



Basic: 1-2

Level1: 3-5

Level2: 6-8

Level 3: 9-12

Level 4: 13-15

Level 5: 16-19

Level 6: 20-23

LVGH Basic Level (CASAS scores 150-180)

Beginning Literacy/Pre-Beginning ESL

Listening/Speaking: Functions minimally, if at all, in English. Communicates only through gestures and a few isolated words.

Reading/Writing: May not be literate in any language. Employability: Can handle very routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated.

CASAS Reading Content Standards

R1 Beginning Literacy/Phonics

R1.1 Identify the letters of the English alphabet (upper and lower case)

R1.2 Recognize that letters make words and words make sentence

R1.3 Read from left to right, top to bottom, front to back

R1.4 Relate letters to sound

R1.5 Relate letters to a range of possible pronunciations, including recognizing common homonyms

R1.6 Use common phonological patterns to sound out unfamiliar words (e.g., man/van)

R2 Vocabulary

R2.1 Interpret common symbols (e.g., restroom signs, traffic signs; #,

R2.2 Read basic sight words (e.g., the, is)

R2.3 Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)

R2.4 Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)

R3 General reading comprehension

R3.1 Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)

R3.12 Use supporting illustrations to interpret text

R4 Text in format

- R4.1 Read numbers
- R4.2 Read clock times
- R4.3 Read dates
- R4.4 Read money amounts

R5 Reference materials

- R5.4 Use a picture dictionary

CASAS Listening Basic Skills Content Standards**L1 Phonology**

- L1.1 Recognize and distinguish between the various sounds of English (e.g., vowels, consonants, minimal pairs, rhymes)
- L1.2 Recognize words and sounds when they are modified by adjacent sounds (e.g., final “s”: walks [s] vs. plays [z]; final “-ed”: walked [t] vs. played [d])
- L1.3 Distinguish individual words in connected speech
- L1.4 Distinguish basic stress and intonation patterns in English words and sentences (e.g., rising intonation for yes/no questions, emphasis)

L2 Vocabulary

- L2.1 Comprehend simple words and phrases in basic communication in familiar contexts (e.g., basic courtesies, personal information, survival, emergency)
- L2.2 Recognize letters of the alphabet, letters in words, and numbers when spelled or dictated
- L2.3 Comprehend high frequency words, phrases, phrasal verbs and simple idioms used in a variety of everyday contexts (e.g., everyday conversations, simple descriptions, directions)
- L2.4 Comprehend simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transportation, employment)

L3 Grammar

- L3.1 Comprehend basic grammar and structures with present tense verbs and modals of high-frequency usage (e.g., to be, to do, to need, to have, can)
- L3.2 Recognize pronouns and follow pronouns across a statement (e.g., Carlos lives with his mother.)
- L3.3 Recognize contracted forms
- L3.4 Recognize imperative constructions
- L3.5 Recognize negative constructions
- L3.6 Distinguish between simple questions (e.g., WH- & yes/no) and statements
- L3.7 Recognize noun plurals

L4 General Discourse

- L4.1 Comprehend simple learned social exchanges
- L4.2 Comprehend simple conversations
- L4.3 Comprehend simply expressed states and feeling

L5 Informational Discourse

- L5.1 Comprehend short emergency warnings and commands (e.g., Stop! Wait!)

LVGH ESOL Level 1 (CASAS scores 180-190)

Low Beginning ESL

Listening/Speaking: Functions in a very limited way in situations related to immediate needs; asks and responds to basic learned phrases spoken slowly and repeated often.

Reading/Writing: Recognizes and writes letters and numbers and reads and understands common sight words. Can write own name and address.

CASAS Reading Content Standards

R1 Beginning literacy / Phonics

R1.1 Identify the letters of the English alphabet (upper and lower case)

R1.2 Recognize that letters make words and words make sentences

R1.3 Read from left to right, top to bottom, front to back

R1.4 Relate letters to sounds

R1.5 Relate letters to a range of possible pronunciations, including recognizing common homonyms

R1.6 Use common phonological patterns to sound out unfamiliar words (e.g., man/van)

R2 Vocabulary

R2.1 Interpret common symbols (e.g., restroom signs, traffic signs; #,

R2.2 Read basic sight words (e.g., the, is)

R2.3 Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)

R2.4 Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)

R2.5 Interpret contractions

R2.6 Interpret basic abbreviations (e.g., Mr., apt., lb.)

