**Career Life Skills 1**

Beginning to high-beginning CLS 1, SPL 0-3 in listening/speaking. Students at this level learn basic communication skills, including vocabulary, aural comprehension, and speaking in order to function at work and in their daily lives. The major focus of this level is oral/aural communication. Grammar is taught but not emphasized. Effective, rather than perfectly accurate, communication is the goal.

**Content Objectives Career & Life Skills Level 1 (Use with *Future – English for Results 1.*)**

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| **Personal/ Daily Life** | **Social Skills/Culture** | **Health** | **Civics** | **Consumer** | **Work/Next Steps** |
| 1. Personal Information2. Daily Schedule3. Routines and activities 4. Vocabulary for daily activities 5. Family6. Calendar7. Colors8. Numbers: ordinal and cardinal, ***L2.2e***9. Alphabet: names of letters10. Classroom, home, and school vocabulary | 1. Greetings2. Introductions: introducing oneself and others 3. Asking for directions4. Asking for clarification ***S3.2a***5. Identifying cultural images and symbols – US cultures and their own7. Social talk: making appropriate small talk (Where are you from? not How old are you?)8. US holidays and customs9. Solving social dilemmas  | 1. Making an appointment2. Vocabulary for a visit to the doctor: following directions; describing ailments3. Identifying ways to stay healthy: intro to exercise & diet vocabulary  | 1. Vocabulary for community services: police, post office, health center, employment office, library, school, transportation services, etc.2. Simple conversations related to accessing services 3. Describing addresses, location, and directions 4. Transportation: ask for and understand information.  | 1. Emergencies: types of emergencies, calling 911,2. Housing: asking about a place for rent 3. Retail vocabulary: supermarket, clothing store, restaurant; asking for sizes, colors, and prices; returning items 4. Food Shopping: vocabulary for food; describing likes and dislikes5. Financial Literacy: reading a receipt and understanding sales tax  | 1. Names of occupations2. Work activities sew, cook, clean, repair, etc.3. Describing work routines and schedules4. Applying for a job: identifying skills; speaking with a possible employer; understanding basics about job interview behavior and body language5. Communicating on the job: calling in sick, asking a co-worker to work your shift6. Solving workplace dilemmas 7. Workplace expectations -- professional vs. social, register/code-switching,  |

**Skill Objectives for Career & Life Skills Level 1 (Use with *Future – English for Results 1.*)**

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| **Listening/Speaking** | **Vocabulary** | **Reading** | **Grammar** | **Studying/Learning** |
| 1. Communicate survival needs,  ***NS1DSRL1***
2. 1. Identify gist and/or purpose of brief spoken messages with support and/or scaffolding, ***L1.2a***

