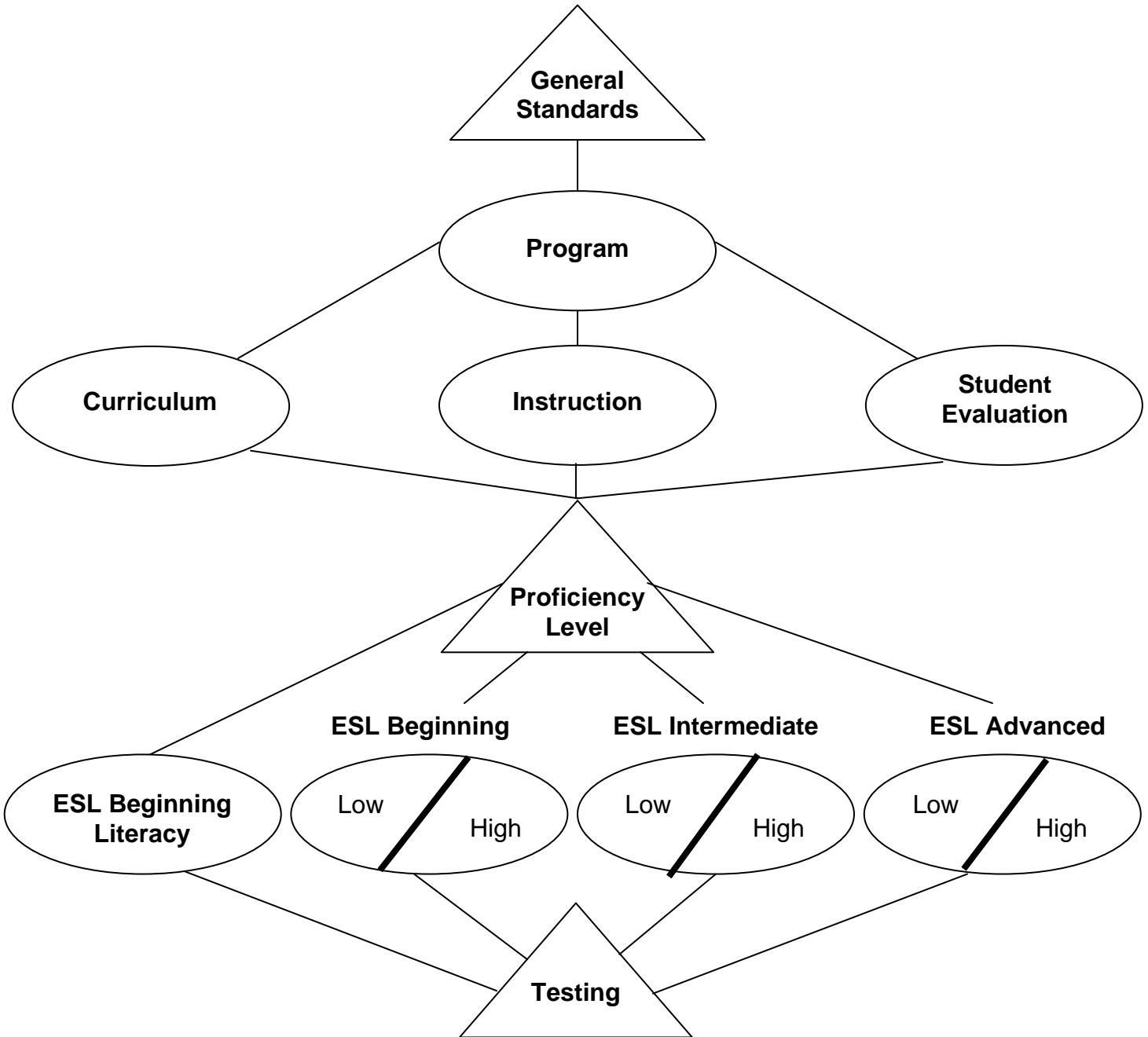


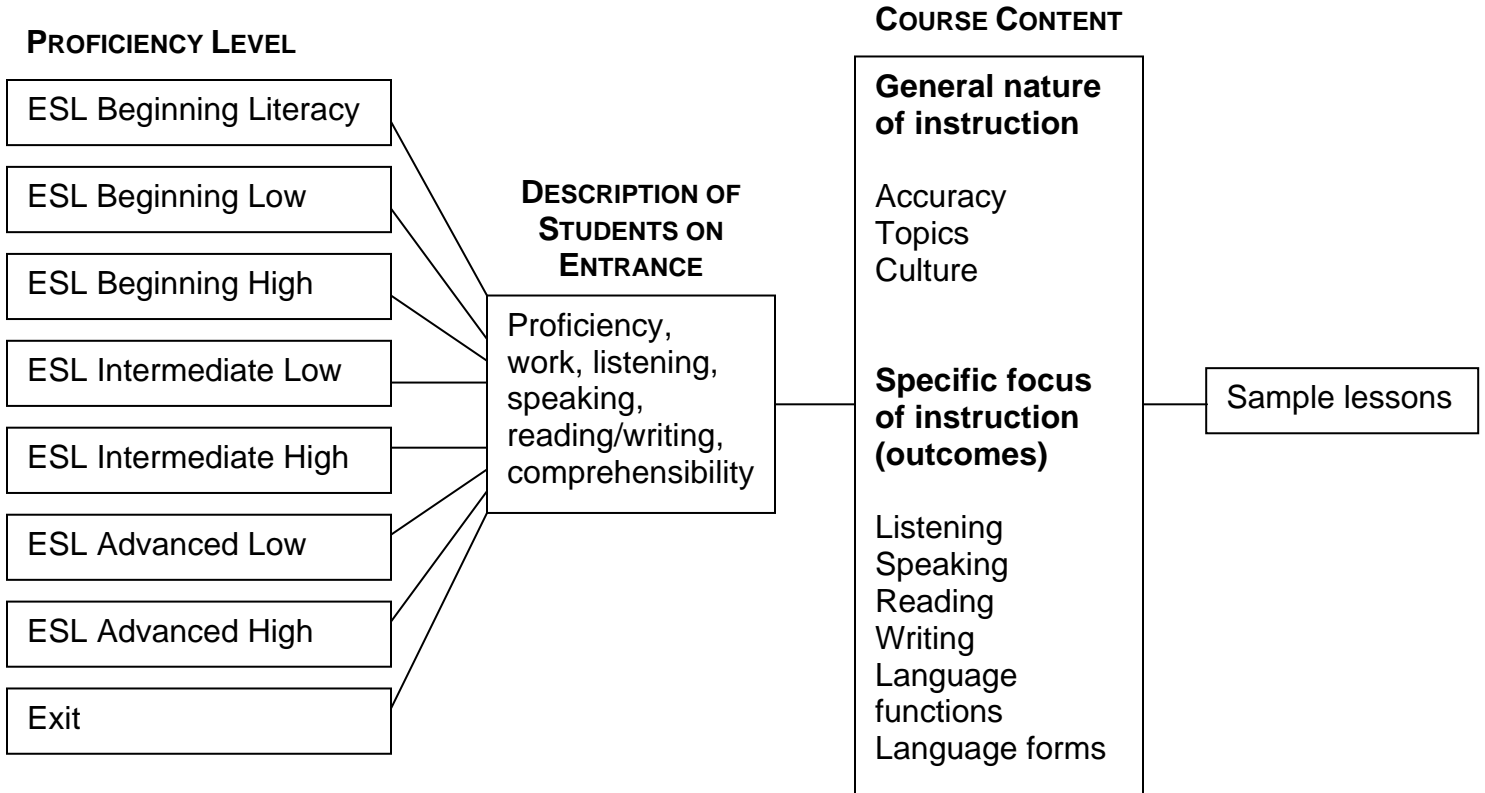
1992 ESL Model Standards Key  
(Illegible Page Areas Made Legible)

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Figure 1: Organization and Content



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**Contents of Language Proficiency Section**



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**ESL Beginning Literacy Course Content**

<b>General Topics</b>	<b>Literacy Topics</b>
Personal information	Alphabet
Family	Numbers
Time	Calendar

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**ESL Beginning-Low Course Content**

<b>Informational Sources</b>	<b>Skills</b>	<b>Topics</b>	
		<b>General</b>	<b>Vocational</b>
Lists Signs Schedules Calendars Ads	Scanning	Personal identification Weather Money	Job titles Following simple instructions

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**ESL Beginning-High Course Content**

<b>Informational Sources</b>	<b>Skills</b>	<b>Topics</b>	
		<b>General</b>	<b>Vocational</b>
Telephone directory Indexes	Alphabetizing	Housing Transportation Emergencies General Health	Job skills Classified ads Job safety

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**ESL Intermediate-Low Course Content**

