

Course Outline

REVISED: September/2002



Program: Adult Literacy/High School Diploma

Course of Study: Adult Basic Education

Course: English Language Arts

Adult Education No.: 1:1001

53-03-81

Basic Language Arts - Beginning

Credits: 5

Hours: 1200

Prerequisites:

None

After a student has completed this course, he/she may not be allowed to re-enroll in the course.

Course Description:

This competency-based course provides instruction in basic language arts for four grade levels- Level 0 (readiness), 1, 2 and 3. Emphasis is placed on

- readiness skills, oral and listening skills, composition, mechanics, grammar and usage;
- writing applications integrated with life skills;
- critical thinking skills; and
- reference, location and study skills.

Adults are provided with the basic language skills that integrate the SCANS competencies, English-Language Arts Content Standards for California Public Schools, Comprehensive Adult Student Assessment System (CASAS) competencies, and the Model Program Standards for Adult Basic Education. The ultimate goal is to help adult students acquire the competencies needed to fulfill their roles as family members, workers and community members.

The 1200 hours indicated for the completion of this course are based on a student entering as a nonreader and advancing to grade Level 3.9. However, most students enter the language program at various abilities and skill levels and may not need 1200 hours to complete this course outline. **The completion time will differ for each student.** This course outline also includes applications and mechanisms for ongoing evaluation of the students so that promotion and advancement occur on regular basis, and the students do not remain in the program for more time than needed.

A MESSAGE TO CBE COURSE OUTLINE USERS

This competency-based course outline is for use by students, teachers, counselors and school administrators, advisory committees, and all others having an interest in the course.

Before enrolling, students can read the course competencies listed to help them decide whether or not the course will meet their needs. After enrolling, a copy of the competencies can help a student track his/her progress through the course.

Teachers can use competency-based areas and statements to gain an overview of the course. The competencies can be used to develop lesson plans and teaching strategies. The Instructional Materials and Other Resources page provides teachers with instructional support in the form of text book titles, media and technology options, as well as the names of advisory personnel. Many course outlines provide sample lesson plans written by experienced teachers of the course.

Counselors can use the course outline to explain course purpose, goals and content to students. Sharing competency lists with students will make them aware of the minimal skills and knowledge they need to demonstrate after taking the course. This process can identify potential candidates for a course.

Principals can scan the competency areas and statements to decide if the content of a course should be offered at their schools in order to meet the needs of the community which it serves.

Competencies can be used to generate relevant questions and items for tests. The writing of individualized instructional contracts also needs to reflect the competency-based course outline components.

Clearly defined competency-based areas, statements, and minimal competencies are the points upon which curriculum, instruction, and assessment focus.

THE DEVELOPMENT OF A COMPETENCY-BASED COURSE OUTLINE

Every approved CBE course outline is written by Los Angeles Unified School teachers who teach the course. All teacher/writers have been in-serviced and certified by the Adult Curriculum Office to learn about competency-based education and the outline format.

New courses and course revisions are initiated by school and/or central office subject area departments. The schools and the subject area departments share the responsibility for approving the subject content, hours, credits, etc. Teacher/writers submit their first draft to the appropriate central office subject area supervisor, specialist, consultant or adviser.

Course outline draft copies are next submitted to the curriculum office. There all information required by the District and the State is verified. The outlines are edited and entered into the course outline computer data base. One formatted copy of an outline, with every page stamped "Draft Copy Only," is either approved by the curriculum office or returned for clarification or improvement.

Once signed off by the curriculum office an outline is routed back to the department that submitted it. When approved there, it is routed to the office of the Director of Instructional Services and finally to the Division's Assistant Superintendent for approval. The curriculum office then requests the required approvals by the LAUSD Board of Education.

The curriculum office sends master file copies of every approved CBE outline to principals of all Community Adult Schools and Employment Preparation Centers. These masters are used to produce copies for counselors and teachers. Students, community members, and other interested parties may also request copies. The curriculum office maintains a limited inventory of all outlines for additional distribution.

Changing needs are reflected in the constant development and revision of course outlines. It is an ongoing process designed to support the various demands of students, teachers, and the communities we serve.

TOM CALDERON
Adult Curriculum Office
Instructional and Counseling Services

CBE

COMPETENCY-BASED EDUCATION

Course Outline Competency-Based Component Definitions

Course descriptions states the major emphasis and content of a course.

Competency areas are units of instruction based on related competencies.

Competency statements are competency area goals that together define the framework and purpose of a course.

Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-Based Philosophy Overview

Competency-based instruction tells a student before instruction what skills or knowledge he/she will demonstrate after instruction.

A competency is stated as a minimum. This is the least a student has to demonstrate or know to be judged as competent. Stating competencies as minimums does not mean minimum instruction. Activities and opportunities should be provided for students to achieve maximum potential.

Competency-based education provides instruction that enables each student to attain individual goals as measured against pre-stated standards.

CBE instruction provides immediate and continual repetition and remediation. A student repeats tasks until achieving competence.

In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies.

Curriculum, instruction and assessment in CBE are: explicit, known, agreed upon, integrated, performance-oriented, and adaptive.

ACKNOWLEDGMENTS

Sincere appreciation is extended to the following members of the course outline committee for their dedication and outstanding contributions to the revision of this course outline: **PATRICIA BURNS, ANGEL CHIU, TERRI ENGLISH, ELIZABETH GRIFFIN.** Ella Mae Lorack, Laurie Pincus and Jeff Vollmer are acknowledged for their valuable input. Special appreciation is extended to **PATRICIA WILLIAMS** for her expertise and assistance to this effort. A special debt of gratitude is extended to Jennie Quan for typing and formatting this document and Sylvia Barker and Evelyn Albin for their clerical support.

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Section I

- **Introduction**
- **How to Use the Basic Language Arts-Beginning Course Outline**
- **Basic Language Arts-Beginning Exit Competencies**

INTRODUCTION

Teaching Writing

Writing is the fourth element in the development of language--listening speaking, reading and writing. It is a process in which thoughts are transformed into a written form. Writing uses symbols to convey ideas, concepts and feelings that one gathers from listening to others, orally expressing thoughts and/or reading the ideas of others.

