines and boxes when filling out simplified forms</p> <p>W2.1d Write complete and abbreviated forms of dates, addresses (e.g. September 12, 2005; 9/12/05; Elm St.)</p> <p>W2.1e Write simple phrases and some simple sentences using simple present tense (e.g. <i>big city</i>; <i>My name is Ada.</i>)</p> <p>W2.1f Use correct capitalization for personal identification information and beginning of a sentence</p>	<p>W2.2d Use basic grammatical structures (e.g. simple present and present continuous verb tenses; common singular and plural nouns; common adjectives)</p> <p>W2.2e Use capitalization (e.g. to begin a sentence, proper nouns, dates, addresses) and end punctuation (e.g. periods, and question marks in formulaic questions)</p> <p>W2.2f Sound out words which follow phonetic rules (e.g. mom, cat, shop) in order to write correct spelling</p>		

Beginning Literacy SPL 0-1	Low Beginning SPL 2	Beginning Literacy SPL 0-1	Low Beginning SPL 2	Beginning Literacy (SPL 0-1)	Low Beginning SPL 2
		<p>W2.1g Write the correct consonant or digraph to show a particular sound (e.g. when teacher says, <i>dog</i>, write “d;” when teacher says <i>the</i>, write “th”)</p> <p>W2.1h Spell some simple sight words correctly</p>			

Level Two Curriculum Content and Themes

REVIEW LEVEL ONE CURRICULUM CONTENT AND THEMES

Vocabulary:

- ★ Emotional Adjectives
- ★ Expand Body Parts
- ★ Expressions for time (tomorrow, this week, etc.)
- ★ Expand Food
- ★ Expand Ordinal numbers

Culture/Social:

- ★ Giving information about yourself
- ★ Complimenting
- ★ Apologizing
- ★ Sympathizing
- ★ Forgetting
- ★ Expressing: likes/dislikes, ability/inability, obligation, intention, want/desire, and agreement/disagreement.
- ★ Describing Feelings and Emotions
- ★ Offering to help
- ★ Idioms
- ★ Cultural aspects of life in the U.S.
- ★ Speculating and drawing conclusions
- ★ Giving and accepting invitations
- ★ Writing thank you notes and congratulation cards
- ★ Ask for and give directions
- ★ Ask for information, opinions, and services
- ★ Understanding some current events

Life Skills and Functions:

- ★ Asking about and reporting ailments
- ★ Making medical appointments
- ★ Preventative health care
- ★ Medical and Dental visits
- ★ Prescriptions
- ★ Over the counter medicines
- ★ Giving directions
- ★ Geography (countries, cities)
- ★ Nationalities and languages
- ★ Using the phone
- ★ Using the phone book (white and yellow pages)/ Directory Assistance
- ★ Calling in sick
- ★ Breaking appointments
- ★ Pay and benefits
- ★ Obtaining employment information
- ★ Filling out "basic" job application forms
- ★ Interview procedures and etiquette
- ★ Sales tax
- ★ Utility bills
- ★ Community Agencies (clinics, career centers, etc.)
- ★ Restaurants: study menus, ordering in a restaurant, etc.
- ★ Supermarket Flyers and coupons
- ★ Understanding exchanges and refund

GRAMMAR POINTS: LEVEL TWO

****Review grammar points from Level One**

1. Expand simple present tense
2. Contrast simple present and progressive tense
3. Count and non-count nouns (using a little/a few/much/many)
4. Quantitative Adjectives/ Partitives (can of soda, loaf of bread, etc.)
5. Limiting adjectives (a, the, many, every, few, some, both)
6. Object pronouns
7. Interrogative pronouns
8. Expand prepositions
9. Expand adverbs of frequency
10. Expressions of desire, ability, and intention (can, have to, want to, like, etc.)
11. Simple past tense of To Be (declarative, negative, interrogative)
12. Regular past tense
13. Some irregular past tense
14. Future tense (going to, will)
15. Imperatives for instruction
16. Time expression
17. Comparative adjectives and adverbs
18. Idioms
19. Do/Make

