



Beginning English: Life Skills 3 (8 Weeks; CASAS Scaled Score: 191–200)

The goal of this course is to develop the emerging communication skills of beginning English learners for a variety of everyday settings and contexts.

Objectives

- Practice using, giving, and following two-step directions, including clear and appropriate pronunciation.
- Increase listening comprehension and verbal response within conversations and familiar contexts.
- Increase use of phonemic awareness to read.
- Practice reading comprehension and fluency skills in short texts and materials.
- Practice writing and dictation for a variety of common social contexts.
- Incorporate basic parts of speech and grammar into instruction.

Student Learning Outcomes/Standards

Listening	Speaking	Pronunciation
1. Follow two-step directions and instructions. 2. Identify simple information from a conversation on a familiar topic. 3. Follow and respond to short, predictable conversations on familiar topics. 4. Understand the significance of pauses (e.g., phone numbers).	1. Talk about familiar topics. 2. Check for one's understandability through questions (e.g., Do you understand me?). 3. Repeat or rephrase to ensure listener comprehension. 4. Express likes, dislikes, wants, and feelings. 5. Provide a basic description of familiar objects, people, and places.	1. Clearly pronounce middle and ending consonant sounds in words (e.g., /b/ in cable or cab), including voiced and voiceless. 2. Pronounce -s ending in plurals, third person singular, and possessives (/s/, /z/, /ɪz/). 3. Pronounce -ed ending (/d/, /t/, /ɪd/). 4. Produce distinguishable long and short vowel sounds (e.g., meet vs. met). 5. Be aware of problem sounds based on native language (e.g., /l/ vs. /r/ as in lace/race). 6. Use appropriate intonation for yes/no questions and wh-questions.
Reading	Writing	Supporting Language Structures
1. Use phonics, including consonant clusters and spelling patterns, to read new words in context. 2. Apply simple reading comprehension strategies (e.g., pre-reading, skimming/scanning, answering questions). 3. Learn new vocabulary by using word analysis strategies such as root words, prefixes and suffixes. 4. Alphabetize words. 5. Locate a word, number, or item in alphabetical or numerical order (e.g., phone book, dictionary, directory, index). 6. Pause appropriately when reading aloud. 7. Read and comprehend short compound sentences. 8. Read and comprehend short paragraphs on familiar topics. 9. Locate needed information in schedules, ads, fliers, signs, maps, etc.	1. Free-write on a personal topic with minimal control of spelling, grammar, and punctuation. 2. Write simple sentences from dictation. 3. Write short notes (e.g., to child's teacher). 4. Complete simple authentic forms with assistance (e.g., school forms, library card). 5. Write simple directions. 6. Write 3-4 sentence personal narrative including name, home country, and family information. 7. Use appropriate punctuation and capitalization. 8. Use keyboard with beginning awareness of proper typing skills.	1. Present continuous tense (e.g., I am eating.)* 2. Simple past with regular verbs (-ed) and irregular verbs (e.g., was/were, did, had)* 3. Future with be going to (e.g., I'm going to cook chicken tonight.)* 4. Verb + infinitive with have, want, need, like (e.g., I have to pay the rent. I want to go home.)* 5. Common phrasal verbs (e.g., get up / put on my coat / take it off / pick it up). 6. Count and noncount nouns (e.g., How many chairs? How much furniture?) 7. Indefinite articles (e.g., I have some money. I don't have any idea.) 8. Possessives (e.g., John is Frank's brother.). 9. Adjectives preceding nouns (e.g., Italian food, small apartment) 10. There is/There are (e.g., There are three students.) 11. Demonstrative adjectives (this, that, these, those) 12. Object pronouns (me, you, him, her, it, us, them)

* Each verb tense includes the affirmative, negative, question form, and contractions