



ESL

English as a Second Language Content Standards



Introduction – English as a Second Language Content Standards and Benchmarks

Section 203 of WIOA contains specific language requiring programs to align English as a Second Language (ESL) instruction to the demands of high school equivalency, postsecondary education, and workforce training. This requirement has had an immediate impact on ESL instruction in adult education. Past standards and the accompanying assessments focused on basic interpersonal communication skills. The new standards are much more rigorous, leading to proficiency in each of four domains—speaking, listening, reading, and writing enabling English Language learners to attain a High School Equivalence (HSE) certificate and, most importantly, participate in college level courses and workforce training.

The structure of the ESL Content Standards and Benchmarks is different than the other Content Standards and Benchmarks presented in this document. There are four overarching Content Area Standards for Listening, Speaking, Reading, and Writing and each of these is followed by several Subarea Standards, which further delineate the broader standards. Benchmarks for each standard are organized into six proficiency levels. Detailed work activities and industry examples, which align to the standards, are inserted in a table below the subarea. Note that Benchmarks are aligned to the overarching Content Standard, not to the individual Subarea Standards.

The subject matter experts that developed the ESL Content Standards reviewed research on the English as a Second Language skills that adult education students need to successfully participate in everyday life activities, postsecondary education, training programs, and the workplace. Although the list of informing documents is extensive, many of them should be well known to those who work with English language learners. Included in the review were:

- American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines for English;
- English Language Proficiency Standards for Adult Education;
- English Language Proficiency Assessment for the 21st Century (ELPA21) Standards;
- California English as a Second Language Model Standards for Adult Education Programs;
- Canadian Language Benchmarks: English as a Second Language for Adults;
- Common European Framework of Reference for Languages (CEFR), the Global Scale of English (GSE);

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- Council of Chief State School Officers (CCSSO) English Language Proficiency (ELP) Standards;
- Teachers of English to Speakers of Other Languages (TESOL) English Language Proficiency Standards Framework;
- World-Class Instructional Design and Assessment (WIDA) Standards Framework and Theoretical Foundations;
- Texas Adult Education Content Standards; and
- The Comprehensive Adult Student Assessment Systems (CASAS).

In the second phase of the initiative, the ESL standards were reviewed with an industry focus. This effort was informed by experts from four key Texas industries: Healthcare Science, Advanced Manufacturing, Construction and Extraction, and Transportation, Distribution, and Logistics.

Descriptions of detailed work activities for specific occupations from O*Net and the Global Scale of English informed this document. *Standards 2.0* contains multiple examples from the key industry clusters that provide rich content for contextualization of the standards.

ESL Content Area Overview

The Texas Adult Education Content Standards v. 4 are organized around six broad Content Areas. The English as a Second Language Content Standards are Content Area III. Within each Content Area, there are Subareas that delineate the different topics within the Content Area. Subareas typically consist of several Content Standards and Benchmarks. This structure assists in breaking a broad Content Area into manageable groupings of information.

Content Area III – English as a Second Language

Subareas:

III.1 – Listening Skills

English Language Learners (ELLs) become increasingly able to comprehend what they hear, to retrieve information, and to make inferences and connections. The ELLs listen to speakers in a variety of contexts with a variety of English accents.

III.2 – Speaking Skills

ELLs are able to speak in a variety of situations and settings using increasingly challenging vocabulary and language complexity with increasing fluency and accuracy.

III.3 – Reading Skills

The ELL reads a variety of texts at different levels of complexity for a variety of purposes with an increasing level of comprehension and fluency.

III.4 – Writing Skills

The ELL writes in a variety of forms with increasing ease, accuracy, and complexity to effectively address specific purposes and audiences.

Subarea III.1 – Listening Skills

Overarching Content Area Standard:

English Language Learners (ELLs) become increasingly able to comprehend what they hear, to retrieve information, and to make inferences and connections. The ELLs listen to speakers in a variety of contexts with a variety of English accents.

O*NET Elements related to this Standard and its Subarea Standards and Benchmarks:

- **Active Listening.** Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- **Critical Thinking.** Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.
- **Oral Comprehension.** Identify and understand the speech of another person.
- **Speaking.** Talk to others to convey information effectively.
- **Speech Recognition.** Identify and understand the speech of another person.

Subarea Standards:

A. Distinguish sounds and intonation patterns of English with increasing ease.

B. Demonstrate understanding when listening to spoken language in different situations and spoken with a variety of regional accents.

Detailed Work Activity	Industry Example
Answer patient call signals, signal lights, bells, or intercom systems to determine patient needs.	Industry: Healthcare Sciences Position: Patient Care Technician, Medical Assistance Example: Assesses physical conditions of patients to aid in diagnosis or treatment.

Subarea III.1 – Listening Skills (cont.)

C. Listen to, follow, and give directions and/or instructions.

Detailed Work Activity	Industry Examples
Receive information or instructions for performing work assignments.	<p>Industry: Multiple Industries Position: Multiple Positions Example: Listens to instructions for day-to-day tasks and operations.</p>
Can understand simple requests or instructions to carry out concrete work-related tasks.	<p>Industry: Construction and Extraction Position: Service Unit Operators Example: Follows verbal instructions regarding project requirements, such as scope, assembly sequences, or required methods or materials.</p>
Can understand simple requests or instructions to carry out concrete work-related tasks.	<p>Industry: Construction and Extraction Position: Construction Carpenter Example: Follows established safety rules and regulations and maintains a safe and clean environment.</p>

Subarea III.1 – Listening Skills (cont.)

