**Career Life Skills 3**

Low intermediate, SPL 4- 5 in speaking. At this level, students work on speaking and listening skills in the survival areas and expand grammar, vocabulary, reading and writing skills. Students advance their communication skills, including vocabulary, aural comprehension, and speaking in order to function better 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. Lessons are organized thematically, making it possible for learners to deepen their understanding of cross-cultural issues and the American systems that they encounter in their daily lives.

**Content Objectives for Career Life Skills 3**

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| **Personal/ Daily Life** | **Social Skills/Culture** | **Health** | **Civics** | **Consumer** | **Jobs/Work** |
| 1. Talk about one’s own short and long term goals
2. Talk about childhood experiences and growing up
3. Talk about changes in family life after coming to the U.S. & maintaining a cultural identity and language
4. Parenting in the U.S. and in the native country
5. Domestic violence
 | 1. Ask for and offer assistance, advice, and suggestions
2. Ask for and give information
3. Apologize
4. Polite and impolite behaviors in the U.S. and the native country

5. Solving social dilemmas | 1. Understand basic facts about Health care:

 Mass Health, insurance, hospital services (ER vs. clinics) 1. Health communication: Explain an emergency; i.e., accidents, Fill out health history phrases for describing symptoms & ailments, asking questions about medical procedures
2. Review and expansion of vocabulary related to parts of the body, (internal and external),
3. Explain some facts about diabetes, immunizations, dental health, or healthy diet.
 | 1. Identify and get information from services in the community: day care, library, museums, fire, recreation, youth center, after school programs, etc.
2. Education: communicating with children’s schools, communicating one’s own educational goals,
3. Transportation: identifying auto and airport vocabulary, describing road travel, describing air travel, describing a car accident, communications about delays and cancellations,
4. Use google maps, read a map,
5. Crime and other neighborhood concerns
6. Structure of municipal, state, & federal government
7. Cultural traditions and festivals in the community
 | 1. Purchasing: comparison shopping, reading ads critically, consumer complaints, exchanging items, warranties,
2. Financial literacy: accessing and understanding banking services, reading a utility bill
 | 1. Job safety: reading signs, describing hazards and employee responsibilities,
2. Clarifying work schedules and responsibilities
3. Looking for work: identifying one’s own strengths, and skills, reading ads online, in print,
4. Job interviews: describing skills and work history; asking and answer interview questions
5. Benefits
6. Workers' rights; problems on the job
7. Solving workplace dilemmas
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**Skill Objectives for Career Life Skills 3**

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| **Listening/Speaking** | **Vocabulary** | **Reading/Writing** | **Grammar** | **Learning/Studying** |
| 1. Listen to and understand short conversations, *L1.4b* and instructions, *L1.4c.*2. Focus on units or chunks of meaning rather than on individual words, *L3.4d.*3. Identify purpose and gist, *L1.4a.*4. Identify details, *L1.4d.*5. Request and provide information with elaboration beyond the minimum (i.e., I want to learn English so I can…etc.), *S1.4a.*6. Negotiate meaning with a speaker, *L3.4b.*7. Explain something in a variety of ways to help a listener understand (i.e., re-phrase, provide an example, etc.), *S3.4a.*9. Provide feedback to indicate comprehension, *L3.4c.*10. Summarize information from a variety of sources (i.e. report back to class info from group work), *S1.4d.*11. Distinguish registers: formal or informal, *S1.4b.*12. Understand common English contractions and reductions, *L2.4e.* **Pronunciation**Syllable and word stress, *S2.4d* and sentence stressPronunciation of contractionsDifficult phonemes: *Th,* -s  | 1. Use vocabulary related to topics beyond the personal (CCR, academic, technical, etc.), *W2.4b.*2. Understand specific vocabulary in controlled settings, *L2.4a.*3. Develop vocabulary, vocabulary to express shades of meaning *S2.4b.* idiomatic expressions and phrasal verbs, *R2.4d, L2. 4f.*4. Understand and use transition words, *L2.4c, S1.4c.*5. Identify base words and common inflections (e.g. live/lived; employee/ employer) and meanings of words with prefix *un-,* *L2.4d.*6. Use context clues to interpret meaning of words with multiple meanings (e.g. *She runs to catch the bus; She runs a small company.*), *R3.4b.*7. Use a graphic organizer to sort words, *R3.4d.* | **Reading**1. Decode words, R2.4a.
2. Oral and silent reading of simplified/adapted texts, R1.4a.
3. Understand factual vs. biased information from reading
4. Identify main idea, supporting details, transitions, R1.4b.
5. Understand sequence (in story or directions), R1. 4e; R1.4b.
6. Recognize text format and purpose in a variety of texts, R1.4d, R1.4e.

