

The Washington State *Read With Understanding* Curriculum Framework for Adult ESL Students



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***Adapted from the 2006 Equipped for the Future
Read With Understanding Curriculum Framework
Developed by Equipped for the Future in partnership with the
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Table of Contents

Washington State Read With Understanding Curriculum Framework Adapted from the EFF Curriculum Framework

The Draft Washington State Read With Understanding Curriculum Framework.....	1
How the Curriculum Framework Is Organized	2
Reading in a New Language	5
WA ESL Level 1: Read With Understanding.....	7
Illustration of Reading With Understanding at WA ESL Level 1.....	10
Illustration of RWU Teaching & Learning at WA ESL Level 1	11
WA ESL Level 2: Read With Understanding.....	12
Illustration of Reading With Understanding at WA ESL Level 2.....	15
Illustration of RWU Teaching & Learning at WA ESL Level 2.....	16
WA ESL Level 3: Read With Understanding.....	18
Illustration of Reading With Understanding at WA ESL Level 3.....	21
Illustration of RWU Teaching & Learning at WA ESL Level 3.....	22
WA ESL Level 4: Read With Understanding.....	24
Illustration of Reading With Understanding at WA ESL Level 4.....	27
Illustration of RWU Teaching & Learning at WA ESL Level 4.....	28
WA ESL Level 5: Read With Understanding.....	29
Illustration of Reading With Understanding at WA ESL Level 5.....	32
Illustration of RWU Teaching and Learning at WA ESL Level 5	33
ESL Level 6: Read With Understanding.....	34
Illustration of Reading With Understanding at WA ESL Level 6.....	37
Illustration of RWU Teaching & Learning at WA ESL Level 6.....	38
WA ESL Read with Understanding Table of Teaching & Learning Objectives.....	39
APPENDIX A: WA, EFF, CASAS and NRS Levels	49
APPENDIX B: Using the Curriculum Framework Q & A	50
APPENDIX C: The Development of the RWU Curriculum Framework	53
GLOSSARY	55

The Washington State Curriculum Framework for ESL Read with Understanding

This document is the Washington state curriculum framework in ESL reading. This curriculum framework attempts to accurately represent Washington state's teaching and learning objectives, as well as viable strategies, knowledge, and skill sets to reach them.

Equipped for the Future's (EFF) curriculum framework, together with Washington state adult educators' professional wisdom and classroom experiences, have provided a rich matrix of ways to make these teaching and learning objectives (TLOs) real. The TLOs themselves, the recommended strategies, skills and knowledge to reach those objectives, the examples of proficient performance, the sample texts, illustrations of learners Reading with Understanding, and illustrations of instructors teaching Reading with Understanding are valuable resources. All of these descriptive elements are available to us as a field for investigation, review and further adaptation. The WA Learning Standards Cadre has a key role in this investigation, as do staff of SBCTC-ABE, and teachers and learners throughout the state.

Please use and distribute this document widely. Also, please pay attention to and collect your own reactions to its validity. We look forward to a shared dialog in creating the Washington State Adult Learning Standards' curriculum frameworks.

The Draft Washington State Read With Understanding Curriculum Framework

The EFF approach to teaching and learning begins with students' purposes: What are they concerned about? What do they want to be able to do? What do they want or need to read? The EFF Role Maps and WA Adult Learning Standards help you and your students determine what they need to learn – what skills at what level of proficiency – to accomplish their purposes. As a teacher, you plan learning activities with students that focus on their purposes and give them the instruction and practice they need to gain needed skills as described in the Learning Standards. You also take into account the statewide ABE goals of helping learners develop and pursue pathways to further education and training that will enable them to become self-sufficient. This Curriculum Framework is another tool to use in planning instruction. It suggests specific teaching and learning objectives at various levels for the *Read With Understanding* (RWU) Standard.

A curriculum framework is just that – a framework. It provides a structure for instruction but does not prescribe what is taught. The RWU Curriculum Framework has been developed to give you guidance 1) in determining what students know and are able to do in relation to the *Read With Understanding* Learning Standard and 2) in deciding what learning objectives need to be targeted to support adult developing readers as they read to accomplish their own particular purposes.

Once you know what students want to accomplish – that is, their purposes for learning – and the skills they need to work on, the Curriculum Framework can help you identify the specific skills that underlie performance at each level. Your students can work on the skills they need as they participate in learning activities grounded in their real-life issues and concerns.

How the Curriculum Framework Is Organized

The WA State RWU Curriculum Framework is organized in six performance levels. Each of the six is presented in a consistent format. For each level you will find seven elements. The first three focus on the reader.

The *Read With Understanding Standard* is included at each level as a reminder to keep the focus of teaching and learning activities on reading for students' purposes.

Indicators describe what adult performance of the RWU Standard looks like at that level. These indicators describe the target performance at the exit point of that level. They may be used for guiding placement and for developing or selecting informal assessments.

Examples of Proficient Performance are examples of meaningful real-life tasks in which adults use the standard at this level to accomplish important purposes in their roles as community members, family members, and workers. They also provide guidance for the types of texts and purposes with which students preparing to exit a particular level are able to engage.

The next two elements focus on teaching.

Teaching & Learning Objectives (TLOs) provide more specific information about the knowledge, skills, and strategies that might be taught at each level, and give explicit guidance for teaching and learning. The Teaching & Learning Objectives for each level were determined by answering the question, "What kinds of knowledge, skills, and strategies will support developing readers in achieving the Indicators at this level?" The Objectives for each level also introduce skills and strategies needed for upcoming levels.

The *Read With Understanding* Teaching & Learning Objectives are organized into four strands which correspond with the key sets of knowledge, skills, and strategies identified in the reading research:

- A. Comprehension Strand**
- B. Alphabetics Strand**
- C. Vocabulary Strand**
- D. Fluency Strand**

Each level begins with objectives for the Comprehension strand to keep the focus on reading for meaning and "with understanding."

Each Teaching & Learning Objective is notated by a number indicating the level, an upper-case letter (indicating the strand), and a number of the objective (e.g., **1A1**, **3A2**, etc.) The objectives have been constructed so that each notated objective addresses the same content in every level. For example, A3 addresses monitoring and enhancing comprehension in each of Levels 1 through 6; B1 addresses the type of words easily recognized at each of the levels.

For most Teaching & Learning Objectives you will find **Examples** notated by lowercase letters. These present specific knowledge, skills, or strategies that might be helpful to teach at this level. Examples mentioned in a lower level and not repeated at higher levels, may be assumed to still apply. If a teacher observes that a student is not demonstrating the particular knowledge, skill, or strategy listed in a lower level – and would benefit from developing it – that content should be added to instruction.

Sample Texts follow the TLOs for each level. The lists are examples of appropriately leveled texts whose content may match readers' purpose, interests, and/or background knowledge. The Sample Texts are not a prescriptive or exhaustive list, but may serve as a springboard to readers and teachers developing additional text ideas.

Finally, elaborated illustrations of performance and of teaching and learning complete the elements.

The **Illustration of Reading With Understanding** presents an in-depth example of how a proficient reader at this level accomplishes a reading task. In each Illustration of Readers Performing, individuals in the scenario are performing real-life tasks that involve use of the components of the standard through the integration of alphabetic-related, fluency-related, vocabulary-related, and comprehension-specific abilities. The characters deal with a real-life issue and use prior knowledge and accumulated strategies to problem solve as they read.

The **Illustration of RWU Teaching & Learning** provides a description of the kinds of teaching and learning activities that might support a reader in becoming proficient at this level of reading with understanding. You will note that the description of instruction here is directly related to the *Illustration of Reading With Understanding* that appears before it. You will also see that the instruction described here is designed to target and integrate the specific types of knowledge, skills and strategies that support performance of RWU at the level as articulated in the Teaching & Learning Objectives.

A Special Section

Reading in a New Language: Teaching & Learning Objectives for Beginning ESL Students examines some issues in teaching reading to beginning ESL students.

Please note that the **Beginning ESL Teaching & Learning Objectives for ESL 1 and 2** have not gone through the same level of review as the other Teaching & Learning Objectives.

The **Table of Teaching & Learning Objectives** combines the Teaching & Learning Objectives for all the levels in one table organized by strands. Because it permits you to see how the Objectives change across levels, it is especially helpful in planning instruction in multi-level settings.

The **Appendices** provide additional resources.

Appendix A is a table of the current **WA, EFF, CASAS and NRS Levels**

Appendix B addresses **Using the Curriculum Framework: Questions and Answers**

Appendix C discusses the **Development of the RWU Curriculum Framework**

Following the **Appendices** is a **Glossary** of terms used in this Curriculum Framework.

Reading in a New Language

Teaching & Learning Objectives for Beginning ESL Students

For ESL students, the task of learning to read English is complicated by the need to simultaneously learn the language that they are trying to read. Because they cannot draw upon deep knowledge of spoken English or of this culture, educators need to offer low-level ESL learners a different sequence of instruction and selection of reading strategies than they would use with ABE learners. One way that the Curriculum Framework addresses ESL needs is by reminding teachers to draw upon the knowledge about literacy that learners bring from their native languages and cultures, and to discuss comparisons, applications, and misapplications of that knowledge.

EFF's original research did not include enough data to write indicators with established research based exit descriptors for the first two NRS levels—our Washington state ESL 1 and ESL 2.

In order to fill the gap and provide practitioners with guidance in teaching at these lowest ESL levels, Washington state adult educators crafted the ESL Level 1 and 2 Indicators. EFF did draft teaching and learning objectives that are based on the EFF RWU standard, informed by ESL level indicators developed in Canada and the U.S., and consistent with the Teaching and Learning Objectives at higher levels. Those TLOs are included in this Curriculum Framework.

Differences between L1 (native language) and L2 (second language) reading

The teaching objectives for low-level *Read with Understanding* attempt to address some of the issues that teachers may need to consider as they plan instruction for beginning ESL students. The issues include the following:

Knowledge base

It is difficult for ESL learners to use linguistic (phonological, morphological, syntactic, etc.) clues to decode words they don't know orally because they can't be aided by what "sounds right;" they may not have all the cultural knowledge needed to comprehend a seemingly simple text; or the structure of the native language (L1) may interfere, leading them to incorrectly predict words (for example, in Spanish, adjectives come after nouns rather than before them). Therefore, English learners need time to build an understanding of how the English language works and to build an English lexicon before being able to use strategies that rely on this knowledge.

Shared language

The EFF focus on teaching for transfer plays a large role in second language (L2) reading, as adults who are able to read in another language can use their knowledge of literacy – that text carries meaning, that texts have formats related to their purpose, that readers don't always understand text the first time through, etc. – to support their English reading. The challenge for ESL is finding a common language with which students and teachers can talk together about that transfer, thus developing readers' meta-cognition. The limited available research suggests that, where possible, such discussions in learners' L1 help them understand and progress faster in their English literacy.

L1 literacy

For the many students who are not L1 literate – perhaps due to lack of schooling or because their languages have not had a written form, or whose L1 literacy is in a language written in a non-Roman alphabet (e.g. the Arabic alphabet or Japanese logographs), there needs to be additional attention to such pre-literacy topics as understanding the purposes of literacy, the directionality (top to bottom, left to right in English) of text, the sound and shape of letters, the use of environmental context clues, and the basic patterns, vocabulary, and conventions of English.

Learning to read in an unknown language is a slow process that needs to be reinforced by a large amount of oral language practice and content learning about the culture.

WA ESL Level 1: Read With Understanding

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

ESL Level 1 Indicators

R 1.1 Recognize everyday words or word groups by decoding letter-sound correspondence, isolating and saying first and last sounds, naming pictures to isolate and say initial sounds, sounding out words by segmenting words into separate sounds and syllables, combining or blending sounds, recognizing simple rhyming word patterns, or recalling oral vocabulary and sight words

R 1.2 Demonstrate familiarity with concepts of print, letter shapes, letter names and sounds (individual consonants and vowels, digraphs and blends), and common vocabulary

R 1.3 Locate familiar words in a list

R 1.4 Monitor accuracy of decoding and word recognition using various strategies, such as rereading or making word lists

R 1.5 Recall prior knowledge to assist in understanding information in simple phrases

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 1 can read and comprehend learned words in a few simple phrases and basic personal information slowly and with some effort but with few errors, to independently accomplish simple, well defined, and structured reading activities in a few comfortable and familiar settings.

ESL Level 1 Examples of Proficient Performance

Adults performing at Level 1 can accomplish a variety of goals, such as:

- Reading familiar words on signs and labels to make shopping decisions
- Reading personal information prompts to fill out school forms
- Reading months, days, dates, and times on an appointment card
- Reading street signs and numbers, bus numbers and storefront signs to locate places
- Reading familiar traffic and safety signs
- Reading prices and identifying coins and currency to make purchases

Teaching & Learning Objectives for ESL Level 1

Instruction and learning activities should be based on real-life purposes, texts, and activities.