R2.7 Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)

R2.8 Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)

R3 General reading comprehension

R3.1 Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)

R3.2 Read and understand simple sentences that contain familiar vocabulary

R3.6 Interpret simple written instructions

R3.7 Interpret detailed instructions (e.g., work place procedures, operating instructions, consumer materials)

R3.8 Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)

R3.10 Follow pronoun references within a text (e.g., Ms. Smith... she; This is important)

R3.12 Use supporting illustrations to interpret text

R4 Text in format

R4.1 Read numbers

R4.2 Read clock times

R4.3 Read dates

R4.4 Read money amounts

R4.5 Read simple handwriting

R4.6 Interpret simple forms (e.g., appointment sign-in sheet, class registration)

R4.8 Interpret information in charts and tables (e.g., bus schedules)

R4.10 Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)

R5 Reference materials

R5.1 Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)

R5.4 Use a picture dictionary

R5.5 Use a simplified dictionary or glossary

R6 Reading strategies

R6.1 Predict the content of a text from title, pictures, type of material

R6.2 Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information

CASAS Listening Basic Skills Content Standards

L1 Phonology

L1.1 Recognize and distinguish between the various sounds of English (e.g., vowels, consonants, minimal pairs, rhymes)

L1.2 Recognize words and sounds when they are modified by adjacent sounds (e.g., final “s”: walks [s] vs. plays [z]; final “-ed”: walked [t] vs. played [d])

L1.3 Distinguish individual words in connected speech

L1.4 Distinguish basic stress and intonation patterns in English words and sentences (e.g., rising intonation for yes/no questions, emphasis)

L2 Vocabulary

L2.1 Comprehend simple words and phrases in basic communication in familiar contexts (e.g., basic courtesies, personal information, survival, emergency)

L2.2 Recognize letters of the alphabet, letters in words, and numbers when spelled or dictated

L2.3 Comprehend high frequency words, phrases, phrasal verbs and simple idioms used in a variety of everyday contexts (e.g., everyday conversations, simple descriptions, directions)

L2.4 Comprehend simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transportation, employment)

L3 Grammar

L3.1 Comprehend basic grammar and structures with present tense verbs and modals of high-frequency usage (e.g., to be, to do, to need, to have, can)

L3.2 Recognize pronouns and follow pronouns across a statement (e.g., Carlos lives with his mother.)

L3.3 Recognize contracted forms

L3.4 Recognize imperative constructions

L3.5 Recognize negative constructions

L3.6 Distinguish between simple questions (e.g., WH- & yes/no) and statements

L3.7 Recognize noun plurals

L3.8 Recognize the possessive form of nouns and pronouns

L4 General Discourse

L4.1 Comprehend simple learned social exchanges

L4.2 Comprehend simple conversations

L4.3 Comprehend simply expressed states and feelings

L5 Informational Discourse

L5.1 Comprehend short emergency warnings and commands (e.g., Stop! Wait!)

L5.2 Comprehend brief messages (e.g., Your husband called. Ms. Garcia wants to see you right away.)

L5.3 Comprehend brief non-face-to-face messages or announcements (e.g., The store will close in ten minutes.)

L5.4 Comprehend simple single-step instructions, explanations, and directions (e.g., Turn off the lights. Put the boxes in the back.)

LVGH ESOL Level 2 (CASAS scores 190-200)

High Beginning ESL

Listening/Speaking: Functions with some difficulty in situations related to immediate needs; may have some simple oral communication abilities using basic learned phrases and sentences.

Reading/Writing: Reads and writes letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Can write basic personal information on simplified forms.

CASAS Reading Basic Skills Content Standards

R1 Beginning literacy / Phonics

R1.1 Identify the letters of the English alphabet (upper and lower case)

R1.2 Recognize that letters make words and words make sentences

R1.3 Read from left to right, top to bottom, front to back

R1.4 Relate letters to sounds

R1.5 Relate letters to a range of possible pronunciations, including recognizing common homonyms

R1.6 Use common phonological patterns to sound out unfamiliar words (e.g., man/van)

R2 Vocabulary

R2.1 Interpret common symbols (e.g., restroom signs, traffic signs; #, ,

R2.2 Read basic sight words (e.g., the, is)

R2.3 Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)

R2.4 Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)

R2.5 Interpret contractions

R2.6 Interpret basic abbreviations (e.g., Mr., apt., lb.)

R2.7 Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)

R2.8 Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)

R2.9 Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, worker)

R2.11 Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)

R2.12 Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)

R3 General reading comprehension

R3.1 Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)

R3.2 Read and understand simple sentences that contain familiar vocabulary

R3.3 Read and understand simple texts on familiar topics (e.g., short narratives, basic consumer materials)

R3.6 Interpret simple written instructions

R3.8 Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)

R3.10 Follow pronoun references within a text (e.g., Ms. Smith... she; This is important.)

R3.12 Use supporting illustrations to interpret text

R3.13 Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next Purchase.)