**Writing**1. Write simple and compound sentences using correct syntax/structure, *W2.4a.*2. Organize ideas around a theme, write a simple paragraph, *W1.4a, W2.4c.*3. Give instructions, tell a story or explain a process*, W1.4.c*4. Write sentences comparing two things, *W1.4d.*5. Brainstorm before writing, *W3.4a.*6. Fill out simple authentic forms paper & digital, *W1. 4b.* | Understand and use beginning grammatical structures*, L2.4b S2.4c, W2.4d.** Talk about the future with will and be going to
* Recognize function words: pronouns, prepositions, conjunctions, helping verbs *R2.4e*
* *Present perfect with for and since*
* Requests with can, could, may, will, would, could
* Comparative adjectives
* Gerunds after verbs
 | 1. Identify and use strategies for studying (i.e., re-reading material covered in class, making flashcards, keeping an alphabetical list of frequently misspelled words, etc.)2. Follow multi-step directions to complete a worksheet or classroom activity3. Understand strengths and weaknesses in one’s own learning,*DSRL5.*4. Keep an organized notebook/homework with some teacher direction5. Find opportunities to use English outside of class, *S3.4c.*6. Ask for repetition and clarification and communicate level of understanding using own words, *S3.4b, L3.4a.**7*. Identify their learning strengths and weaknesses, *DSRL5.*8.Use an answer key responsibly. |

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| **Digital Literacy**Command basic vocabulary for using digital interfaces (phone, screen, computer, mouse, click, tap, swipe, link, text, email, message, ) Use email and use phone to check email. Use MS Word to type sentences as practice for target structure, short pieces of writing, material for presentations. Save, print, and submit documents. Use the Internet to research and gather information. Find, download, and use language learning applications on a smartphone. 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/> |  | **Competencies and their Demonstrations of Learning****Competency**: Negotiate in a variety of community and workplace settings.**DOL:** Role play extended dialogues for community and professional settings using appropriate register and situation specific vocabulary.**DOL:** Write and perform a dialog for a community or workplace setting.**DOL:** Interpret documents with a variety of formats and purposes(email, job application, utility bill, recipe, advertisement, map, recipes, etc).**DOL:** Complete a variety of forms (job application, health history).**DOL:** Write an appropriate email or text message ( sick, late, inquiry) or purposeful communication (instructions, explain an accident, a simple job history)**Competency**: Find and explain information.**DOL**: Answer a question and cite supporting information (According to the article . . She told me . . . etc.). **DOL:** Research a health, financial, or community problem, activity, or process and explain to the class in formal oral presentation.**DOL:** Research an occupation and report information to the class in formal oral presentation.**DOL:** Research how to do something in the community (get library card, get a loyalty card, take a bus out of town, etc).**DOL:** Use a smartphone for GoogleMaps, Google Images, translation, photos, or Web to research information on a topic in the class (health, safety, emergencies, banks, sales, employment opportunities, school events, airport terminal maps etc)., **Competency:** Work in teams and use problem-solving skills.**DOL:** Work as part of a team in a class project: take turns, ask for input, listen actively, and affirm others by restating their ideas and building on them.**DOL:** Explain a situation or define a problem. Present and defend a solution, citing reasons and information that supports the validity of the solution.(She should X because here it says Y and we know z)**DOL:** Take simple notes of group discussion and report a summary to the class.**Competency:** Take responsibility for learning.**DOL:** Communicate with teacher and classmates regarding absences, team project responsibilities, and homework assignments.**DOL:** Explain short and long term goals and write a plan of action.**DOL:** Maintain a learning log (What I do to learn English; What I can do; What I need to practice more).**DOL:** Read articles or simple texts independently of class. Maintain a reading log. **DOL:** Self-record reading of a passage, or a spontaneous conversation. Transcribe several lines. Identify errors.**DOL:** Use consistent strategies (e.g., word lists, translator, example sentences) to understand and learn new words. **DOL**: Use phone to research correct spelling, pronunciation, word choice, and to corroborate facts. |

**CLS 3 -- Exit Criteria**

Listening/Speaking

* Expand on basic ideas in conversation. May speak with hesitation while searching for correct vocabulary and grammar, but is usually understood by native speakers.
* Participate in conversation in a socially appropriate way on everyday topics.
* Understand main idea of oral presentation given by a near-native speaker.
* Effectively explain a problem or process.
* Explain instructions/message given from someone else (reported speech)
* Distinguish between formal and informal registers.