<b>Informational Sources</b>	<b>Skills</b>	<b>Topics</b>		
		<b>General</b>	<b>Vocational</b>	<b>Academic</b>
Dictionary	Categorizing Test taking	Medicine labels Food: recipes Shopping Banking	Paychecks Job applications Job search strategies Work schedules	Autobiographies Nutrition Famous people

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**ESL Intermediate-High Course Content**

<b>Informational Sources</b>	<b>Skills</b>	<b>Topics</b>		
		<b>General</b>	<b>Vocational</b>	<b>Academic</b>
Newspapers Encyclopedias Tables of contents Maps	Note taking Outlining Map reading	Post office forms Health information: medical history Community resources Leisure activities Tenants' rights	Social security Preparedness for job interviews Wages and deductions Benefits	Major historical events Current events Stories and fables



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**ESL Advanced-Low Course Content**

<b>Informational Sources</b>	<b>Skills</b>	<b>Topics</b>		
		<b>General</b>	<b>Vocational</b>	<b>Academic</b>
Tables and charts Library card catalogs Almanacs Newspapers	Graph reading Paragraph organization (e.g., compare and contrast) Letter writing	Consumer protection procedures Health facilities immunizations	Work manuals Customer relations Work ethics	Educational systems Customs Immigration patterns Social problems

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**ESL Advanced-High Course Content**

<b>Informational Sources</b>	<b>Skills</b>	<b>Topics</b>		
		<b>General</b>	<b>Vocational</b>	<b>Academic</b>
Thesaurus Computer search	Essay organization (e.g., expository writing) Report writing	Recreation and entertainment Personal legal rights Personal business letters Public health facilities and service	Tax forms Resumes Job promotion strategies Job application letters	Scientific advances Politics and government Intercultural communication Civil rights

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**ESL Beginning Literacy Level**

Topic:	Personal identification
Objective:	To get and give personal information
Functions:	Request information and give information
Forms:	Commands, "What" questions

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**ESL Beginning-Low Level**

Topic:	Money and prices
Objective:	To find out prices
Functions:	Request information and request clarification by repeating
Forms:	"How much" questions, verb "to be" in the present tense

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**ESL Beginning-High Level**

Topic: School  
Objective: To report a child's absence  
Functions: Report and describe  
Forms: Past tense statements

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**ESL Intermediate-Low Level**

Topic: Housing problems  
Objective: To complain about a housing problem  
Functions: Complain, request assistance  
Forms: Present tense, present perfect tense, modal "would," past tense

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**ESL Intermediate-High Level (1)**

Topic: Job interviews  
Objective: To answer questions in a job interview  
Functions: Express understanding, appreciation, certainty, and obligation  
Forms: Complex sentences and present perfect verb tense

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**ESL Intermediate-High Level (2)**

Topic: Job interviews  
Objective: To give and get information about qualifications for a job  
Functions: Describe, request information, and express preferences  
Forms: Past tense, present perfect, modals, infinitives

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**ESL Advanced-Low Level**

Topic:	Biographies
Objective:	To describe past events in someone's life
Functions:	Tell stories
Forms:	Past tense, present perfect, complex sentences with adverbial and adjectival clauses

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**ESL Advanced-High Level (1)**

Topic:	Library card catalog
Objective:	To use a library card catalog to locate books
Functions:	Intend, want, request others to do something; compare and contrast
Forms:	Modals used to make requests and to give advice

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**ESL Advanced-High Level (2)**

Topic:	Marriage customs in different countries
Objective:	To recognize differences in marriage customs
Functions:	Compare and contrast, describe
Forms:	Passive, conditional

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**ESL Advanced-High Level (3)**

Topic:	Leisure activities
Objective:	To find information about theatrical entertainment, prepare to attend a production, identify theatrical literature by type, and discuss the value of each type
Functions:	Suggest, solve a problem, evaluate, paraphrase, and summarize
Forms:	Present subjunctive, sentence types

Appendix A: Levels of Language Proficiency

Proficiency	ESL Beginning Literacy	ESL Beginning	
		Low	High
<b>General</b>	Possess limited or no oral proficiency in English Cannot read or write in English May not read or write in primary language	Unable to function unassisted	Possess limited functioning related to immediate needs
<b>Work</b>	Unable to function unassisted in any situation requiring reading or writing in English	Can handle routine tasks that are easily demonstrated	Can handle routine tasks that involve basic oral communication skills
<b>Listening</b>	Unable to understand conversation in English	Can comprehend isolated words and phrases	Can comprehend range of high-frequency words used in context
<b>Speaking</b>	Depend on gestures or primary language to communicate	Depend on gestures, a few English words, and primary language to communicate	Communicate survival needs using learned phrases and sentences
<b>Reading</b>	Unable to read English	Recognize letters and numbers	Get limited meaning from print with successive rereading and checking
<b>Writing</b>	Unable to write any English other than own names and addresses	May be able to write own names and addresses	Copy words and phrases and write sentences based on previously learned materials
<b>Comprehensibility</b> To English speakers used to dealing with nonnative speakers  To English speakers not used to dealing with nonnative speakers	Unable to make selves understood	Not able to make selves understood	Make basic needs understood when context supports interaction