LEVEL 2 ESOL: LISTENING

Low Beginning SPL 2	High Beginning SPL 3	Low Beginning SPL 2	High Beginning SPL 3	Low Beginning SPL 2	High Beginning SPL 3
<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>L1.2a Identify gist and/or purpose of brief spoken messages with support and/or scaffolding (e.g. asking a question or stating a fact)</p> <p>L1.2b Listen and understand phrases and short sentences on familiar topics when spoken slowly and clearly and with support (e.g. pictures, visual aids)</p> <p>L1.2c Listen and follow simple warnings or one-step instructions (e.g. <i>Stop; Open the door.</i>)</p> <p>L1.2 d Extract a particular detail from a simple statement with support (e.g. the price from the statement, <i>Cookies are \$3.00 a box.</i>)</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>L1.3a Identify gist and/or purpose of brief spoken messages on everyday topics (e.g. an apology)</p> <p>L1.3b Listen and understand phrases, statements, and questions when spoken slowly and clearly</p> <p>L1.3c Listen and follow 2- or 3-step instructions (e.g. <i>Open your book and turn to page 10.</i>)</p> <p>L1.3d Extract relevant detail from familiar information (e.g. descriptions of daily routines) with some support/ scaffolding</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>L2.2a Understand basic vocabulary used in social interactions and related to personal needs (e.g. work, home, and daily activities)</p> <p>L2.2b Understand beginning grammatical structures (e.g. present tense expression of actions, habits, and states of being, object pronouns)</p> <p>L2.2c Distinguish between positive and negative statements and between statements and questions</p> <p>L2.2d Identify beginning base words and inflections (e.g. nationalities in the class: China/Chinese)</p> <p>L2.2e Recognize numbers up to 100 and words spelled out loud (e.g. telephone numbers, addresses, prices) <i>Note: some numbers are difficult to distinguish (e.g.</i></p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>L2.3a Understand an expanded vocabulary related to their needs (e.g. health care and housing)</p> <p>L2.3b Understand basic grammatical structures (e.g. how past and future verb tenses affect meaning, basic prepositions, direct pronoun references: <i>Roberto likes rice, <u>He</u> eats <u>it</u> every night</i>)</p> <p>L2.3c Distinguish between yes/no and information questions</p> <p>L2.3d Identify more beginning base words and common inflections (e.g. <i>live/living; -er</i> for professions)</p> <p>L2.3e Use knowledge of phonemes and syllable stress to distinguish between similar-sounding words (e.g. can vs. can't)</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>L3.2a Use learned phrases to seek repetition (e.g. <i>What?; Excuse me?; Again, please.</i>)</p> <p>L3.2b Check understanding by repeating part of message that is understood (e.g. <i>No class tomorrow?</i>)</p> <p>L3.2c Listen for emphasized or stressed words in a phrase or sentence</p> <p>L3.2d If applicable, use knowledge of cognates between English and other languages to gain meaning</p> <p>L3.2e Guess meaning of unknown words in familiar contexts</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>L3.3a Use phrases such as: <i>What does ___ mean? or I don't understand ___</i> to clarify meaning of an oral message</p> <p>L3.3b Check understanding by clarifying part of message that is not understood (e.g. <i>Eighteen or eighty?</i>)</p> <p>L3.3c Listen for key words as a way of predicting meaning (e.g. in a job interview, words such as <i>experience, references, tasks</i>)</p> <p>L3.3d Take risks despite anxiety (e.g. encouraging oneself through positive statements, accepting that errors are part of language learning)</p>

Low Beginning SPL 2	High Beginning SPL 3	Low Beginning SPL 2	High Beginning SPL 3	Low Beginning SPL 2	High Beginning SPL 3
		<p>fourteen and forty), and may need more work in higher levels</p> <p>L2.2f Recognize and understand contractions of BE and use of doesn't/don't</p>	<p>L2.3f Understand basic antonyms (e.g. happy/sad)</p>		

LEVEL 2 ESOL: SPEAKING

Low Beginning SPL 2	High Beginning SPL 3	Low Beginning SPL 2	High Beginning SPL 3	Low Beginning SPL 2	High Beginning SPL 3
<i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i>	<i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i>	<i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i>	<i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i>	<i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i>	<i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i>
S1.2a Say and spell simple words and numbers (e.g. children’s school, number of years in the US)	S1.3a Produce simple statements, providing more detail without necessarily more complexity (e.g. a daily routine, a simple instruction, preferences, and opinions)	S2.2a Ask and respond to simple questions and affirmative and negative statements, working towards correct word order	S2.3a Construct information questions (e.g. <i>Where is the pharmacy? How much are the oranges?</i>)	S3.2a Ask for clarification or one-word translation (e.g. <i>How do you say muchacha in English?</i>)	S3.3a Monitor listener comprehension and clarify by using mime, drawing, or repeating
S1.2b Participate in routine social conversations on familiar topics with support (e.g. <i>How old are your children? They are six and two.</i>)	S1.3b Participate in short social conversations (e.g. make introductions, request, accept or decline an offer: <i>I need a ride; my car is broken.</i>)	S2.2b Develop basic vocabulary related to descriptions and everyday needs	S2.3b Develop vocabulary for targeted topics (e.g. related to community, work, home, current events)	S3.2b Convey meaning (however minimal) by using isolated words, memorized phrases, and some re-combinations of learned words or phrases	S3.3b Repair communication problems (e.g. <i>No, take a left, not a right; I said ‘a’ not ‘h’</i>)
<i>S1.2c Ask and respond to simple questions related to basic needs with support (e.g. prices, health, transportation)</i>	S1.3c State a position and support it (e.g. <i>It’s a good job because it has benefits</i>)	S2.2c Use basic grammatical structures (e.g., present tense expression of action, habit, and states of being, singular and plural nouns, subject and object pronouns, adverbs of frequency and time, predicate and descriptive adjectives)	S2.3c Use basic grammatical structures with less reliance on learned phrases (e.g. <u>some</u> irregular past verb forms and future tenses, prepositional phrases, some conjunctions and contractions)	S3.2c If applicable, use cognates between English and other languages to gain meaning (e.g. scientific, medical or technical terms; Latin-based languages)	S3.3c Use conversation strategies to participate actively (e.g. turn-taking, interrupting appropriately, attracting attention)
			S2.3d Use syllable		S3.3d Take risks using language in less predictable situations (e.g. outside of the classroom with support, in less familiar or less