An effective writing program is based upon an effective reading program. Reading is a model for writing; a person learns to write by reading what others have written. Writing depends to a large extent on imitation, and reading provides a model of the correct form and style. Through reading a person experiences how ideas are communicated. Therefore, the goal of the instructor is to build a bridge from reading to writing.

The Adult Basic Studies (ABS) Program

The major goal of the ABS program is to provide high calibre programs in which students are able to develop to their fullest potential, attain their personal goals and become more effective parents, family members, workers, and citizens and community members. The program is designed for students at grade Levels 0 (nonreaders) to 9 who need to learn or improve their basic reading, writing, computation skills, critical thinking and problem-solving skills. The ABS program is part of a continuum that prepares English as a Second Language (ESL) and English-speaking literacy students to enter the high school diploma program, employment preparation programs, world of work and/or to achieve their personal goals.

Purpose of the Basic Language Arts-Beginning Course Outline

In today's world the ability to read and write effectively is extremely important and essential to our day-to-day existence. The language arts foundation skills presented in the Basic Language Arts-Beginning course outline are important for life and fundamental to pursuing any educational objective.

This course outline delineates what teachers are expected to teach at grades Level 0 (non-reader or readiness level) through Level 3 (beginning language arts). It was developed and written to complement the course outline for Basic Reading-Beginning. This Basic Language Arts-Beginning course outline presents those skills that are considered imperative for a beginning student and necessary for the successful advancement to the intermediate and advanced language arts levels.

The LAUSD Student Learning Standards are embedded in this course outline along with the Secretary's Commission on Achieving Necessary Skills (SCANS) skills, the Model Program Standards for Adult Basic Education produced by the California Department of Education, the Comprehensive Adult Student Assessment Survey (CASAS) Competency List and the Equipped for the Future (EFF) competencies.

Characteristics of the Adult Beginning Literacy Student

Adult beginning literacy students come from different walks of life with unique and varied educational experiences, ability levels, goals and expectations; however, they share the desire to improve their basic skills in order to enhance the quality of their lives.

The level of beginning literacy students ranges from nonreaders to those with basic reading skills and writing skills. Students may be native-born English-speakers, fluent English as a Second Language (ESL) speakers, or learners who have transitioned from ESL classes. Some students may have dropped out of school or have undisclosed or unidentified learning process difficulties (LPD). Many students have day-to-day life challenges that impact their receptivity to the instructional program: health problems, child care needs, financial challenges, transportation difficulties and family responsibilities. There are also barriers to instruction that the students may bring to the classroom setting:

- low self-esteem
- rigid habits or routines developed as coping strategies to hide a low literacy
- antisocial behavior exhibited as a defense against past ridicule by teachers, classmates and/or family members
- fears and anxieties that may cause a student to pretend to know something that he or she actually does not know

The effective teacher must be aware of and sensitive to the challenges and barriers that many adult beginning readers may face. Nevertheless, these students bring a wealth of information and a reservoir of life experiences that can and should be used by teachers to enhance and enrich the instructional program.

A Multisensory Approach — Learning Styles

Learning style refers to how a person learns or processes information. The most common of these learning styles involved in the classroom are

- Visual - learning by seeing and observing information
- Auditory - learning by hearing, saying or listening to information
- Tactile/Kinesthetic - learning by touching, handling and manipulating materials and objects

In the classroom students differ in how they process information; therefore, a good instructional program is structured to accommodate these differences. It features a multisensory approach, which is an extremely effective teaching method and highly recommended for teaching beginning literacy students. Hence, this course outline requires this approach.

Use and Importance of Small Group Instruction

Grouping involves teaching students in small groups, in a whole class or individually according to their levels of proficiency, interests or needs. **This course outline is based on the use of small group instruction as the major mode of instruction** because small groups offer many benefits to the student and teacher:

- The teacher makes efficient use of time by delivering instruction to a group of students (working at the same level, near the same level or on the same topic) rather than to one student at a time.
- The teacher has more contact with more students more frequently. The students have the opportunity to study with others as they review and practice the instruction received.
- Fewer copies of materials and fewer pieces of equipment are needed. Lesson planning is more efficient when planning for a group than planning for individuals.
- The teacher can assess students' progress informally on a continuous basis, which reduces the amount of collecting, scoring and recording of the student's work.
- Students assist one another. (Peer instruction can be powerful!) Student interaction provides opportunities for oral language development and for developing a sense of belonging.
- Working in small groups is motivational for students with short attention spans.

The Secretary's Commission of Achieving Necessary Skills (SCANS) report concluded that employers desire employees with good interpersonal skills--working as team members, teaching others, exercising leadership to resolve differences, negotiating to solve problems and working in a culturally diverse group. When students work in small and large group settings, they learn to use and develop those interpersonal skills.

Flow Charts

Success in basic subjects classrooms and labs depends on using time efficiently and keeping students actively engaged in an organized flow of activities that includes instruction and practice, supplementary exercises, review, enrichment and follow-up. **The flow chart is the method used for this course outline** because it eliminates the need for making daily lesson plans for each class session and enables the teacher to organize the assignments, materials and activities in a logical, preplanned sequence. However, lesson plans are still necessary for certain classroom activities, such as life skills lessons that may involve a small group or entire class.

HOW TO USE THE BASIC LANGUAGE ARTS- BEGINNING COURSE OUTLINE

The Basic Language Arts-Beginning course outline was created to be used by teachers on a daily basis. It is divided into five sections each with its own numbering system so that it is easy to add or delete pages, if the need arises, without reproducing the entire course outline.

A. SECTION I

This section contains the introduction, an explanation of how to use the Basic Language Arts-Beginning course outline, exit competencies from the California Department of Education Model Standards for Adult Basic Education, and the Los Angeles Unified School District Student Learning Standards.