A. Comprehension

1A1 Read words for real-life purposes

1A2 Draw upon prior knowledge about language, everyday life, uses of print, personal experience, and cultural understandings to support comprehension of local symbols

1A3 Monitor and enhance comprehension by using a few simple strategies, perhaps one at a time

1A4 Recognize and use the format/features of simple documents and of narrative text structure to understand text

1A5 Interpret meanings of oral text and of common signs and symbols

1A6 Extend or revise prior knowledge to address reading purpose

B. Alphabetics

1B1 Recognize letters, numbers, and simple high-frequency and personally-relevant words

1B2 Recognize the sounds of the English language and identify letter-sound correspondences

C. Vocabulary

1C1 Understand meanings of very common signs/symbols, some simple everyday words, and some words related to personal interests and safety

D. Fluency

1D1 Read simple, high-interest words aloud with accuracy

1D2 Understand purpose of simple punctuation (period, question mark)

Read With Understanding

Beginning Literacy ESL

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

ESL Level 1 Teaching & Learning Objectives

Teaching & Learning Objective		Examples
A. COMPREHENSION		
1A1	Read words for real-life purposes	<ul style="list-style-type: none"> a. Identify purposes for reading in home culture and here b. Identify own purposes for reading
1A2	Draw upon prior knowledge about language, everyday life, uses of print, personal experience, and cultural understandings to support comprehension of local symbols	<ul style="list-style-type: none"> a. Recognize that pictures, symbols, and print represent things and ideas
1A3	Monitor and enhance comprehension by using a few simple strategies, perhaps one at a time	<ul style="list-style-type: none"> a. Use illustrations and symbols as clues to meaning b. Reread c. Check for meaning d. Compare understanding with another reader
1A4	Recognize and use the format/features of simple documents and of narrative text structure to understand text	<ul style="list-style-type: none"> a. Recognize English print on such things as store and street signs, product labels, grocery bags, and envelopes b. Recognize common text types (addresses, calendars, newspapers) c. Understand directionality of printed English text (left to right, top to bottom) d. Recognize word boundaries (in print) e. Use knowledge of narrative structure to understand oral stories
1A5	Interpret meanings of oral text and of common signs and symbols	<ul style="list-style-type: none"> a. Identify the stated message
1A6	Extend or revise prior knowledge to address reading purpose	<ul style="list-style-type: none"> a. Develop self-concept as a reader b. Relate reading to own life purposes
B. ALPHABETICS		
1B1	Recognize letters, numbers, and simple high-frequency and personally-relevant words	<ul style="list-style-type: none"> a. Recognize letters of the alphabet (uppercase and lowercase), b. Distinguish between similar letters (p/q, b/d, o/c) c. Distinguish between consonants and vowels d. Recognize own name and names of several family members e. Recognize single digit numbers and some higher numbers in context (prices, addresses)
1B2	Recognize the sounds of the English language and identify letter-sound correspondences	<ul style="list-style-type: none"> a. Identify initial and final consonant sounds in one-syllable spoken words b. Identify sounds associated with most consonants c. Distinguish between consonant sounds in minimal pairs (him/his, bed/red)

C. VOCABULARY

1C1	Understand meanings of very common signs/symbols, some simple everyday words, and some words related to personal interests and safety	a. Understand basic common emergency/safety symbols (e.g., DANGER, No Swimming, DO NOT ENTER, EXIT) b. Understand meanings of words found often in daily environmental print (e.g., STOP, WALK, Open, Women) c. Understand meanings of words that relate to parts of the body and basic health care (e.g., doctor, hospital) d. Understand terms for family relationships (e.g., mother, son, sister, grandfather)
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D. FLUENCY

1D1	Read simple, high-interest words aloud with accuracy	
1D2	Understand purpose of simple punctuation (period, question mark)	

Sample Texts Appropriate for ESL Level 1 Teaching & Learning

**Note: The reader's purpose as well as interest and background knowledge related to the topic will affect the "appropriateness" of the text.*

- ❖ Simple signs in stores
- ❖ Simple product labels
- ❖ Names and addresses
- ❖ Street signs and bus numbers
- ❖ Calendars
- ❖ Simple appointment cards
- ❖ Storefront signs
- ❖ Traffic signs
- ❖ Safety signs
- ❖ Simple forms
- ❖ Price tags
- ❖ Picture dictionaries
- ❖ Children's picture books with simple words
- ❖ ESL oriented software



Illustration of Reading With Understanding at WA ESL Level 1

Getting to the Market

Every weekend, a neighbor drives Chen to the open-air market on the waterfront. This is where they know they can buy the kind of fresh fish they need for the special stew that their families love. When there finally comes a weekend that the neighbor's family cannot drive her, Chen is forced to get to the market on her own. To help her, her friends explain where to wait for the #67 bus and write down the signs she will need to look for. These include the signs on the bus ("Bennington Sq. via downtown" to get to the market and "Highland Heights" to get home) and the names of the stores that are near the fish seller.

Chen knows that there is a bus schedule that she could use to plan her trip, but she's not confident about using it and would rather just go and wait for the bus. She goes to the bus stand and first looks for her bus number. Then she looks for a long word beginning with B to make sure that Bennington Square is listed as part of that route and checks the whole word against what is on her paper. Still anxious, she waits until another Chinese passenger arrives and double-checks that this is her bus. She recognizes where to get off (the large weekly market is hard to miss), but now needs to find the fish stall. She remembers that the nearby Schumann's Bakery sign is in bright red letters and that the Metropolitan Café sign has cups of coffee on it, so she begins looking for those clues. She had practiced the pronunciation of the two names in case she couldn't find them on her own and had to ask. There are many other signs that begin with M – "Mr. Clean's Dry Cleaning," for example – but Chen notices differences in the words and the signage and can easily see that the places aren't cafes.

When she finds her destination, Chen looks at the familiar, hand-written listing of the day's "fresh fish" and points to the one she wants. She recognizes the written names of all the fish, since she has been looking at those labels every week for months, but doesn't feel confident saying them aloud. She nevertheless gets what she needs and then retraces her steps to get back to the bus. She will be extra careful to check for the words "Highland Heights" on the bus home because she once accidentally took a bus to "Hightower Ave." and had quite the fright.



Illustration of RWU Teaching & Learning at WA ESL Level 1

Preparing to Use Public Transportation

Alice has a large class of beginning English speakers from many parts of the world. Although she can't explicitly talk about EFF with her students, she knows from her conversations with them that the EFF Four Purposes for Learning do a good job capturing their need to get oriented to their environment, to understand what is happening around them, and to participate in their new world. They have also clearly expressed that their greatest need is to improve their communication skills in English, so the class is focused on the integrated use of these skills.

The beginner class always includes attention to “survival skills” – the skills newcomers need to navigate a new place and accomplish important tasks, such as communicating with doctors or landlords. The students express satisfaction with these topics and have very good attendance, and surveys of the more advanced students confirm that these are areas that beginning students tend to be most concerned about.

This week, they are doing a unit on using transportation and on giving and receiving directions. By the end of the unit, each student should at least be able to give oral directions from the school to their own home, to draw a map of these directions (with labels), and to ask for and follow oral directions to different places on a hand-drawn map of the neighborhood. The varied literacy activities include: drawing and comparing maps (since the way we convey spatial orientation differs by culture), building oral and written vocabulary by labeling the maps, and looking at local bus and train schedules to build recognition of the local stop names (in writing and orally). They also write sentences about where they go during a day and use these for shared reading and grammar practice.

Interspersed with these activities, Alice talks with them about what they already do – How do they find a new place? Do they ever use the bus or train? What are the visual clues they look for to know where they are? What signs can they already read? Despite their sense that they don't yet know how to read English, Alice shows them signs of local stores and demonstrates that they are able to recognize and understand (read!) many of those words. They think that it's cheating if they use their visual memory to figure it out (for example, to identify the McDonalds logo) rather than decoding the sounds, but Alice encourages them to use every tool at their disposal to recognize text. She also helps them build their alphabetic awareness by having them cluster the vocabulary words that they do know into families by initial sounds, final sounds, etc. and to practice pronunciation.

At the end of the unit, Alice asks them how they will use what they learned. Though they have trouble answering specifically, they are able to express that they feel better about going places. They will continue to build a linguistic knowledge base that allows them to move freely, act independently, and better articulate their needs and concerns.

WA ESL Level 2: Read With Understanding

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

ESL Level 2 Indicators

R 2.1 Decode and recognize familiar everyday words in short, simple sentences by breaking words into parts, tapping out/sounding out syllables, applying pronunciation rules, using picture aids, and recalling oral vocabulary and sight words

R 2.2 Demonstrate familiarity with words, phrases, and simple sentences

R 2.3 Locate important items of information in simplified text

R 2.4 Monitor accuracy of decoding simple sentences using various strategies such as rereading, copying, or making word lists

R 2.5 Recall prior knowledge to understand information in simple texts

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 2 can read and comprehend words in simple sentences, slowly with some repetition and with few errors, to independently accomplish simple, well-defined and structured reading activities in a range of comfortable and familiar settings.

ESL Level 2

Examples of Proficient Performance

Adults performing at Level 2 can accomplish a variety of goals, such as:

- Reading and recognizing words and prices in store ads to make decisions about what to buy
- Reading personal information prompts to fill out simple applications and registrations
- Reading months, days, dates on a personal calendar to identify and enter important dates
- Reading maps, bus schedules, and directions to get to destinations
- Reading product labels and simple directions for proper use
- Reading a phone directory to locate a phone number or address
- Reading the weather forecast in the newspaper to decide appropriate clothes for the weekend

Teaching & Learning Objectives for ESL Level 2

Instruction and learning activities should be based on real-life purposes, texts, and activities.

A. Comprehension

- 2A1 Read very simple texts for real-life purposes
- 2A2 Draw upon prior knowledge about L1 and English grammar, uses of print, everyday life, personal experience and interests, and cultural understandings to support comprehension
- 2A3 Monitor and enhance comprehension by using several strategies, perhaps one at a time
- 2A4 Recognize and use the format/features of simple documents and of narrative text structure to understand text
- 2A5 Interpret meanings in simplified informational and narrative texts, both oral and written
- 2A6 Extend or revise prior knowledge to address reading purpose

B. Alphabetics

- 2B1 Recognize high-frequency and personally-relevant words
- 2B2 Recognize the sounds of English language and identify letter-sound correspondences

C. Vocabulary

- 2C1 Understand meanings of many simple, everyday words and symbols and of words related to personal interests and safety

D. Fluency

- 2D1 Read high-interest words, own writing, and simplified sentences in active voice aloud, slowly but accurately
- 2D2 Attend to periods and question marks in own writing and simplified text

Read With Understanding

Low Beginning ESL

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

ESL Level 2 Teaching & Learning Objectives

Teaching & Learning Objective		Examples
A. COMPREHENSION		
2A1	Read very simple texts for real-life purposes	<ul style="list-style-type: none"> a. Determine general and specific purposes for reading b. Identify the general purpose of the author/text (inform, entertain) and the general topic c. Identify how the purpose of the author/text relates to own purposes for reading
2A2	Draw upon prior knowledge about L1 and English grammar, uses of print, everyday life, personal experience and interests, and cultural understandings to support comprehension	<ul style="list-style-type: none"> a. Recognize purposes of print in various situations (shopping, church, school, etc.) b. Recognize that language is systematic (e.g. questions often begin with certain words)
2A3	Monitor and enhance comprehension by using several strategies, perhaps one at a time	<ul style="list-style-type: none"> a. Predict and confirm b. Check decoding c. Match words to written model
2A4	Recognize and use the format/features of simple documents and of narrative text structure to understand text	<ul style="list-style-type: none"> a. Use text organization/format common to such things as store and street signs, grocery bags, product labels, address labels, simple forms, and calendars to identify purpose of text and to locate discrete information b. Understand the concept of sentences c. Use simple narrative text structure (character, sequence of events) to aid recall and understanding of oral stories and/or simplified written stories
2A5	Interpret meanings in simplified informational and narrative texts, both oral and written	<ul style="list-style-type: none"> a. Identify the stated message
2A6	Extend or revise prior knowledge to address reading purpose	<ul style="list-style-type: none"> a. Act on information provided in the text b. Make connections between the text and personal experience c. Answer questions and/or ask new ones d. Articulate (orally or in writing) the impact of a text on own prior knowledge

B. ALPHABETICS

2B1	Recognize high-frequency and personally-relevant words	<ul style="list-style-type: none"> a. Recognize names of family members b. Recognize familiar signs or product labels c. Recognize personal address, phone number d. Recognize prompts for personal information (“name,” “address”, “phone number”) e. Recognize some high-frequency words (e.g., as identified on the Dolch list) f. Recognize numbers 0-100
2B2	Recognize the sounds of English language and identify letter-sound correspondences	<ul style="list-style-type: none"> a. Recognize individual sounds in one-syllable spoken words b. Recognize sounds associated with consonants c. Distinguish between vowel sounds in minimal pairs (bed/bad, ran/run) d. Recognize some short vowel patterns e. Recognize letter patterns learned through personally-relevant words

C. VOCABULARY

2C1	Understand meanings of any simple, everyday words and symbols and of words related to personal interests and safety	<ul style="list-style-type: none"> a. Understand meanings of many words and phrases common in daily environmental print b. Understand meanings of many words commonly heard/spoken in relation to family and community life (e.g., kitchen, store, clothes, go, etc.) c. Understand meanings of many words commonly heard/spoken in relation to work or school life (e.g., pay, money, paper, pencil)
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D. FLUENCY

2D1	Read high-interest words, own writing, and simplified sentences in active voice aloud, slowly but accurately	
2D2	Attend to periods and question marks in own writing and simplified text	

Sample Texts Appropriate for ESL Level 2 Teaching & Learning

**Note: The reader’s purpose as well as interest and background knowledge related to the topic will affect the “appropriateness” of the text.*

- ❖ Product labels
- ❖ Simple advertisements
- ❖ Simple forms
- ❖ Calendars
- ❖ Language experience stories
- ❖ Maps and directions
- ❖ Children’s books with simple sentences
- ❖ Phone directories
- ❖ Northwest News
- ❖ Weather forecasts & charts in newspapers and online
- ❖ ESL oriented web pages and software



Illustration of Reading With Understanding at WA ESL Level 2

Reading Food Labels

Irina needs to cook every day for her family and is very careful about purchasing only healthy food. When she first arrived in the United States, she was unfamiliar with the labeling on the packaged food she found in the supermarket, so she limited her purchases to either fresh, unpackaged food or packages with prominent pictures depicting the contents. She is especially concerned about packaged foods because her family doctor has advised her that her husband should limit his intake of salt, and one of her children has a peanut allergy.

She wants to buy a breakfast cereal that the whole family can enjoy. She knows that each cereal box will provide her information including ingredients, nutrition facts, and an expiration date. She locates the section of the label with the bold heading “Ingredients” and looks for familiar words like sugar, salt, and (of course) peanuts. She finds several brands with neither salt nor peanuts, but she also wants the cereal to be low in sugar content. She finds the section with the heading “Nutrition”, and locates the word “sugar”. She chooses one of the brands that lists a low number for grams of sugar.

Later, while shopping in the meat section for chicken, she remembers the time she bought meat that spoiled very soon after she bought it. She knows from her ESL class that there is an expiration date printed on the label, and that it is comprised of a month, a day, and a year. She looks for a section with the heading “Expiration Date”, but she does not find one. On re-reading, she sees there are two dates printed on the label. One of the dates says “Packed on” and is in the recent past. The other says “Use by” and is in the near future. She reasons that the second heading means the same as expiration date, and chooses a package that has a date that is reasonably far in the future.



Illustration of RWU Teaching & Learning at WA ESL Level 2

Preparing to Read Food Labels

Marianne teaches a class of beginning English speakers who have recently immigrated to the US. The class has discussed the differences between American and their native foods, and has expressed some difficulty in shopping for food in American supermarkets. Students talked about how they only bought fresh food or packages with pictures on it because of some legendary mishaps they had heard about. The teacher asked if they'd like to learn how to read food labels, and they liked the idea.

Marianne wanted her students to be able to recognize the organizational structure of food labels and be familiar with the key vocabulary found in them.

She had student pairs generate lists of the food items they'd like to buy and for which they'd need to read a label (as opposed to relying on unpackaged food or food that has packaging with pictures). There were words students knew orally, but didn't know how to write, so the teacher compiled a list on the board, sounding out items that the students didn't know how to write. A picture dictionary was used to support comprehension. Marianne also introduced some common abbreviations and measurements used on food packages (for example, grams, ounces, percent).