D. Listen to and participate in a variety of settings (e.g., academic, work, and social) and situations (e.g., conversation, teamwork, meetings, presentation, and interviews).

Detailed Work Activity	Industry Examples
Communicate health and wellness information to the public.	<p>Industry: Healthcare Sciences Position: Dietetic Technician Example: Comprehends presentations on diet, nutrition, or health to promote healthy eating habits and illness prevention and treatment.</p>
Confer with other professionals to plan patient care.	<p>Industry: Healthcare Sciences Position: Physical Therapist Aides Example: Confers with physical therapy staff or others to discuss and evaluate patient information for planning, modifying, or coordinating treatment.</p>
Communicate with other personnel to resolve problems.	<p>Industry: Transportation, Distribution, Logistics Position: First-Line Supervisor, Administrative Workers Example: Consults with managers or other personnel to resolve problems in areas such as equipment performance, output quality, or work schedules.</p>

Subarea III.1 – Listening Skills (cont.)

E. Participate in and comprehend conversations face-to-face or via electronic media.

Detailed Work Activity	Industry Examples
Discuss problems or issues with supervisors.	<p>Industry: Advanced Manufacturing Position: Machine Operator Example: Listens to shift start-up meeting for full instructions on today’s production orders. Asks questions about orders coming in. Receives information from other departments and/or delivers communication to other departments in regard to orders and line status.</p>

F. Comprehend questions in order to engage in conversation.

Detailed Work Activity	Industry Examples
Communicates with clients about products, procedures, and policies.	<p>Industry: Construction and Extraction Position: Installer/Technician Example: Actively listens to the customer to determine customer’s comfort needs (e.g.—HVAC installation).</p>

Subarea III.1 – Listening Skills (cont.)

G. Use comprehension strategies such as indicating misunderstanding, repeating and rephrasing, or asking for help as appropriate for the communication context.

Detailed Work Activity	Industry Examples
Asks questions and listens to answers to identify health information.	Industry: Healthcare Sciences Position: Psychiatric Aides Example: Interviews patients upon admission and records information.

H. Exhibit knowledge and appropriate interpretation of cultural conventions in conversation, such as the use of titles, eye contact, registers, and expected responses (schemata).

Detailed Work Activity	Industry Examples
Answer patient call signals, signal lights, bells, or intercom systems to determine patients' needs.	Industry: Healthcare Sciences Position: Patient Care Technicians Example: Hears what a patient says when they describe that they are in pain or suffering. Determines if the patient is making a request.

Subarea III.1 – Listening Skills (cont.)

BENCHMARKS:

Level 1: Beginning Language Ability. These ELLs are true beginners and can obtain limited meaning from spoken communication. They demonstrate their understanding by using limited responses (e.g., responding with an action such as pointing, drawing, and marking an answer).

1. Respond to spoken commands and show understanding (e.g., nodding and using body language, drawing, and pointing) after listening to brief messages.
2. Listen to spoken language and respond verbally after repeated listening.
3. Listen actively and interpret listening to spoken language utilizing visual props, gestures, and facial expressions to provide a response.
4. Actively listen and respond to conversations about familiar topics and situations (e.g., such as short phone message or simple dialogue between two people).
5. Interpret spoken communication expressed in a few words and in simple sentences.
6. Respond verbally to simple spoken communication in familiar contexts using words, phrases, and simple sentences.
7. Respond with an action (e.g., raise your hand, sit, walk, stop, put pencil down, or look and listen) to basic spoken commands.
8. Respond verbally to yes/no questions, either/or questions, and other types of questions which require simple answers.
9. Use simple language formulas to ask for clarification (e.g., “Repeat please!” “Say that again?” “What do you mean?” “I don’t understand,” “Please repeat,” “Do you agree?”).

Level 2: Low Beginning Language Ability. These ELLs respond to questions that require one- or two-word answers, can participate in interactions in familiar contexts, and are able to ask the speaker for repetition.

1. Use verbal communication to respond to moderately complex phrases, interactions, and questions in familiar contexts.
2. Follow orally-presented directions to accomplish a multi-step task.
3. Identify high-frequency words that occur in English texts (e.g., he, she, you, I, ask, is, but, the, have, good).
4. Listen actively, use context and familiar terms, and identify the main topic of a conversation in familiar situations.

Subarea III.1 – Listening Skills (cont.)

BENCHMARKS (cont.):

Level 3: High Beginning Language Ability. These ELLs understand the central idea within spoken conversation or oral presentation, but may require context clues, restatement, or paraphrasing of ideas to fully comprehend the spoken message.

1. Comprehend messages while engaged in face-to-face conversations such as simple social exchanges.
2. Comprehend messages in routine listening tasks (e.g., phone interactions, brief messages, announcements over the loud speaker in a store, and simple directions).
3. Identify and begin to understand highly contextualized words and phrases, including aural cognates (words in two languages that share a similar meaning, spelling, and pronunciation) and borrowed words (words from other languages).
4. Listen and respond to spoken language that conveys basic information and contains high-frequency vocabulary.
5. After listening to spoken language (several times), identify more than one phrase and provide an answer to a question or repeat what was heard.

Level 4: Low Intermediate Language Ability. These ELLs apply increasingly complex listening strategies to comprehend conversations that include new vocabulary. Thus, they are able to participate in information gap listening activities.