B. SECTION II

This section contains the actual course outline in a chart format. Each page of the chart contains the following information:

1. **I, S, and R designations** = introduce, stress and reviewed.
 - a. **I = Introduce** -- a skill is presented briefly and simply to the students for the first time
 - b. **S = Stress** -- a skill is emphasized or taught in great detail with examples and practices
 - c. **R = Review** -- a skill is restudied or reviewed as a refresher but not in great detail
2. **Levels 0 - 3** = levels at which a competency should be introduced, stressed or reviewed, noted with EDL Learning 100 equivalent reading levels from the core reading program (EDL).
3. **Hours** = time allocated for the completion of a Competency Area and designated on the first page of a Competency Area only.
4. **Competency Area** = primary area that will be addressed with a statement of what students will learn.
5. **Headings for Minimal Competencies** = general categories for minimal competencies that are noted with capital letters.
6. **Minimal Competencies** = competencies in behavioral terms of stating what the student will be able to do.

7. **LAUSD Standards** = the number for the standard from the LAUSD Students Learning Standards that is addressed. These standards are embedded throughout the course outline.
 - a. LA = Language Arts
 - b. CP = Career Preparation/Technical Arts
 - c. HE = Health Education
8. **SCANS** = the number that corresponds to the Secretary's Commission on Achieving Necessary Skills competencies or foundation skills. These skills are embedded throughout the course outline.
9. **CASAS** = the number of the major categories from the competency list of the Comprehensive Adult Student Assessment System. These competencies are embedded throughout the course outline.
10. **Evaluation Options** = the activities or techniques teachers (T) may use to evaluate students'(S) attainment of a competency. Teachers are encouraged to add their own evaluation activities in the spaces provided in the Evaluation Options column.
11. **Applications** = suggested means for students to apply the skills learned in tangible ways that may reflect daily living or life situations. Applications may be used by teachers to evaluate whether students have attained the minimal competency. Teachers are encouraged to add applications based on the students' needs.

Note: The LAUSD Standards, SCANS skills and CASAS competencies are embedded throughout this course outline but are indicated by their specific numbers when they correspond directly. Therefore, some minimal competencies that are implied will have no specific notation for SCANS, CASAS or LAUSD Standards.

C. SECTION III

This section contains evaluation procedures, instructional strategies and instructional resources.

D. SECTION IV

This section contains lists of the LAUSD Student Learning Standards, SCANS Skills and CASAS competencies that are embedded in this course outline.

E. SECTION V

This section contains a glossary of general literacy terms and other terms that may be used in this course outline.

EXIT COMPETENCIES

BASIC LANGUAGE ARTS-BEGINNING

LEVEL 0-3

The following exit competencies specify minimally what students should be able to demonstrate when they complete the Basic Language Arts-Beginning course outline. However, this course outline includes other competencies that are needed in order for a student to advance to higher levels of reading. These competencies are outlined in the California Department of Education Model Standards for Adult Basic Education (1996) and embedded in the LAUSD Student Learning Standards.

Listening and Speaking

1. Ask for and give clarification.
2. Follow and give simple oral directions.
3. Ask and answer questions orally about the sequential details of a short passage that is read aloud or silently.
4. Participate in a discussion.
5. Give clear explanations.
6. Ask and answer short questions in a simulated job interview.

Writing

1. Use clear and legible printing/handwriting.
2. Copy accurately from another document or from the board.
3. Develop lists for shopping, addresses, and telephone numbers.
4. Address an envelope.
5. Complete a simple form, such as a personal information sheet, library card application, or job application.
6. Use basic spelling rules to write simple words, phrases, and sentences.
7. Write and use contractions and simple abbreviations correctly.
8. Write a complete sentence, using capitalization and punctuation properly.
9. Dictate or take dictation of simple sentences.
10. Take a simple telephone message.
11. Write simple directions
12. Write a simple personal letter or note--thank-you note, an invitation, or a note to a child's teacher.
13. List ideas on paper.
14. Write a simple paragraph.
15. Use reference materials in the writing process.

Section II

- **Basic Language Arts-Beginning Course Outline with Competency Areas:**
 - I. **Readiness Skills for Reading and Writing**
 - II. **Listening and Oral Skills**
 - III. **Composition**
 - IV. **Mechanics**
 - V. **Grammar and Usage**
 - VI. **Critical Thinking**
 - VII. **Reference, Location and Study Skills**

I = Introduce
 S = Stress
 R = Review

CBE
 Competency-Based Education
 Competency-Based Components For Basic Language Arts-Beginning, Levels 0-3

Level 0 = 0.0-1.5 (RA)
 Level 1 = 1.0-2.5 (AA)
 Level 2 = 2.0-3.5 (BA)
 Level 3 = 3.0-4.5 (CA)

I. COMPETENCY AREA: READINESS SKILLS FOR READING AND WRITING

Students know about letters, words and sounds and recognize that letters make words and words make sentences.

200 HOURS

Minimal Competencies	Level 0	Level 1	Level 2	Level 3	LAUSD Standards	SCANS	CASAS	Evaluation Options
A. Orientation and Directionality								
1. Identify the normal flow of printed materials (i.e., left to right, top to bottom and front to back).	I	S			These skills are embedded throughout these competencies	These skills are embedded throughout these competencies	These skills are embedded throughout these competencies	<ul style="list-style-type: none"> • T observation • T provides additional evaluation options:
2. Use proper paper orientation.	I	S						
3. Hold and use a pen or pencil correctly.	I	S						
B. Formation and Placement of Letters								
4. Form uppercase and lowercase letters and numbers legibly.	I	S	R	R	These skills are embedded throughout these competencies	These skills are embedded throughout these competencies	These skills are embedded throughout these competencies	<ul style="list-style-type: none"> • S writing samples • S copies words by placing the letters in correct order. • T provides additional evaluation options:
5. Use proper letter placement (on the line, under the line, above the line) when writing.	I	S	R	R				
6. Write by moving from left to right and from top to bottom.	I	S	R		These skills are embedded throughout these competencies	These skills are embedded throughout these competencies	These skills are embedded throughout these competencies	
7. Demonstrate letter order in words.	I	S	R					
8. Use correct spacing between letters, words and sentences.	I	S	R					
9. Copy printed or written materials.	I	S	S	S				

I = Introduce
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I. COMPETENCY AREA: READINESS SKILLS FOR READING AND WRITING

Students know about letters, words and sounds and recognize that letters make words and words make sentences.