Low Beginning SPL 2	High Beginning SPL 3	Low Beginning SPL 2	High Beginning SPL 3	Low Beginning SPL 2	High Beginning SPL 3
		S2.2d Use appropriate English intonation patterns (e.g. rising intonation in yes/no questions)	<p>stress in newly learned vocabulary</p> <p>S2.3e Speak with appropriate pauses and rejoinders (e.g. <i>Um</i>; <i>Uh-huh</i>; <i>Let's see</i>)</p> <p>S2.3f Link words that often go together with some support (e.g. <i>It's a ___ = Itza ___</i>)</p>	S3.2d Take risks using language in predictable situations (e.g. small groups in class, role plays, or with a prepped guest speaker)	controlled situations)

LEVEL 2 ESOL: READING

Low Beginning (SPL 2)	High Beginning (SPL 3)	Low Beginning (SPL 2)	High Beginning (SPL 3)	Low Beginning (SPL 2)	High Beginning (SPL 3)
<i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i>	<i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i>	<i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i>	<i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i>	<i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i>	<i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i>
R1.2a Read and understand short, simple paragraphs of simplified or adapted text on a familiar topic	R1.3a Read and understand simplified or adapted text that includes longer sentences (e.g. compound and some complex sentences)	R2.2a Decode familiar words with several syllables (e.g. family; teacher)	R2.3a Use knowledge of common letter patterns to decode words (-ight, -tion)	R3.2a Use a placeholder word (e.g. “something”) for an unknown word and continue reading	R3.3a Read-on (read ahead) to get meaning from context
R1.2b Scan and extract relevant information from a simplified or adapted formatted text (e.g. forms, labels, maps, schedules, notices, flyers)	R1.3b Identify main idea, supporting details, sequence, and common transitions (e.g. first, next) in simplified or adapted short texts on a familiar topic	R2.2b Read aloud short, simple sentences with minimal hesitation	R2.3b Follow punctuation cues when reading aloud	R3.2b Self-monitor comprehension by identifying what is understood and what is not understood when reading a text	R3.3b Think-aloud (verbalize thoughts) and visualize while reading (e.g. ask yourself questions as you read, visualize the characters or scenes)
R1.2c Read and follow simple, familiar one-step written directions (e.g. <i>Turn the page; Copy the word.</i>)	R1.3c Compare/contrast information in simplified or adapted short texts on a familiar topic (e.g. <i>Linda gets up at 8:00</i>)	R2.2c Read an increased number of phonetically regular and irregular high frequency words (e.g. today, there, have)	R2.3c Recognize alternate wording of basic information terms (e.g. date of birth/birth date)		
		R2.2d Identify patterns and categorize words, as in word sorts (e.g. days of the week, foods, numbers)	R2.3d If applicable, use knowledge of cognates between English and other languages to gain meaning		
		R2.1e Identify	R2.3e Identify base words and common		

Low Beginning (SPL 2)	High Beginning (SPL 3)	Low Beginning (SPL 2)	High Beginning (SPL 3)	Low Beginning (SPL 2)	High Beginning (SPL 3)
	<p><i>a.m. Jose gets up at 9:00 a.m.)</i></p> <p>R1.3d Read and follow multi-step written directions (e.g. <i>Write the correct word below each picture, and put the pictures in order.</i>)</p>	<p>common base words that comprise compound words (e.g. birthday, toothbrush)</p> <p>R2.2f Develop vocabulary related to everyday needs and other targeted topics</p> <p>R2.2g Recognize basic function words: pronouns, articles, prepositions, conjunctions, and auxiliary verbs (e.g. he, a/an, in, but, because, is)</p> <p>R2.2h Locate direct pronoun referents (e.g. <i><u>Nami</u> has a job. <u>She</u> works at the hospital.</i>)</p> <p>R2.2i Understand the differences in meaning between simple present and present continuous tense</p> <p>R2.2j Understand that word order affects</p>	<p>inflections (e.g. dish, dishes; want, wanted; talk, talking; China, Chinese)</p> <p>R2.3f Develop vocabulary including common antonyms and synonyms (e.g. open/close, wash/clean)</p> <p>R2.3g Understand the differences in meaning of the present, present continuous, future, and past tenses</p>		

Low Beginning (SPL 2)	High Beginning (SPL 3)	Low Beginning (SPL 2)	High Beginning (SPL 3)	Low Beginning (SPL 2)	High Beginning (SPL 3)
		<p>meaning (e.g. <i>The Red Sox beat the Yankees</i> has a different meaning than <i>The Yankees beat the Red Sox</i>.)</p> <p>R2.2k Recognize more complex punctuation use (e.g. apostrophe for possession and contraction, quotation marks)</p>			