1. Actively listen, determine new meanings of new vocabulary, and interpret complex spoken communication.
2. Listen to, identify main facts and supporting details, and comprehend messages from mass media communication (e.g., radio, movies, and TV) and other spoken communication.
3. Actively listen and comprehend information and provide a response to a question that requires making inferences from spoken language.
4. Recognize abbreviated phrases, including informal language, slang, and idioms, when listening to a conversation (e.g., Want some?, Like it?, Heard that?).

Subarea III.1 – Listening Skills (cont.)

BENCHMARKS (cont.):

Level 5: High Intermediate Language Ability. These ELLs are able to identify main ideas and supportive information and recognize the speaker’s hidden messages.

1. Comprehend spoken language that deals with unfamiliar topics or situations.
2. Identify and retell the main facts and supportive details from an oral presentation.
3. Comprehend extended social interactions (e.g., a person telling an anecdote or discussing a social topic).
4. Recognize and respond to routine spoken messages, instructions, or questions (e.g., “Next customer, please!”).
5. Identify and respond to descriptions (of people and places), narratives (of past, present, and future events), and argumentative speech, as well as complex factual products of spoken language.
6. Comprehend facts presented in spoken discourse and recognize speaker intended inferences.
7. Take notes during a workshop, lecture, or oral presentation to capture main ideas and supporting details.
8. Use background knowledge and contextual clues to participate in conversations.
9. Can participate in conversations over the telephone or other telecommunication devices.

Level 6: Advanced Language Ability. These ELLs comprehend abstract topics, hidden messages, and conversations that include new vocabulary and new topics. Their vocabulary knowledge is extensive.

1. Listen actively to comprehend and respond to increasingly complex spoken language in a variety of contexts (e.g., news broadcasts, political speeches, and mass media).
2. Identify main ideas and supporting details in spoken language on specialized topics (e.g., news broadcasts or spoken instructions).
3. Comprehend spoken language that uses specialized or technical vocabulary and complex grammatical structures (e.g., multiple verbal tenses, idioms) and that contains cultural references (e.g., TV news, a presidential speech, or a product of pop culture).
4. When listening to spoken language, summarize and take notes.
5. Make inferences about spoken language, evaluating the accuracy and relevance of what is presented.
6. Participate actively in and comprehend conversations in unfamiliar settings (e.g., one’s child’s school, medical offices, government agencies, and unfamiliar worksites).

Subarea III.2 – Speaking Skills

Overarching Content Area Standard:

The ELLs are able to speak in a variety of situations and settings using increasingly challenging vocabulary and language fluency and accuracy.

O*NET Elements related to this Standard and its Subarea Standards and Benchmarks:

- **Speaking.** Talk to others to convey information effectively.
- **Oral Comprehension.** Identify and understand the speech of another person.
- **Oral Expression.** Communicate information and ideas in speaking so others will understand.

Subarea Standards:

- A. Communicate needs verbally using increasingly complex words and phrases.
- B. Give directions to places and instructions for accomplishing specific tasks.

Detailed Work Activity	Industry Examples
Communicate with others to coordinate vehicle movement.	<p>Industry: Transportation, Distribution, Logistics Position: Tractor Trailer Driver Example: Gives directions to laborers who are packing goods and moving them into trailers.</p>
Communicate project information to others.	<p>Industry: Transportation, Distribution, Logistics Position: First-Line Supervisor, Transportation Example: Directs workers in transportation or related services such as pumping, moving, storing, or loading or unloading of materials or people.</p>

Subarea III.2 – Speaking Skills (cont.)

C. Demonstrate an increasing range of English vocabulary appropriate for speaking in informal and formal settings.

Detailed Work Activity	Industry Examples
Communicate with other construction or extraction personnel to discuss project details.	<p>Industry: Construction and Extraction Position: Derrick Operator Example: Supervises crew members; provides assistance in training them.</p>
Explain technical medical information to patients.	<p>Industry: Healthcare Sciences Position: Patient Care Assistant Example: Explains policies, procedures, or services to patients using medical or administrative knowledge.</p>

D. Produce spoken communications at each proficiency level that demonstrate increasing language complexity.

Subarea III.2 – Speaking Skills (cont.)

E. Demonstrate appropriate speaking skills and strategies for persuading and discussing.

Detailed Work Activity	Industry Examples
Carry out a work-related conversation using polite fixed expressions.	<p>Industry: Advanced Manufacturing Position: First-Line Supervisor Example: Confers with other supervisors to coordinate operations and activities within or between departments.</p>
Give basic technical instructions in their field of specialization.	<p>Industry: Construction and Extraction Position: Plumber Example: Recommends energy or water saving products such as low-flow faucets or shower heads, water-saving toilets, or high-efficiency hot water heaters.</p>
Communicate with clients about products, procedures, and policies.	<p>Industry: Construction and Extraction Position: HVAC Technician Example: Relays to customer how repairs were made. Ability to have customer understand what was needed in order make equipment operational.</p>

Subarea III.2 – Speaking Skills (cont.)

F. Demonstrate appropriate speaking skills and strategies for seeking and relaying information.

Detailed Work Activity	Industry Examples
Confers with managerial or technical personnel, other departments, or contractors to resolve problems or to coordinate activities.	Industry: Transportation, Distribution, Logistics Position: Front-line Supervisor Example: Conducts employee training in equipment operations or work and safety procedures.