Grammar

* Use basic grammar including present tenses (talk, am talking), simple past (regular and irregular) and future tenses (will/going to)
* Attempt to use simple past with past continuous to explain an event.
* Use future tense clauses (if, when, before, after), modals (can should, might, may must, have to), first conditional form accurately most of the time.
* Correctly make comparisons between 2 or more things.
* Familiarity with present perfect
* Familiarity with gerunds after verbs
* Familiarity with verb + object/adjective + infinitive (*It is important to study, She told us to study*)

Reading/Vocabulary

* Read and understand text written for native speakers at a reading level of GLE 3-5.
* Find main idea and supporting details in a passage.
* Talk about a text read in class using own words
* Sequence events in a text
* Read a passage aloud with level-appropriate prosody
* Document Literacy: Navigate and interpret documents with a variety of formats and purposes (email, job application, utility bill, recipe, advertisement, map, etc)
* Retell information from a reading passage.
* Use consistent strategies (e.g., word lists, translator, example sentences, parts of speech) to understand and learn new words.

Writing

* Use basic verb tenses (past, present, future) appropriately
* Attempt some compound and complex sentences with appropriate connecting words -- (and, but, so, because, when, while) and appropriate punctuation
* Attempt using transition words to indicate sequence (then, next, before, after)
* Write for a variety of reasons (write instructions, express an opinion, or explain an accident)
* Use commas in a list/series, date, city/state, and with clauses
* Self-correct issues with subject/verb agreement
* Write a paragraph of at least 5 sentences.

Vocabulary

* Recognize common roots, prefixes and suffixes.
* Use 50% of the new vocabulary learned in curriculum in an appropriate way
* Use own words to present information
* Use available tools successfully – phone apps, Internet, text/paper, dictionary, etc.

Workplace Readiness

* Complete a print or online job application
* Explain some American workplace expectations
* Explain an appropriate solution for a workplace dilemma
* Articulate one’s job skills, work experience, and responsibilities (if currently employed) for an job interview
* Collaborate on a team in a group project

Learning Strategies

* Use phone to support spelling, pronunciation, word choice, and to corroborate facts
* Keep an organized notebook.
* Reliably complete homework assignments.
* Ask clarifying questions in class.
* Self monitor: Identify strengths and weaknesses
* Use systems for practicing new spelling and vocabulary words.
* Use phone to research correct spelling, pronunciation, word choice, and to corroborate facts

Pronunciation

* Produce vowel sounds (e.g. long and short vowel sounds, schwa, diphthongs) and consonant sounds in learning the basic English sound set
* Produce most of the initial blends and digraphs in learning the basic English sound set
* Pronounce sounds in some terminal blends and digraphs in a controlled context (e.g. desk, pound, S-ending sounds)
* Apply letter and sound associations to pronounce word families (e.g. fat, cat)
* Practice minimal pairs (bit/bat) to focus on differences in sound, and be able to produce phonemes accurately
* Recognize syllables, be able to separate words into syllables, practice noting stressed and unstressed syllables and pauses in a variety of ways (e.g. voice emphasis, finger counting, tapping, marking a script, etc.)
* Control rate of speech for listener comprehension
* Use phrasing to group words into thought patterns (e.g. /She’s not here; / I think her baby Nami is sick today./)
* Practice linking and reductions to be able to produce phrases accurately (e.g. Try it. = /tra - yIt/; I don't know = I dunno)
* Use appropriate English stress patterns for intended meaning (e.g. length, loudness and pitch) applied to syllables in a word (Baseball, Weekend) and sentence stress (“I won’t do THAT” vs. “I WON’T do that”)
* Become increasingly intelligible with focused/controlled pronunciation practice
* Monitor production and self-correct within a conversation

**DESE ESOL FRAMEWORKS FOR CLS 3**

## LISTENING

#### Standard 1

L1.4a Follow and identify purpose and/or gist of spoken messages on topics beyond immediate survival needs (e.g. invitation or agreement/disagreement)

L1.4b Listen and understand short connected statements and questions on familiar topics when spoken at a moderate rate

L1.4c Listen and follow instructions with some details (e.g. Get the paper from the top shelf of the closet.)