LEVEL 2 ESOL: WRITING

Low Beginning SPL 2	High Beginning SPL 3	Low Beginning SPL 2	High Beginning SPL 3	Low Beginning SPL 2	High Beginning SPL 3
<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>W1.2a Generate original statements on familiar topics, with some support (e.g. likes and dislikes, states of being, brief descriptions: <i>I like rice; Maria is sick.</i>)</p> <p>W1.2b Fill out simplified forms with expanded personal identification information (e.g. place of birth, signature)</p> <p>W1.2c Write lists (e.g. for shopping, personal schedule, classmates' names)</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus</i></p> <p>W1.3a Write several related statements on a familiar topic (e.g. <i>I am proud of my children. They work hard in school and they help me at home.</i>)</p> <p>W1.3b Fill out simple authentic forms using models (e.g. library card application, school record form)</p> <p>W1.3c Write short messages or notes, using models (e.g. phone message with basic information, thank you card, email)</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>W2.2a Write affirmative sentences, formulaic questions, and all numbers, including those for time and money</p> <p>W2.2b Use vocabulary related primarily to everyday needs, descriptions and daily activities (e.g. food, health, habits)</p> <p>W2.2c Write a complete simple sentence (i.e. Subject-predicate)</p> <p>W2.2d Use basic grammatical structures (e.g. simple present and present continuous verb tenses; common</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>W2.3a Write simple affirmative and negative sentences and questions using correct word order (e.g. <i>I do not eat pork; Where are you from?)</i></p> <p>W2.3b Use vocabulary for targeted topics (e.g. related to home, community, work)</p> <p>W2.3c Connect several related sentences (e.g. using transition words, conjunctions, and pronouns)</p> <p>W2.3d Use basic grammatical structures with support (e.g.</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>W3.2a Practice sentence structure and mechanics by copying sentences and simple, short paragraphs</p> <p>W3.2b Practice spelling by writing targeted words several times</p> <p>W3.2c Label objects to recall or reinforce new vocabulary</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>W3.3a Practice putting ideas in writing, however minimally</p> <p>W3.3b Use <i>invented spelling</i>, words from <i>LI</i>, or other placeholders when writing unfamiliar words in order to keep writing</p> <p>W3.4c Attempt to self-correct writing errors when location of errors has been pointed out</p> <p>W3.3d Use graphic organizers (e.g. word web, time line) as a way to organize thoughts</p>

Low Beginning SPL 2	High Beginning SPL 3	Low Beginning SPL 2	High Beginning SPL 3	Low Beginning SPL 2	High Beginning SPL 3
<p>and phone numbers)</p> <p>W1.2d Write simple answers to basic yes/no or information questions (written or spoken)</p>		<p>singular and plural nouns; common adjectives)</p> <p>W2.2e Use capitalization (e.g. to begin a sentence, proper nouns, dates, addresses) and end punctuation (e.g. periods, and question marks in formulaic questions)</p> <p>W2.2f Sound out words which follow phonetic rules (e.g. mom, cat, shop) in order to write correct spelling</p>	<p>simple future, some common irregular past tense verbs such as <i>was, went, had</i>; articles, direct object pronouns, prepositional phrases; frequency adverbs)</p> <p>W2.3e Use basic punctuation (e.g. period for abbreviations; commas for series of words)</p> <p>W2.3f Spell familiar words phonetically (i.e. apply letter/sound relationships to spell simple words) and apply some basic spelling rules (e.g. drop the <i>e</i> when adding <i>-ing</i>)</p>		

Level Three Curriculum Content and Themes

REVIEW LEVEL TWO CURRICULUM CONTENT AND THEMES

Vocabulary:

- ★ Expand Adjectives
- ★ Reduced Speech
- ★ Homophones and homonyms
- ★ Advanced vocabulary

Culture/Social:

- ★ Giving a personal history
- ★ Describing people, places, and things
- ★ Expressions of emotion: regret, sympathy, displeasure, anger, confusion, dissatisfaction, possibility, appreciation, satisfaction, and surprise.
- ★ Current Events/ Exploring the newspaper
- ★ U.S. Holidays/ Historical background of holidays
- ★ Famous people (presidents)
- ★ Civil Rights
- ★ Expand Idioms
- ★ Expressing opinions

Life Skills and Functions:

- ★ Giving and reporting facts
- ★ Comparing and contrasting information
- ★ Expand Map skills with street maps
- ★ Job search (want ads, internet, etc.)
- ★ Practice job interviews
- ★ Post interview follow up
- ★ Fill out job applications
- ★ Resumes and Cover letters
- ★ Consumer awareness: junk mail, scams, rip-offs
- ★ Expand community resources (State House, BPL, etc.)
- ★ Health care options (and/or insurance issues)
- ★ Stress management
- ★ Expand telephone skills
- ★ Ask for and give advice
- ★ Making travel and social plans
- ★ Housing, leases, and landlords
- ★ accidents and breakdowns
- ★ Reporting accidents

GRAMMAR POINTS: LEVEL THREE

**Review grammar points from Level Two

1. Expand adjectives
2. Expand prepositions
3. Auxiliary verbs (should, might, etc.)
4. Some/Any
5. Say/Tell
6. Reflexive pronouns/ Reciprocal pronouns
7. Expand conjunctions (when, while, etc.)
8. Past progressive
9. Future continuous
10. Expand irregular past tense
11. Expand comparative adjectives and adverbs
12. Synonyms and Antonyms
13. Simple conditional with "if"
14. Order of adjectives
15. Phrasal verbs
16. Present perfect
17. Superlatives
18. Expand idioms
19. Present perfect continuous
20. Past perfect
21. Gerunds and Infinitives
22. Passive voice
23. Conditional clauses (real/unreal)
24. Reported speech