G. Demonstrate appropriate speaking skills and strategies for expressing feelings and emotions.

Detailed Work Activity	Industry Examples
Interview patients to gather medical information.	Industry: Healthcare Sciences Position: Nursing Assistant Example: Communicates with patients to determine feelings or need for assistance or social and emotional supports.

H. Demonstrate appropriate speaking skills and strategies for collaborating and solving problems.

Detailed Work Activity	Industry Examples
Respond to customer problems or complaints.	Industry: Transportation, Distribution, Logistics Position: Shipping, Receiving, and Traffic Clerk Example: Confers with client representatives to rectify problems such as damages, shortages, or non-conformance to specifications.

Subarea III.2 – Speaking Skills (cont.)

I. Construct an oral argument presenting a particular point of view and provide evidence to refute an opposing point of view.

Detailed Work Activity	Industry Examples
Develop plans for programs or services.	<p>Industry: Healthcare Sciences Position: Personal Care Aide Example: Participates in case reviews by communicating with the team. Consults with the team caring for the client in order to evaluate the client’s needs and plan for continuing services.</p>

BENCHMARKS:

Level 1: Beginning Language Ability. These ELLs are true beginners; their oral communication depends on gestures, their first language, visual aids, and a small number of English words.

1. Demonstrate mastery of a basic English vocabulary.
2. Use individual words and phrases to communicate verbally (e.g., Look, Go, Stop).
3. Conduct conversations using simple/controlled dialogue lines or formulaic phrases (e.g., “My name is....”).
4. Within familiar situations ask simple questions and provide answers verbally using key words, phrases, and questions for clarification.
5. Speak using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts.
6. Gain increasing awareness of categorization of English vocabulary into different parts of speech such as nouns and verbs.

Subarea III.2 – Speaking Skills (cont.)

BENCHMARKS (cont.):

Level 2: Low Beginning Language Ability. These ELLs can communicate using basic vocabulary and common English expressions to express themselves and engage in conversations.

1. Gain increasing command of common expressions in simple dialogues and social exchanges (e.g., to express feelings or health, to describe weather, or to ask how others are doing).
2. Engage in brief, guided conversation with peers.
3. Use high-frequency words to verbally describe things or people.
4. Convey brief messages (e.g., “I am sick,” or “Jose is absent”).
5. Gain increasing command of English vocabulary, selecting words that express ideas.

Level 3: High Beginning Language Ability. These ELLs participate in brief original exchanges, including communicating immediate needs through simple conversation.

1. Engage in simple dialogues with others.
2. Actively engage in natural communication exchanges in different settings (e.g., classroom, phone conversations, and social media).
3. Conduct guided conversations using high frequency words, phrasal verbs, and idioms and following grammatical conventions of conversational English.
4. Provide detailed descriptions of places and people.
5. Clarify and elaborate on a message when asked by using different terms and providing descriptions or examples.
6. Expand vocabulary by gaining increasing command of technical and specialized terms.

Subarea III.2 – Speaking Skills (cont.)

Level 4: Low Intermediate Language Ability. These ELLs can initiate and engage in simple conversations that include descriptions, personal opinions, and inferences on familiar topics.

1. Engage in simple conversations (e.g., ask about personal information such as name, address, and phone number) using wh-questions.
2. Provide descriptions, arguments, and simple inferences when using spoken language.
3. Provide and defend an opinion to support a point of view on familiar topics or situations.
4. Carry on extensive conversations in a social narrative context (e.g., a description of family-related weekend activities).
5. Speak in ways that clearly communicate the topic, main ideas, and essential ideas.
6. Demonstrate some understanding of the differences between standard and non-standard spoken English vocabulary and grammar.

Level 5: High Intermediate Language Ability. These ELLs comprehend and participate in extended conversation and other verbal exchanges that go beyond personal needs and familiar topics.

1. Comprehend and participate in complex spoken communication.
2. Speak fluently about a variety of familiar topics in low-anxiety situations.
3. Verbally provide a personal opinion, logical argument, or examples about a given situation or topic to support one's responses in debates or conversations.
4. Use complex vocabulary to express opinions and defend a point of view.
5. Switch between standard and non-standard English as the situation warrants (e.g., use colloquial language when appropriate).
6. Convey the emotional content of a spoken message (e.g., anger, compliment, condolence, or sarcasm) through intonation, rhythm, and stress.
7. Become increasingly able to change grammatical style in formal and informal settings by adjusting language used for a particular purpose or in a particular social setting.
8. Gain increasing command of academic and work-related vocabulary.

Subarea III.2 – Speaking Skills (cont.)

Level 6: Advanced Language Ability. These ELLs comprehend the main ideas of a speech and can deliver an oral presentation. They are able to converse effectively with fluent English speakers.

1. Present ideas concisely, logically, and persuasively using grammatically correct spoken language.
2. Give an extended discourse on a topic of special interest (e.g., lectures, speeches, and presentations).
3. Demonstrate expanded vocabulary knowledge by delivering a speech/presentation on a specific topic.
4. Converse fluently in English with peers and native speakers.
5. Participate in impromptu conversations on a given topic.
6. Orally convey humor, jokes, sarcasm, innuendo, irony, etc., as situations demand.
7. Orally respond to questions and comments by providing suggestions and alternative viewpoints.
8. Orally demonstrate mastery of broad and deep vocabulary appropriate for use in a variety of formal and informal settings.

Subarea III.3 – Reading Skills

Overarching Content Area Standard:

The ELL reads a variety of texts at different levels of complexity for a variety of purposes with an increasing level of comprehension and fluency.