3. Listen and understand phrases and short sentences on familiar topics when spoken slowly and clearly and with support, ***L1.2b***4. Participate in short social conversations on familiar topics with support, ***S1.2b, S3.2b***5. Listen to and follow simple warnings or one-step instructions, ***L1.2c***6. Extract a particular detail from a simple statement with support, ***L1.2 d***7. Ask & respond to basic questions, ***S1.2c***8***.*** Use basic sentence stems to participate in class activities, work in teams, and collaborate.**Pronunciation**1. Attend to intonation, ***S2.2d***
2. Stress in word, phrases, and sentences, ***L3.2c***
3. Pronunciation of: plural endings, 3rd person singular verb endings, possessive ‘s, -ing, ***S2.2c***
4. Linking words – consonant to vowel
5. Common reductions: going to, want to, have to
6. Difficult phonemes: *Th* sounds
 | 1. Use vocabulary related primarily to everyday needs, and daily activities (i.e., numbers, time, days, months, seasons, weather, food, health, habits), ***W2.2b, S2.2b, R2.2f***2. Identify patterns and categorize words, as in word sorts, ***R2.2d***3. Develop basic vocabulary related to descriptions and everyday needs, ***S2.2b***4. Understand basic vocabulary used in social interactions and related to personal needs, ***L2.2a***5. Recognize base words and inflections, compound words, ***L2.2d, R2.2e***6. Guess meaning of unknown words in familiar contexts, ***L3.2e, R3.2a*** | 1. Silently read and understand a 1-2 paragraphs relevant to lessons / demonstrate understanding by answering simple comprehension questions, ***R1.2a***2. Understand simple and compound sentences in single or linked paragraphs, ***R2.2b***3.Read a short passage aloud with relative ease, ***R2.2b,*** ***R2.2k***4. Scan to find simple facts in a passage, **R1.2b*****5.*** Decode familiar words, ***R2.2a, R2.2c, W2.2f*****Writing**1. Spell words using phonics & alphabet, ***S1.2a***2. Generate 3-5 original sentences on familiar topics, (w/teacher support), ***W1.2a***2. Fill out simple forms with personal identification information, ***W1.2b***3. Write affirmative sentences, formulaic questions, and numbers, including those for money and time, ***W2.2a***4. Demonstrate basic understanding of mechanics conventions such as capitalization, ***W2.2e***, periods, and question marks as well as concept of subject, verb, and s/v agreement 5. Write familiar words and basic sentences from dictation | Understand and use beginning grammatical structures, ***L2.2b S2.2c,R2.2h, W2.2d**** Imperative
* Personal & subject pronouns, ***R2.2.h***
* Present tense w/ BE (affirmative, negative, questions), ***L2.2c, S2.2a***
* Contractions, ***L2.2f, R2.2i, W1.2d***
* Noun plurals (-s, -es, and common irregulars; i.e. child/children)
* Demonstrative pronouns
* Object pronouns, ***R2.2.h***
* Possessive adjectives
* Descriptions w/ HAVE & BE
* Intro to possessive ‘s
* Simple present tense (affirmative, negative, and questions), ***L2.2c, S2.2a,* R2.2i**
* There is/there are
* Intro of present continuous tense (affirmative, negative, and questions)
* Basic prepositions of time and place
* Can/can’t,
* Intro to BE simple past tense
 | 1. Use a phone dictionary

2. Organize a 3-ring binder for class materials (w/teacher support)3. Understand class rules and expectations4. Develop and use memory and study strategies, ***DSRL.2***5. Develop and use strategies to set and achieve personal goals, ***DSRL.1*** 6. Understand and follow directions in order to complete written activities, ***R1.2c***7. Understand how to navigate the class textbook (table of contents, , word list, track numbers, grammar charts, etc) 8. Ask for repetition and clarification, ***L3.2a,*** L***3.2b, S3.2a***9. Self-monitor reading comprehension, ***R3.2b***10. Identify their learning strengths and weaknesses, ***DSRL5***11. Use an answer key responsibly. |