LEVEL 3 ESOL: LISTENING

High Beginning SPL 3	Low Intermediate SPL 4	High Intermediate SPL 5	High Beginning SPL 3	Low Intermediate SPL 4	High Intermediate SPL 5
<i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i>	<i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i>	<i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i>	<i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i>	<i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i>	<i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i>
L1.3a Identify gist and/or purpose of brief spoken messages on everyday topics (e.g. an apology)	L1.4a Follow and identify purpose and/or gist of spoken messages on topics beyond immediate survival needs (e.g. invitation or agreement/disagreement)	L1.5a Identify the speaker’s intention in brief spoken messages (e.g. to inform, to suggest)	L2.3a Understand an expanded vocabulary related to their needs (e.g. health care and housing)	L2.4a Understand specific vocabulary in controlled settings (e.g. role play about community resources, occupations)	L2.5a Understand vocabulary in everyday conversations (e.g. vocabulary used in workplace, community, or children’s school)
L1.3b Listen and understand phrases, statements, and questions when spoken slowly and clearly	L1.4b Listen and understand short connected statements and questions on familiar topics when spoken at a moderate rate	L1.5b Listen and understand extended discourse with a clear organization and a familiar topic	L2.3b Understand basic grammatical structures (e.g. how past and future verb tenses affect meaning, basic prepositions, direct pronoun references: <i>Roberto likes rice, <u>He</u> eats <u>it</u> every night</i>)	L2.4b Understand intermediate grammatical structures (e.g. tag questions, simple and continuous verb tenses, most prepositions, simple conjunctions, and simple modal forms)	L2.5b Understand high-intermediate grammatical structures (e.g. modals, conjunctions, adverbial clauses of time, real conditionals, embedded statements/questions, and indirect pronoun references (e.g. <i>Ahmed left his country last year. <u>This</u> was hard for him.</i>)
L1.3c Listen and follow 2- or 3-step instructions (e.g. <i>Open your book and turn to page 10.</i>)	L1.4c Listen and follow instructions with some details (e.g. <i>Get the paper from the top shelf of the closet.</i>)	L1.5c Listen and follow multi-step directions or instructions, with repetition (e.g. <i>Take the #52 bus to Jackson St. The police station is on the corner.</i>)	L2.3c Distinguish between yes/no and information questions	L2.4c Understand transition words (e.g. then/next, finally, before/after)	L2.5c Recognize and understand simple conversation markers (e.g. so after that, well)
<i>L.1.3d Extract relevant detail from familiar information (e.g. descriptions of daily routines) with some support/scaffolding</i>	L1.4d Identify specific information in everyday contexts (e.g. phone	L1.5d Listen and understand details and essential information in familiar contexts (e.g. in	L2.3d Identify more beginning base words and common inflections (e.g. <i>live/living; -er</i> for	L2.4d Identify intermediate base words	

High Beginning SPL 3	Low Intermediate SPL 4	High Intermediate SPL 5	High Beginning SPL 3	Low Intermediate SPL 4	High Intermediate SPL 5
	message, brief conversations) with some support/ scaffolding	video, announcements) with some support/ scaffolding	<p>professions)</p> <p>L2.3e Use knowledge of phonemes and syllable stress to distinguish between similar-sounding words (e.g. can vs. can't)</p> <p>L2.3f Understand basic antonyms (e.g. happy/sad)</p>	<p>and common inflections (e.g. live/lived; employee/ employer) and meanings of words with prefix <i>un-</i></p> <p>L2.4e Understand common contractions and word reductions in everyday topics or speech (e.g. did not → didn't; going to → gonna; want to → wanna; got to → gotta)</p> <p>L2.4f Understand basic synonyms, comparisons, some common idioms and some phrasal verbs</p>	<p>and more complex transition words (e.g. however, that is, in particular)</p> <p>L2.5d Identify high-intermediate base words and common inflections (e.g. take/taken, employ/employment) and meanings of words with common prefixes and suffixes (e.g. <i>re-</i>; <i>-less</i>)</p> <p>L2.5e Understand common idioms and phrasal verbs</p>

High Beginning SPL 3	Low Intermediate SPL 4	High Intermediate SPL 5
<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>L3.3a Use phrases such as: <i>What does ___ mean?</i> or <i>I don't understand ___</i> to clarify meaning of an oral message</p> <p>L3.3b Check understanding by clarifying part of message that is not understood (e.g. <i>Eighteen or eighty?</i>)</p> <p>L3.3c Listen for key words as a way of predicting meaning (e.g. in a job interview, words such as <i>experience, references, tasks</i>)</p> <p>L3.3d Take risks despite anxiety (e.g. encouraging oneself through positive statements, accepting that errors are part of language learning)</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>L3.4a Seek additional information to check understanding (e.g. <i>What did you say?</i> and <i>What do you mean?</i>)</p> <p>L3.4b Negotiate meaning with speaker (e.g. <i>Please say that another way; Please use a different word.</i>)</p> <p>L3.4c Indicate to the speaker what was (or was not) understood from a spoken message</p> <p>L3.4d Focus on units or chunks of meaning rather than on individual words</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>L3.5a Make predictions before and during listening, and check against them after listening (e.g. for news broadcasts, short speeches, or announcements)</p> <p>L3.5b Clarify and confirm accuracy of information by summarizing, rephrasing, or repeating back what is understood</p> <p>L3.5c Work cooperatively with others to gain understanding</p> <p>L3.5d Self-monitor understanding (e.g. checklists) and self-evaluate for listening improvement (e.g. percentage of message understood)</p>