The teacher brought a number of food packages to class. Using one package, she drew students' attention to the organizational structure of the label (for example, nutrition facts, ingredients, directions, expiration date, price) and the format clues that could help readers locate the information. Students monitored their comprehension by adding new words to the list on the board and sounding them out. Marianne developed a vocabulary activity using these key words. Students were asked to match vocabulary words based on categories in the organizational structure (for example, "ingredients" would match "sugar", "salt", "wheat", etc.).

Marianne modeled a comprehension strategy by finding examples of important information on the labels on other packages and looking for commonalities in the way the information was presented. One thing the class noticed was the print size for different types of information. Marketing information tended to be in very large fonts, while factual information tended quite small. But within the sections of smaller type, some headings were larger and bolder, and these tended to be the major categories of information students were seeking (Nutrition Facts, Ingredients, etc.).

Working in pairs, students generated lists of simple things they'd like to find out from these labels (for example, characteristics such as salt content, peanut content, price, etc.) and located the desired information on the label. In reviewing the labels they had read, students talked about whether or not they would buy the product based on information they found there.

At the end of the class, students felt more confident that they would safely expand their choices while shopping for groceries, and expressed an interest in learning more about nutrition.

WA ESL Level 3: Read With Understanding

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

ESL Level 3 Indicators

R 3.1 Decode and recognize everyday words and word groups in short, simple texts by breaking words into parts, tapping out/sounding out syllables, applying pronunciation rules, using picture aids, and recalling oral vocabulary and sight words

R 3.2 Demonstrate familiarity with simple, everyday content knowledge and vocabulary in simple sentences

R 3.3 Locate discrete items of information in texts

R 3.4 Monitor accuracy of decoding and word recognition and enhance comprehension using various strategies, such as rereading, restating, copying and rephrasing text; making a list of new words, or using a simplified dictionary

R 3.5 Recall prior knowledge to assist in selecting texts and in understanding the information they contain

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 3 can read and comprehend words in small blocks of simple text, slowly but easily and with few errors, to independently accomplish simple, well-defined and structured reading activities in a range of comfortable and familiar settings.

ESL Level 3 Examples of Proficient Performance

Adults performing at Level 3 can accomplish a variety of goals, such as:

- Reading store ads to make comparisons and decisions about what to buy
- Reading product names and quantities to fill a purchase order
- Reading job application prompts to accurately complete forms
- Reading and interpreting simple garage sale ads
- Reading medical labels accurately to follow instructions
- Reading notes from teachers and school bulletins and announcements
- Reading classified ads to find jobs, housing, and products
- Reading short narratives on American customs, holidays, and history

Teaching & Learning Objectives for ESL Level 3

Instruction and learning activities should be based on real-life purposes, texts, and activities.

A. Comprehension

3A1 Read texts for real-life purposes

3A2 Draw upon prior knowledge to support comprehension

3A3 Monitor and enhance comprehension by using simple strategies, perhaps one at a time

3A4 Use visible and organizational features of texts to aid understanding

3A5 Interpret meanings in simplified informational and narrative texts, both oral and written

3A6 Extend, revise, and/or re-organize prior knowledge to address reading purpose

B. Alphabetics

3B1 Recognize some high-frequency, personally-relevant, and phonetically-regular words

3B2 Recognize the sounds of the English language and identify print-sound correspondences common in 1-2 syllable words

3B3 Use strategies, perhaps one at a time, to identify some unknown words commonly found in the environment and in simplified text

C. Vocabulary

3C1 Understand meanings of most simple everyday signs, symbols, and words and of words related to personal interests and safety

3C2 Draw from at least 1-2 strategies to discern the meanings of unfamiliar words found in written texts

D. Fluency

3D1 Read aloud own writing and simple text accurately, recognizing familiar words

3D2 Group words meaningfully in own writing and in simple phrases found in the community

3D3 Regularly read a small range of connected text, inside and outside class

Read With Understanding

High Beginning ESL

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

ESL Level 3 Teaching & Learning Objectives

Teaching & Learning Objective		Examples
A. COMPREHENSION		
3A1	Read texts for real-life purposes	<ul style="list-style-type: none"> a. Determine general and specific purposes for reading b. Identify the general purpose of the text (inform, entertain, persuade) c. Identify how the purpose of the text relates to own purposes for reading
3A2	Draw upon prior knowledge to support comprehension	<ul style="list-style-type: none"> a. Knowledge of English grammar b. Knowledge of everyday life c. Personal experience and interests d. Cultural understandings
3A3	Monitor and enhance comprehension by using simple strategies, perhaps one at a time	<ul style="list-style-type: none"> a. Use illustrations and symbols as clues to meaning b. Predict and confirm c. Check decoding d. Match words to written model e. Check for meaning f. Compare understanding with another reader g. Reread h. Read ahead
3A4	Use visible and organizational features of texts to aid understanding	<ul style="list-style-type: none"> a. Use text format/features common to very simple community and personal documents (e.g., store and street signs, product labels, address labels, simplified forms, calendars, grocery lists) to identify purpose of text and to locate discrete information b. Recognize sentences in connected text c. Identify simple story elements (e.g., character, setting, problem, sequence of events, and outcome) to aid recall and understanding of oral stories and/or simplified written stories
3A5	Interpret meanings in simplified informational and narrative texts, both oral and written	<ul style="list-style-type: none"> a. Identify the author's stated message/theme
3A6	Extend, revise, and/or re-organize prior knowledge to address reading purpose	<ul style="list-style-type: none"> a. Act on information provided in the text b. Make connections between the text and other texts, personal experience, and/or the text and the larger community c. Answer questions and/or ask new ones d. Articulate (orally or in writing) the impact of a text on own views, ideas, and/or decisions
B. ALPHABETICS		
3B1	Recognize some high-frequency, personally-relevant, and phonetically-regular words	<ul style="list-style-type: none"> a. Recognize words in meaningful discontinuous texts (e.g., names of self and family members, address, common grocery items, personal contacts, familiar signs/labels) b. Recognize many high-frequency words found in simplified narratives and personal writings c. Recognize 1-syllable words with short vowel patterns

		d. Recognize cognates similar to words in the L1 e. Recognize numbers from 0-100
3B2	Recognize the sounds of the English language and identify print-sound correspondences common in 1-2 syllable words	a. Recognize sounds associated with consonants b. Recognize high-frequency consonant digraphs and blends c. Recognize short vowel patterns d. Recognize silent-e pattern (e.g., <i>make, bike</i>) e. Recognize additional patterns learned through personally-relevant words f. Understand that some letters have more than one sound, depending on the letters with which they are combined
3B3	Use strategies, perhaps one at a time, to identify some unknown words commonly found in the environment and in simplified text	a. Match individual letters or letter combinations to sounds and blend together b. Make prediction based on first and last sounds c. Make predictions based upon current understanding of the text, knowledge of topic, oral vocabulary, picture aids d. Use knowledge of English syntax e. Compare English to L1 (syntax, grammar, sounds, morphology)

C. VOCABULARY

3C1	Understand meanings of most simple everyday signs, symbols, and words and of words related to personal interests and safety	a. Know meanings of most words and phrases common in daily environmental print b. Know meanings of most words commonly heard/spoken in relation to family, work, and community life
3C2	Draw from at least 1-2 strategies to discern the meanings of unfamiliar words found in written texts	a. Match unknown word to oral vocabulary b. Draw upon current understanding of the text and/or prior knowledge of the topic and task c. Use knowledge of English grammar and syntax to predict meaning d. Draw upon knowledge of cognates and similar affixes from L1 e. Use bilingual and/or picture dictionaries

D. FLUENCY

3D1	Read aloud own writing and simplified connected text accurately, recognizing familiar words	
3D2	Group words meaningfully when reading own writing and simple phrases/idioms	a. Attend to end punctuation. b. Attend to meaning of short phrases used in environmental print (e.g. "On sale," "for free")
3D3	Regularly read a small range of connected text, inside and outside class	a. Own writing b. Simplified stories and poems

Sample Texts Appropriate for ESL Level 3 Teaching & Learning

**Note: The reader's purpose as well as interest and background knowledge related to the topic will affect the "appropriateness" of the text.*

- ❖ Product labels
- ❖ Advertisements
- ❖ Job applications
- ❖ Medicine labels
- ❖ Language experience stories
- ❖ Classified ads
- ❖ Notes from teachers
- ❖ School bulletins and flyers
- ❖ Children's books with simple text
- ❖ Northwest News
- ❖ Simple posters & flyers
- ❖ ESL oriented web pages and software



Illustration of Reading With Understanding at WA ESL Level 3

Reading a Union flyer in order to make informed voting decisions

Juan has worked 18 months as a janitor in a hospital. Two months ago he was hired into a full-time position on swing shift. Since beginning work, Juan has overheard lots of complaints from the custodians over the chemicals used for cleaning the bathrooms. His team partner, Marina, missed an entire week of work because she became so short of breath, she had to go to the emergency room. She said the doctor refused to let her come back to work for 5 days. Now she has been reassigned to different work, and Juan has a new team partner, and they both worry about whether the same thing will happen to them. Even though Juan has used all the required safety equipment, he has noticed that his eyes hurt and are stinging when he goes home after his shift.

One evening, the union rep handed out announcements informing members that a meeting had been called to address this very serious issue. He advised them to read the material, so they could be informed to vote at the meeting. A co-worker asked Juan if he was going to go to the union meeting. He said he would think about it. Juan wanted to take the announcement home and learn more about the issues before he made up his mind.

The next day before coming to work, Juan read the announcement to get ready for the meeting. He knows from class that he needs to prepare himself to read, so he first thought of what he knows from what people have said. Since the announcement included a picture of Marina in the hospital, a headline, and quotations from co-workers in little boxes (he knew they were direct quotes from the quotation marks), Juan decided to start trying to understand the text by reading these first. He knew the issue from his friend Marina's experience; he knew from the headline that there would be a meeting, and he found out from the quotes that more people than Marina and himself wanted to change the chemicals. He decided it was important for him to go to the meeting.

But where was the meeting, and when? He knew from his ESL class that he needed to look for the "5 Ws" to prepare for his meeting: who is going, where it is, when it is, what they would be talking about, and why it is important. The where and the when were in bold type under the heading of the flyer. He had to think for a minute about the who, because it was not directly stated. Finally he decided that since the union rep had handed him the flyer personally, it must be directed to him. He already knew the what and why.



Illustration of RWU Teaching & Learning at WA ESL Level 3

Preparing to Understand Labor Relations

Andrea has a class of Level 3 ESL speakers from many parts of the world. Many of her students work as maids or janitors at hospitals, hotels and in private homes. They work very hard and often balance two jobs while raising a family. In previous class discussions, students have voiced concerns about keeping these jobs, and about how to advance to better paying work that is less arduous. They have also expressed their need to improve their communication skills in reading English newspapers, bulletins, and flyers.

When a student brought in a newspaper article about labor issues at the Copeland Hotel, where the maids had just gone on strike, everyone was interested in knowing why the maids were unhappy with working conditions. Even though the teacher felt this article was above the level for this class, she thought that the students could understand these issues through applying reading skills and strategies.

Andrea's goal was to use the article to help students read with understanding short excerpts from a news article in order to learn about a current event and develop an informed opinion on the issues.

In order to prepare the class to read, she had them first talk about what they wanted to find out from the article, listing the questions they wanted answered on the board. They predicted what kind of information they might get from this news article, and where else they might get information (e.g. native language sources, workplace flyers). They did this to clarify how purpose guides their choice of text.

Then they did pre-reading activities that addressed vocabulary and comprehension TLOs from the Curriculum Frameworks:

- They predicted the vocabulary that might be in the article by doing a mind map, using the word "MAID".
- They talked about how much you can figure out by using text features such as headlines, photos, callouts (important short pieces of text in little boxes), and captions.
- Most importantly, they had a discussion that connected the text to their personal experience and interests. In this conversation, they talked about unions in their home countries and unions here, problems they've had at work, and what it's like to do housekeeping work.

As they read the callout texts together, the students identified the maids (workers), management, and union as the major players in this article. The teacher gave each student a quotation from one of the various three groups in the article. Students read their quotation out loud, and the others guessed whether they thought it was the maids, the union representatives, or the management who had spoken. Each student gave a reason for their answer. New vocabulary words were listed on the board and discussed. They talked about what to do when they come across unknown words in articles (this was a review of the strategies of underlining words, re-reading, etc.). The class was reminded to pay attention to pronouns to help identify who was speaking.

Andrea also reviewed the “5 Ws” around which news articles are constructed, a comprehension strategy to help get key information, which the class had been taught before. Based on their pre-reading work, the class managed to answer the who, where, and start in on the what of the 5 “W’s” before deciding to finish answering the questions by reading the first few paragraphs of the article.

After reading, the teacher led the class through predictions of what they thought would happen next at the Copeland Hotel. Class interest remained high, and they decided to continue to look for and bring in follow-up articles from English and other language sources on the issue to discuss in class. Students were given a copy of the entire article, but it was never used in its entirety in the class.

WA ESL Level 4: Read With Understanding

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

ESL Level 4 Indicators

R 4.1 Decode and recognize most everyday and some unfamiliar words in short to medium-length text by drawing on content knowledge, oral vocabulary and sight words, breaking words into parts for the purpose of aiding decoding and comprehension, applying pronunciation rules, and adjusting reading pace

R 4.2 Demonstrate familiarity with common, every day content knowledge and related vocabulary

R 4.3 Locate important information in simple text using some simple strategies

R 4.4 Monitor and enhance comprehension by using a range of simple strategies, such as recalling, restating, rephrasing, copying, or using a simplified dictionary

R 4.5 Apply prior knowledge to assist in selecting texts and in understanding information in texts

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 4 can read and comprehend words and word groups in multiple pages of simple text to independently accomplish simple, well-defined and structured reading activities in a range of comfortable and familiar settings.

ESL Level 4 Examples of Proficient Performance

Adults performing at Level 4 can independently accomplish a variety of goals, such as:

- Reading aloud a picture book with very simple text to a young child
- Reading a short narrative about a community concern in order to identify and think about one's own community issues
- Reading about entry-level job duties in order to decide whether or not to apply
- Reading simple greeting cards to choose an appropriate card for a friend
- Reading a simple chart about job benefits to figure out if hospitalization is covered
- Reading short narratives about immigrant experiences to reflect on, and learn about, one's own heritage
- Reading utility bills in order to understand how and when to pay them

Teaching & Learning Objectives for ESL Level 4

Instruction and learning activities should be based on real-life purposes, texts, and activities.