R3.14 Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)

R4 Text in format

R4.1 Read numbers

R4.2 Read clock times

R4.3 Read dates

R4.4 Read money amounts

R4.5 Read simple handwriting

R4.6 Interpret simple forms (e.g., appointment sign-in sheet, class registration)

R4.8 Interpret information in charts and tables (e.g., bus schedules)

R4.9 Interpret maps, diagrams, and graphs

R4.10 Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)

R5 Reference materials

R5.1 Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)

R5.3 Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)

R5.4 Use a picture dictionary

R5.5 Use a simplified dictionary or glossary

R6 Reading strategies

R6.1 Predict the content of a text from title, pictures, type of material

R6.2 Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information

R7 Reading and thinking skills

R7.1 Identify the main idea of a simple paragraph

R7.4 Determine the sequence of events in a simple narrative

R7.8 Make inferences and draw conclusions from simple text

R7.13 Compare related information from various sources (e.g., consumer ads)

CASAS Listening Basic Skills Content Standards**L1 Phonology**

L1.1 Recognize and distinguish between the various sounds of English (e.g., vowels, consonants, minimal pairs, rhymes)

L1.2 Recognize words and sounds when they are modified by adjacent sounds (e.g., final “s”: walks [s] vs. plays [z]; final “-ed”: walked [t] vs. played [d])

L1.3 Distinguish individual words in connected speech

L1.4 Distinguish basic stress and intonation patterns in English words and sentences (e.g., rising intonation for yes/no questions, emphasis)

L2 Vocabulary

L2.1 Comprehend simple words and phrases in basic communication in familiar contexts (e.g., basic courtesies, personal information, survival, emergency)

L2.2 Recognize letters of the alphabet, letters in words, and numbers when spelled or dictated

L2.3 Comprehend high frequency words, phrases, phrasal verbs and simple idioms used in a variety of everyday contexts (e.g., everyday conversations, simple descriptions, directions)

L2.4 Comprehend simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transportation, employment)

L2.5 Comprehend homonyms in context (e.g., There's a hole in the bag. / Get a whole bag.)

L2.6 Comprehend words changed by prefixes, suffixes, etc. (e.g., happy/unhappy; govern, government)

L2.7 Comprehend speech that contains unfamiliar vocabulary using contextual clues

L3 Grammar

L3.1 Comprehend basic grammar and structures with present tense verbs and modals of high-frequency usage (e.g., to be, to do, to need, to have, can)

L3.2 Recognize pronouns and follow pronouns across a statement (e.g., Carlos lives with his mother.)

L3.3 Recognize contracted forms

L3.4 Recognize imperative constructions

L3.5 Recognize negative constructions

L3.6 Distinguish between simple questions (e.g., WH- & yes/no) and statements

L3.7 Recognize noun plurals

L3.8 Recognize the possessive form of nouns and pronouns

L3.9 Comprehend intermediate level grammar and structures (e.g., simple past, modals, real conditional, present perfect, compound simple sentences)

L3.10 Comprehend comparative forms of adjectives (e.g., faster, fastest)

L4 General Discourse

L4.1 Comprehend simple learned social exchanges

L4.2 Comprehend simple conversations

L4.3 Comprehend simply expressed states and feelings

L4.4 Comprehend abbreviated forms of speech (e.g., Want some?)

L4.5 Comprehend brief non-face-to-face communication (e.g., short phone calls, personal messages)

L5 Informational Discourse

L5.1 Comprehend short emergency warnings and commands (e.g., Stop! Wait!)

L5.2 Comprehend brief messages (e.g., Your husband called. Ms. Garcia wants to see you right away.)

L5.3 Comprehend brief non-face-to-face messages or announcements (e.g., The store will close in ten minutes.)

L5.4 Comprehend simple single-step instructions, explanations, and directions (e.g., Turn off the lights. Put the boxes in the back.)

L6 Strategies and Critical Thinking

L6.1 Identify the topic, main idea, or gist of brief discourse or information

L6.2 Listen for simple specific details of brief discourse (e.g., What time will the train leave?)

L6.3 Make inferences from simple statements or conversation

L6.4 Use non-language-based clues to guess meaning (e.g., gestures, situation, relationships, etc.)

L6.5 Predict content of discourse types/genre that follow common patterns (e.g., doctor talking to patient, narratives, instructions)

ESOL Level 3 (CASAS scores 200-210) Class Profile

General Description: Low Intermediate ESL

Listening/Speaking: Can satisfy basic survival needs and very routine social demands. Understands simple learned phrases easily and some new simple phrases containing familiar vocabulary, spoken slowly with frequent repetition.

Reading/Writing: Can read and interpret simple material on familiar topics. Able to read and interpret simple directions, schedules, signs, maps, and menus. Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations.

CASAS Reading Basic Skills Content Standards

Students at this level should be able to do the following before progressing to the next level:

R1: Beginning Literacy / Phonics

R1.5 Relate letters to a range of possible pronunciations, including recognizing common homonyms

R2: Vocabulary

R2.1 Interpret common symbols (e.g., restroom signs, traffic signs; #, ,)

R2.3 Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)

R2.5 Interpret contractions

R2.6 Interpret basic abbreviations (e.g., Mr., apt., lb.)