O*NET Elements related to this Standard and its Subarea Standards and Benchmarks:

- **Reading Comprehension.** Understand written sentences and paragraphs in work-related documents.
- **Written Comprehension.** The ability to read and understand information and ideas presented in writing.
- **Critical Thinking.** Use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.
- **Attention to Detail.** Be careful about detail and thorough in completing work tasks.

Subarea III.3 – Reading Skills (cont.)

Subarea Standards:

A. Implement a variety of reading comprehension strategies (e.g., predicting, inferring, comparing, and contrasting) and know when they are appropriate to use.

Detailed Work Activity	Industry Examples
Follow protocols or regulations for healthcare activities.	<p>Industry: Healthcare Sciences Position: Medication Aide Example: Administers prescribed oral medications under the written direction of physician or as directed by home care nurse or aide and ensures patients take their medicine.</p>
Read work orders to determine material or setup requirements.	<p>Industry: Transportation, Distribution, Logistics Position: Shipping Receiving Clerk Example: Compares shipping routes or methods to determine which have the least environmental impact.</p>
Review work orders or schedules to determine operations or procedures.	<p>Industry: Transportation, Distribution, Logistics Position: Material Handler Example: Reads work orders to determine work assignments or material or equipment needs.</p>

Subarea III.3 – Reading Skills (cont.)

B. Identify the central ideas or hypothesis and supporting details.

Detailed Work Activity	Industry Examples
Apply information technology to solve business or other applied problems.	Industry: Construction and Extraction, multiple sectors Position: Service Unit Operators, multiple positions Example: Applies new technologies to improve work processes.

Subarea III.3 – Reading Skills (cont.)

C. Read critically to analyze information and make connections to interpret authors' purpose and viewpoints.

Detailed Work Activity	Industry Examples
Examine documents to verify adherence to requirements.	<p>Industry: Advanced Manufacturing Position: Production, Planning Clerk Example: Examines documents, materials, or products and monitors work processes to assess completeness, accuracy, and conformance to standards and specifications.</p>
Proofread documents, records, or other files to ensure accuracy.	<p>Industry: Healthcare Sciences Position: Receptionist Example: Computes, records, and proofreads data and other patient-related information such as records or reports.</p>
Respond to customer problems or complaints.	<p>Industry: Transportation, Distribution, Logistics, multiple sectors Position: Customer Service Representative, multiple positions Example: Understands basic types of standard letters and emails.</p>
Study product information to acquire professional knowledge.	<p>Industry: Transportation, Distribution, Logistics Position: Shipping, Receiving, and Traffic Clerks Example: Examines shipment contents and compares with records such as manifests, invoices, or orders to verify accuracy.</p>

Subarea III.3 – Reading Skills (cont.)

D. Read from a variety of genres for different purposes (e.g., to accomplish a personal or work-related task, for academic work, or for pleasure).

Detailed Work Activity	Industry Examples
Examine documents to verify adherence to requirements.	Industry: Advanced Manufacturing Position: Computer Numerical Control (CNC) Machinist Example: Studies sample parts, blueprints, drawings, or engineering information to determine methods or sequences of operations needed to fabricate products.
Plan production or operational procedures or sequences.	Industry: Advanced Manufacturing Position: Production Planning Clerk Example: Examines documents, materials, or products and monitors work processes to assess completeness, accuracy, and conformance to standards and specifications.
Read work orders from supervisors or homeowners to determine work requirements.	Industry: Construction & Extraction Position: Painter Example: Mixes and matches colors of paint, stain, or varnish with oil or thinning and drying additives to obtain desired colors and consistencies.
Review customer insurance information.	Industry: Transportation, Distribution, Logistics Position: Customer Service Representative Example: Reviews insurance policy terms to determine whether a particular loss is covered by insurance.

Subarea III.3 – Reading Skills (cont.)

E. Acquire vocabulary and grammar knowledge progressively according to student proficiency to build strong mastery of the English language.

F. Increase background knowledge, concepts, and skills by reading in diverse texts.

Detailed Work Activity	Industry Examples
Understand main information from simple diagrams (e.g., graphs, bar charts).	<p>Industry: Construction and Extraction Position: Carpenters Example: Follows established safety rules and regulations – including from reading relevant diagrams and procedures – and maintains a safe and clean environment.</p>
Maintain current knowledge related to work activities.	<p>Industry: Construction & Extraction Position: Welders, Carpenters, Millwrights Example: Understands safety guidelines, local building codes, signs and labels, specifications, and more to do the job safely and effectively.</p>

Subarea III.3 – Reading Skills (cont.)

G. Ability to interpret a variety of texts, including visual and quantitative.

Detailed Work Activity	Industry Examples
Read work orders or other instructions to determine product specifications or materials requirements.	Industry: Advanced Manufacturing Position: Production Distribution Planner Example: Understands planning system requirements and executes orders to satisfy demand/shipping requirements.
Reviews work orders or schedules to determine operations or procedures.	Industry: Construction and Extraction Position: HVAC Installer/Technician Example: Reads plans to make adjustments for installations of equipment. Problem solving will be required to make necessary repairs, and workers will be required to understand evolving technologies and equipment changes.
Interpret blueprints, specifications, or diagrams to inform development of operational activities.	Industry: Construction and Extraction Position: Welder Example: Analyzes engineering drawings, blueprints, specifications, sketches, work orders, and material safety data sheets to plan layout, assembly, and welding operations
Scan short texts to locate specific information.	Industry: Healthcare Sciences Position: Nutrition Technician Example: Provides dietitians with assistance researching food, nutrition, or food service systems.