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| **Digital Literacy**Understand and use basic vocabulary for using digital interfaces (phone, screen, computer, mouse, click, tap, swipe, link, text, email, message)Have an email account and use phone to check email.Use phone for text message communication with class/teacher. (Using Remind app)Use the Internet to research and gather information related to content of class. Find, download, and use language learning application on a smartphone.Use MS Word to type sentences as practice for target structure. Save, print, and submit documents.Begin saving samples of writing and other work for a digital portfolio. **Online tools to assess computer skills and/or provide self-paced tutorials for computer skills & digital literacy** <https://www.digitalliteracyassessment.org/> -- Northstar digital literacy <https://applieddigitalskills.withgoogle.com/> -- Google tech curriculum <https://www.microsoft.com/en-us/digitalliteracy/default.aspx> <https://www.gcflearnfree.org/subjects/technology/>Future MyEnglishLab Digital Literacy |  | **Competencies and their Demonstrations of Learning****Competency**: Negotiate in a variety of community and workplace settings.**DOL**: Role play basic exchanges in community life using socially appropriate language.**DOL:** Write and perform a dialog for a community or workplace setting.**DOL:** Complete some simple forms (contact information, simplified job application, registration form).**DOL:** Interpret documents with a variety of formats and purposes (check stubs, simple forms, schedules, medicine labels, appointment cards, sale circulars, etc.).**DOL:** Write a simple note (list of needed items). **Competency:** Find and explain information.**DOL**: Answer a question and locate information that supports the answer (See line 4. Look here.). **DOL**: Research a health remedy or healthy habit and explain to the class.**DOL**: Research an occupation and report information to the class.**DOL**: Give a simple oral presentation on how to do something concrete (wash hands effectively, clean a window) or on basic information (library location and hours, 24 hour pharmacy locations).**DOL**: Perform basic research using phone app or Web to find information (weather, maps, hours, etc).**Competency:** Work in teams and use problem-solving skills.**DOL:** Collaborate on a simple team project in class. Use sentence stems to take turns, ask for input, listen actively, affirm others.**DOL:** Explain a situation or a problem. State its solution.**DOL**: Report to class on group work. **Competency:** Take responsibility for learning.**DOL:** Communicate with teacher and classmates regarding absences and homework assignments.**DOL**: Identify learning goals. **DOL:**  Identify strengths and weaknesses and most useful learning activities. **DOL:** Ask clarifying questions in class.**DOL:** Self-record reading of a short passage.**DOL:** Use a system for practicing new spelling and vocabulary words.**DOL:** Use phone to research correct spelling, translations, and pronunciation.**Competency:** Develop employability skills. **DOL:** Complete a basic job application.**DOL:** Communicate work-related skills and experience for an introductory job interview (I can \_\_\_).**DOL:** Identify job title, job responsibilities and routines of several occupations. |

**CLS 1 EXIT CRITERIA**

**Listening/Speaking**

\*Follow simple oral directions/commands

\*Understand simple phrases, questions, and responses containing familiar vocabulary (including numbers, time, days of the week, months, seasons, weather, etc.) and structures when spoken slowly.

 \*Understand and answer mixed wh- questions and yes/no questions related to content addressed in class

 \*Express basic survival needs, including asking and responding to related questions (not necessarily grammatically correct)

\* Participate in routine social conversations (i.e. greetings, invitations) practiced in class

\*Express ideas, however simply (low accuracy)

 \*Orally express personal info and experiences, such as likes and dislikes, in social situations

**Grammar**

 \*Use verbs in simple present including BE, + - ?

\*Use imperative

\* Demonstrate awareness of present continuous

 \*Use possessive adjectives

\*Use basic prepositions of time and place

 \*Know that subject pronouns replace nouns

 \*Know the difference between singular and plural nouns and use with some degree of accuracy

 \*Generate questions about familiar topics using question words

**Reading/Vocabulary**

\*Follow simple written directions/commands

\*Know names of letters of alphabet in order to spell out words (My name is Mckee. M-C-K-E-E)

 \*Find simple facts in a passage or a form – e.g. Who? What time? Where?

 \*Read a short passage or form silently and answer simple comprehension questions

 \*Read a passage aloud with level-appropriate prosody

\*Document Literacy: Navigate and interpret documents with a variety of formats and purposes (check stubs, simple forms, schedules, prescription labels, appointment cards, etc.)

\*Use consistent strategies (e.g., word lists, translator, context) to understand and learn new words.

**Writing**

 \*Complete a basic form (contact information, school registration, simplified job application)

 \* Write lists

\* Express ideas and information in written sentences

\* Write sentences with level-appropriate spelling, capital letters, and ending punctuation

\*Write appropriate text messages in workplace context ( sick, late, inventory list)

**Learning Strategies**

\* Keep an organized notebook with teacher support.

\* Reliably complete homework assignments.

\* Self monitor: Identify strengths and weaknesses

\* Ask clarifying questions in class.

\* Use systems for practicing new spelling and vocabulary words

\* Use phone to research correct spelling and pronunciation

**Workplace Readiness**

\*Complete a basic online job application

\*General awareness of workplace expectations -- American workplace culture, professional vs. social, register/code-switching, basic workplace dilemmas (child care interferes, too many phone calls, taking time off, etc.)