R2.7 Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)

R2.8 Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)

R2.9 Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er)

R2.11 Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)

R2.12 Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)

R3: General Reading Comprehension

R3.2 Read and understand simple sentences that contain familiar vocabulary

R3.3 Read and understand simple texts on familiar topics (e.g., short narratives, basic consumer materials)

R3.4 Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)

R3.6 Interpret simple written instructions

R3.8 Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)

R3.10 Follow pronoun references within a text (e.g., Ms. Smith... she; This is important.)

R3.12 Use supporting illustrations to interpret text

R3.13 Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next purchase.)

R3.14 Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)

R3.15 Interpret idioms and collocations from context

R4: Text in Format

R4.2 Read clock times

R4.3 Read dates

R4.4 Read money amounts

R4.5 Read simple handwriting

R4.6 Interpret simple forms (e.g., appointment sign-in sheet, class registration)

R4.8 Interpret information in charts and tables (e.g., bus schedules)

R4.9 Interpret maps, diagrams, and graphs

R4.10 Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)

R5: Reference materials

R5.1 Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)

R5.2 Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature)

R5.3 Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)

R5.5 Use a simplified dictionary or glossary

R6: Reading strategies

R6.1 Predict the content of a text from title, pictures, type of material

R6.2 Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information

R6.4 Skim simple text for general meaning

R6.6 Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information

R6.7 Increase reading fluency (accuracy, speed)

R7: Reading and Thinking skills

R7.2 Identify the main idea of a multi-paragraph text

R7.4 Determine the sequence of events in a simple narrative

R7.8 Make inferences and draw conclusions from simple text

R7.13 Compare related information from various sources (e.g., consumer ads)

R9: Literary Analysis

R9.1 Identify the story elements such as setting, character, plot, and resolution

R9.2 Draw from personal experiences in responding to a work of literature (i.e., the learner recognizes similarities between the experiences of fictional characters in non-complex events and his/her own experiences)

R9.3 Identify uncomplicated themes in reading selections

R9.4 Differentiate between factual and fictional elements

R9.5 Identify story elements including setting, plot, character, conflict, and resolution increasingly more complex fiction

R9.6 Identify the function of introductory and concluding paragraphs in an essay

CASAS Listening Basic Skills Content Standards

Students at this level should be able to do the following before progressing to the next level:

L1: Phonology

L1.5 Recognize reduced forms of words and phrases (e.g., gonna, gimme; Did you/Didja, twenty/twenny)

L2: Vocabulary

L2.3 Comprehend high frequency words, phrases, phrasal verbs and simple idioms used in a variety of everyday contexts (e.g., everyday conversations, simple descriptions, directions)

L2.4 Comprehend simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transportation, employment)

L2.5 Comprehend homonyms in context (e.g., There's a hole in the bag. / Get a whole bag.)

L2.6 Comprehend words changed by prefixes, suffixes, etc. (e.g., happy/unhappy; govern, government)

L2.7 Comprehend speech that contains unfamiliar vocabulary using contextual clues

L3: Grammar

L3.3 Recognize contracted forms

L3.4 Recognize imperative constructions

L3.5 Recognize negative constructions

L3.6 Distinguish between simple questions (e.g., WH- & yes/no) and statements

L3.7 Recognize noun plurals

L3.8 Recognize the possessive form of nouns and pronouns

L3.9 Comprehend intermediate level grammar and structures (e.g., simple past, modals, real conditional, present perfect, compound simple sentences)

L3.10 Comprehend comparative forms of adjectives (e.g., faster, fastest)

L3.11 Recognize signal words and cohesive devices that give clues to organization and content of message (e.g., first, then, however, it's important that, well, anyway, that being said, etc.)

L4: General Discourse

L4.2 Comprehend simple conversations

L4.3 Comprehend simply expressed states and feelings

L4.4 Comprehend abbreviated forms of speech (e.g., Want some?)

L4.5 Comprehend brief non-face-to-face communication (e.g., short phone calls, personal messages)

L4.6 Comprehend extended conversations

L5: Informational Discourse

L5.2 Comprehend brief messages (e.g., Your husband called. Ms. Garcia wants to see you right away.)

L5.3 Comprehend brief non-face-to-face messages or announcements (e.g., The store will close in ten minutes.)

L5.4 Comprehend simple single-step instructions, explanations, and directions (e.g., Turn off the lights. Put the boxes in the back.)

L5.5 Comprehend multi-step instructions and directions (e.g., Turn off the lights when you leave and lock the door.)

L6 Strategies and Critical Thinking

L6.1 Identify the topic, main idea, or gist of brief discourse or information

L6.2 Listen for simple specific details of brief discourse (e.g., What time will the train leave?)

L6.3 Make inferences from simple statements or conversation

L6.4 Use non-language-based clues to guess meaning (e.g., gestures, situation, relationships, etc.)

L6.5 Predict content of discourse types/genre that follow common patterns (e.g., doctor talking to patient, narratives, instructions)

L6.6 Demonstrate understanding of hypothetical situations (e.g., You are a patient. What do you say to the doctor?)