Subarea III.3 – Reading Skills (cont.)

H. Use digital resources to locate evidence to answer a question, solve a problem, or support an argument.

Detailed Work Activity	Industry Examples
Conduct research using digital resources.	<p>Industry: Multiple Industries Position: Customer Service Representative Example: Uses the Internet and online systems to research and resolve a customer problem.</p>

BENCHMARKS:

Level 1: Beginning Language Ability. These ELLs are true beginners and can obtain very limited meaning from print written in English. As they build reading skills, it is important for them to draw on any literacy skills they possess in their first language(s) and on their emerging speaking and listening skills in English.

1. Read from left to right, top to bottom, and front to back.
2. Identify the letters of the English alphabet (upper and lower case).
3. Decode and comprehend phonetically regular vocabulary words and common sight words in the environment, in isolation, on lists, or in short phrases or simple sentences.
4. Use basic reading strategies (e.g., word identification, think-alouds, underlining, cues, letter-sound associations, environmental print, word walls, and lists) to strengthen emerging reading skills.
5. Obtain basic meaning from simple printed and digital material (e.g., prices, dates, and times).

Subarea III.3 – Reading Skills (cont.)

Level 2: Low Beginning Language Ability. These ELLs can interpret and respond to information presented in simple passages with familiar words and language structures. They can answer literal questions that require one or two words for an answer.

1. Decode phonetically regular and irregular words and use context to gain meaning from simple texts.
2. Read and understand the meaning of simple passages and print that contain familiar words and structures.
3. Respond to printed phrases, interactions, and questions in familiar contexts by relying on non-verbal communication.
4. Identify information in a text when asked to answer basic wh-questions (e.g., who, what, where, why, when, and how).
5. Answer literal comprehension questions that are asked verbally (e.g., in discussion) or in writing (e.g., in class assignment).
6. Use supporting illustrations to interpret text.
7. Interpret information in charts and tables (e.g., bus schedules).

Level 3: High Beginning Language Ability. These ELLs know how to use context and basic reading comprehension strategies to make sense of print. They can answer literal questions asking wh-questions (e.g., who, what, where, why, when, and how).

1. Interpret moderately complex reading passages.
2. Use context to determine the meaning of unfamiliar words when reading on familiar topics.
3. Apply appropriate reading strategies (e.g., preview, view, and review) as a tool to comprehend text.
4. Answer literal comprehension questions (e.g., true/false and multiple-choice questions) to show understanding of text.
5. Identify information to answer wh-questions (e.g., who, what, where, why, when, and how).
6. Identify main and supporting details of an extended-paragraph or multi-paragraph text on a familiar topic.
7. Scan complex or extended texts (e.g., web pages, documents, narratives, work manuals, or procedures) to find specific information or general meaning.
8. Generate questions about what has been read.

Subarea III.3 – Reading Skills (cont.)

Level 4: Low Intermediate Language Ability. These ELLs can read texts representing different genres to answer basic comprehension questions, identify main ideas and supporting details, and make simple inferences.

1. Identify elements of different reading genres and use text structure to help in comprehension.
2. Read and comprehend multi-paragraph texts on a variety of topics and in a variety of text types (e.g., newspaper and magazine articles, how-to materials, and literature).
3. Identify the intended audience and purpose for a variety of text types.
4. Make connections between related information across different sections of a text, from different texts, or presented on different platforms (e.g., print or electronic media).
5. Compare and contrast what has been read, considering factors such as presentation format (print or electronic media), point of view, accuracy, etc.
6. Interpret simple analogies, idioms, and other rhetorical devices when reading a text about familiar topics.
7. Accurately paraphrase and summarize information that has been read in print or in electronic media.
8. Use a variety of strategies (e.g., concept mapping, outlining, underlining, and annotating) to assist in comprehension.

Level 5: High Intermediate Language Ability. These ELLs can analyze information and make summaries. They are able to read critically and use high-level reading comprehension strategies.

1. Interpret moderately complex written texts.
2. Apply reading strategies appropriate to comprehend increasingly complex literary and informational texts (e.g., print or digital presentation).
3. Analyze and summarize information to strengthen reading comprehension.
4. Read critically and identify information in text that will support one's opinions about and interpretations of the text.
5. Interpret the meaning in context of increasingly complex figures of speech and rhetorical devices.
6. Use reference tools to support reading comprehension (e.g., book, manual, computer application help features, or Internet-based reference tools).
7. Determine the sequence of events in a complex narrative and understand techniques that show sequence (e.g., foreshadowing).
8. Identify, interpret, and evaluate the role and impact of ambiguity, bias subtleties, contradictions, irony, and incongruities in a text.

Subarea III.3 – Reading Skills (cont.)

Level 6: Advanced Language Ability. These ELLs can read increasingly complex text and use advanced reading strategies for comprehension.

1. Use advanced reading strategies (e.g., inference, making predictions, identifying an author’s assumptions and biases, and evaluating the credibility and adequacy of evidence presented).
2. Evaluate print and digital texts using criteria to determine aesthetic value, reliability, and credibility.
3. Read, comprehend, and use increasingly complex print and digital texts for a variety of purposes, about a variety of topics, and in a variety of settings (e.g., to be informed, expand knowledge and skills, or conduct research).
4. Identify and evaluate an author’s purpose and arguments and refer to the text to support, defend, or clarify one’s interpretations.
5. Identify, analyze, and evaluate an author’s implicit and explicit assumptions and beliefs about a topic, time, or theme.
6. Document one’s reading by recording citations, taking notes, developing graphics, and writing summaries or abstracts, etc.
7. Paraphrase accurately and summarize information from texts in print or in electronic media.