\*Communicate work-related skills and experience for an introductory job interview

\* Identify job title, job responsibilities and routines of several occupations

**DESE ESOL FRAMEWORKS -- CLS 1 (Low Beginning/SPL 2)**

## LISTENING

#### Standard 1

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)

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)

L1.2c Listen and follow simple warnings or one-step instructions (e.g. Stop; Open the door.)

L1.2 d Extract a particular detail from a simple statement with support (e.g. the price from the statement, Cookies are $3.00 a box.)

#### Standard 2

L2.2a Understand basic vocabulary used in social interactions and related to personal needs (e.g. work, home, and daily activities)

L2.2b Understand beginning grammatical structures (e.g. present tense expression of actions, habits, and states of being, object pronouns)

L2.2c Distinguish between positive and negative statements and between statements and questions

L2.2d Identify beginning base words and inflections (e.g. nationalities in the class: China/Chinese)

L2.2e Recognize numbers up to 100 and words spelled out loud (e.g. telephone numbers, addresses, prices) Note: some numbers are difficult to distinguish (e.g. fourteen and forty), and may need more work in higher levels

L2.2f Recognize and understand contractions of BE and use of doesn’t/don’t

#### Standard 3

L3.2a Use learned phrases to seek repetition (e.g. What?; Excuse me?; Again, please.)

L3.2b Check understanding by repeating part of message that is understood (e.g. No class tomorrow?)

L3.2c Listen for emphasized or stressed words in a phrase or sentence

L3.2d If applicable, use knowledge of cognates between English and other languages to gain meaning

L3.2e Guess meaning of unknown words in familiar contexts

ACTIVITIES: Dictation, audio/videotapes, guest speakers/presentations, information gap/jigsaw listening activities, minimal pair tasks, music/cloze, teacher talk

## SPEAKING

#### Standard 1

S1.2a Say and spell simple words and numbers (e.g. school, number of years in the US)

S1.2b Participate in short social conversations on familiar topics with support (e.g. How old are your children? They are six and two.)

S1.2c Ask and respond to simple questions related to basic needs with support (e.g. prices, health, transportation)

#### Standard 2

S2.2a Ask and respond to simple questions and affirmative and negative statements, working towards correct word order

S2.2b Develop basic vocabulary related to descriptions and everyday needs

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)

S2.2d Use appropriate English intonation patterns (e.g. rising intonation in yes/no questions)

#### Standard 3

S3.2a Ask for clarification or one-word translation (e.g. How do you say muchacha in English?)

S3.2b Convey meaning (however minimal) by using isolated words, memorized phrases, and some re-combinations of words and phrases

S3.2c If applicable, use cognates between English and other languages to gain meaning (e.g. scientific, medical or technical terms; Latin-based languages)

S3.2d Take risks using language in predictable situations (e.g. small groups in class, role plays, or with a prepped guest speaker)

ACTIVITIES: Role plays, presentations/speeches, interviews/surveys, summaries, dialogs, storytelling, discussion, debates, chain stories, jazz chants, choral pronunciation activities, drama/plays, reporting with reading, picture, or audio/video prompts

## READING

#### Standard 1

R1.2a Read and understand short, simple paragraphs of simplified or adapted text on a familiar topic

R1.2b Scan and extract relevant information from a simplified or adapted formatted text (e.g. forms, labels, maps, schedules, notices, flyers)

R1.2c Read and follow simple, familiar one-step written directions (e.g. Turn the page, Copy the word.)

#### Standard 2

R2.2a Decode familiar words with several syllables (e.g. family; teacher)

R2.2b Read aloud short, simple sentences with minimal hesitation

R2.2cRead an increased number of phonetically regular and irregular high frequency words (e.g. today, there, have)

R2.2d Identify patterns and categorize words, as in word sorts (e.g. days of the week, foods, numbers)

R2.1e Identify common base words that comprise compound words (e.g. birthday, toothbrush)

R2.2f Develop vocabulary related to everyday needs and other targeted topics

R2.2g Recognize basic function words: pronouns, articles, prepositions, conjunctions, and auxiliary verbs (e.g. he, a/an, in, but, because, is)

R2.2h Locate direct pronoun referents (e.g. Nami has a job. She works at the hospital.)