L1.4d Identify specific information in everyday contexts (e.g. phone message, brief conversations) with some support/ scaffolding

#### Standard 2

L2.4a Understand specific vocabulary in controlled settings (e.g. role play about community resources, occupations)

L2.4b Understand intermediate grammatical structures (e.g. tag questions, simple and continuous verb tenses, most prepositions, simple conjunctions, and simple modal forms)

L2.4c Understand transition words (e.g. then/next, finally, before/after)

L2.4d Identify intermediate base words and common inflections (e.g. live/lived; employee/ employer) and meanings of words with prefix un-

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)

L2.4f Understand basic synonyms, comparisons, some common idioms and some phrasal verbs

#### Standard 3

L3.4a Seek additional information to check understanding (e.g. What did you say? and What do you mean?)

L3.4b Negotiate meaning with speaker (e.g. Please say that another way; Please use a different word.)

L3.4c Indicate to the speaker what was (or was not) understood from a spoken message

L3.4d Focus on units or chunks of meaning rather than on individual words

## SPEAKING

#### Standard 1

S1.4a Request and provide information with elaboration beyond the minimum (e.g. I want to learn English so I can…; I’m sneezing because I’m allergic to…)

S1.4b Employ formal or informal social courtesies, depending on the listener(s) and social context (e.g. How are you today? vs. How are you doing?)

S1.4c Relate a sequence of events (e.g. to give instructions, to tell a story, to explain a process)

S1.4d Summarize information from a variety of sources (e.g. from current events, talking with others, or from a reading)

#### Standard 2

S2.4a Construct compound sentences

S2.4b Develop an expanded lexicon of vocabulary to begin expressing shades of meaning (e.g. antonyms, synonyms, and word families)

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 case)

S2.4d Stress the appropriate syllable in everyday multi-syllabic words (e.g. seventy vs. seventeen, tomorrow, family)

#### Standard 3

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)

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)

S3.4c Seek independent opportunities to practice speaking

S3.4d Take risks in spontaneous situations with native English speakers (e.g. with guest speakers in class, on a class field trip)

## READING

#### Standard 1

R1.4a Read and understand simplified or adapted multi-paragraph text 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

R1.4c Compare/ contrast information from a simplified or adapted multi-paragraph text on familiar subjects

R1.4d Use text features to predict general idea of a text (e.g. visuals, title, headings)

R1.4e Recognize the format and purpose of various genres (e.g. narrative, informational text, letter, poem)

#### Standard 2

R2.4a Use letter-sound knowledge to decode unfamiliar words

R2.4b Recognize most irregular high frequency words (e.g. would, again)

R2.4c Use phrasing when reading aloud to increase fluency (e.g. the girl/walked/into the room/

R2.4d Develop vocabulary including common roots and prefixes/suffixes, homonyms, transition words, words with multiple meanings, and some common idiomatic expressions

R2.4e Recognize intermediate function words: pronouns, prepositions, conjunctions, auxiliary verbs (e.g. that, since, have, was)

R2.4f Understand the differences in meaning for the simple and continuous verb tenses and simple modals

#### Standard 3

R3.4a Focus on units or chunks of meaning rather than on individual words

R3.4b Use context clues to derive meaning of words with multiple meanings (e.g. She runs to catch the bus; She runs a small company.)

R3.4c Adjust reading rate depending on the purpose (e.g. reading for detail vs. for general idea)

3.4d Use a graphic organizer to organize information, ideas, words (e.g. word web, Venn diagram, timeline, K-W-L chart)

## WRITING.

**Standard 1**

W1.4a Organize related ideas around a theme (e.g. simple descriptions, narration of events, expressions of feelings)

W1.4b Fill out simple authentic forms (e.g. bank check, post office change-of-address form)

W1.4c Sequence steps or events, to give instructions, tell a story, or explain a process

W1.4d Express preferences, and comparisons

**Standard 2**

W2.4a Construct compound sentences using simple conjunctions (e.g. and, or, but) and complex sentences using because or when

W2.4b Use vocabulary related to topics beyond personal sphere (e.g. local current events, world affairs, cross-cultural discussions)

W2.4c Write a paragraph with a beginning, middle and end, using teacher support

W2.4d Use intermediate grammatical structures (e.g. past continuous and some irregular past verb tenses; comparatives and superlatives)

W2.4e Use quotation marks, commas and apostrophes with support

W2.4f Demonstrate some control over spelling conventions, word families, common spelling patterns (e.g. silent e; -tion).

**Standard 3**

W3.4a Develop ideas through pre-writing activities (e.g. free writing, mind mapping) without stopping to correct grammar or spelling

W3.4b Take risks by writing longer sentences and using new vocabulary

W3.4c Type written work on word processor/computer to facilitate revising (if they already know how to type)

## 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 affective strategies to manage feelings about language learning
7. Develop and use social strategies for language learning