Minimal Competencies	Level 0	Level 1	Level 2	Level 3	LAUSD Standards	SCANS	CASAS	Evaluation Options
C. Alphabet and Numbers								
10. Identify and write upper and lower cases of the alphabet, in and out of sequence.	I	S	R					<ul style="list-style-type: none"> T observation S matches sounds with letters S pronounces nonsense words containing vowels and consonants T dictates sounds and S writes appropriate letters S writes alphabet and number T provides additional evaluation options:
11. Identify consonants.	I	S	S	R	LA.30			
12. Identify vowels (a, e, i, o, and u sometimes y).	I	S	S	R	LA.30			
13. Match and produce consonant and vowel (long and short) sounds.	I	S	S	R	LA.30			
14. Blend consonant and vowel sounds orally to form words and syllables.	I	S	S	R	LA.30			
15. Identify and write numbers.	I	S	R					
D. Basic Sight Vocabulary								
16. Read and write basic sight words (one-syllable and high frequency words).	I	S	S	R		F 2	0.1	<ul style="list-style-type: none"> Spelling tests of basic sight words S writing samples T dictates words, phrases and sentences Use flash cards of basic sight words S develops and reads aloud sentences containing basic sight words T provides additional evaluation options:
17. Classify and sort common words into basic groups (e.g., colors, shapes, food).	I	S	R	R		F 9, 12		
18. Read and write simple words, phrases and sentences.	I	S	S	S	LA.32	F 2		

Level 0 = 0.0-1.5 (RA)
 Level 1 = 1.0-2.5 (AA)
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CBE
 Competency-Based Education
 Competency-Based Components For Basic Language Arts-Beginning, Levels 0-3

I = Introduce
 S = Stress
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I. COMPETENCY AREA: READINESS SKILLS FOR READING AND WRITING

Students know about letters, words and sounds and recognize that letters make words and words make sentences.

Minimal Competencies	Level 0	Level 1	Level 2	Level 3	LAUSD Standards	SCANS	CASAS	Evaluation Options
E. Applications								*T may use Applications to assess student competency.
19. Alphabetize a list of simple words by first letter.	I	S	R	R				
20. Read and write personal information including name, address, telephone, birthday, social security number and family members.	I	I	S	S		F 2	0.2	
21. Sign name.	I	I	S	S		F 2		
22. Complete a simple form.	I	S	S	S		F 2	4.1	
23. Dial 911 to make an emergency call.	S	S	R	R		F 5, 6	2.1, 2.5	
24. Tell time using analog and digital clocks.	I	S	S	R			2.3	

Competency-Based Education
Competency-Based Components For Basic Language Arts-Beginning, Levels 0-3

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II. COMPETENCY AREA: LISTENING AND ORAL SKILLS

Students speak with a command of standard English conventions, listen critically and respond appropriately to oral communication, and share information and ideas in complete and coherent sentence.

75 HOURS

Minimal Competencies	Level 0	Level 1	Level 2	Level 3	LAUSD Standards	SCANS	CASAS	Evaluation Options
A. Listening Skills								
25. Follow simple oral instructions and directions.	S	S	S	S	LA 28	F5, 12	2.2	<ul style="list-style-type: none"> S carries out a set of instructional directions T reads short selection and S responds to questions about main idea, details, sequence of events and facts and opinions. T provides additional evaluation options:
26. Listen actively to gather specific information and respond appropriately.	S	S	S	S	LA 28	F5, 12, 15, 16	7.2	
27. Listen actively and identify the main idea, details, sequence of events, and facts and opinions.	I	S	S	S	LA 28	F5, 11, 12	7.2	
B. Oral Skills								
28. Give and follow simple oral instructions and directions.	I	S	S	S	LA 28-29, 31 CP 37	F 5, 6, 12	0.2	<ul style="list-style-type: none"> T observation S gives oral autobiographical presentation to group, class, partner or teacher S retells facts of a story telling who, what, how, why, when where S groups debate a topic and present group opinion to whole class S expresses an opinion and explains in group setting T provides additional evaluation options:
29. Give information about self, family and work history.	I	S	S	S	LA 28-29, 31	F 5, 6, 12	0.2	
30. Ask for and give clarification.	I	S	S	S	LA 28-29, 31	F 5, 6, 11, 12	9.1	
31. Respond to simple stories, prose and poetry orally.	I	S	S	S	LA 28-29, 31	F 5, 6, 12	7.2	
32. Explain <i>who, what, how, why, when, where</i> .	I	S	S	S	LA 28-29, 31	F 5, 6, 12	7.2	
33. Describe people, common objects and places in both general and specific language.	S	S	S	S	LA 28-29, 31	F 5, 6, 11, 12	0.1	
34. Express and support an opinion, agreement/disagreement.	I	S	S	S	LA 28-29, 31	F 5, 6, 11, 12, 15	7.3	
35. Explain a process, opinion or situation.	I	S	S	S	LA 28-29, 31	F 5, 6, 12	7.2	

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II. COMPETENCY AREA: LISTENING AND ORAL SKILLS

Students speak with a command of standard English conventions, listen critically and respond appropriately to oral communication, and share information and ideas in complete and coherent sentences.

Minimal Competencies	Level 0	Level 1	Level 2	Level 3	LAUSD Standards	SCANS	CASAS	Evaluation Options
36. Retell a story or event.	I	S	S	S	LA 28-29, 31	F 5-6	7.2	
37. Identify and discuss cultural differences between the U.S. and other countries regarding work, family, education and personal relations.	S	S	S	S	LA 31 CP 37	C14, F 15	4.8	
38. Demonstrate oral skills of pace, volume, emphasis, pronunciation, audibility and appropriate choice of words.	I	S	S	S	LA 28	F 6		
C. Applications								• T may use applications to assess student competency
39. Give and follow directions to places in the community.	I	S	S	S	LA 28	F 6-7, 9, 13, 15	2.2	
40. Report an emergency and respond to directions of 911 personnel.	I	S	S	S	LA 28	F 6	1.6, 2.0	
41. Communicate with medical personnel.	I	S	S	S	LA 28	F 6	0.2, 2.2, 4.8	
42. Engage in informal discussion about self, family, news events, leisure activities weather, work and goals.	I	S	S	S	LA 28	C 6, F 5-6	0.1, 0.2, 4.8	
43. Give and take short messages (e.g., phone messages).	I	S	S	S	LA 28	F 5-6	2.1	
44. Discuss and use language and behaviors appropriate for a variety of situations.	I	S	S	S	LA 28, CP 37	F 6, 8	0.1, 4.6, 4.8	
45. Ask and answer questions in a simulated job interview.	I	I	S	S	LA 28-29 CP 38	C 7, F 5-6	4.1	

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II. COMPETENCY AREA: LISTENING AND ORAL SKILLS

Students speak with a command of standard English conventions, listen critically and respond appropriately to oral communication, and share information and ideas in complete and coherent sentences.