R2.2i Understand the differences in meaning between simple present and present continuous tense

R2.2j Understand that word order affects meaning (e.g. The Red Sox beat the Yankees has a different meaning than The Yankees beat the Red Sox.)

R2.2k Recognize more complex punctuation use (e.g. apostrophe for possession and contraction, quotation marks)

#### Standard 3

R3.2a Use a place-holder word (e.g. “something”) for an unknown word and continue reading

R3.2b Self-monitor comprehension by identifying what is understood and what is not understood when reading a text

ACTIVITIES: Decoding, oral reading, silent reading, read/summarize, comprehension questions/discussion, read and run (read and return to group with information to write), read and illustrate, collaborative reading (reader becomes expert for group), read and act out/interpret, research reading (including Internet),

## WRITING.

**Standard 1**

W1.2a Generate original statements on familiar topics, with some support (e.g. Likes and dislikes, states of being, brief descriptions: I like rice; Maria is sick.)

W1.2b Fill out simplified forms with expanded personal identification information (e.g. place of birth, signature)

W1.2c Write lists (e.g. for shopping, personal schedule, classmates’ names and phone numbers)

W1.2d Write simple answers to basic yes/no or information questions (written or spoken)

**Standard 2**

W2.2a Write affirmative sentences, formulaic questions, and all numbers, including those for time and money

W2.2b Use vocabulary related primarily to everyday needs, descriptions and daily activities (e.g. food, health, habits)

W2.2c Write a complete simple sentence (i.e. Subject-predicate)

W2.2d Use basic grammatical structures (e.g. simple present and present continuous verb tenses; common singular and plural nouns; common adjectives)

W2.2e Use capitalization (e.g. to begin a sentence, for proper nouns, dates, addresses) and end punctuation (e.g. periods and question marks in formulaic questions)

W2.2f Sound out words which follow phonetic rules (e.g. mom, cat, shop) in order to write correct spelling

**Standard 3**

W3.2a Practice sentence structure and mechanics by copying sentences and simple, short paragraphs

W3.2b practice spelling by writing targeted words several times

W3.2c Label objects to recall or reinforce new vocabulary

ACTIVITIES: Copying, dictation, sentence practice, dialog journals, read and respond, list/brainstorming, pre-writing activities including using graphic organizers and outlines, personal writing, poetry – specific forms such as cinquain, haiku, or shape poem, sequence writing activities (ex: how to make a p b & j sandwich), letters, notes, messages, email, chain stories, persuasive essays,

## Intercultural knowledge and skills

1. Identify and describe the significance of cultural images and symbols—U.S. cultures and their own
2. Analyze everyday behaviors in U.S. cultures and compare and contrast these with their own
3. Identify culturally-determined behavior patterns
4. Analyze and describe diversity in U.S. cultures
5. Compare and contrast the differences and similarities in the values and beliefs in their own culture and in U.S. cultures
6. Recognize cultural stereotypes—favorable and discriminatory—and describe how they impact their own and others’ behavior
7. Examine their own cultural adjustment process and the personal balance that must be struck between acculturation and preserving their own culture

## Navigating Systems

1. Describe their needs
2. Identify and locate particular systems connected to the specific needs they have identified
3. Develop the skills needed to act within these systems to meet their needs
4. Assess whether these systems have responded to their needs, determine revised steps, and challenge these systems if they choose

## Developing strategies and resources for learning

1. Develop and use strategies to set and achieve personal goals
2. Develop and use memory strategies
3. Develop and use study skills for formal education
4. Identify and use independent language learning opportunities inside and outside of the classroom
5. Identify their learning strengths and weaknesses and develop effective personal language learning strategies
6. Develop and use effective strategies to manage feelings about language learning
7. Develop and use social strategies for language learning