A. Comprehension

4A1 Read texts for real-life purposes

4A2 Draw upon prior knowledge to support comprehension

4A3 Monitor and enhance comprehension by drawing from a store of simple strategies, perhaps one at a time

4A4 Attend to text format/features and common organizational structures to understand simple documents and simplified informational and literary texts

4A5 Analyze and interpret meanings in simplified informational and literary texts

4A6 Extend, revise, and/or re-organize prior knowledge to address reading purpose

B. Alphabetics

4B1 Recognize most high-frequency, personally-relevant, and phonetically-regular words found in the environment and in simplified texts

4B2 Recognize print-sound correspondences in common multi-syllabic words

4B3 Use strategies in combination to identify most unknown words in the environment and in simplified texts

C. Vocabulary

4C1 Understand meanings of simple, everyday words and of words related to personal interests

4C2 Draw from a small store of strategies to discern the meanings of unfamiliar words common to the environment and in simplified texts

D. Fluency

4D1 Read simplified connected text (aloud and silently) accurately and with relative ease

4D2 Group words in simplified connected text into meaningful phrases

4D3 Read regularly a range of easy connected texts, inside and outside class

Read With Understanding

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

ESL Level 4 Teaching and Learning Objectives

Teaching & Learning Objective		Examples
A. COMPREHENSION		
4A1	Read texts for real-life purposes	<ul style="list-style-type: none"> a. Determine general and specific purposes for reading b. Identify the intended audience and the general and specific purpose of the author/text c. Identify how the purpose of the text relates to own purposes for reading
4A2	Draw upon prior knowledge to support comprehension	<ul style="list-style-type: none"> a. Knowledge of English grammar b. Knowledge of everyday life c. Personal experience and interests d. Cultural understandings
4A3	Monitor and enhance comprehension by drawing from a store of simple strategies, perhaps one at a time	<ul style="list-style-type: none"> a. Preview material (e.g., title, pictures, format) b. Restate c. Rephrase d. Answer simple questions posed by self and others e. Use simple graphic organizers
4A4	Attend to text format/features and common organizational structures to understand simple documents and simplified informational and literary texts	<ul style="list-style-type: none"> a. Use the text features (e.g., layout, headings, bold print, symbols) to help locate information in common documents (e.g. bills, applications, order forms, calendars) b. Use text features (e.g., layout, headings, captions, bold print) to locate information in simple informational texts (e.g., specially written brochures, newspapers, special interest books, simplified dictionaries) c. Recognize and understand the concept of paragraph d. Identify simple narrative text structure (including conflict) and the basic features of poetry and drama to aid recall and enjoyment of simplified literary texts
4A5	Analyze and interpret meanings in simplified literary and informational texts	<ul style="list-style-type: none"> a. Determine possible unstated message/theme in a story by considering the characters, setting, sequence of events, and outcome b. Recognize that readers may have different interpretations of the same text
4A6	Extend, revise, and/or re-organize prior knowledge to address reading purpose	<ul style="list-style-type: none"> a. Act on information provided in the text b. Make connections between the text and personal experience, the text and another written or visual text, and/or the text and the larger community c. Answer questions and/or ask new ones d. Articulate (orally or in writing) the impact of a text on own views, ideas, and/or decisions
B. ALPHABETICS		
4B1	Recognize most high-frequency, personally-relevant, and phonetically-regular words found in the environment and in simplified texts	<ul style="list-style-type: none"> a. Recognize words on most simple forms, labels, signs b. Recognize common abbreviations (e.g., <i>Rd.</i>, <i>Dr.</i>, <i>Mrs.</i>) c. Recognize high-frequency words (e.g., as identified on the Dolch list) d. Recognize 1-2 syllable phonetically regular words

4B2	Recognize print-sound correspondences in common multi-syllabic words	<ul style="list-style-type: none"> a. Recognize consonant digraphs and blends b. Recognize other common vowel patterns (e.g., short vowels, long vowels, r-controlled, diphthongs) c. Recognize high-frequency affixes (e.g., <i>-ed</i>, <i>-ing</i>, <i>-s</i>, <i>un-</i>, <i>re-</i>, <i>dis-</i>) d. Recognize compound words e. Recognize common patterns in multi-syllabic words (-Cle, vCCv)
4B3	Use strategies in combination to identify most unknown words in the environment and in simplified texts	<ul style="list-style-type: none"> Identify and blend syllables Apply basic pronunciation rules c. Use context (e.g., knowledge of topic, picture aids, knowledge of English syntax, commonalities with L1)

C. VOCABULARY

4C1	Understand meanings of simple, everyday words and of words related to personal interests	<ul style="list-style-type: none"> a. Know common meanings of words used in everyday oral contexts b. Know meanings of simple abbreviations (e.g., <i>Dr.</i>, <i>Mrs.</i>, <i>Rd.</i>, own state, months) c. Know meanings of high-frequency affixes (e.g., <i>un-</i>, <i>re-</i>, <i>dis-</i>, <i>-s</i>, <i>-ed</i>, <i>-ing</i>)
4C2	Draw from a small store of strategies to discern the meanings of unfamiliar words common to the environment and in simplified texts	<ul style="list-style-type: none"> a. Use context clues in close proximity to the unknown word b. Compare the unknown word to a known form of the word (i.e., cognates, base words) c. Draw upon knowledge of meanings of high-frequency affixes (e.g., <i>un-</i>, <i>re-</i>, <i>dis-</i>, <i>-s</i>, <i>-ed</i>, <i>-ing</i>) d. Use a glossary, simplified/picture dictionary, or bilingual dictionary

D. FLUENCY

4D1	Read simplified connected text (aloud and silently) accurately and with relative ease	
4D2	Group words in simplified connected text into meaningful phrases	<ul style="list-style-type: none"> a. Attend to simple punctuation clues (e.g., end punctuation, commas in a series) b. Attend to meanings of short phrases/idioms c. Draw upon knowledge of oral sentence structure
4D3	Read regularly a range of easy connected texts, inside and outside class	<ul style="list-style-type: none"> a. Personal letters b. Simplified informational books, poems, and stories

Sample Texts Appropriate for ESL Level 4 Teaching & Learning

**Note: The reader's purpose as well as interest and background knowledge related to the topic will affect the "appropriateness" of the text.*

- ❖ Library card applications
- ❖ Simple charts
- ❖ Posters and fliers
- ❖ Greetings cards
- ❖ Sections of bills
- ❖ Classified ads
- ❖ Simplified dictionaries
- ❖ Simplified narratives and plays
- ❖ Narratives written by self or classmates
- ❖ Children's books with simple text
- ❖ Simple poems
- ❖ Simple web pages
- ❖ Simple emails and letters
- ❖ News for You



Illustration of Reading With Understanding at WA ESL Level 4

Reading Utility Bills

Mario is planning his monthly budget. To do this he needs to figure out when his various bills are due and how much he owes for each one. He likes to write this information down as a reminder and to be sure he has enough money to get through the month.

He knows how to recognize his telephone and electricity bills by the company names and logos on the envelopes; he also knows that both bills include a fairly simple “summary” page that includes the information he needs. He knows that the summary pages usually come first and will include his own and the company’s name, so he uses these clues to find these summary pages in the bills.

Mario slowly and carefully studies each summary page to find out how much he owes and when payment is due. On the phone bill he sees two different sets of numbers with dollar signs, so he “breaks down” and sounds out the words that come before each dollar amount (“account”, “balance”, “amount”) to figure out which number represents what he owes. He has to look up “balance” in his simplified dictionary, but he then recognizes “Amount Due” as the signal for how much he owes. On a piece of paper he writes down “phone,” and beside that, the amount that he owes for the phone bill.

Next he looks for numbers that look like a date, and discovers them with the help of two clues:

- ❖ He recognizes the way that years are written in numbers; and
- ❖ He sees the word “due” repeated again just before the date.

He copies the date down on his paper beside the amount he owes for the phone bill. Mario then goes through the same process of reading his electric bill in order to find and restate the information that is important to him. Being able to do this prepares him to make decisions and take action regarding his monthly budget.



Illustration of RWU Teaching & Learning at WA ESL Level 4

Preparing to Read Utility Bills

Ana is an adult education instructor in a local community center. She asks her students to talk about the reasons they come to classes and what sorts of things they want to know and be able to do as a result of coming to classes. The students talk about and, later write very simple lists of, their main interests. Ana notices that a lot of their concerns focus on everyday household management; she gets lots of ideas to plan lessons around and suggests one as their next focus: family finances and budgeting. The students agree, and then Ana pulls out the EFF Skills Wheel (which the class refers to regularly) and asks students to think about which skills they will need to use in order to develop a family budget. Someone mentions how hard it is to understand the bills that are always coming. The group gets excited about handling bills better, and they decide that they need to read the bills with understanding so they can effectively budget for paying them.

Over the next couple weeks Ana and the students engage in several knowledge and skill building activities that will support reading utility bills with understanding. Students bring in copies of their own bills, and Ana uses them to teach about paying attention to “environmental print” (recognizing specific company names and logos) and about the general organization of everyday documents like utility bills. The students look at the bills together and discover the summary page of each by following clues that Ana provides (often comes first, has more empty space than other pages, has your name and the company’s name, has dollar amounts). The more bills they practice with, the easier it gets to find the right page.

Ana and her students also use the text of the summary pages as the basis for mini-lessons in alphabets (“ou” sounds) and vocabulary (using simplified dictionaries, word-number combinations in dates and addresses, etc). Ana found some simply written pamphlets on ways to conserve energy that students read to improve their fluency.

After each lesson they return to their goal of applying what they learn in order to independently read a variety of different bills with understanding. Specifically, each student works toward identifying which bills are part of their monthly budget, how much they owe for each bill, and when payment is due.

WA ESL Level 5: Read With Understanding

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

ESL Level 5 Indicators

R 5.1 Decode and recognize most everyday and some unfamiliar and specialized words and abbreviations in short to medium-length text by drawing on content knowledge and oral vocabulary, breaking words into parts, applying pronunciation rules, and adjusting reading pace

R 5.2 Demonstrate familiarity with common, high-interest content knowledge and related vocabulary

R 5.3 Locate important information in short to medium-length text using a variety of strategies

R 5.4 Monitor and enhance comprehension by using a range of simple strategies, such as posing and answering questions, recalling, restating, rephrasing, explaining the content of the text or using simple examples

R 5.5 Actively apply prior knowledge to assist in understanding information in texts

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 5 can quickly and accurately read and comprehend words and word groups in multiple pages of simple text to independently accomplish simple, well-defined and structured reading activities in a range of comfortable and familiar settings.

ESL Level 5 Examples of Proficient Performance

Adults performing at Level 5 can independently accomplish a variety of goals, such as:

- Reading about a company's job benefits to make personal choices about benefits
- Reading a short story about how cultural differences can lead to conflict to reflect on and make decisions about personal issues
- Reading a minimum wage poster to determine if a job wage is legal
- Reading a short story about losing a job to reflect on the ways that job loss can affect family relationships
- Reading citizenship application procedures to help someone decide whether to pursue citizenship
- Reading housing rental ads to compare housing options and make a decision about which house is better for a family

Teaching & Learning Objectives for ESL Level 5

Instruction and learning activities should be based on real-life purposes, texts, and activities.

A. Comprehension

5A1 Read texts for real-life purposes

5A2 Apply prior knowledge to support comprehension

5A3 Monitor and enhance comprehension by drawing from a store of strategies and combining 2 or 3

5A4 Attend to text format/ features and common organizational structures to understand simple documents and simple informational and literary texts

5A5 Analyze and interpret meanings in simple informational and literary texts

5A6 Extend, revise, and/or re-organize prior knowledge to address reading purpose

B. Alphabets

5B1 Recognize most words found in simple texts

5B2 Recognize common syllable patterns and patterns that indicate a word is derived from another (e.g., inform- information)

5B3 Use strategies in combination to identify unknown words in simple texts

C. Vocabulary

5C1 Understand meanings of words/phrases commonly found in simple everyday texts and recognize simple relationships between words

5C2 Draw from a store of strategies to discern the meanings of unfamiliar words found in simple texts

D. Fluency

5D1 Read simple text (aloud and silently) accurately and easily

5D2 Group words in simple text into meaningful phrases

5D3 Regularly read simple connected texts, inside and outside of class

Read with Understanding

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

ESL Level 5 Teaching and Learning Objectives

Teaching & Learning Objective		Examples
A. COMPREHENSION		
5A1	Read texts for real-life purposes	a. Seek out texts to meet personal goals b. Determine general and specific purposes for reading c. Identify the intended audience and the general and specific purpose of the author/text d. Identify how the purpose of the text relates to own purposes for reading
5A2	Apply prior knowledge to support comprehension	a. Knowledge of English grammar b. Knowledge of everyday life c. Personal experience and interests d. Cultural understandings
5A3	Monitor and enhance comprehension by drawing from a store of strategies and combining 2 or 3	a. Preview material (e.g., title, headings, format, captions, vocabulary) b. Use simple text markings (e.g., highlighting, underlining, personal reactions, questions) c. Retell (orally or in writing) d. Answer questions posed by self and others e. Adjust reading pace f. Use graphic organizers g. Write simple summaries
5A4	Attend to text format/ features and common organizational structures to understand simple documents and simple informational and literary texts	a. Use the organization of common resources (e.g., television listings, classified ads, dictionaries, magazines) to locate information b. Use text features (e.g., title, subheadings, bulleted points, bold/italicized print, table of contents) common to simple/simplified informational texts to find specific information c. Recognize that organizational structures used to organize ideas are culturally specific d. Apply knowledge of simple paragraph structures common to informational text to identify stated main ideas and the details that support those ideas e. Identify narrative text structure to aid recall and interpretation f. Recognize simple signal words that help organize text (<i>first, next, finally, once upon a time, etc.</i>)
5A5	Analyze and interpret meanings in simple informational and literary texts	a. Identify stated and unstated messages/themes b. Distinguish between fact and opinion c. Interpret figurative language (e.g., idioms, simile, metaphor, personification) and its role in meeting the author's purpose d. Identify prior knowledge or experience that affects own interpretation
5A6	Extend, revise, and/or re-organize prior knowledge to address reading purpose	a. Act on information provided in the text b. Make connections between the text and personal experience, the text and another written or visual text, and/or the text and the larger community c. Answer questions and/or ask new ones d. Articulate (orally or in writing) the impact of a text on own views, ideas, and/or decisions