Minimal Competencies	Level 0	Level 1	Level 2	Level 3	LAUSD Standards	SCANS	CASAS	Evaluation Options
46. Demonstrate understanding of employee rights and responsibilities.	I	S	S	S		F 12	4.3, 4.8 7.2	• T may use applications to assess student competency
47. Express a complaint.	I	S	S	S	CP 41	C 5, 7, 18 F 6, 9, 15	7.2	
48. Explain procedures for avoiding accidents and injuries at home and at work, including fire prevention and earthquake preparedness.	I	S	S	S		F 8, 12	3.4	
49. Read a passage aloud with inflection and expression.	I	S	S	S	LA 29	F 1, 6		
50. Demonstrate effective communication skills in the classroom, workplace, home and community.	I	S	S	S	LA 28	C 5-7, 9, 13-14	0.1, 4.6, 4.8	

**Competency-Based Education
Competency-Based Components For Basic Language Arts-Beginning, Levels 0-3**

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III. COMPETENCY AREA: COMPOSITION

Students write clear and coherent simple sentences with the subject and verb that develop a central idea with relevant facts and details for various purposes and audiences.

200 HOURS

Minimal Competencies	Level 0	Level 1	Level 2	Level 3	LAUSD Standards	SCANS	CASAS	Evaluation Options
A. Sentences								
51. Identify the elements of a sentence--complete thought, simple subject and predicate.	I	I	S	S	LA 32			<ul style="list-style-type: none"> • Write-On worksheets (R and W sheets) • Language Clues Capitalization and Punctuation sections • S writes complete sentences using vocabulary words • S indicates subject and predicate in simple sentences • Journal writing • T writes sentences on board with errors, S correct errors • T provides additional evaluation options:
52. Write a complete sentence using correct capitalization and punctuation.	I	S	S	S	LA 32		0.2	
53. Distinguish between complete and incomplete sentences, sentence fragments, and run-on sentences.	I	I	S	S	LA 32		0.2	
54. Identify and write declarative, interrogative, imperative and exclamatory sentences.	I	I	S	S				
B. Paragraphs								
55. Identify and use correct paragraph format-- indenting the first line, writing continuous sentences and using appropriate margins.	I	S	S	S	LA 33, 34		0.2	<ul style="list-style-type: none"> • Write-On worksheets (W sheet) • S underlines specific parts of T-paragraphs provided and S-developed paragraphs • S edits T-provided paragraphs • S writing samples • S uses strip story to organize and sequence events or details • Re-write and correct paragraph that has editor's marks • T provides additional evaluation options:
56. Identify and write the parts of a paragraph: topic sentence, supporting details, concluding sentence, title.	I	I	S	S	LA 33, 34			
57. Write a topic sentence, supporting detail sentence and a concluding sentence to a paragraph.	I	I	S	S	LA 33, 34			
58. Use the writing process to create a paragraph that develops and supports a central idea with facts and details--prewriting, drafting, revising, editing, publishing.	I	I	S	S	LA 33, 34			

I = Introduce
S = Stress
R = Review

I = Introduce
S = Stress
R - Review

CBE
Competency-Based Education
Competency-Based Components For Basic Language Arts-Beginning, Levels 0-3

Level 0 = 0.0-1.5 (RA)
Level 1 = 1.0-2.5 (AA)
Level 2 = 2.0-3.5 (BA)
Level 3 = 3.0-4.5 (CA)

III. COMPETENCY AREA: COMPOSITION

Students write clear and coherent simple sentences with the subject and verb that develop a central idea with relevant facts and details for various purposes and audiences.

Minimal Competencies	Level 0	Level 1	Level 2	Level 3	LAUSD Standards	SCANS	CASAS	Evaluation Options
B. Paragraphs (cont.)								
59. Create a title for a paragraph.	I	S	S	S	LA 33-34			<ul style="list-style-type: none"> S given paragraphs and title and matches the correct title with correct paragraph T provides additional evaluation options:
60. Demonstrate understanding of simple editor's marks in proofreading.		I	I	S	LA 33-34			
61. Write a simple narrative paragraph to relate an experience or event.		I	S	S	LA 33-34	F 2	7.2	
62. Write a simple descriptive paragraph to describe a person, place or object.		I	S	S	LA 33-34	F 2	7.2	
63. Write a simple explanatory paragraph to explain a process, opinion, or situation.		I	S	S	LA 33-34	F 2	7.2	
C. Applications								
64. Address an envelope.	I	S	S	R	LA 33-34		0.2	<ul style="list-style-type: none"> T may use Applications to assess student competency.
65. Identify the parts of a letter: date, greeting, body, closing, signature.		I	S	S	LA 33-34		0.2, 2.4	
66. Write a simple note (e.g., thank-you/ note to child's school or teacher/ get well/ express sympathy/ invitation/ explanation of absence/ time off or schedule change of directions).		I	S	S	LA 32	F 2	0.2, 2.5	
67. Write a simple friendly letter.		I	S	S	LA 32-33	F 2	0.2	
68. Write a simple business letter.			I	S	LA 32-33	F 2	0.2	

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III. COMPETENCY AREA: COMPOSITION

Students write clear and coherent simple sentences with the subject and verb that develop a central idea with relevant facts and details for various purposes and audiences.