## Appendix A: Levels of Language Proficiency

Proficiency	ESL Intermediate		ESL Advanced		Program Exit
	Low	High	Low	High	
<b>General</b>	Function satisfactorily in basic survival situations related to needs	Function independently in most familiar situations	Function effectively in familiar and unfamiliar social situations	Meet routine social and work demands with confidence	Meet social, academic, and vocational demands with confidence and success
<b>Work</b>	Can handle entry-level jobs that involve limited oral communication and in which tasks can be clarified orally or through demonstration	Can handle tasks that involve oral communication skills on both a non-technical and technical level Can follow written directions and use materials if simplified or clarified orally	Handle situations that involve oral communication among fellow employees and with the public Interpret technical written materials with clarification or assistance	Meet most work demands with confidence Interact effectively with the public Follow written instructions in technical work manuals	Mainstream into classes designed for native speakers of English
<b>Listening</b>	Can comprehend conversation containing some unfamiliar words in familiar contexts	Can comprehend conversations containing some unfamiliar vocabulary Clarify meaning	Can comprehend conversations on unfamiliar topics and essential points of discussion in speech on topics in special fields of interest	Can comprehend abstract topics in familiar contexts and descriptions and narrations of factual material	Can comprehend narration of factual materials Can comprehend abstract topics in familiar contexts Can understand conversations, discussions, and speeches on topics related to field of interest
<b>Speaking</b>	Participate in basic conversation in routine social situations	Participate in face-to-face conversations on topics beyond survival needs	Participate in extended conversation on a variety of topics	Participate in casual and extended conversation and in conversation on technical subjects with hesitancy Discuss new and unfamiliar topics with hesitancy	Participate in casual, formal, and extended conversation on practical and academic topics
<b>Reading</b>	Can read simplified material on familiar subjects and sometimes authentic materials dealing with everyday matters	Can read materials on familiar subjects Can read authentic materials with limited success	Can read authentic materials on everyday subjects and non-technical prose Can read technical materials with difficulty	Can read authentic materials on familiar subjects and non-technical prose	Can read standard materials such as newspapers and correspondence, technical materials in field of interest, authentic materials, and non-technical prose on most subjects
<b>Writing</b>	Can write short messages and notes within the scope of their limited language experience	Can perform basic writing tasks in familiar contexts	Can produce routine correspondence and paragraphs about previously discussed topics	Can produce descriptions, essays, and summaries	Can respond to questions on forms and applications and write simple discourse of several paragraphs
<b>Comprehensibility</b> To English speakers used to dealing with nonnative speakers  To English speakers not used to dealing with nonnative speakers	Make needs understood  Have difficulty making needs understood	Make selves understood with some effort	Make selves understood both orally and in writing	Make selves understood	Make selves understood by general public in both oral and written forms

**Appendix B: General Nature of Instruction by ESL Proficiency Level**

<b>ESL Proficiency Level</b>	<b>Accuracy</b>
Beginning Literacy	Emphasis is on developing students' ability to recognize and form letters and to interpret and write words within the context of listening and understanding messages in their new language. At this level, there is no focus on accuracy.
Beginning-Low	Emphasis is on developing students' ability to listen to and understand messages. There is little emphasis on accuracy.
Beginning-High	Fluency and communication begin to be emphasized. The instructor begins to assist students in correcting their own errors.
Intermediate-Low	Emphasis is on fluency and communication. The instructor encourages students to heck themselves when they use basic grammatical structures.
Intermediate-High	Emphasis is on fluency and communication. The instructor teaches students the skills of self-monitoring in the context of situations which require the use of English for communication.
Advanced-Low	Emphasis is on fluency and communication. Students demonstrate skills of self-monitoring in the use of basic grammatical structures.
Advanced-High	Emphasis is on fluency and communication. Students self-monitor in formal and informal situations which require communication, and errors seldom inhibit communication.