Subarea III.4 – Writing Skills

Overarching Content Area Standard:

The ELL writes in a variety of forms with increasing ease, accuracy, and complexity to effectively address specific purposes and audiences.

O*NET Elements related to this Standard and its Subarea Standards and Benchmarks:

- **Writing.** Communicate effectively in writing as appropriate for the needs of the audience.
- **Written Expression.** Communicate information and ideas in writing so others will understand.
- **Attention to Detail.** Be careful about detail and thorough in completing work tasks.
- **Critical Thinking.** Use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

Subarea Standards:

A. Fill out a variety of forms, applications, and contracts for everyday life and work purposes by hand or electronically.

Detailed Work Activity	Industry Examples
Test products or subassemblies for functionality or quality.	<p>Industry: Advanced Manufacturing Position: Quality Assurance Technician Example: Verifies the readings and records the results for equipment calibrations. Identifies, assists, addresses, and documents quality holds. Reads labels on products to ensure accuracy of shop orders.</p>
Record details of deliveries or shipments.	<p>Industry: Transportation, Distribution, Logistics Position: Freight and Cargo Inspectors, Checkers Example: Records details about freight conditions, handling of freight, and any problems encountered.</p>

Subarea III.4 – Writing Skills (cont.)

B. Write for a variety of purposes (e.g., reminder lists, notes, email, academic papers and reports, letters or other documents to persuade, complain, or express opinions).

Detailed Work Activity	Industry Examples
Write a simple work-related email/letter to someone outside their company.	<p>Industry: Healthcare Sciences Position: Patient Care Representative Example: Develops and distributes newsletters, brochures, or other printed materials to share information with patients or medical staff.</p>
Process and prepare memos, correspondence, travel vouchers, or other documents.	<p>Industry: Healthcare Sciences Position: Receptionist Example: Reproduces documents from notes or rough drafts using personal computer skills.</p>
Enter information into databases or software programs.	<p>Industry: Transportation, Distribution, Logistics Position: Clerks, Managers, Supervisors Example: Responds to emails. Documents rationales for day-to-day operations, performance, evaluations, and observations.</p>

Subarea III.4 – Writing Skills (cont.)

C. Write across a variety of genres (e.g., description, argumentation, fiction, persuasive, and workplace).

Detailed Work Activity	Industry Examples
Recommend personnel decisions or human resources activities.	<p>Industry: Transportation, Distribution, Logistics Position: Front-Line Supervisor Example: Prepares and maintain work records and reports of information such as employee time and wages, daily receipts, or inspection results.</p>

Subarea III.4 – Writing Skills (cont.)

D. Write using appropriate format and structure for different purposes (e.g., outlines, memos, letters, reports, procedural lists, work-related documents).

Detailed Work Activity	Industry Examples
Write reports or evaluations.	<p>Industry: Advanced Manufacturing Position: Inspector Example: Writes test or inspection reports describing results, recommendations, or needed repairs.</p>
Write a short report on a work-related task or event.	<p>Industry: Healthcare Sciences Position: First-Line Supervisor Example: Analyzes and records personnel or operational data and writes related activity reports.</p>
Document operational procedures.	<p>Industry: Transportation, Distribution, Logistics Position: Customer Service Representative Example: Recommends improvements in products, packaging, shipping, service, or billing methods and procedures to prevent future problems.</p>

Subarea III.4 – Writing Skills (cont.)

E. Use a multi-step process to compose, revise, and edit a variety of texts.

Detailed Work Activity	Industry Examples
Prepare documentation for contracts, transactions, or regulatory compliance.	<p>Industry: Advanced Manufacturing Position: Production Planning Clerk Example: Revises production schedules when required due to design changes, labor or material shortages, backlogs or other interruptions, collaborating with management, marketing, sales, production, or engineering.</p>
Record information from meetings or other formal proceedings.	<p>Industry: Construction and Extraction Position: First-Line Supervisor Example: Researches, compiles, and prepares reports, manuals, correspondence, or other information required by management or governmental agencies.</p>

Subarea III.4 – Writing Skills (cont.)

F. Write with logic, organization, and accuracy.

Detailed Work Activity	Industry Examples
Prepare informational or reference material.	<p>Industry: Multiple Position: Clerk, Administrative Example: Updates manuals when rates, rules, or regulations are changed or updated.</p>
Operate computers or computerized equipment.	<p>Industry: Transportation, Distribution, Logistics Position: Logistics Manager Example: Provides an email to a local vendor about the quality of products that are being delivered through the contract.</p>

Subarea III.4 – Writing Skills (cont.)

G. Consider context, audience, and purpose (e.g., reader’s perspective, cultural influence, social norms, etc.) when writing.

Detailed Work Activity	Industry Examples
Write a short report on a work-related task or event.	<p>Industry: Advanced Manufacturing Position: First-Line Supervisor Example: Writes an email or completes an online form to recommend or execute personnel actions such as hirings, evaluations, or promotions.</p>
Communicate situation details to appropriate personnel.	<p>Industry: Construction and Extraction Position: Electrician Example: Advises management on whether continued operation of equipment could be hazardous.</p>
Operate computers or computerized equipment.	<p>Industry: Healthcare Sciences Position: First-Line Supervisor Example: Communicates clearly and effectively by email to clinical and non-clinical departments and staff members to ensure appropriate patient flow and safe patient care.</p>

H. Acquire vocabulary and grammar knowledge progressively according to student proficiency to build strong mastery of the written English language.