B. ALPHABETICS		
5B1	Recognize most words found in simple texts	<ul style="list-style-type: none"> a. Recognize names common to own environment b. Recognize common single- and multi-syllabic words c. Recognize abbreviations common to such things as calendars, classified ads, states, etc.
5B2	Recognize common syllable patterns and patterns that indicate a word is derived from another (e.g., inform-information)	<ul style="list-style-type: none"> a. Recognize common syllable patterns (e.g., closed syllable, open syllable, VCe, vowel digraphs/diphthongs, r-controlled, and –Cle) in multisyllabic words b. Recognize common prefixes and affixes (e.g., <i>anti-</i>, <i>inter-</i>, <i>intra-</i>, <i>post-</i>, <i>-able</i>, <i>-ible</i>, <i>-tion</i>) c. Recognize common roots (e.g., <i>cycle</i>, <i>form</i>, <i>ped</i>)
5B3	Use strategies in combination to identify unknown words in simple texts	<ul style="list-style-type: none"> a. Identify and blend syllables b. Apply pronunciation rules c. Use the pronunciation guide in a simple dictionary or glossary
C. VOCABULARY		
5C1	Understand meanings of words/phrases commonly found in simple everyday texts and recognize simple relationships between words	<ul style="list-style-type: none"> a. Know common meanings of words found across everyday texts b. Know meanings of simple idioms c. Know meanings of terms related to specific topics of personal interest d. Know meanings of many common abbreviations (e.g., titles, states, measurements, terms used in classified ads) e. Recognize relationships between some words (e.g., antonyms, synonyms, simple categories) f. Know meanings of simple roots and affixes
5C2	Draw from a store of strategies to discern the meanings of unfamiliar words found in simple texts	<ul style="list-style-type: none"> a. Use embedded context clues b. Apply knowledge of the meanings of simple roots and affixes c. Use text aids (margin notes, illustrations, glossary, etc.) d. Use a simple dictionary, identifying the appropriate definition from several provided in an entry
D. FLUENCY		
5D1	Read simple text (aloud and silently) accurately and easily	
5D2	Group words in simple text into meaningful phrases	<ul style="list-style-type: none"> a. Attend to common punctuation clues (e.g., commas separating simple clauses) b. Attend to meaning of phrases and simple clauses c. Draw upon knowledge of simple sentence structures found in written text
5D3	Regularly read simple connected texts, inside and outside of class	<ul style="list-style-type: none"> a. Sections of popular magazines/newspapers b. Illustrated product instructions

Sample Texts Appropriate for ESL Level 5 Teaching & Learning

**Note: The reader's purpose as well as interest and background knowledge related to the topic will affect the "appropriateness" of the text.*

- ❖ Applications
- ❖ Citizenship applications
- ❖ Pamphlets & flyers
- ❖ Charts
- ❖ Classified ads
- ❖ Short dictionaries
- ❖ Newspaper and magazine articles
- ❖ Simple novels or plays
- ❖ News for You
- ❖ Web pages
- ❖ Simple nonfiction books
- ❖ Simple short stories
- ❖ Short emails or letters
- ❖ EZ voter information
- ❖ Sections of company handbooks



Illustration of Reading With Understanding at WA ESL Level 5

Reading Brief Descriptions of Health Insurance Plans

Vera has been at her new full-time job for three months. Today her supervisor approached her and told her that her job performance thus far has been satisfactory and that she is now eligible for some benefits, including health insurance. Her supervisor gave Vera a sheet of written information that highlighted the main characteristics of three health insurance plans offered by her company and asked Vera to make a decision as soon as possible about which plan she would like to choose.

At home, Vera looks the sheet over quickly at first and notices that there are three paragraphs, each with a title and some bulleted points with words in bold beside each bullet. Since she knows that there are three plans available, she predicts that each paragraph deals with one plan and that the bullets and bolded words point out the main things she needs to know about it. She reads the headers and bold words again to check if her prediction is accurate. She also notices and underlines some words that she is not sure she recognizes or knows the meaning of (primary, deductible, co-pay).

Before reading the whole sheet more carefully, Vera thinks about what she wants to find out before making a decision. She writes these down as questions she wants to answer: Will this plan cover my two kids as well as me?, How much do I have to pay each month for that coverage?, How much do I have to pay for a doctor's visit?, For a stay in the hospital?, For prescriptions?, Can my kids get annual physicals?, Glasses if they need them?

Now Vera reads more carefully. When she gets to the words she is unsure of, she tries to sound them out by syllables and figure out what they mean by looking at the text around them. If that doesn't work she looks them up in her dictionary. As she reads and rereads she looks for answers to her questions. With the help of the bolded words she soon finds and highlights words that answer some of her questions in the first paragraph. As she reads, Vera discovers that each paragraph is organized the same way. It gets easier to find answers in the second paragraph and easier still in the third. After she has read all three paragraphs, she writes down on a sheet of paper the name of each plan and, under each name, the words/answers that she highlighted.

While she doesn't learn everything she wants to know (she still is not sure she knows enough about the annual physicals and vision benefits), she now has sufficient information to know what more she needs to know and, eventually to make a more informed decision about which health insurance plan to choose.



Illustration of RWU Teaching and Learning at WA ESL Level 5

Preparing to Read Job Materials

Joe teaches basic skills in a workplace literacy program. He wants to be sure that he is focusing on what his students really want to know and be able to do in order to be effective and satisfied in their jobs, so he engages them in conversation about the various skill requirements of their jobs, using the EFF Worker Role Map as a guide. He gets lots of ideas about possible learning activities from this conversation. One particular issue that many students raise is their concern about being able to understand the written communications they often receive while on the job. Joe points out that they might focus on the EFF Standard *Read With Understanding* and use real written materials from their jobs to develop their abilities to use that standard whenever they need it, either on the job or in other parts of their lives.

The students bring to class many examples of the kinds of written materials they need to understand while at work: employee handbooks, posters about safety procedures, emails from supervisors or coworkers, information sheets about health benefits, etc. Joe chooses sections of text from these sources that will be challenging but not too difficult for his students to use (i.e., moderately difficult, not too long, containing multi-syllabic words – a few of which are not part of students' current oral language, etc.)

Then Joe facilitates a number of instructional activities using these texts. He teaches about how to use some simple pre-reading strategies, like looking at titles, pictures, and bold or italicized words in a text and trying to predict what the text is about, thinking about what we already know about the subject of the text, and asking questions about a text before starting to read it. He uses words from the texts to do some lessons on decoding multi-syllabic words, reviewing some common ways to divide words into syllables and recognizing prefixes (co-, pre-) and suffixes (-ible). He also engages students in lessons about the meanings of these affixes and, as always, does some work with using context to help figure out the meaning of words. Joe makes sure that students know how to use simplified dictionaries to find and define words they can't figure out another way. In other lessons, Joe teaches the learners some simple strategies for being sure they understand what they are reading – such as highlighting, underlining, writing down or retelling the most important points.

Whenever he teaches these lessons, Joe always ends by returning to the students' reading purpose – to use what they just learned in order to understand the written material in front of them. So the students always read the text either silently or aloud. Then they always talk about what they read and what it means to them. They might revisit their pre-reading strategies and talk about whether or not the text matched their predictions, or whether or not they found answers to their questions. In this way, the students are accomplishing their purposes for reading and learning skills that they can use with other texts they encounter on the job.

ESL Level 6: Read With Understanding

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

ESL Level 6 Indicators

R 6.1 Recognize and interpret abbreviations and specialized vocabulary using word analysis or inference

R 6.2 Demonstrate familiarity with everyday and some specialized content knowledge and vocabulary

R 6.3 Locate important information, read for detail and determine missing information using a wide range of strategies

R 6.4 Monitor and enhance comprehension using a wide range of strategies, such as posing and answering questions, trial and error, and adjusting reading pace

R 6.5 Actively apply prior knowledge to assist in understanding information in texts

R 6.6 Organize and analyze information and reflect upon its meaning using a range of strategies such as classification, categorization, and comparison/contrast

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 6 can read and comprehend a variety of texts at an appropriate pace and with good comprehension to independently accomplish structured reading activities in a variety of familiar and some novel settings.

ESL Level 6

Examples of Proficient Performance

Adults performing at Level 6 can accomplish a variety of goals, such as:

- Reading fast food nutrition charts to choose a meal that is low in fat
- Reading brief newspaper editorials on opposing sides of a subject of interest to clarify a personal opinion on the subject
- Reading newspaper advice columns to stimulate thinking about personal issues
- Reading TV Guide to determine if specific movies are appropriate for children
- Reading information about labor unions to make a decision about joining a union
- Reading a magazine about typical behavior for toddlers to figure out how to deal with a two-year-old's tantrums
- Reading a brochure from a health clinic to learn about signs of depression and helpful tips for dealing with it
- Reading academic and vocational textbooks and manuals to prepare for transition to further education
- Reading a company's policies and procedures to prepare for a job

Teaching & Learning Objectives for ESL Level 6

Instruction and learning activities should be based on real-life purposes, texts, and activities.

A. Comprehension

6A1 Read texts for real-life purposes

6A2 Apply prior knowledge to support comprehension

6A3 Monitor and enhance comprehension by drawing from among a store of strategies, integrating several at a time

6A4 Attend to text features and common text structures to understand common documents and informational and literary texts

6A5 Analyze and interpret meanings in common informational and literary texts

6A6 Extend, revise, and/or re-organize prior knowledge to address reading purpose

B. Alphabetic

6B1 Recognize many words found in everyday texts, as well as some words specific to a limited set of specialized areas

6B2 Recognize less common patterns and patterns used regularly across specialized areas

6B3 Use strategies in combination to identify most unknown words in everyday texts

C. Vocabulary

6C1 Understand meanings of many words/phrases found in everyday texts and of small sets of terms related to a few specialized topics

6C2 Draw from an array of strategies to discern the meanings of unfamiliar words found in everyday texts

D. Fluency

6D1 Read many texts accessible to adults in everyday life accurately and at an appropriate pace

6D2 Group words in complex sentences into meaningful phrases

6D3 Regularly read a variety of types of connected texts inside and outside of class

Read With Understanding

Advanced ESL

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

ESL Level 6 Teaching and Learning Objectives

Teaching & Learning Objective		Examples
A. COMPREHENSION		
6A1	Read texts for real-life purposes	<ul style="list-style-type: none"> a. Seek out texts to meet personal goals b. Determine general and specific purposes for reading c. Identify the intended audience and the general and specific purpose of the author/text d. Identify how the purpose of the text relates to own purposes for reading
6A2	Apply prior knowledge to support comprehension	<ul style="list-style-type: none"> a. Knowledge of English grammar b. Knowledge of everyday life c. Personal experience and interests d. Cultural understandings e. Some specialized content knowledge
6A3	Monitor and enhance comprehension by drawing from among a store of strategies, integrating several at a time	<ul style="list-style-type: none"> a. Preview text aids (e.g., key words, advanced organizers, summary statements) provided in the text b. Pose and answer own questions that elicit critical thinking c. Take written notes d. Select appropriate graphic organizers e. Write summaries
6A4	Attend to text features and common text structures to understand common documents and informational and literary texts	<ul style="list-style-type: none"> a. Locate important information and/or follow directions on common business and community documents (e.g., job applications, tax withholding forms, etc.) b. Use text aids (e.g., bold/italicized print, subheadings, indices, map keys, charts, graphs) to locate information in informational text c. Recognize the organization of major literary forms (e.g., narratives, poetry, drama, essay) to form expectations d. Identify common expository text features (e.g., description, sequence, compare/contrast, problem/solution, cause and effect) to determine relationships among ideas (including stated and unstated main ideas and supporting details) e. Recognize signal words that organize text (<i>to whom it may concern, furthermore, in summary</i>)
6A5	Analyze and interpret meanings in common informational and literary texts	<ul style="list-style-type: none"> a. Draw conclusions about the author's viewpoint and underlying bias(es) b. Determine the effectiveness of the author's use of language (e.g., word choice, phraseology, figurative language) to achieve the author's purpose c. Consider how narrative elements interact to develop a story (e.g., character development as a result of events, role of setting in plot development)
6A6	Extend, revise, and/or re-organize prior knowledge to address reading purpose	<ul style="list-style-type: none"> a. Act on information provided in the text b. Make connections between the text and personal experience, the text and another written or visual text, and/or the text and the larger community c. Answer questions and/or ask new ones d. Articulate (orally or in writing) the impact of a text on own views,

		ideas, and/or decisions
B. ALPHABETICS		
6B1	Recognize many words found in everyday texts, as well as some words specific to a limited set of specialized areas	a. Recognize names of people found commonly in everyday texts b. Recognize most abbreviations found in everyday texts c. Recognize words common to fields of interest/study
6B2	Recognize less common patterns and patterns used regularly across specialized areas	a. Recognize a range of syllable patterns b. Recognize a range of roots (e.g., <i>spec, flect, dic</i>) c. Recognize a range of prefixes and suffixes (e.g., <i>semi-, quad-, milli-, -logist, -ician</i>)
6B3	Use strategies in combination to identify most unknown words in everyday texts	a. Identify and blend syllables b. Apply pronunciation rules c. Use the pronunciation guide in a dictionary or glossary
C. VOCABULARY		
6C1	Understand meanings of many words/phrases found in everyday texts and of small sets of terms related to a few specialized topics	a. Recognize specific meanings (out of a set of possible meanings) of words found across a range of texts b. Know meanings of common idioms c. Know meanings of terms related to specialized topics d. Recognize relationships within and across some sets of words and terms e. Know meanings of common abbreviations found in everyday texts (e.g., <i>gov't, Capt., CPA, RE</i>) f. Know meanings of common roots and affixes
6C2	Draw from an array of strategies to discern the meanings of unfamiliar words found in everyday texts	a. Apply knowledge of the meanings of common roots and affixes b. Use a dictionary, identifying the appropriate definition and/or using etymological information c. Use a thesaurus
D. FLUENCY		
6D1	Read many texts accessible to adults in everyday life accurately and at an appropriate pace	
6D2	Group words in complex sentences into meaningful phrases	a. Attend to a range of punctuation clues (e.g., semicolons, colons) b. Attend to meaning of long phrases and clauses c. Draw upon knowledge of the syntax of written language
6D3	Regularly read a variety of types of connected texts inside and outside of class	a. Plays b. Informational books

Sample Texts Appropriate for ESL Level 6 Teaching & Learning

**Note: The reader's purpose as well as interest and background knowledge related to the topic will affect the "appropriateness" of the text.*

- ❖ Applications
- ❖ Tax forms
- ❖ Dictionaries
- ❖ Newspaper sections (i.e., comics, sports, entertainment etc.)
- ❖ Articles from popular magazines (i.e., *Reader's Digest, People, Parenting*)
- ❖ Internet articles
- ❖ Information books and textbooks
- ❖ Popular novels
- ❖ Poems
- ❖ Plays and screenplays
- ❖ Sexual harassment policies



Illustration of Reading With Understanding at WA ESL Level 6

Reading a Movie Guide

Angel is watching TV with the kids one evening. It's a school night but he allows the kids to watch TV before bed if they've finished their homework and helped clean up after supper. They turn to a channel where a movie is just starting, and the kids say, "Let's watch this!" The movie is called "Nowhere to Run." Angel doesn't know anything about the movie, including whether or not it's appropriate for kids their age (9 and 12 years old) or how long it runs (the kids are supposed to be in bed by 10 pm). Angel just started subscribing to *TV Guide*, so he decides to look the movie up in this week's issue to see if it's ok for his kids to watch. He thinks about what he wants to find out: what is the movie's rating and what does it mean? Does the movie contain a lot of violence, foul language, "adult" sexual content? And will watching the movie mean the kids are staying up past their bedtime?