ESOL Level 4 (CASAS scores 210-220) Class Profile

General Description: High Intermediate ESL

Listening/Speaking: Can satisfy basic survival needs and limited social demands; can follow oral directions in familiar contexts. Has limited ability to understand on the telephone. Understands learned phrases easily and new phrases containing familiar vocabulary.

Reading/Writing: Can read and interpret simplified and some authentic material on familiar subjects. Can write messages or notes related to basic needs. Can fill out basic medical forms and job applications.

CASAS Reading Basic Skills Content Standards

Students at this level should be able to do the following before progressing to the next level:

R2: Vocabulary

R2.7 Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)

R2.8 Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)

R2.9 Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, worker) □

R2.10 Interpret less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, attendee)

R2.12 Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)

R3: General Reading Comprehension

R3.4 Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)

R3.7 Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)

R3.9 Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)

R3.11 Make connections between related information across different sections of a text

R3.12 Use supporting illustrations to interpret text

R3.13 Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next purchase.)

R3.14 Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)

R3.15 Interpret idioms and collocations from context

R3.17 Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)

R4: Text in Format

R4.6 Interpret simple forms (e.g., appointment sign-in sheet, class registration)

R4.7 Interpret complex forms (e.g., rental, insurance, pay statements)

R4.8 Interpret information in charts and tables (e.g., bus schedules)

R4.9 Interpret maps, diagrams, and graphs

R4.10 Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)

R5: Reference Materials

R5.1 Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)

R5.2 Locate information using an index or table of contents (e.g., of a book, manual, computer application)

help feature)

R5.3 Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)

R5.6 Use a standard dictionary to distinguish between multiple meanings of a word

R6: Reading Strategies

R6.1 Predict the content of a text from title, pictures, type of material

R6.2 Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information

R6.3 Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information

R6.4 Skim simple text for general meaning

R6.5 Skim complex text for general meaning or to determine subject matter or organization

R6.6 Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information

R6.7 Increase reading fluency (accuracy, speed)

R7: Reading and Thinking skills

R7.2 Identify the main idea of a multi-paragraph text

R7.5 Determine the sequence of events in a complex narrative

R7.6 Paraphrase information

R7.7 Summarize a text

R7.8 Make inferences and draw conclusions from simple text

R7.10 Differentiate fact from opinion in a written text

R7.13 Compare related information from various sources (e.g., consumer ads)

R9: Literary analysis

R9.7 Identify cause-and-effect relationships in literary texts

CASAS Listening Basic Skills Content Standards

Students at this level should be able to do the following before progressing to the next level:

L1: Phonology

L1.5 Recognize reduced forms of words and phrases (e.g., gonna, gimme; Did you/Didja, twenty/twenny)

L1.6 Recognize location of stress in multi-syllable words (e.g., My address is 312 Date Street. vs. Please address this envelope.)

L1.7 Recognize moods, emotions, and attitudes conveyed by pronunciation and stress patterns (e.g., Stress and intonation can change I don't believe it! from an expression of skepticism to an exclamation of surprise).

L2: Vocabulary

L2.3 Comprehend high frequency words, phrases, phrasal verbs and simple idioms used in a variety of everyday contexts (e.g., everyday conversations, simple descriptions, directions)

L2.4 Comprehend simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transportation, employment)

L2.5 Comprehend homonyms in context (e.g., There's a hole in the bag. / Get a whole bag.)

L2.6 Comprehend words changed by prefixes, suffixes, etc. (e.g., happy/unhappy; govern, government)

L2.7 Comprehend speech that contains unfamiliar vocabulary using contextual clues

L3: Grammar

- L3.9 Comprehend intermediate level grammar and structures (e.g., simple past, modals, real conditional, present perfect, compound simple sentences)
- L3.10 Comprehend comparative forms of adjectives (e.g., faster, fastest)
- L3.11 Recognize signal words and cohesive devices that give clues to organization and content of message (e.g., first, then, however, it's important that, well, anyway, that being said, etc.)
- L3.12 Comprehend comparative forms of adverbs (e.g., more quickly, the most quickly)
- L3.13 Comprehend advanced grammar and structures (e.g., complex tenses, all conditionals (real and unreal), passive voice, reported speech, compound/complex sentences)
- L3.14 Recognize a range of question types (e.g., embedded questions, tag questions)

L4: General Discourse

- L4.5 Comprehend brief non-face-to-face communication (e.g., short phone calls, personal messages)
- L4.6 Comprehend extended conversations
- L4.7 Comprehend extended social narrative (e.g., a description of weekend activities)
- L4.8 Recognize fillers and place holders in speech (e.g., Um, You know, Like)
- L4.9 Comprehend communicative function of speech (e.g., polite disagreement: Do you really think so?)
- L4.10 Comprehend media messages with visual support (e.g., TV news, weather reports, and movies)
- L4.11 Comprehend extended or detailed non-face-to-face communication (e.g., phone calls, messages, announcements, radio broadcasts)
- L4.12 Understand humor, jokes, irony