Subarea III.4 – Writing Skills (cont.)

I. Integrate graphics or multimedia to support written compositions or oral presentations.

Detailed Work Activity	Industry Examples
Write instructions on how to use a device or product.	<p>Industry: Construction and Extraction Position: Derrick Operator, Oil and Gas Example: Develop presentations (e.g., PowerPoints) in order to help train crew members.</p>

BENCHMARKS:

Level 1: Beginning Language Ability. These ELLs are true beginners and can write isolated words, individual short sentences, and phrases. If their first language used a different orthography, they are in the process of acquiring the Roman alphabet and its organizing conventions. They can also copy familiar words from a source.

1. Write from left to right, top to bottom, and front to back.
2. Write the letters of the English alphabet (upper and lower case).
3. Write words and simple phrases and sentences.
4. Write simple lists of words for specific purposes (e.g., a list of ingredients or a shopping list).
5. Copy/transcribe familiar words from a variety of sources.
6. Use capitalization and punctuation to mark the beginning and end of sentences.

Subarea III.4 – Writing Skills (cont.)

Level 2: Low Beginning Language Ability. These ELLs can write basic phrases and sentences.

1. Use pronoun referents correctly across a statement or passage (e.g., “Maria travels with her dog.”).
2. Write using high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, learned, or highly familiar material.
3. Compose simple paragraphs that include a main idea.
4. Write a simple narrative that includes a clear sequence of events.
5. Use basic grammatical agreement and structures with the present tense of regular and irregular verbs.
6. Complete everyday functional forms and applications (e.g., job applications, banking forms, rental agreements, and other contracts).
7. Demonstrate expanded vocabulary knowledge, identify different registers for writing and speaking (e.g., the need to adjust the level of formality with which they write and speak).

Level 3: High Beginning Language Ability. These ELLs can write messages, simple descriptions, and brief narratives about familiar topics.

1. Use comparative forms of adjectives and adverbs.
2. Write a simple description or narrative using familiar words and phrases.
3. Write a complete paragraph about a familiar topic.
4. Demonstrate mastery of conventions of personal correspondence, including different conventions for email or print formats (e.g., addressing an envelope or writing subject lines in an email).
5. Expand vocabulary knowledge and use formal and academic registers (e.g., the need to adjust the level of formality with which they write and speak).

Subarea III.4 – Writing Skills (cont.)

Level 4: Low Intermediate Language Ability. These ELLs can write with an audience in mind and for personal and work-related communication.

1. Write compositions that show consideration of audience and purpose (e.g., work-related versus personal correspondence).
2. Write short compositions that show understanding of different genres.
3. Use transition words and phrases appropriately and with correct punctuation (e.g., however, next, then, and after).
4. Understand vocabulary knowledge and show understanding of how idioms, figures of speech, juxtaposed words, and comparisons enrich one's writing.
5. Use words that are appropriate for informal (colloquial or slang) written discourse or formal written discourse.
6. Engage in all steps of the writing process (e.g., drafting, editing, and publishing) to create a range of short compositions.
7. Write supporting points or details for a statement, position, or argument on a familiar topic.
8. Recognize word families (e.g., verbs and nouns, adjectives and adverbs, etc.) to develop vocabulary in writing.

Level 5: High Intermediate Language Ability. These ELLs can write about previously discussed topics, use complex transition words, and follow the basic steps of the writing process.

1. Write multi-paragraph compositions that are argumentative or opinion-based and that concern a variety of topics.
2. Write multi-paragraph descriptive and narrative compositions that concern a variety of topics.
3. Use transition words and phrases (e.g., therefore, nevertheless, and in addition) to make writing more complex.
4. Understand the writing process (e.g., drafting, editing, and publishing) to create longer compositions, whether in print or digital formats.
5. Use a wide range of vocabulary including synonyms, antonyms, precise knowledge, and phrasal verbs on a variety of topics.
6. Write increasingly sophisticated multi-paragraph compositions that present information and ideas concisely, logically, and persuasively.

Subarea III.4 – Writing Skills (cont.)

Level 6: Advanced Language Ability. These ELLs can write multi-paragraph compositions with fluency, logic, and organization and with an audience in mind for a variety of purposes (e.g., personal needs, academic assignments, work-related needs, and for civic participation).

1. Write commentaries that summarize and then analyze and evaluate a specific topic.
2. Write outlines and analytic summaries prior to writing a research report.
3. Edit writing to conform to conventions of Standard English, including voice, tense, structure, and grammar, using print and digital aids as needed.
4. Write with increasing fluency and sophistication for different audiences and purposes (e.g., workplace, classroom, and daily life needs).
5. Demonstrate a range of different styles of writing for different purposes.
6. Apply strategies used to influence or entertain audiences (e.g., ethos, pathos, logos, and humor).
7. Explain and extend ideas presented in primary and secondary sources through original analysis, evaluation, and elaboration.
8. Write increasingly complex texts (e.g., newspaper and magazine articles, technical materials, and research reports).
9. Select from a full range of vocabulary choices to express one's ideas in rich, precise, and flowing language through the use of print or digital reference guides.