He knows the fastest way to find out what he needs to know; he first finds the Table of Contents by looking over the first few pages of the *Guide* until he sees the right heading. Then he reads more carefully down the list of contents so he can find words that sound like they refer to what he's looking for. Eventually he finds "Movie Guide" and the corresponding page number. He again scans a few pages to find where the page numbers are located on the page, and now, knowing this, he turns to the pages containing the Movie Guide. He looks at the first page of the Movie Guide and notices several things: there are several small paragraphs, each one starting with bolded words (he correctly guesses that each paragraph describes one movie whose title is in the bolded words); the print is very small; and it includes not only words but also some abbreviations and symbols that he is not familiar with. He guesses that somewhere on the page there will be explanations for those abbreviations and symbols, and sure enough, he finds the "key" at the bottom of the page. He also knows that these kinds of listings are usually in alphabetical order, so he remembers the title he's looking for, skims down the listings to the Ns, and reads through the titles starting with N until he finds "Nowhere to Run."

First, he reads the text of the movie description. A couple of the words are tough for him, but he works out the syllables and either recognizes them or guesses at them based on what he reads in the rest of the sentence. Now, he looks at the abbreviations and symbols that accompany the description, and, one at a time, he matches them to the listings in the key and reads what each one means. In this way he finds out most of the answers to the questions he thought about before he started. Based on what he learns, he can now decide if it's okay for his kids to watch the movie.



Illustration of RWU Teaching & Learning at WA ESL Level 6

Preparing to Locate Information in Documents

Isabel teaches in a family literacy program. As a way to assess the needs of her learners and get ideas for appropriate instructional activities, she has been engaging them in conversations about what and why they read in family life, using the EFF Four Purposes for Learning as a guide. The learners raise lots of concerns and interests. One exchange that she is especially struck by focuses on the purpose of “access”, and how sometimes you need to find specific information when you read a book, magazine, or other text, but you don’t really want to spend the time to read everything. So Isabel decides to plan some learning activities around the kinds of documents that learners use every day to find information they need. She asks them to bring in examples of these kinds of texts: cookbooks, children’s magazines, TV Guides, brochures from the local health center, etc.

Isabel first asks learners to look at all the collected documents together and think about what they have in common; for instance, she guides them to notice that they are all organized into specific sections, that each section has some theme or organizing principle, and that a Table of Contents somewhere near the beginning of most of the documents helps us see what the sections are and where to find them. Also, these kinds of documents sometimes use specialized words, abbreviations or symbols; in that case the text usually includes some kind of glossary or key to help you understand what they mean. Isabel points out that knowing these characteristics may help when we have to find information in texts about all different subjects and even texts that we have never seen or used before.

Now Isabel turns to working with some of the documents individually. For each one, she facilitates lessons in pre-reading activities (asking questions to be answered by reading, focusing on section headings to predict content, etc.); particular strategies for locating information in text (finding, identifying, and using the Table of Contents, index, keys, glossaries; finding items in alphabetized lists; highlighting important text; etc.); and simple ways to organize the information once it is located (brief oral or written summary, providing answers to pre-reading questions, making a simple chart, etc.). She also plans lessons in which she teaches the meanings of root words and affixes, using words from the readings as target words. She helps learners identify and define some often used abbreviations as well.

After a series of lessons focused on discrete skills like these, Isabel always makes sure that learners have a chance to apply what they are learning by reading some part of the text (aloud or silently), locating some information from the text that they need in order to learn something they want to know, and then talking together about whether the text and their reading of it helped them achieve their purposes for reading. If there is a problem, Isabel and her learners talk about using a different text (if that is the root of the problem) or using a different set of strategies for reading the text. By consistently applying what they are learning and then monitoring their reading experiences in these ways, the learners are not only reading particular texts with understanding during class, but also learning how to read a range of texts for a variety of purposes outside the classroom.

WA ESL Read with Understanding Table of Teaching & Learning Objectives

<i>A. COMPREHENSION STRAND</i>					
WA ESL Level 1	WA ESL Level 2	WA ESL Level 3	WA ESL Level 4	WA ESL Level 5	WA ESL Level 6
<p>1A1 Read words for real-life purposes</p> <p>a. Identify purposes for reading in home culture and here</p> <p>b. Identify own purposes for reading</p>	<p>2A1 Read very simple texts for real-life purposes</p> <p>a. Determine general and specific purposes for reading</p> <p>b. Identify the general purpose of the author/text (inform, entertain) and the general topic</p> <p>c. Identify how the purpose of the author/text relates to own purposes for reading</p>	<p>3A1 Read texts for real-life purposes</p> <p>a. Determine general and specific purposes for reading</p> <p>b. Identify the general purpose of the author/text (inform, entertain) and the general topic</p> <p>c. Identify how the purpose of the author/text relates to own purposes for reading</p>	<p>4A1 Read texts for real-life purposes</p> <p>a. Determine general and specific purposes for reading</p> <p>b. Identify the intended audience and the general and specific purpose of the author/text</p> <p>c. Identify how the purpose of the text relates to own purposes for reading</p>	<p>5A1 Read texts for real-life purposes</p> <p>a. Seek out texts to meet personal goals</p> <p>b. Determine general and specific purposes for reading</p> <p>c. Identify the intended audience and the general and specific purpose of the author/text</p> <p>d. Identify how the purpose of the text relates to own purposes for reading</p>	<p>6A1 Read texts for real-life purposes</p> <p>a. Seek out texts to meet personal goals</p> <p>b. Determine general and specific purposes for reading</p> <p>c. Identify the intended audience and the general and specific purpose of the author/text</p> <p>d. Identify how the purpose of the text relates to own purposes for reading</p>
<p>1A2 Draw upon prior knowledge about language, everyday life, uses of print, personal experience, and cultural understandings to support comprehension of local symbols</p> <p>a. Recognize that pictures, symbols, and print represent things and ideas</p>	<p>2A2 Draw upon prior knowledge about L1 and English grammar, uses of print, everyday life, personal experience and interests, and cultural understandings to support comprehension</p> <p>a. Recognize purposes of print in various situations (shopping, church, school, etc.)</p> <p>b. Recognize that language is systematic (e.g. questions often begin with certain words)</p>	<p>3A2 Draw upon prior knowledge to support comprehension</p> <p>a. Knowledge of English grammar</p> <p>b. Knowledge of everyday life</p> <p>c. Personal experience and interests</p> <p>d. Cultural understandings</p>	<p>4A2 Draw upon prior knowledge to support comprehension</p> <p>a. Knowledge of English grammar</p> <p>b. Knowledge of everyday life</p> <p>c. Personal experience and interests</p> <p>d. Cultural understandings</p>	<p>5A2 Apply prior knowledge to support comprehension</p> <p>a. Knowledge of English grammar</p> <p>b. Knowledge of everyday life</p> <p>c. Personal experience and interests</p> <p>d. Cultural understandings</p>	<p>6A2 Apply prior knowledge to support comprehension</p> <p>a. Knowledge of English grammar</p> <p>b. Knowledge of everyday life</p> <p>c. Personal experience and interests</p> <p>d. Cultural understandings</p> <p>e. Some specialized content knowledge</p>

A. COMPREHENSION STRAND Cont.

WA ESL Level 1	WA ESL Level 2	WA ESL Level 3	WA ESL Level 4	WA ESL Level 5	WA ESL Level 6
<p>1A3 Monitor and enhance comprehension by using a few simple strategies, perhaps one at a time</p> <ul style="list-style-type: none"> a. Use illustrations and symbols as clues to meaning b. Reread c. Check for meaning d. Compare understanding with another reader 	<p>2A3 Monitor and enhance comprehension by using several strategies, perhaps one at a time</p> <ul style="list-style-type: none"> a. Predict and confirm b. Check decoding c. Match words to written model 	<p>3A3 Monitor and enhance comprehension by using simple strategies, perhaps one at a time</p> <ul style="list-style-type: none"> a. Use illustrations and symbols as clues to meaning b. Predict and confirm c. Check decoding d. Match words to written model e. Check for meaning f. Compare understanding with another reader g. Reread h. Read ahead 	<p>4A3 Monitor and enhance comprehension by drawing from a store of simple strategies, perhaps one at a time</p> <ul style="list-style-type: none"> a. Preview material (e.g., title, pictures, format) b. Restate c. Rephrase d. Answer simple questions posed by self and others e. Use simple graphic organizers 	<p>5A3 Monitor and enhance comprehension by drawing from a store of strategies and combining 2 or 3</p> <ul style="list-style-type: none"> a. Preview material (e.g., title, headings, format, captions, vocabulary) b. Use simple text markings (e.g., highlighting, underlining, personal reactions, questions) c. Retell (orally or in writing) d. Answer questions posed by self and others e. Adjust reading pace f. Use graphic organizers g. Write simple summaries 	<p>6A3 Monitor and enhance comprehension by drawing from among a store of strategies, integrating several at a time</p> <ul style="list-style-type: none"> c. Preview text aids (e.g., key words, advanced organizers, summary statements) provided in the text d. Pose and answer own questions that elicit critical thinking e. Take written notes f. Select appropriate graphic organizers g. Write summaries

A. COMPREHENSION STRAND Cont.

WA ESL Level 1	WA ESL Level 2	WA ESL Level 3	WA ESL Level 4	WA ESL Level 5	WA ESL Level 6
<p>1A4 Recognize and use the format/features of simple documents and of narrative text structure to understand text</p> <ul style="list-style-type: none"> a. Recognize English print on such things as store and street signs, product labels, grocery bags, and envelopes b. Recognize common text types (addresses, calendars, newspapers) c. Understand directionality of printed English text (left to right, top to bottom) d. Recognize word boundaries (in print) e. Use knowledge of narrative structure to understand oral stories 	<p>2A4 Recognize and use the format/features of simple documents and of narrative text structure to understand text</p> <ul style="list-style-type: none"> a. Use text organization/format common to such things as store and street signs, grocery bags, product labels, address labels, simple forms, and calendars to identify purpose of text and to locate discrete information b. Understand the concept of sentences c. Use simple narrative text structure (character, sequence of events) to aid recall and understanding of oral stories and/or simplified written stories 	<p>3A4 Use visible and organizational features of texts to aid understanding</p> <ul style="list-style-type: none"> a. Use text format/features common to very simple community and personal documents (e.g., store and street signs, product labels, address labels, simplified forms, simple calendars, grocery lists) to identify purpose of text and to locate discrete information b. Recognize sentences in connected text c. Identify simple story elements (e.g., character, setting, problem, sequence of events, and outcome) to aid recall and understanding of oral stories and/or simplified written stories 	<p>4A4 Attend to text format/features and common organizational structures to understand simple documents and simplified informational and literary texts</p> <ul style="list-style-type: none"> a. Use the text features (e.g., layout, headings, bold print, symbols) to help locate information in common documents (e.g., bills, applications, order forms, calendars) b. Use text features (e.g., layout, headings, captions, bold print) to locate information in simple informational texts (e.g., specially-written brochures, newspapers, special interest books, simplified dictionaries) c. Recognize and understand the concept of paragraph d. Identify simple narrative text structure (including conflict) and the basic features of poetry and drama to aid recall and enjoyment of simplified literary texts 	<p>5A4 Attend to text format/ features and common organizational structures to understand simple documents and simple informational and literary texts</p> <ul style="list-style-type: none"> a. Use the organization of common resources (e.g., television listings, classified ads, dictionaries, magazines) to locate information b. Use text features (e.g., title, subheadings, bulleted points, bold/italicized print, table of contents) common to simple/simplified informational texts to find specific information c. Recognize that organizational structures used to organize ideas are culturally-specific d. Apply knowledge of simple paragraph structures common to informational text to identify stated main ideas and the details that support those ideas e. Identify narrative text structure to aid recall and interpretation f. Recognize simple signal words that help organize text (<i>first, next, finally, once upon, etc.</i>) 	<p>6A4 Attend to text features and common text structures to understand common documents and informational and literary texts</p> <ul style="list-style-type: none"> a. Locate important information and/or follow directions on common business and community documents (e.g., job applications, tax withholding forms, etc.) b. Use text aids (e.g., bold/italicized print, subheadings, indices, map keys, charts, graphs) to locate information in text c. Recognize the organization of major literary forms (e.g., narratives, poetry, drama, essay) to form expectations d. Identify common expository text structures (e.g., description, sequence, compare/contrast, problem/solution, cause and effect) to determine relationships among ideas (including stated and unstated main ideas and supporting details) e. Recognize signal words that organize (<i>to whom it may concern, furthermore, in summary</i>)

A. COMPREHENSION STRAND Cont.					
WA ESL Level 1	WA ESL Level 2	WA ESL Level 3	WA ESL Level 4	WA ESL Level 5	WA ESL Level 6
<p>1A5 Interpret meanings of oral text and of common signs and symbols</p> <p>a. Identify the stated message</p>	<p>2A5 Interpret meanings in simplified informational and narrative texts, both oral and written</p> <p>a. Identify the stated message</p>	<p>3A5 Interpret meanings in simplified informational and narrative texts, both oral and written</p> <p>a. Identify the author's stated message or theme</p>	<p>4A5 Analyze and interpret meanings in simplified informational and literary texts</p> <p>a. Determine possible unstated message/ theme in a story by considering the characters, setting, sequence of events, and outcome</p> <p>b. Recognize that readers may have different interpretations of the same text</p>	<p>5A5 Analyze and interpret meanings in simple informational and literary texts</p> <p>a. Identify stated and unstated messages/themes</p> <p>b. Distinguish between fact and opinion</p> <p>c. Interpret figurative language (e.g., idioms, simile, metaphor, personification) and its role in meeting the author's purpose</p> <p>d. Identify prior knowledge or experience that affects own interpretation</p>	<p>6A5 Analyze and interpret meanings in common informational and literary texts</p> <p>a. Draw conclusions about the author's viewpoint and underlying bias(es)</p> <p>b. Determine the effectiveness of the author's use of language (e.g., word choice, phraseology, figurative language) to achieve the author's purpose</p> <p>c. Consider how narrative elements interact to develop a story (e.g., character development as a result of events, role of setting in plot development]</p>
<p>1A6 Extend or revise prior knowledge to address reading purpose</p> <p>a. Develop self-concept as a reader</p> <p>b. Relate reading to own life purposes</p>	<p>2A6 Extend or revise prior knowledge to address reading purpose</p> <p>a. Act on information provided in the text</p> <p>b. Make connections between the text and personal experience</p> <p>c. Answer questions and/or ask new ones</p> <p>d. Articulate (orally or in writing) the impact of a text on own prior knowledge</p>	<p>3A6 Extend, revise, and/or re-organize prior knowledge to address reading purpose</p> <p>a. Act on information provided in the text</p> <p>b. Make connections between the text and personal experience, the text and another written or visual text, and/or the text and the larger community</p> <p>c. Answer questions and/or ask new ones</p> <p>d. Articulate (orally or in writing) the impact of a text on own views, ideas, and/or decisions</p>	<p>4A6 Extend, revise, and/or re-organize prior knowledge to address reading purpose</p> <p>a. Act on information provided in the text</p> <p>b. Make connections between the text and personal experience, the text and another written or visual text, and/or the text and the larger community</p> <p>c. Answer questions and/or ask new ones</p> <p>d. Articulate (orally or in writing) the impact of a text on own views, ideas, and/or decisions</p>	<p>5A6 Extend, revise, and/or re-organize prior knowledge to address reading purpose</p> <p>a. Act on information provided in the text</p> <p>b. Make connections between the text and personal experience, the text and another written or visual text, and/or the text and the larger community</p> <p>c. Answer questions and/or ask new ones</p> <p>d. Articulate (orally or in writing) the impact of a text on own views, ideas, and/or decisions</p>	<p>6A6 Extend, revise, and/or re-organize prior knowledge to address reading purpose</p> <p>a. Act on information provided in the text</p> <p>b. Make connections between the text and personal experience, the text and another written or visual text, and/or the text and the larger community</p> <p>c. Answer questions and/or ask new ones</p> <p>d. Articulate (orally or in writing) the impact of a text on own views, ideas, and/or decisions</p>