L5: Informational Discourse

- L5.5 Comprehend multi-step instructions and directions (e.g., Turn off the lights when you leave and lock the door.)
- L5.6 Comprehend detailed instructions, explanations and directions in a range of contexts (e.g., specialized contexts such as workplace procedures, operating instructions)

L6: Strategies and Critical Thinking

- L6.1 Identify the topic, main idea, or gist of brief discourse or information
- L6.2 Listen for simple specific details of brief discourse (e.g., What time will the train leave?)
- L6.3 Make inferences from simple statements or conversation
- L6.4 Use non-language-based clues to guess meaning (e.g., gestures, situation, relationships, etc.)
- L6.5 Predict content of discourse types/genre that follow common patterns (e.g., doctor talking to patient, narratives, instructions)
- L6.6 Demonstrate understanding of hypothetical situations (e.g., You are a patient. What do you say to the doctor?)
- L6.7 Determine when clarification is necessary
- L6.8 Identify the main idea or topic of extended discourse

ESOL Level 5 (CASAS score 220-235) Class Profile

General Description: Advanced ESL

Listening/Speaking: Can satisfy most survival needs and social demands. Has some ability to understand and communicate on the telephone on familiar topics. Can participate in conversations on a variety of topics.

Reading/Writing: Can read and interpret simplified and some non-simplified materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a payroll stub; and complete a simple order form; fill out medical information forms and job applications. Can write short personal notes and letters and make simple log entries.

CASAS Reading Basic Skills Content Standards

Students at this level should be able to do the following before progressing to the next level:

R2: Vocabulary

R2.7 Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)

R2.10 Interpret less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, attendee)

R2.12 Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)

R3: General Reading Comprehension

R3.4 Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)

R3.5 Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)

R3.7 Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)

R3.9 Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)

R3.11 Make connections between related information across different sections of a text

R3.12 Use supporting illustrations to interpret text

R3.14 Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)

R3.15 Interpret idioms and collocations from context

R3.16 Interpret figurative meanings of words from context (e.g., flooded with calls)

R3.17 Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)

R3.18 Interpret analogies in familiar contexts

R4: Text in Format

R4.6 Interpret simple forms (e.g., appointment sign-in sheet, class registration)

R4.7 Interpret complex forms (e.g., rental, insurance, pay statements)

R4.8 Interpret information in charts and tables (e.g., bus schedules)

R4.9 Interpret maps, diagrams, and graphs

R4.10 Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)

R5: Reference Materials

- R5.1 Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)
- R5.2 Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature)
- R5.3 Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)
- R5.6 Use a standard dictionary to distinguish between multiple meanings of a word
- R5.7 Use reference tools such as a print or online encyclopedia

R6: Reading Strategies

- R6.3 Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information
- R6.5 Skim complex text for general meaning or to determine subject matter or organization
- R6.6 Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information
- R6.7 Increase reading fluency (accuracy, speed)

R7: Reading and Thinking skills

- R7.2 Identify the main idea of a multi-paragraph text
- R7.3 Identify supporting points or details for a statement, position or argument on a familiar topic
- R7.5 Determine the sequence of events in a complex narrative
- R7.6 Paraphrase information
- R7.7 Summarize a text
- R7.9 Make inferences and draw conclusions from complex text
- R7.10 Differentiate fact from opinion in a written text
- R7.11 Identify the writer, audience, and purpose of a text
- R7.12 Determine a writer's point of view
- R7.13 Compare related information from various sources (e.g., consumer ads)
- R7.14 Verify and clarify facts in written information (e.g., advertising claims)

R9: Literary Analysis

- R9.8 Identify the impact of language such as literary devices that are characteristic of an author's work
- R9.9 Respond to a work of literature by explaining how the motives of the characters or the causes of events compare with those in his/her life
- R9.10 Identify the major theme in increasingly more complex stories
- R9.11 Use specifics from literary passages to support his/her ideas formed from reading literary text
- R9.12 Identify historical and cultural perspectives in reading selections (i.e., the impact of beliefs, attitudes, and values on a literary work)
- R9.13 Interpret a work of literature and relate the information to contemporary experiences
- R9.14 Identify more complex elements of plot, setting, character development, conflict, and resolution
- R9.15 Recognize universal themes in literature (e.g., tragic hero, man versus nature, triumph over adversity, coming of age)

CASAS Listening Basic Skills Content Standards

Students at this level should be able to do the following before progressing to the next level:

L1: Phonology

- L1.6 Recognize location of stress in multi-syllable words (e.g., My address is 312 Date Street. vs. Please address this envelope.)
- L1.7 Recognize moods, emotions, and attitudes conveyed by pronunciation and stress patterns (e.g., Stress and intonation can change “I don’t believe it!” from an expression of skepticism to an exclamation of surprise)