Minimal Competencies	Level 0	Level 1	Level 2	Level 3	LAUSD Standards	SCANS	CASAS	Evaluation Options
C. Applications (cont.)								
69. Write a simple message (e.g. telephone message).	I	S	S	S	LA 32-33	F2	0.2, 4.6	• T may use Applications to assess student competency.
70. Complete forms such as mail orders and simple job applications, bank forms.	I	S	S	S	LA 32-33	F2	0.2, 1.1, 1.3, 2.5, 4.1,	
71. Write a short autobiography.		I	S	S	LA 32-33	F2	7.2	
72. Write a series of directions or instructions.	I	S	S	S	LA 32-33	F2	7.2	
73. Write a simple description of the setting, characters or events from a literary selection.	I	I	S	S	LA 32-33	F2	7.2	

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IV. COMPETENCY AREA: MECHANICS

Students will apply the beginning rules of capitalization and punctuation and demonstrate competency in spelling basic words.

200 HOURS

Minimal Competencies	Level 0	Level 1	Level 2	Level 3	LAUSD Standards	SCANS	CASAS	Evaluation Options
A. Capitalization								
74. Capitalize the personal pronoun "I."	I	S	S	R	LA 32			<ul style="list-style-type: none"> S matches abbreviations with words T observation S writing samples S finds errors from text, teacher-generated samples or student writing samples T generated exercises T administered or S administered dictation exercises T provides additional evaluation options:
75. Capitalize the first word of a sentence.	I	S	S	S	LA 32			
76. Capitalize all proper nouns. Examples include:					LA 32		0.2	
a. Names of people including initials, titles and abbreviations (e.g., Gen. Colin R. Powell and Ms. Lucy G. Johnson)	I	S	S	S	LA 32			
b. Names of places, including abbreviations (e.g., Sepulveda Blvd., the Rocky Mountains)	I	S	S	S	LA 32		0.2 0.2 0.2	
c. Days of the week, months of the year and holidays (e.g., Monday, June, Christmas)	I	S	S	S	LA 32		0.2	
d. Languages, ethnic groups and nationalities (e.g., English, Mexicans, Native Americans)	I	S	S		LA 32		0.2	
e. Brand and product names (e.g., Pepsi, Snapple, Toyota)	I	I	S	S	LA 32		0.2	
f. Titles of books (e.g., The Red Pony)		I	S	S	LA 32			
g. First word in greeting, closing and signature of notes and letters		I	S	S	LA 32			

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IV. COMPETENCY AREA: MECHANICS

Students will apply the beginning rules of capitalization and punctuation and demonstrate competency in spelling basic words.

Minimal Competencies	Level 0	Level 1	Level 2	Level 3	LAUSD Standards	SCANS	CASAS	Evaluation Options
B. Punctuation								
77. Identify and use periods to end sentences, abbreviations and initials.	I	S	S	S	LA.32	F2	0.2	<ul style="list-style-type: none"> T observation S writing samples S finds errors from text, teacher-generated samples or student writing samples T generated exercises T administered or S administered dictation exercises T provides additional evaluation options:
78. Identify and use question marks to end interrogative sentences.	I	S	S	S	LA.32	F2	0.2	
79. Identify and use exclamation marks to end exclamatory sentences and interjections.	I	I	S	S	LA.32	F2	0.2	
80. Identify and use apostrophes in contractions and with singular possessive nouns (e.g., John's house, dog's dish).	I	I	S	S	LA.32	F2	0.2	
81. Identify and use commas. Examples:	I	I	S	S	LA.32	F2	0.2	
a. In an address between the city and state, and between a city and country (e.g., Paris, France/Pasadena, CA								
b. In a date to separate the date from the year (e.g., November 15, 2000)	I	S	S	S	LA.32	F2	0.2, 4.6	
c. In a letter or note after the greeting and closing		I	S	S	LA.32	F2	0.2	
d. In a series of nouns, verbs or adjectives in a sentence (e.g., I like soccer, basketball, baseball and hockey.)		I	S	S	LA.32	F2	0.2	

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IV. COMPETENCY AREA: MECHANICS

Students will apply the beginning rules of capitalization and punctuation and demonstrate competency in spelling basic words.

Minimal Competencies	Level 0	Level 1	Level 2	Level 3	LAUSD Standards	SCANS	CASAS	Evaluation Options
B. Punctuation (cont.)								
82. Identify quotation marks in simple sentences.		I	I	S	LA.32	F 2		
83. Underline titles of books.		I	S	S	LA.32	F 2		
C. Spelling								
84. Spell basic sight words.	I	S	S	S	LA.32	F 2		<ul style="list-style-type: none"> • T observation • S puts letters in correct sequence to spell words correctly • S writing samples • T-generated exercises • T provides additional evaluation options:
85. Spell three and four-letter short vowel words.	I	S	S	R	LA.32	F 2		
86. Spell frequently used, irregular verbs correctly (e.g., was, were/says, said).	I	S	S	S	LA.32	F 2		
87. Form and spell contractions with the following:								
a. The verbs <i>be</i> and <i>have</i> (e.g., <i>he+is = he's</i> , <i>they+have = they've</i>)	I	S	S	S	LA.32	F 2		
b. The negative <i>not</i> (e.g., <i>can+not = can't</i>)	I	S	S	S	LA.32	F 2		
c. The modals <i>will</i> , and <i>would</i> (e.g., <i>he'll, she'd</i>)	I	I	S	S	LA.32	F 2		
88. Form the plural of regular nouns by adding <i>s</i> (e.g., <i>house, houses</i>).	I	S	S	R	LA.32	F 2		

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IV. COMPETENCY AREA: MECHANICS

Students will apply the beginning rules of capitalization and punctuation and demonstrate competency in spelling basic words.

Minimal Competencies	Level 0	Level 1	Level 2	Level 3	LAUSD Standards	SCANS	CASAS	Evaluation Options
89. Form the plural of common irregular nouns, such as a. Nouns that end in <i>x, z, ch, or sh</i> by adding <i>es</i> (e.g., <i>tax, taxes/buzz, buzzes/church, churches/bush, bushes</i>) b. Nouns that end in <i>f</i> or <i>fe</i> by changing <i>f</i> or <i>fe</i> to " <i>ves</i> " (e.g., <i>loaf, loaves/leaf, leaves</i>) c. Nouns that end in a <i>vowel + y</i> by adding " <i>s</i> " (e.g., <i>day, days</i>) d. Nouns that end in <i>consonant + y</i> by changing the <i>y</i> to " <i>ies</i> " (e.g., <i>baby, babies</i>)	I	I	S	S	LA 32	F 2		
90. Identify common irregular nouns and their plural forms (e.g., <i>ox, oxen</i>).		I	S	S	LA 32	F 2		
91. Identify and spell appropriate abbreviations. a. An address including street names, city, state and the four direction points (e.g., <i>W. Century Dr. Apt. 3A</i>) b. Indication of sex, marital status, or occupation (e.g., <i>Ms. Mary Johnson, Dr. Taylor</i>) c. Common weights and measurements (<i>8 ozs., 100 lbs., 6 ft., 50 mil</i>)	I	S	S	S	LA 32	F 2	2.4	

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IV. COMPETENCY AREA: MECHANICS

Students will apply the beginning rules of capitalization and punctuation and demonstrate competency in spelling basic words.