B. Alphabets Strand					
WA ESL Level 1	WA ESL Level 2	WA ESL Level 3	WA ESL Level 4	WA ESL Level 5	WA ESL Level 6
<p>1B1 Recognize letters, numbers, and simple high-frequency and personally-relevant words</p> <ul style="list-style-type: none"> a. Recognize letters of the alphabet (uppercase and lowercase), b. Distinguish between similar letters (p/q, b/d, o/c) c. Distinguish between consonants and vowels d. Recognize own name and names of several family members e. Recognize single digit numbers and some higher numbers in context (prices, addresses) 	<p>2B1 Recognize high-frequency and personally-relevant words</p> <ul style="list-style-type: none"> a. Recognize names of family members b. Recognize familiar signs or product labels c. Recognize personal address, phone number d. Recognize prompts for personal information (“name,” “address,” “phone number”) e. Recognize some high-frequency words (e.g., as identified on the Dolch list) f. Recognize numbers 0-100 	<p>3B1 Recognize some high-frequency, personally-relevant, and phonetically-regular words</p> <ul style="list-style-type: none"> a. Recognize words in meaningful discontinuous texts (e.g., names of self and family members, address, common grocery items, personal contacts, familiar signs/labels) b. Recognize many high-frequency words found in simplified narratives and personal writings c. Recognize 1-syllable words with short vowel patterns d. Recognize cognates similar to words in the L1 e. Recognize numbers from 0-100 	<p>4B1 Recognize most high-frequency, personally-relevant, and phonetically-regular words found in the environment and in simplified texts</p> <ul style="list-style-type: none"> a. Recognize words on most simple forms, labels, signs b. Recognize common abbreviations (e.g., Rd., Dr., Mrs.) c. Recognize high-frequency words (e.g., as identified on the Dolch list) d. Recognize 1-2 syllable phonetically-regular words 	<p>5B1 Recognize most words found in simple texts</p> <ul style="list-style-type: none"> a. Recognize names common to own environment b. Recognize common single- and multi-syllabic words c. Recognize abbreviations common to such things as calendars, classified ads, states, etc. 	<p>6B1 Recognize many words found in everyday texts, as well as some words specific to a limited set of specialized areas</p> <ul style="list-style-type: none"> a. Recognize names of people found commonly in everyday texts b. Recognize most abbreviations found in everyday texts c. Recognize words common to fields of interest/study

B. Alphabetics Strand Cont.					
WA ESL Level 1	WA ESL Level 2	WA ESL Level 3	WA ESL Level 4	WA ESL Level 5	WA ESL Level 6
<p>1B2 Recognize the sounds of English language and Identify letter-sound correspondences</p> <p>a. Identify initial and final consonant sounds in one-syllable spoken words</p> <p>b. Identify sounds associated with most consonants</p> <p>c. Distinguish between consonant sounds in minimal pairs (him/his, bed/red)</p>	<p>2B2 Recognize the sounds of English language and identify letter-sound correspondences</p> <p>a. Recognize individual sounds in one-syllable spoken words</p> <p>b. Recognize sounds associated with consonants</p> <p>c. Distinguish between vowel sounds in minimal pairs (bed/bad, ran/run)</p> <p>d. Recognize some short vowel patterns</p> <p>e. Recognize letter patterns learned through personally-relevant words</p>	<p>3B2 Recognize the sounds of the English language and identify print-sound correspondences common in 1-2 syllable words</p> <p>a. Recognize sounds associated with consonants</p> <p>b. Recognize high-frequency consonant digraphs and blends</p> <p>c. Recognize short vowel patterns</p> <p>d. Recognize silent-e pattern (e.g., <i>make, bike</i>)</p> <p>e. Recognize additional patterns learned through personally-relevant words</p> <p>f. Understand that some letters have more than one sound, depending on the letters with which they are combined</p>	<p>4B2 Recognize print-sound correspondences in common multi-syllabic words</p> <p>a. Recognize consonant digraphs and blends</p> <p>b. Recognize other common vowel patterns (e.g., short vowels, long vowels, r-controlled, diphthongs)</p> <p>c. Recognize high-frequency affixes (e.g., <i>-ed, -ing, -s, un-, re-, dis-</i>)</p> <p>e. Recognize compound words</p> <p>f. Recognize common patterns in multi-syllabic words (-Cle, vCCv)</p>	<p>5B2 Recognize common syllable patterns and patterns that indicate a word is derived from another (e.g., inform-information)</p> <p>a. Recognize common syllable patterns (e.g., closed syllable, open syllable, VCe, vowel digraphs/ diphthongs, r-controlled, and -Cle) in multi-syllabic words</p> <p>b. Recognize common prefixes and affixes (e.g., <i>anti-, inter-, intra-, post-, -able, -ible, -tion</i>)</p> <p>c. Recognize common roots (e.g., <i>cycle, form, ped</i>)</p>	<p>6B2 Recognize less common patterns and patterns used regularly across specialized areas</p> <p>a. Recognize a range of syllable patterns</p> <p>b. Recognize a range of roots (e.g., <i>spec, flect, dic</i>)</p> <p>c. Recognize a range of prefixes and suffixes (e.g., <i>semi-, quad-, milli-, -logist, -ician</i>)</p>

B. Alphabetics Strand Cont..					
WA ESL Level 1	WA ESL Level 2	WA ESL Level 3	WA ESL Level 4	WA ESL Level 5	WA ESL Level 6
		<p>3B3 Use strategies, perhaps one at a time, to identify some unknown words commonly found in the environment and in simplified text</p> <ul style="list-style-type: none"> a. Match individual letters or letter combinations to sounds and blend b. Make prediction based on first and last sounds c. Make predictions based on current understanding of text, knowledge of topic, oral vocabulary, picture aids d. Use knowledge of English syntax e. Compare English to L1 (syntax, grammar, sounds, morphology) 	<p>4B3 Use strategies in combination to identify most unknown words in the environment and in simplified texts</p> <ul style="list-style-type: none"> a. Identify and blend syllables b. Apply basic pronunciation rules c. Use context (e.g., knowledge of topic, picture aids, knowledge of English syntax, commonalities with L1) 	<p>5B3 Use strategies in combination to identify unknown words in simple texts</p> <ul style="list-style-type: none"> a. Identify and blend syllables b. Apply pronunciation rules c. Use the pronunciation guide in a simple dictionary or glossary 	<p>6B3 Use strategies in combination to identify most unknown words in everyday texts</p> <ul style="list-style-type: none"> a. Identify and blend syllables b. Apply pronunciation rules c. Use the pronunciation guide in a dictionary or glossary

C. VOCABULARY STRAND

WA ESL Level 1	WA ESL Level 2	WA ESL Level 3	WA ESL Level 4	WA ESL Level 5	WA ESL Level 6
<p>1C1 Understand meanings of very common signs/symbols, some simple everyday words, and some words related to personal interests and safety</p> <p>a. Understand basic common emergency/safety symbols (e.g., DANGER, No Swimming, DO NOT ENTER, EXIT)</p> <p>b. Understand meanings of words found often in daily environmental print (e.g., STOP, WALK, Open, Women)</p> <p>c. Understand meanings of words that relate to parts of the body and basic health care (e.g., doctor, hospital)</p> <p>d. Understand terms for family relationships (e.g., mother, son, sister, grandfather)</p>	<p>2C1 Understand meanings of many simple, everyday words and symbols and of words related to personal interests and safety</p> <p>a. Understand meanings of many words and phrases common in daily environmental print</p> <p>b. Understand meanings of many words commonly heard/spoken in relation to family and community life (e.g., kitchen, store, clothes, go, etc.)</p> <p>c. Understand meanings of many words commonly heard/spoken in relation to work or school life (e.g., pay, money, paper, pencil)</p>	<p>3C1 Understand meanings of most simple everyday signs, symbols, and words and of words related to personal interests and safety</p> <p>a. Know meanings of most words and phrases common in daily environmental print</p> <p>b. Know meanings of most words commonly heard/spoken in relation to family, work, and community life</p>	<p>4C1 Understand meanings of simple, everyday words and of words related to personal interests</p> <p>a. Know common meanings of words used in everyday oral contexts</p> <p>b. Know meanings of simple abbreviations (e.g., <i>Dr.</i>, <i>Mrs.</i>, <i>Rd.</i>, own state, months)</p> <p>c. Know meanings of high-frequency affixes (e.g., <i>un-</i>, <i>re-</i>, <i>dis-</i>, <i>-s</i>, <i>-ed</i>, <i>-ing</i>)</p>	<p>5C1 Understand meanings of words/phrases found in simple everyday texts and recognize simple relationships between words</p> <p>a. Know common meanings of words found across everyday texts</p> <p>b. Know meanings of simple idioms</p> <p>c. Know meanings of terms related to specific topics of personal interest</p> <p>d. Know meanings of many common abbreviations (e.g., titles, states, measurements, terms used in classified ads)</p> <p>e. Recognize relationships between some words (e.g., antonyms, synonyms, simple categories)</p> <p>f. Know meanings of simple roots and affixes</p>	<p>6C1 Understand meanings of many words/phrases found in everyday texts and of small sets of terms related to a few specialized topics</p> <p>a. Recognize specific meanings (out of a set of possible meanings) of words found across a range of texts</p> <p>b. Know meanings of common idioms</p> <p>c. Know meanings of terms related to specialized topics</p> <p>d. Recognize relationships within and across some sets of words and terms</p> <p>e. Know meanings of common abbreviations found in everyday texts (e.g., <i>gov't</i>, <i>Capt.</i>, <i>CPA</i>, <i>RE</i>)</p> <p>f. Know meanings of common roots and affixes</p>

C. VOCABULARY STRAND Cont.					
WA ESL Level 1	WA ESL Level 2	WA ESL Level 3	WA ESL Level 4	WA ESL Level 5	WA ESL Level 6
		<p>3C2 Draw from at least 1-2 strategies to discern the meanings of unfamiliar words found in written texts</p> <ul style="list-style-type: none"> a. Match unknown word to oral vocabulary b. Draw upon current understanding of the text and/or prior knowledge of the topic and task c. Use knowledge of English grammar and syntax to predict meaning d. Draw upon knowledge of cognates and similar affixes from L1 e. Use bilingual and/or picture dictionaries 	<p>4C2 Draw from a small store of strategies to discern the meanings of unfamiliar words common to the environment and in simplified texts</p> <ul style="list-style-type: none"> a. Use context clues in close proximity to the unknown word b. Compare the unknown word to a known form of the word (i.e., cognates, base words) c. Draw upon knowledge of meanings of high-frequency affixes (e.g., <i>un-</i>, <i>re-</i>, <i>dis-</i>, <i>-s</i>, <i>-ed</i>, <i>-ing</i>) d. Use a glossary, simplified/picture dictionary, or bilingual dictionary 	<p>5C2 Draw from a store of strategies to discern the meanings of unfamiliar words found in simple texts</p> <ul style="list-style-type: none"> a. Use embedded context clues b. Apply knowledge of the meanings of simple roots and affixes c. Use text aids (margin notes, illustrations, glossary, etc.) d. Use a simple dictionary, identifying the appropriate definition from several provided in an entry 	<p>6C2 Draw from an array of strategies to discern the meanings of unfamiliar words found in everyday texts</p> <ul style="list-style-type: none"> a. Apply knowledge of the meanings of common roots and affixes b. Use a dictionary, identifying the appropriate definition and/or using etymological information c. Use a thesaurus
D. FLUENCY STRAND					
WA ESL Level 1	WA ESL Level 2	WA ESL Level 3	WA ESL Level 4	WA ESL Level 5	WA ESL Level 6
1D1 Read simple, high-interest words aloud with accuracy	2D1 Read high-interest words, own writing, and simplified sentences in active voice aloud, slowly but accurately	3D1 Read aloud own writing and simplified connected text accurately, recognizing familiar words	4D1 Read simplified connected text (aloud and silently) accurately and with relative ease	5D1 Read simple text (aloud and silently) accurately and easily	6D1 Read many texts accessible to adults in everyday life, accurately and at an appropriate pace

D. FLUENCY STRAND Cont.					
WA ESL Level 1	WA ESL Level 2	WA ESL Level 3	WA ESL Level 4	WA ESL Level 5	WA ESL Level 6
1D2 Understand purpose of simple punctuation (period, question mark)	2D2 Attend to periods and question marks in own writing and simplified text	3D2 Group words meaningfully when reading own writing and simple phrases/idioms <ul style="list-style-type: none"> a. Attend to end punctuation b. Attend to meaning of short phrases used in environmental print (e.g., "on sale," "for free") 	4D2 Group words in simplified connected text into meaningful phrases/idioms <ul style="list-style-type: none"> a. Attend to simple punctuation clues (e.g., end punctuation, commas used in a series) b. Attend to meanings of short phrases/idioms c. Draw upon knowledge of oral sentence structure 	5D2 Group words in simple text into meaningful phrases <ul style="list-style-type: none"> a. Attend to common punctuation clues (e.g., commas separating simple clauses) b. Attend to meaning of phrases and simple clauses c. Draw upon knowledge of simple sentence structures found in written text 	6D2 Group words in complex sentences into meaningful phrases <ul style="list-style-type: none"> a. Attend to a range of punctuation clues (e.g., semicolons, colons) b. Attend to meaning of long phrases and clauses c. Draw upon knowledge of the syntax of written language
		3D3 Regularly read a small range of connected texts, inside and outside of class <ul style="list-style-type: none"> a. Own writing b. Simplified stories and poems 	4D3 Regularly read a range of easy connected texts, inside and outside of class <ul style="list-style-type: none"> a. Personal letters b. Simplified informational books, poems, and stories 	5D3 Regularly read simple connected texts, inside and outside of class <ul style="list-style-type: none"> a. Sections of popular magazines and newspapers b. Illustrated product instructions 	6D3 Regularly read a variety of types of connected texts, inside and outside of class <ul style="list-style-type: none"> a. Plays b. Informational books

APPENDIX A: WA, EFF, CASAS and NRS Levels

Correspondences among WA Levels, EFF Levels and NRS, (ABE, ESL, and MATH) Educational Functioning Levels

EFF Levels	WA ESL Levels	NRS Federal ESL Levels	CASAS Scores for ESL	WA ABE Levels	NRS Federal ABE & MATH Levels	CASAS Scores: ABE & MATH
Beginning ESL Literacy	1	Beginning ESL Literacy	180 and below			
Beginning ESL	2	Low Beginning ESL	181-190			
1	3	High Beginning ESL	191-200	1	Beginning ABE Literacy	200 and below
2	4	Low Intermediate ESL	201-210	2	Beginning Basic Education	201-210
3	5	High Intermediate ESL	211-220	3	Low Intermediate Basic Education	211-220
4	6	Advanced ESL	221-235	4	High Intermediate Basic Education	221-235
5				5	Low Adult Secondary Education	236-245
6				6	High Adult Secondary Education	246+

For information about the NRS Levels, go to: http://www.nrsweb.org/docs/EFL_Descriptors.doc

Adapted from: The Equipped for the Future Read With Understanding Curriculum Framework; Appendix A, 2006 Edition.

