

English Language Learner “Content Standards” = what ***beginning*** English language learners might be learning (from various sources including **online CASAS Standards**)

First: understanding Next: saying/speaking

Areas of learning and practice	First: Listening/ showing understanding	Next: Saying/ speaking	Then: Writing/ Reading
General conversations			
Greetings: Hello, Welcome, Hi, Good Morning, Good afternoon			
Ask: How are you? Answer: I am fine, thank you. How are you? etc			
Leaving: good bye, see you tomorrow, have a good weekend, nice to see you, see you soon etc			
Awareness that varied vocal intonation(s) show basic feelings or moods			
Basic English words/English vocabulary in daily life			
Each student’s own name			
Each student’s own telephone number and home address			
Names of other students and teacher			
Names for frequently used objects in classroom: table, chair, pen, pencil, paper, book, computer, window, door, etc			
Social conventions/courtesy: Please, thank you, yes, no, yes please, no thank you, excuse me, I’m sorry, My name is _____, What is your name? I need help.			
Basic action verbs used in classroom: sit, stand, walk, look, listen, read, point, write, think, etc			
Basic “giving directions” words or short phrases: Stop. Look. Listen. Wait. (Please) Do this. Write that. Put that here. Come here. Put that away.			
Words for safety and emergency: Stop, Wait, Exit, Be careful, not now, Danger, Fire, emergency,			
Important Signs: Stop, Restroom, Women, Men, Entrance, Exit, Office, Do not enter, Walk, Don’t walk, Slow, Danger			
Printed letters, words and phrases: recognizing, understanding, saying, printing, reading			
Names of upper case letters (capital letters) of the alphabet: in alphabetical order, in isolation/ randomly, or in words			
Names of lower case letters of the alphabet			
Awareness that upper case letters and lower case letters represent the same letter= both have the name of that one letter and represent the sound that one letter makes			
Recognize that: letters make words, and words make sentences			
Saying names of each letter in a printed word. Saying the sound of the initial letter in a printed word.			
Relate individual letters to the related sounds: practice hearing and saying the “sound” of each consonant letter in the alphabet (that’s called “sound- symbol correspondence:” example name of letter B= bee, sound of letter B= buh. Name of letter M= em, sound of M= muh)			

<p>Write letters, with instruction and guidance from teacher, practicing formation of each letter using sequential directional lines, curves and circles, as printing each letter. Be aware that lower case a is formed 2 different ways: Computers/books/text= a Handwriting or printing= ɑ Point out that they are both the same letter, even though each one is a different shape.</p>			
<p>Reading: awareness that reading in English is done from left to right, and from the top of page to the bottom of page, from the front of the English book to the back of the book</p>			
<p>Upper case letters/capitals = are used for names of people, place names, names of cities, stores, states, countries. Upper case/capital are also used for the first word in sentence. Period = end of that sentence. Question mark= shows that sentence is a question (fyi: A sentence= one complete idea. Period shows the end of that one "idea." Capital for first letter in the first word of new sentence = beginning of next idea. This is similar to function of the pauses between sentences in spoken language.)</p>			
Numbers, Calendars, Clocks, Maps etc			
<p>Count orally from 1-10, then from 1-20, then from 1-30 etc</p>			
<p>Read numbers in order, while counting orally (at least look at numbers and follow along as counting)</p>			
<p>Read and say printed individual numbers, out of order</p>			
<p>Orally, count objects. Respond to question "How many?" with appropriate number.</p>			
<p>Write numbers from 1-10, with guidance from teacher, practicing formation of each number using sequential direction of lines and circles, as printing each number. Then start practicing 1-20, then 1-30 etc</p>			
<p>Calendars: using a monthly calendar The name of this month The names of each day of the week, (using first letter for clue to that day's name) , counting numbers on days in that month, identifying or pointing to today. Names of the 12 months of each year: using a yearly calendar: repeat or recite months in order from January to December.</p>			
<p>Reading and counting out loud, with calendar numbers, while, or after, doing group calendar activity in classroom (1-30 or 1-31)</p>			
<p>Say and read dates in both formats: October 20, 2014 and 10/20/14 (students use actual printed calendars for reference)</p>			
<p>Clocks/Time: Looking at actual clock or picture of clock face: saying time to the hour, 1:00, 2:00 etc. (from analog and digital clocks) Then time to half hour: 2:30 etc</p>			
<p>Map: of San Francisco Bay Area: familiarity with name and basic location of Oakland and nearby large cities, water, ocean, bridges, airport etc (where students live and where their friends and families live in nearby cities)</p>			
Other			
<p>Names of feelings: referring to pictures of faces: happy, sad, tired, mad/angry, surprised, excited, frustrated, confused etc</p>			
<p>Names of specific foods: fruits, vegetables, meats, breads, snacks, desserts, beverages</p>			
<p>Awareness of pronouns: I , me, my, mine; You, your; He, him, his; She, her; We, our; They, their</p>			
<p>Awareness of "meaning" of simple question words: Who? = people What= objects Where= location When= time How many? = counting Why?= reason</p>			