L2: Vocabulary

- L2.5 Comprehend homonyms in context (e.g., There’s a hole in the bag. / Get a whole bag.)
- L2.6 Comprehend words changed by prefixes, suffixes, etc. (e.g., happy/unhappy; govern, government)
- L2.7 Comprehend speech that contains unfamiliar vocabulary using contextual clues
- L2.8 Comprehend a wide range of vocabulary such as synonyms (e.g., doctor vs. physician), precise terminology (e.g., home vs. duplex apartment), phrasal verbs and idioms (e.g., to be late vs. running behind schedule) on a variety of topics
- L2.9 Comprehend specialized vocabulary (e.g., technical, academic)

L3: Grammar

- L3.11 Recognize signal words and cohesive devices that give clues to organization and content of message (e.g., first, then, however, it’s important that, well, anyway, that being said, etc.)
- L3.12 Comprehend comparative forms of adverbs (e.g., more quickly, the most quickly)
- L3.13 Comprehend advanced grammar and structures (e.g., complex tenses, all conditionals (real and unreal), passive voice, reported speech, compound/complex sentences)
- L3.14 Recognize a range of question types (e.g., embedded questions, tag questions)

L4: General Discourse

- L4.5 Comprehend brief non-face-to-face communication (e.g., short phone calls, personal messages)
- L4.6 Comprehend extended conversations
- L4.7 Comprehend extended social narrative (e.g., a description of weekend activities)
- L4.8 Recognize fillers and place holders in speech (e.g., Um, You know, Like)
- L4.9 Comprehend communicative function of speech (e.g., polite disagreement: Do you really think so?)
- L4.10 Comprehend media messages with visual support (e.g., TV news, weather reports, and movies)
- L4.11 Comprehend extended or detailed non-face-to-face communication (e.g., phone calls, messages, announcements, radio broadcasts)
- L4.12 Understand humor, jokes, irony

L5: Informational Discourse

- L5.5 Comprehend multi-step instructions and directions (e.g., Turn off the lights when you leave and lock the door.)
- L5.6 Comprehend detailed instructions, explanations and directions in a range of contexts (e.g., specialized contexts such as workplace procedures, operating instructions)
- L5.7 Comprehend instructions or requests given tentatively or indirectly (e.g., Why don’t you ...? You may want to...)

L6: Strategies and Critical Thinking

- L6.1 Identify the topic, main idea, or gist of brief discourse or information
- L6.2 Listen for simple specific details of brief discourse (e.g., What time will the train leave?)
- L6.4 Use non-language-based clues to guess meaning (e.g., gestures, situation, relationships, etc.)
- L6.5 Predict content of discourse types/genre that follow common patterns (e.g., doctor talking to patient, narratives, instructions)
- L6.6 Demonstrate understanding of hypothetical situations (e.g., You are a patient. What do you say to the doctor?)
- L6.7 Determine when clarification is necessary
- L6.8 Identify the main idea or topic of extended discourse
- L6.9 Listen for complex detail or several details in extended discourse (e.g., What are the reasons for the company's new policy?)
- L6.10 Make inferences and predictions and draw conclusions from lengthy or complex information
- L6.11 Differentiate fact from opinion
- L6.12 Detect a speaker's direct or indirect purpose or bias (e.g., advertisements, persuasive arguments, political speeches)
- L6.13 Listen critically in order to make informed decisions or formulate opinion

ESOL Level 6 (CASAS scores 235-245) Class Profile

General Description: Adult Secondary

Listening/Speaking: Can function independently in survival and social and work situations; can clarify general meaning and communicate on the telephone on familiar topics.

Reading/Writing: Can read and interpret non-simplified materials on everyday subjects; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications; and write an accident or incident report.

CASAS Reading Basic Skills Content Standards

Students at this level should be able to do the following before progressing to the next level:

R2: Vocabulary

R2.12 Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)

R3: General Reading Comprehension

R3.4 Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)

R3.5 Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)

R3.7 Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)

R3.9 Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)

R3.11 Make connections between related information across different sections of a text

R3.12 Use supporting illustrations to interpret text

R3.14 Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)

R3.15 Interpret idioms and collocations from context

R3.16 Interpret figurative meanings of words from context (e.g., flooded with calls)

R3.17 Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)

R3.18 Interpret analogies in familiar contexts

R3.19 Interpret meaning of metaphors and similes in context

R4: Text in Format

R4.7 Interpret complex forms (e.g., rental, insurance, pay statements)

R4.8 Interpret information in charts and tables (e.g., bus schedules)

R4.9 Interpret maps, diagrams, and graphs

R4.10 Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)

R5: Reference Materials

R5.2 Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature)

R5.3 Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)

R5.6 Use a standard dictionary to distinguish between multiple meanings of a word