Minimal Competencies	Level 0	Level 1	Level 2	Level 3	LAUSD Standards	SCANS	CASAS	Evaluation Options
C. Spelling (cont.)								
d. Classified ads section of the newspaper or on fliers or posters (e.g., <i>bedrm. mo. pt.</i>)	I	I	S	S	LA.32	F2		
e. Expressions of time (<i>a.m., p.m.</i>)	I	S	S	S	LA.32	F2	1.1, 2.3	
92. Identify and spell basic homonyms (homophones) pairs or groups (e.g., <i>to, too, two/their, there, they're/here, hear</i>).	I	I	S	S	LA.32	F2		
93. Identify root words and build words using common affixes that								
a. Do not need any changes before adding the suffix	I	S	S	S	LA.32			
b. Have the final <i>e</i> that must be dropped before adding a suffix beginning with a vowel (e.g., <i>make, making</i>)	I	I	S	S	LA.32			
c. Keep the final <i>e</i> when adding a suffix beginning with a consonant (e.g., <i>love, lovely/care/careful</i>)	I	I	S	S	LA.32			
d. Have the final consonant that must be doubled before adding the suffix (e.g., <i>winning, stopping</i>)	I	I	S	S	LA.32			
e. End in a <i>vowel + y</i> and keep the <i>y</i> when adding the suffix (e.g., <i>playful, buyer</i>)	I	I	S	S	LA.32			

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IV. COMPETENCY AREA: MECHANICS

Students will apply the beginning rules of capitalization and punctuation and demonstrate competency in spelling basic words.

Minimal Competencies	Level 0	Level 1	Level 2	Level 3	LAUSD Standards	SCANS	CASAS	Evaluation Options
C. Spelling (cont.)								
f. End in a <i>consonant + y</i> and change the <i>y</i> to <i>i</i> before adding the suffixes <i>married, busiest, babies</i>	I	I	S	S	LA 32			
g. End in a <i>consonant + y</i> and keep the <i>y</i> when adding the suffix <i>ing</i> (e.g., <i>crying, playing</i>)	I	I	S	S	LA 32			
94. Identify and define a syllable.	I	I	S	S	LA 32			
95. Use basic rules of syllabication to divide two- or three-syllable words.	I	I	S	S	LA 32			
D. Applications								
96. Identify misspelled words and correct them.	I	I	S	S	LA 32	F2, 9		• T may use Applications to assess student competency.
97. Take a spelling dictation.	I	S	S	S	LA 32			
98. Write a short ad using appropriate abbreviations.			I	S	LA 32	F2		

V. COMPETENCY AREA: GRAMMAR AND USAGE

Students apply basic grammatical concepts and rules.

200 HOURS

Minimal Competencies	Level 0	Level 1	Level 2	Level 3	LAUSD Standards	SCANS	CASAS	Evaluation Options
A. Verbs								
99. Define, identify and use a verb.		I	S	S	LA 32			<ul style="list-style-type: none"> T observation T-generated tests Published tests S writing samples S sorts and classifies types of verbs (i.e., helping or main) T provides additional evaluation options:
100. Distinguish between action (i.e., run, saw, climb) and state of being verbs (i.e., am, are, is, was, were, been).		I	S	S	LA 32			
101. Distinguish between main/principal verbs and helping/auxiliary verbs (i.e., have, seen, is running).		I	S	S	LA 32			
102. Identify and use correct tense of verb (e.g., present, past and future).		I	S	S	LA 32			
103. Use modals correctly (<i>can, could, should, must, would, may, might, can</i>).		I	S	S	LA 32			
104. Construct sentences using correct subject-verb agreement.		I	S	S	LA 32			
B. Nouns								
105. Define, identify and use a noun.		I	S	S	LA 32			<ul style="list-style-type: none"> T observation T-generated tests Published tests S writing samples S matches and sorts types of nouns S reads a passage and completes a chart to distinguish between nouns and verbs T provides additional evaluation options:
106. Identify and distinguish between common and proper nouns (e.g., <i>city/Glendale, car/Ford</i>).		I	S	S	LA 32			
107. Identify plural forms--regular and irregular (e.g., <i>child, children/woman, women/tooth, teeth</i>).	I	I	S	S	LA 32			

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V. COMPETENCY AREA: GRAMMAR AND USAGE

Students apply basic grammatical concepts and rules.

Minimal Competencies	Level 0	Level 1	Level 2	Level 3	LAUSD Standards	SCANS	CASAS	Evaluation Options
B. Nouns (cont.)								
108. Identify, form and use the possessive for simple singular nouns (e.g., <i>John's book, the teacher's key</i>).	I	S	S	S	L.32			
C. Pronouns								
109. Define, identify and use a pronoun.	I	S	S	S	LA.32			<ul style="list-style-type: none"> • T observation • T-generated tests • Published tests • S writing samples • S matches pronoun with the noun it represent • T provides additional evaluation options:
110. Distinguish between subject, object, and possessive pronouns (e.g., <i>he-him-his/they-them-theirs</i>).	I	I	I	S	LA.32			
111. Agreement with antecedent (e.g., <i>John eats his dinner. John and Mary eat their dinner.</i>).		I	I	S				
D. Adjectives								
112. Define, identify and use an adjective.	I	S	S	S	LA.32			<ul style="list-style-type: none"> • T observation • T-generated tests • Published tests • S writing samples • S constructs a sentence from scrambled words • S adds adjectives to a simple sentence • T provides additional evaluation options:
113. Place an adjective before a noun and after a state-of-being verb (e.g., <i>The sunny day. The day was sunny.</i>).	I	S	S	S	LA.32			
114. Identify and use articles correctly.		I	S	S	LA.32			
a. <i>A and an</i> (e.g., an apple, a house)	I	S	S	S	LA.32			
b. Omission of <i>a</i> and <i>an</i> in plurals	I	S	S	S	LA.32			
c. <i>The</i> as noun determiner (e.g. <i>the apple, the houses</i>)	I	S	S	S	LA.32			