LEVEL 3 ESOL: SPEAKING

High Beginning SPL 3	Low Intermediate SPL 4	High Intermediate SPL 5	High Beginning SPL 3	Low Intermediate SPL 4	High Intermediate SPL 5
<i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i>	<i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i>	<i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i>	<i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i>	<i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i>	<i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i>
<p>S1.3a Produce simple statements, providing more detail without necessarily more complexity (e.g. a daily routine, a simple instruction, preferences, and opinions)</p> <p>S1.3b Participate in short social conversations (e.g. make introductions, request, accept or decline an offer: <i>I need a ride; my car is broken.</i>)</p> <p>S1.3c State a position and support it (e.g. <i>It's a good job because it has benefits</i>)</p>	<p>S1.4a Request and provide information with elaboration beyond the minimum (e.g. <i>I want to learn English so I can...; I'm sneezing because I'm allergic to...</i>)</p> <p>S1.4b Employ formal or informal social courtesies, depending on the listener(s) and social context (e.g. <i>How are you today? vs. How are you doing?</i>)</p> <p>S1.4c Relate a sequence of events (e.g. <i>to give instructions, to tell a story, to explain a process</i>)</p>	<p>S1.5a Request and provide detailed information (e.g. <i>work requirements, giving multi-step directions</i>)</p> <p>S1.5b Converse at some length on topics of interest (e.g. cross cultural comparisons, family, work or community goals)</p> <p>S1.5c Express consequences, inferences, and cause and effect (e.g. <i>She's not here; I think her baby Nami is sick today.</i>)</p>	<p>S2.3a Construct information questions (e.g. <i>Where is the pharmacy? How much are the oranges?</i>)</p> <p>S2.3b Develop vocabulary for targeted topics (e.g. related to community, work, home, current events)</p> <p>S2.3c Use basic grammatical structures with less reliance on learned phrases (e.g. <u>some</u> irregular past verb forms and future tenses, prepositional phrases, some conjunctions and</p>	<p>S2.4a Construct compound sentences</p> <p>S2.4b Develop an expanded lexicon of vocabulary to begin expressing shades of meaning (e.g. antonyms, synonyms, and word families)</p> <p>S2.4c Use intermediate grammatical structures (e.g. correct word order, simple and continuous verb tenses and simple modal forms, comparative and superlative, selected prefixes and suffixes, and correct pronoun</p>	<p>S2.5a Ask and respond to questions using a variety of sentence structures</p> <p>S2.5b Develop vocabulary for a variety of topics, (e.g. explain work procedures to a colleague with sufficient technical language)</p> <p>S2.5c Use intermediate grammatical structures (e.g. simple, continuous, and present perfect verb tenses, noun, adjective and adverbial clauses,</p>

High Beginning SPL 3	Low Intermediate SPL 4	High Intermediate SPL 5	High Beginning SPL 3	Low Intermediate SPL 4	High Intermediate SPL 5
	<p>S1.4d Summarize information from a variety of sources (e.g. from current events, talking with others, or from a reading)</p>		<p>contractions)</p> <p>S2.3d Use syllable stress in newly learned vocabulary</p> <p>S2.3e Speak with appropriate pauses and rejoinders (e.g. <i>Um; Uh-huh; Let's see</i>)</p> <p>S2.3f Link words that often go together with some support (e.g. <i>It's a ___ = Itza ___</i>)</p>	<p>case)</p> <p>S2.4d Stress the appropriate syllable in everyday multi-syllabic words (e.g. <u>seventy</u> vs. <u>seventeen</u>, <u>tomorrow</u>, <u>family</u>)</p>	<p>participial adjectives, modals)</p> <p>S2.5d Emphasize information by shifting word stress in a sentence to indicate meaning (e.g. <i>I <u>won't</u> do that!</i> vs. <i>I <u>won't</u> do <u>that!</u></i>)</p> <p>S2.5e Phrase words into meaningful “chunks,” and pause between phrases</p>

<p align="center">High Beginning SPL 3</p>	<p align="center">Low Intermediate SPL 4</p>	<p align="center">High Intermediate SPL 5</p>
<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>S3.3a Monitor listener comprehension and clarify by using mime, drawing, or repeating</p> <p>S3.3b Repair communication problems (e.g. <i>No, take a left, not a right; I said 'a' not 'h'</i>)</p> <p>S3.3c Use conversation strategies to participate actively (e.g. turn-taking, interrupting appropriately, attracting attention)</p> <p>S3.3d Take risks using language in less predictable situations (e.g. outside of the classroom with support, in less familiar or less controlled situations)</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>S3.4a Monitor listener comprehension and explain something in a variety of ways to help a listener understand (e.g. rephrase, circumlocute, provide an example, spell or write the misunderstood word or phrase)</p> <p>S3.4b Take an active role in a conversation (e.g. asking follow up information questions; asking for explanation; holding the floor; keeping your turn; resuming after interruption; changing the topic)</p> <p>S3.4c Seek independent opportunities to practice speaking</p> <p>S3.4d Take risks in spontaneous situations with native English speakers (e.g. with guest speakers in class, on a class field trip)</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>S3.5a Use appropriate placeholders (e.g. <i>I mean</i>) and hesitation techniques (e.g. <i>Um</i>) while searching for appropriate vocabulary and grammar</p> <p>S3.5b If applicable, use knowledge of cognates or word structure between English and other languages</p> <p>S3.5c Think ahead to sequence and organize thoughts in order to express themselves more clearly (e.g. use transition or sequence words such as also, first, next, after that)</p>