<b>ESL Proficiency Level</b>	<b>Culture</b>
Beginning Literacy	Nonverbal social customs are taught by giving examples; cultural aspects are taught by modeling.
Beginning-Low	Nonverbal behavior and cross-cultural communication are taught implicitly through demonstration and interaction.
Beginning-High	Social customs are taught explicitly by modeling positive and negative examples and through controlled practice such as role-playing.
Intermediate-Low	Rules of etiquette are taught explicitly by contrasting customs in different cultures.
Intermediate-High	Topics such as taboos and politics are taught explicitly by contrasting different cultures.
Advanced-Low	Values and thinking patterns are taught implicitly through exposure to cultural references and expressions and explicitly through analyzing writings.
Advanced-High	Culture-bound allusions and culture-related humor are taught explicitly; appropriate cultural behavior is developed implicitly through activities that contrast the same behavior in different cultures.

**Pages 64-71 (Subtitles)**

**Appendix C: Language Skill Objectives by ESL Proficiency Level**

<b>ESL Beginning Literacy</b>	
<b>ESL Beginning</b>	
<b>Low</b>	<b>High</b>
<b>ESL Intermediate</b>	
<b>Low</b>	<b>High</b>
<b>ESL Advanced</b>	
<b>Low</b>	<b>High</b>

**Appendix D: Language Functions by ESL Proficiency Level**

<b>ESL Proficiency Level</b>	<b>Factual/Informational</b>	<b>Social/Interpersonal</b>	<b>Suasive</b>
Beginning Literacy	<ul style="list-style-type: none"> <li>• Identify</li> <li>• Demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>• Greet</li> <li>• Show gratitude</li> <li>• Express state of being</li> </ul>	<ul style="list-style-type: none"> <li>• Caution</li> </ul>
Beginning-Low	<ul style="list-style-type: none"> <li>• Command</li> <li>• Agree or disagree</li> <li>• Tell</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce</li> <li>• Express satisfaction or dissatisfaction</li> <li>• Take leave</li> </ul>	<ul style="list-style-type: none"> <li>• Request</li> </ul>
Beginning-High	<ul style="list-style-type: none"> <li>• Ask for information</li> <li>• Describe</li> <li>• Express necessity</li> <li>• Ask permission</li> <li>• Agree/disagree</li> </ul>	<ul style="list-style-type: none"> <li>• Compliment</li> <li>• Express preference</li> <li>• Express wants, desires</li> </ul>	<ul style="list-style-type: none"> <li>• Direct</li> <li>• Invite</li> </ul>
Intermediate-Low	<ul style="list-style-type: none"> <li>• Express obligation</li> <li>• Explain</li> <li>• Indicate certainty</li> <li>• Express ability/inability</li> </ul>	<ul style="list-style-type: none"> <li>• Apologize</li> <li>• Make excuse</li> <li>• Express worry, disappointment</li> <li>• Give/get permission</li> <li>• Make offers</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest</li> <li>• Advise</li> </ul>
Intermediate-High	<ul style="list-style-type: none"> <li>• Compare/contrast</li> <li>• Express possibility/probability</li> <li>• Offer to do something</li> </ul>	<ul style="list-style-type: none"> <li>• Express sympathy</li> <li>• Express hope</li> <li>• Express regret</li> </ul>	<ul style="list-style-type: none"> <li>• Recommend</li> <li>• Solve problems</li> <li>• Instruct</li> </ul>
Advanced-Low	<ul style="list-style-type: none"> <li>• Illustrate</li> <li>• Allow</li> <li>• Conclude</li> <li>• Infer</li> </ul>	<ul style="list-style-type: none"> <li>• Approve/disapprove</li> <li>• Express indifference</li> <li>• Express intentions</li> </ul>	<ul style="list-style-type: none"> <li>• Predict consequences</li> <li>• Persuade</li> </ul>
Advanced-High	<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Evaluate</li> <li>• Paraphrase</li> <li>• Summarize</li> </ul>	<ul style="list-style-type: none"> <li>• Express values</li> <li>• Express judgment</li> </ul>	<ul style="list-style-type: none"> <li>• Compromise</li> <li>• Negotiate</li> <li>• Bargain</li> </ul>

**Pages 74-77 (Subtitles)**

**Appendix E: Language Forms by ESL Proficiency Level**

<b>ESL Beginning Literacy</b>	
<b>ESL Beginning</b>	
<b>Low</b>	<b>High</b>
<b>ESL Intermediate</b>	
<b>Low</b>	<b>High</b>
<b>ESL Advanced</b>	
<b>Low</b>	<b>High</b>