APPENDIX B: Using the Curriculum Framework Q & A

This section uses a question/answer format to offer ideas of how you might use the RWU Curriculum Framework.

“Where do I begin?”

The EFF approach to planning teaching and learning activities begins with students' purposes: What are they concerned about? What do they want to be able to do? What do they want or need to read? As a teacher, you will also take into account the goals of your program when you plan learning activities.

The Washington State Adult Learning Standards help you and your students determine what they need to learn – what skills at what level of proficiency – to accomplish their purposes.

Once you know what students want to accomplish (i.e., their purposes for learning and the skills they need to work on) the curriculum frameworks help you identify the specific skills that underlie performance at each level. You and your students can work on the needed skills in the context of their purposes. The Examples of Teaching & Learning describe this process in action in classrooms.

“Which do I use, the Indicators or the Teaching & Learning Objectives?”

You will use both; which you focus on depends upon your purpose. If you are selecting standardized assessments to be used for reporting purposes, or developing or using informal assessments to determine where instruction needs to begin, the focus should be on the Indicators. They are research-based descriptions of key indicators of proficient performance at a particular level and, as such, are the target points for assessment-related activities.

If you are developing learning activities your focus will be on the Teaching & Learning Objectives. These are aligned with the Indicators and, in some cases, mirror them very closely. However, since the Objectives were designed with teaching and learning in mind—as opposed to formal assessment—they offer more specific and explicit guidance to teachers/tutors and programs to support students in their reading with understanding.

“How do I begin to locate my students’ performance levels so that I will know where to begin the teaching and learning process?”

To identify students’ performance levels, try the following process, adapted from the *EFF Guide to Using the Read with Understanding Performance Continuum*.

1. Look over the **Indicators** and the **Examples of Proficient Performance** at each level to familiarize yourself with what is required for proficient performance at each level.
2. Review what you already know about your students, based on intake assessments you or your program may have conducted, standardized test data, student portfolios, and previous student work. Determine one or two performance levels that seem to reflect your students’ proficiency levels. Identify what further information about the student would help you place the student with confidence.
3. Gather the additional information you need by asking students to demonstrate and/or reflect on what they already know. The **EFF Teaching/Learning Toolkit** has several tools that may be helpful. If you have participated in the EFF training **Teaching Adults to Read With Understanding**, the assessment section of the *Participant Resource Manual* also provides several tools. Tailor the questions you ask to fine-tune your understanding of the performance levels of your students.

Revisit the **Indicators** and **Examples of Proficient Performance** to identify the performance level that best reflects student performance. NOTE: A student need not demonstrate every aspect of performance mentioned for a particular level. You are looking for a “best fit.” You have now “placed” the student.

After determining the current performance level of a student, the teacher will then look at the next level up to design instruction based upon student and program goals. Reading the **Indicators** and **Examples of Proficient Performance** at the level above where the student already demonstrates proficient performance lets you know what the next performance targets are. Then turn to the **Teaching & Learning Objectives** for that level to determine appropriate instructional content for preparing students for those exit behaviors.

“Once I know *what* to teach, *how* do I teach it?”

The **Teaching & Learning Objectives** and **Examples** help teachers determine what to teach to meet the needs of specific students. To help students master the RWU Standard at each level, these should be integrated into purposeful learning based on student goals. How much instructional time is spent on any particular Objective or Example will depend on the needs of particular students.

Each **Illustration of Teaching & Learning** in the Curriculum Framework illustrates the kinds of guidance that teachers might provide to students, from simple suggestions to explicit, complex instruction. These examples are stories with character and setting, framed within the **EFF Teaching/Learning Cycle**, and following an instructional “plot”: describing a goal, selecting a suitable Washington State Adult Learning Standard, and applying appropriate elements of reading instruction. The examples also provide models for student evaluation of their own learning and decision making.

For more information on using the **EFF Teaching/Learning Cycle** to plan instruction, see the **EFF Teaching/Learning Toolkit** found at: <http://eff.cls.utk.edu/toolkit/default.htm>.

The EFF **Guide to Using the Read with Understanding Performance Continuum** also provides information on planning instruction, and can be found at: <http://eff.cls.utk.edu/assessment/read1.htm>. Additional in-depth approaches and tools are provided in the EFF training **Teaching Adults to Read With Understanding**.¹

“How can I use the Curriculum Framework to find out what my students have learned from my instruction?”

As you plan instruction, you will also be planning how you will collect evidence of what students have learned. The **Indicators** and the **Examples of Proficient Performance** found in the Curriculum Framework can help you to evaluate this evidence.

Teachers collect and evaluate evidence of student performance in many ways. One way is by the use of a teacher observation log; another is having students keep a reader’s journal. Student progress can also be monitored in a well-defined portfolio – a systematic collection of work, created over time, which may include entries such as representative products, the best work of the student, or other indicators of progress.

The **EFF Teaching/Learning Toolkit**, the **Guide to Using the RWU Performance Continuum**, and the **Participant Resource Manual for Teaching Adults to Read With Understanding** have additional ideas on how to collect evidence of student performance. Once evidence is collected, teachers can then use the **Indicators** and the **Examples of Proficient Performance** to evaluate this evidence.

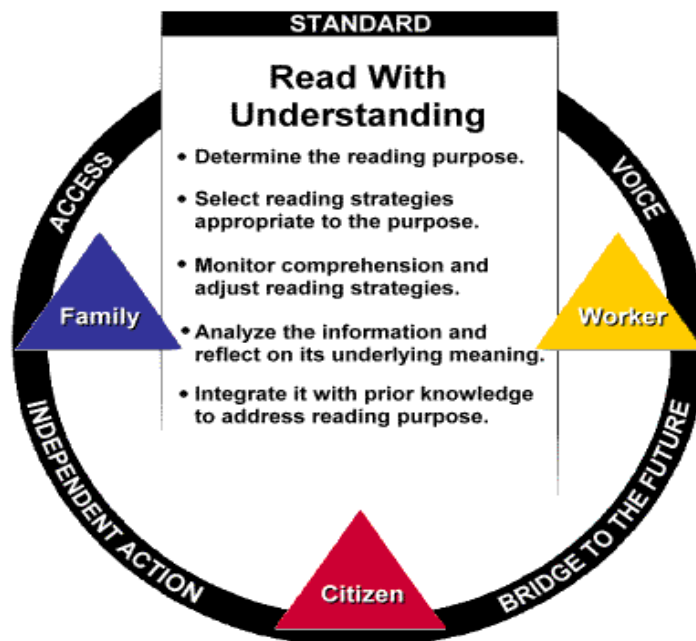
¹ For information on the Teaching Adults to Read With Understanding training, contact your regional Professional Development Coordinator, Equipped for the Future at 865-974-8426, or visit the EFF website at <http://eff.cls.utk.edu>

APPENDIX C: The Development of the RWU Curriculum Framework

A curriculum framework is a guide to teaching and learning that outlines the general content and goals of instruction at different levels of performance for a particular content area. The EFF *Read With Understanding* Curriculum Framework is based on the EFF Standard *Read With Understanding* (RWU) and the RWU Performance Continuum, a set of descriptions of proficient reader performance across the six levels most often associated with adult literacy, basic education, ESL, and GED preparation classes. The Curriculum Framework provides adult educators with a set of tools on which to base the instruction and assessment of reading. This framework is one of many pieces of the Equipped for the Future initiative² developed to help adult education providers better meet the needs of adult learners and the wider community.

The RWU Curriculum Framework is based on recent reviews of reading research as well as on the broadly participatory, long-term empirical research and development process that defined the *Read With Understanding* Standard. This framework is not a reading curriculum; however, it provides a basic structure which teachers can use with students to design a curriculum that is relevant to the needs of their particular group.

The core of the RWU Curriculum Framework is the EFF Content Standard *Read With Understanding*. Like the other fifteen EFF Standards, RWU describes one of the integrated skill processes used by individuals in carrying out their responsibilities in their families, workplaces, and communities. Specifically, it describes how adults perform tasks requiring the purposeful use of printed texts. The standard reads:



² To learn more about Equipped for the Future go to the EFF Web site at <http://eff.cls.utk.edu>

Under the title *Read With Understanding* are bulleted items, called components of the standard, which describe what happens when adults read material for real-life purposes. The RWU standard begins with “determine the reading purpose” and ends with “integrate [new information] with prior knowledge to address the reading purpose.” What happens on the way to achieving that purpose is a complex cognitive and behavioral process that involves interactions between a reader, a text, and a reading activity. For this reason, the components are not viewed as discrete, sequential steps but rather as identifiable aspects of an integrated process.

As they read, adults draw from underlying sets of knowledge, skills, and strategies (both cognitive and meta-cognitive). These sets can be thought of as *alphabetic-related, fluency-related, vocabulary-related, and comprehension-specific* tools employed by the reader in the process of constructing meaning.

Adult readers in different developmental stages differ in the tools they possess and in their ability to strategically employ these tools across the many print-related tasks in their adult lives. The proficient adult reader is able to apply well-developed sets of knowledge, skills, and strategies to interact with print in various formats, at varying levels of complexity, in a range of socio-cultural settings, and for a variety of purposes. Novice readers, on the other hand, are more limited in the tools currently available to them, both in number and complexity. Thus, the range of tasks and texts they can tackle independently as readers is restricted, with implications for their ability and/or willingness to use reading as a means of addressing life tasks. This curriculum framework supports instruction that will help adult learners to develop their reading tools in ways that will transfer to use in real life.

The definition of reading embodied in the RWU Standard has implications for how teachers go about assessing and providing instruction for developing adult readers. First and foremost, it places the student at the center. The goals of students drive teaching and learning, with the focus of instruction squarely on supporting students in developing the integrated skill process described in the Standard. Learning should transfer to both current and future needs and interests. The RWU Curriculum Framework offers teachers, tutors, and programs the information they need to provide this kind of comprehensive reading instruction.

GLOSSARY

Advanced organizer - a paragraph or schematic provided by an author (or instructor) so show how upcoming text is organized

Affixes - prefixes and suffixes

Cognate - words from different languages with similar spelling or pronunciation, historically derived from the same root word

Connected text - text composed of sentences

Discontinuous text- text composed of small groups of words, found on such things as labels, charts, signs, etc.

Documents - forms or graphically displayed information found in everyday life, including job applications, payroll forms, transportation schedules, signs, maps, tables and graphs (adapted from NAAL definition)

Environmental print - print found in the adult's daily environment; it usually refers to individual words or phrases found on signs, labels, etc.

Everyday texts - texts which adults are likely to encounter in their roles as family members, workers, and community members. These include such things as local newspapers, magazines, forms, personal and business letters, etc. *Environmental print* is a subset of *everyday text*.

Identify (words) - refers to applying strategies to name a word that is not immediately recognized

Informational text - texts that readers use to gain/remember information, understand ideas, or deepen knowledge. These may be personal (e.g., grocery lists, address lists, etc.) or public (e.g., editorials, dictionaries, biographies, essays, etc.)

L1 - a person's first or home language

L2 - a person's second or additional language

Lexicon - the vocabulary of a person, group, subject, or language

Literary text - short stories, novels, poetry, drama, essays

Logograph - a sign or character representing a word or phrase

Morphological - related to the rules of word formation in a language

Narratives - prose text that tells a story; short story or novel

Phonological - related to the sound system of a language

Prior knowledge - all that a person knows related to the reading task at hand, including general knowledge of the world, specific knowledge related to the topic and the terms used, and knowledge of how the language works

Recognize (letters, patterns, words) - refers to naming letters or words “on sight”, without conscious application of strategies; also used to refer to “on sight” recognition of letter combinations and patterns that carry particular sound-symbol relationships

Real-life purposes - reading purposes that either simulate or are in actuality authentic purposes for reading that adults have in the course of carrying out their responsibilities as adults. “Real-life” contrasts with “school-only,” which includes reading tasks that are only done in school settings to learn particular skills (e.g., completing worksheets). Since adults in real-life do pursue higher education, reading to learn academic/content-related material is included in the term “real-life purposes”

Simple text - text consisting mainly of everyday (high frequency) words and simple sentence structures

Simplified text - refers to text that is written specifically for beginning readers

Signal words - words or phrases that help the reader key into the organizational pattern (text structure) the author is using. Examples: *for instance, first, finally, on the other hand, consequently, nevertheless*

Syntactic - related to the rules of arranging words and phrases into grammatical sentence structures

Text format - visible organizational aids, including such things as the preface, table of contents, index, glossary, introductory statements, headings, bold print, illustrations, etc.

Text structure - patterns of organization the author uses to connect ideas. Common patterns for informational text include *description, sequence, comparison and contrast, cause and effect, problem and solution*. When applied to narrative (story) texts, text structure refers to common elements of a story, such as *character, setting, problem/conflict, sequence of events (plot), and theme*