LEVEL 3 ESOL: READING

High Beginning (SPL 3)	Low Intermediate (SPL 4)	High Intermediate (SPL 5)	High Beginning (SPL 3)	Low Intermediate (SPL 4)	High Intermediate (SPL 5)
<i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i>	<i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i>	<i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i>	<i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i>	<i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i>	<i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i>
R1.3a Read and understand simplified or adapted text that includes longer sentences (e.g. compound and some complex sentences)	R1.4a Read and understand simplified or adapted multi-paragraph text on a familiar topic	R1.5a Read and understand a multi-paragraph, authentic text on a familiar topic with support	R2.3a Use knowledge of common letter patterns to decode words (-ight, -tion)	R2.4a Use letter-sound knowledge to decode unfamiliar words	R2.5a Read with minimal hesitation (orally and silently)
R1.3b Identify main idea, supporting details, sequence, and common transitions (e.g. first, next) in simplified or adapted short texts on a familiar topic	R1.4b Identify main idea, supporting details, sequence, and transitions in simplified or adapted multi-paragraph text on a familiar topic	R1.5b Identify and analyze cause/effect information	R2.3b Follow punctuation cues when reading aloud	R2.4b Recognize most irregular high frequency words (e.g. would, again)	R2.5b Develop vocabulary including word families (e.g. invest, investor, investment), common idioms, and some phrasal verbs
R1.3c Compare/contrast information in simplified or adapted short texts on a familiar topic (e.g. <i>Linda gets up at 8:00</i>)	R1.4c Compare/contrast information from a simplified or adapted multi-paragraph text on familiar subjects	R1.5c Distinguish between fact and opinion	R2.3c Recognize alternate wording of basic information terms (e.g. date of birth/birth date)	R2.4c Use phrasing when reading aloud to increase fluency (e.g. <u>the girl/walked/into the room/</u>)	R2.5c Locate indirect pronoun referents (e.g. <i>Juan is late. It's not his fault. The bus was not on time.</i>)
	R1.4d Use text features to predict general idea of a text	R1.5d Distinguish between relevant and irrelevant information	R2.3d If applicable, use knowledge of cognates between English and other languages to gain meaning	R2.4d Develop vocabulary including common roots and prefixes/suffixes, homonyms, transition words, words with multiple	R2.5d Understand the difference in meaning for the simple, continuous, and present perfect verb tenses and
		R1.5e Identify writer's purpose and point of view	R2.3e Identify base		

High Beginning (SPL 3)	Low Intermediate (SPL 4)	High Intermediate (SPL 5)	High Beginning (SPL 3)	Low Intermediate (SPL 4)	High Intermediate (SPL 5)
<p><i>a.m. Jose gets up at 9:00 a.m.)</i></p> <p>R1.3d Read and follow multi-step written directions (e.g. <i>Write the correct word below each picture, and put the pictures in order.</i>)</p>	<p>(e.g. visuals, title, headings)</p> <p>R1.4e Recognize the format and purpose of various genres (e.g. narrative, informational text, letter, poem)</p>		<p>words and common inflections (e.g. dish, dishes; want, wanted; talk, talking; China, Chinese)</p> <p>R2.3f Develop vocabulary including common antonyms and synonyms (e.g. open/close, wash/clean)</p> <p>R2.3g Understand the differences in meaning of the present, present continuous, future, and past tenses</p>	<p>meanings, and some common idiomatic expressions</p> <p>R2.4e Recognize intermediate function words: pronouns, prepositions, conjunctions, auxiliary verbs (e.g. that, since, have, was)</p> <p>2.4f Understand the differences in meaning for the simple and continuous verb tenses and simple modals</p>	<p>modals</p>

High Beginning (SPL 3)	Low Intermediate (SPL 4)	High Intermediate (SPL 5)
<p data-bbox="178 313 464 443"><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p data-bbox="178 483 464 573">R3.3a Read-on (read ahead) to get meaning from context</p> <p data-bbox="178 613 464 881">R3.3b Think-aloud (verbalize thoughts) and visualize while reading (e.g. ask yourself questions as you read, visualize the characters or scenes)</p>	<p data-bbox="464 313 758 443"><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p data-bbox="464 475 758 597">R3.4a Focus on units or chunks of meaning rather than on individual words</p> <p data-bbox="464 630 758 898">R3.4b Use context clues to derive meaning of words with multiple meanings (e.g. <i>She runs to catch the bus; She runs a small company.</i>)</p> <p data-bbox="464 922 758 1084">R3.4c Adjust reading rate depending on the purpose (e.g. reading for detail vs. for general idea)</p> <p data-bbox="464 1117 758 1336">3.4d Use a graphic organizer to organize information, ideas, words (e.g. word web, Venn diagram, timeline, K-W-L chart)</p>	<p data-bbox="758 313 1050 443"><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p data-bbox="758 483 1050 784">R3.5a Identify and search for key words to make meaning (e.g. If reading for information about diabetes, look for words like <i>cause, symptom, or treatment</i> to aid comprehension)</p> <p data-bbox="758 816 1050 1084">R3.5b Look for key phrases to locate a definition of an unfamiliar word elsewhere in the text (e.g. <i>In other words; that is to say; for example</i>)</p> <p data-bbox="758 1117 1050 1214">R3.5c Underline or highlight key ideas or words while reading</p>