R5.7 Use reference tools such as a print or online encyclopedia

R6: Reading Strategies

- R6.3 Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information
- R6.5 Skim complex text for general meaning or to determine subject matter or organization
- R6.6 Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information
- R6.7 Increase reading fluency (accuracy, speed)

R7: Reading and Thinking Skills

- R7.2 Identify the main idea of a multi-paragraph text
- R7.3 Identify supporting points or details for a statement, position or argument on a familiar topic
- R7.5 Determine the sequence of events in a complex narrative
- R7.6 Paraphrase information
- R7.7 Summarize a text
- R7.9 Make inferences and draw conclusions from complex text
- R7.11 Identify the writer, audience, and purpose of a text
- R7.12 Determine a writer's point of view
- R7.13 Compare related information from various sources (e.g., consumer ads)
- R7.14 Verify and clarify facts in written information (e.g., advertising claims)

R8: Academic-Oriented Skills

- R8.1 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings
- R8.4 Generate relevant questions about readings on issues that can be researched
- R8.5 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents
- R8.6 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration
- R8.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., professional journals, editorials, political speeches, primary source materials)
- R8.10 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension

R9: Literary Analysis

- R9.16 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue)
- R9.17 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic
- R9.18 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (ballad, lyric, couplet, epic, elegy, ode, sonnet)
- R9.19 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations) and explain the way those interactions affect the plot
- R9.20 Determine characters' traits by what the characters convey about themselves in narration, dialogue, dramatic monologue, and soliloquy

- R9.21 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work
- R9.22 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks)
- R9.23 Recognize and understand the significance of various literary devices (figurative language, imagery, allegory, symbolism) and explain their appeal
- R9.24 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text
- R9.25 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text
- R9.26 Explain how the tone and plot describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature
- R9.27 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism (Aesthetic approach)
- R9.28 Analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical approach)
- R9.29 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical approach)

CASAS Listening Basic Skills Content Standards

Students at this level should be able to do the following before progressing to the next level:

L1: Phonology

- L1.7 Recognize moods, emotions, and attitudes conveyed by pronunciation and stress patterns (e.g., Stress and intonation can change "I don't believe it!" from an expression of skepticism to an exclamation of surprise)

L2: Vocabulary

- L2.8 Comprehend a wide range of vocabulary such as synonyms (e.g., doctor vs. physician), precise terminology (e.g., home vs. duplex apartment), phrasal verbs and idioms (e.g., to be late vs. running behind schedule) on a variety of topics
- L2.9 Comprehend specialized vocabulary (e.g., technical, academic)

L3: Grammar

- L3.11 Recognize signal words and cohesive devices that give clues to organization and content of message (e.g., first, then, however, it's important that, well, anyway, that being said, etc.)
- L3.13 Comprehend advanced grammar and structures (e.g., complex tenses, all conditionals (real and unreal), passive voice, reported speech, compound/complex sentences)
- L3.14 Recognize a range of question types (e.g., embedded questions, tag questions)

L4: General Discourse

- L4.9 Comprehend communicative function of speech (e.g., polite disagreement: Do you really think so?)
- L4.10 Comprehend media messages with visual support (e.g., TV news, weather reports, and movies)
- L4.11 Comprehend extended or detailed non-face-to-face communication (e.g., phone calls, messages, announcements, radio broadcasts)
- L4.12 Understand humor, jokes, iron

L5: Informational Discourse

- L5.6 Comprehend detailed instructions, explanations and directions in a range of contexts (e.g., specialized contexts such as workplace procedures, operating instructions)
- L5.7 Comprehend instructions or requests given tentatively or indirectly (e.g., Why don't you ...? You may want to...)
- L5.8 Comprehend essential points of topics of special interest (e.g., lectures, speeches, presentations in order to summarize or take notes)
- L5.9 Comprehend details of descriptive and factual material in narrative form (e.g., lectures, business presentations)
- L5.10 Comprehend detailed non-face-to-face communication in a wide range of contexts (e.g., teleconferences, recorded lectures, workplace instructions)

L6: Strategies and Critical Thinking

- L6.4 Use non-language-based clues to guess meaning (e.g., gestures, situation, relationships, etc.)
- L6.5 Predict content of discourse types/genre that follow common patterns (e.g., doctor talking to patient, narratives, instructions)
- L6.6 Demonstrate understanding of hypothetical situations (e.g., You are a patient. What do you say to the doctor?)
- L6.7 Determine when clarification is necessary
- L6.8 Identify the main idea or topic of extended discourse
- L6.9 Listen for complex detail or several details in extended discourse (e.g., What are the reasons for the company's new policy?)
- L6.10 Make inferences and predictions and draw conclusions from lengthy or complex information
- L6.11 Differentiate fact from opinion
- L6.12 Detect a speaker's direct or indirect purpose or bias (e.g., advertisements, persuasive arguments, political speeches)
- L6.13 Listen critically in order to make informed decisions or formulate opinion