LEVEL 3 ESOL: WRITING

High Beginning SPL 3	Low Intermediate SPL 4	High Intermediate SPL 5	High Beginning SPL 3	Low Intermediate SPL 4	High Intermediate SPL 5
<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus</i></p> <p>W1.3a Write several related statements on a familiar topic (e.g. <i>I am proud of my children. They work hard in school and they help me at home.</i>)</p> <p>W1.3b Fill out simple authentic forms using models (e.g. library card application, school record form)</p> <p>W1.3c Write short messages or notes, using models (e.g. phone message with basic information, thank you card, email)</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>W1.4a Organize related ideas around a theme (e.g. simple descriptions, narration of events, expressions of feelings)</p> <p>W1.4b Fill out simple authentic forms (e.g. bank check, post office change-of-address form)</p> <p>W1.4c Sequence steps or events, to give instructions, tell a story, or explain a process</p> <p>W1.4d Express preferences, and comparisons</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>W1.5a Explain ideas, opinions, problems, or plans in some detail</p> <p>W1.5b Fill out authentic forms using models (e.g. job application, medical history, order forms)</p> <p>W1.5c Address a familiar audience in writing (e.g. short informal letters to teacher, classmates, colleagues)</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>W2.3a Write simple affirmative and negative sentences and questions using correct word order (e.g. <i>I do not eat pork; Where are you from?</i>)</p> <p>W2.3b Use vocabulary for targeted topics (e.g. related to home, community, work)</p> <p>W2.3c Connect several related sentences (e.g. using transition words, conjunctions, and pronouns)</p> <p>W2.3d Use basic grammatical structures with support (e.g. simple future, some common irregular past</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>W2.4.a Construct compound sentences using simple conjunctions (e.g. and, or, but) and complex sentences using <i>because</i> or <i>when</i></p> <p>W2.4b Use vocabulary related to topics beyond personal sphere (e.g. local current events, world affairs, cross-cultural discussions)</p> <p>W2.4c Write a paragraph with a beginning, middle and end, using teacher support</p> <p>W2.4d Use intermediate</p>	<p><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p>W2.5a Construct sentences using a variety of dependent clauses (e.g. <i>I know where he lives; When I eat too much, I get sick.</i>)</p> <p>W2.5b Use expanded vocabulary that includes abstract nouns (e.g. convenience; luck; diversity) and some common idiomatic expressions (e.g. take care of; count on)</p> <p>W2.5c Write a paragraph with a clear focus and a beginning, middle, and end</p> <p>W2.5d Use intermediate</p>

High Beginning SPL 3	Low Intermediate SPL 4	High Intermediate SPL 5	High Beginning SPL 3	Low Intermediate SPL 4	High Intermediate SPL 5
			<p>tense verbs such as <i>was, went, had</i>; articles, direct object pronouns, prepositional phrases; frequency adverbs)</p> <p>W2.3e Use basic punctuation (e.g. period for abbreviations; commas for series of words)</p> <p>W2.3f Spell familiar words phonetically (i.e. apply letter/sound relationships to spell simple words) and apply some basic spelling rules (e.g. drop the <i>e</i> when adding <i>-ing</i>)</p>	<p>grammatical structures (e.g. past continuous and some irregular past verb tenses; comparatives and superlatives)</p> <p>W2.4e Use quotation marks, commas and apostrophes with support</p> <p>W2.4f Demonstrate some control over spelling conventions, word families, common spelling patterns (e.g. <i>silent e; -tion</i>).</p>	<p>grammatical structures (e.g. present perfect, some modals; indirect object pronouns)</p> <p>2.5e Apply conventional spelling rules (e.g. understand spelling options for long vowel sounds, double consonants with <i>-ed</i> or <i>--ing</i>), or understanding of inflections (e.g. <i>-ness</i>) to spell accurately</p>

High Beginning SPL 3	Low Intermediate SPL 4	High Intermediate SPL 5
<p data-bbox="178 311 451 474"><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p data-bbox="178 511 451 641">W3.3a Practice putting ideas in writing, however minimally</p> <p data-bbox="178 678 451 909">W3.3b Use <i>invented spelling</i>, words from <i>L1</i>, or other placeholders when writing unfamiliar words in order to keep writing</p> <p data-bbox="178 946 451 1112">W3.4c Attempt to self-correct writing errors when location of errors has been pointed out</p> <p data-bbox="178 1149 451 1312">W3.3d Use graphic organizers (e.g. word web, time line) as a way to organize thoughts</p>	<p data-bbox="451 311 745 441"><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p data-bbox="451 479 745 709">W3.4a Develop ideas through pre-writing activities (e.g. <i>free writing</i>, mind mapping) without stopping to correct grammar or spelling</p> <p data-bbox="451 747 745 876">W3.4b Take risks by writing longer sentences and using new vocabulary</p> <p data-bbox="451 914 745 1112">W3.4c Type written work on word processor/computer to facilitate revising (if they already know how to type)</p>	<p data-bbox="745 311 1003 474"><i>By the end of the level, demonstrate previous benchmarks as needed, plus...</i></p> <p data-bbox="745 511 1003 844">W3.5a Revise successive drafts for clarity (i.e. content and organization) before editing for correctness (spelling, punctuation, grammar)</p> <p data-bbox="745 881 1003 979">W3.5b Take risks by putting complex ideas in writing</p> <p data-bbox="745 1016 1003 1211">W3.5c Examine and learn about writing from reading well-written / exemplary texts</p>