V. COMPETENCY AREA: GRAMMAR AND USAGE*Students apply basic grammatical concepts and rules.*

Minimal Competencies	Level 0	Level 1	Level 2	Level 3	LAUSD Standards	SCANS	CASAS	Evaluation Options
D. Adjectives (cont.)								
115. Identify and use demonstrative adjectives (<i>this, that, these, those</i>).		I	S	S	LA 32			
116. Identify, form and use adjective in the positive, comparative (adding <i>er</i>) and superlative (adding <i>est</i>) forms (e.g., <i>neat, neater, neatest/difficult, more difficult, most difficult</i>).			I	S	LA 32			
E. Adverbs								
117. Define, identify and use an adverb to modify a verb.								
a. Adverbs that tell <i>how</i> (i.e., quickly, slowly)		I	I	S	LA 32			<ul style="list-style-type: none"> • T observation • T-generated tests • Published tests • S writing samples • S adds adverbs to simple sentence • S constructs a sentence from scrambled words • S classifies adverbs that tell how, when, where, how often • T provides additional evaluation options:
b. Adverbs that tell <i>when</i> (i.e., tomorrow, now, often)		I	I	S	LA 32			
c. Adverbs that tell <i>where</i> (i.e., here, outside)		I	I	S	LA 32			
118. Identify, form and use adverbs in the positive, comparative (adding <i>er</i>) and superlative (adding <i>est</i>) forms (e.g., <i>fast, faster, fastest/quickly, more quickly, most quickly</i>).			I	S				

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V. COMPETENCY AREA: GRAMMAR AND USAGE

Students apply basic grammatical concepts and rules.

Minimal Competencies	Level 0	Level 1	Level 2	Level 3	LAUSD Standards	SCANS	CASAS	Evaluation Options
E. Prepositions								<ul style="list-style-type: none"> • T observation • T-generated tests • Published tests • S writing samples • S adds prepositional phrases to simple sentences • T provides additional evaluation options:
119. Define, identify and use simple prepositions.		I	S	S	LA.32			<ul style="list-style-type: none"> • T observation • T-generated tests • Published tests • S writing samples • S creates compound elements in simple sentences • T provides additional evaluation options:
120. Identify and use prepositional phrases (e.g., <i>in the door/under the bed/for me</i>).		I	S	S	LA.32			<ul style="list-style-type: none"> • T observation • T-generated tests • Published tests • S writing samples • S creates compound elements in simple sentences • T provides additional evaluation options:
G. Conjunctions								<ul style="list-style-type: none"> • T observation • T-generated tests • Published tests • S writing samples • S creates compound elements in simple sentences • T provides additional evaluation options:
121. Identify, define and use conjunctions.		I	S	S	LA.32			<ul style="list-style-type: none"> • T observation • T-generated tests • Published tests • S writing samples • S reads a series of sentences and student puts appropriate mark • S fills in blanks with correct interjection marks • T provides additional evaluation options:
122. Identify and use coordinating conjunctions (e.g., <i>and, or, but</i>).		I	S	S	LA.32			<ul style="list-style-type: none"> • T observation • T-generated tests • Published tests • S writing samples • S reads a series of sentences and student puts appropriate mark • S fills in blanks with correct interjection marks • T provides additional evaluation options:
H. Interjections								<ul style="list-style-type: none"> • T observation • T-generated tests • Published tests • S writing samples • S reads a series of sentences and student puts appropriate mark • S fills in blanks with correct interjection marks • T provides additional evaluation options:
123. Define, identify and use interjections.		I	S	S	LA.32			<ul style="list-style-type: none"> • T observation • T-generated tests • Published tests • S writing samples • S reads a series of sentences and student puts appropriate mark • S fills in blanks with correct interjection marks • T provides additional evaluation options:
124. Use an exclamation point with interjections (e.g., <i>Wow! Oh no!</i>).		I	S	S	LA.32			<ul style="list-style-type: none"> • T observation • T-generated tests • Published tests • S writing samples • S reads a series of sentences and student puts appropriate mark • S fills in blanks with correct interjection marks • T provides additional evaluation options:
I. Applications								<ul style="list-style-type: none"> • T may use Applications to assess student competency.
125. Compare two or more people, places or things.			I	S		C7	7.2	
126. Explain an opinion or preference using a comparison orally or in writing.		I	S	S	LA.29,34	C7	7.2	
127. Identify parts of speech in a sentence.			I	S				

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VI. COMPETENCY AREA: CRITICAL THINKING

Students demonstrate and apply critical thinking skills in oral and written forms.

200 HOURS

Minimal Competencies	Level 0	Level 1	Level 2	Level 3	LAUSD Standards	SCANS	CASAS	Evaluation Options
A. Critical Thinking Skills								
128. Classify, group and categorize information.	I	S	S	S		C7	7.2	<ul style="list-style-type: none"> S finds or lists statements from a reading selection that are facts, opinions, conclusions, contrasting ideas, inferences. T provides additional evaluation options:
129. Summarize to recall information and identify main ideas and supporting details (i.e., articles, TV shows).	I	I	S	S	LA.29	C7	7.2	
130. Sequence actions and events.	I	S	S	S	LA.34	C7	7.2	
131. Draw a conclusion or predict an outcome to a selection.	I	I	S	S	LA.31	C7	7.2	
132. Compare and contrast ideas.	I	I	S	S	LA.36	C7	7.2	
133. Distinguish between fact and opinion.	I	I	S	S	LA.31	C7	7.2	
134. Organize and prioritize ideas around major points of information.	I	I	S	S	LA.33	C7	7.2, 7.3	
135. Identify and make inferences.	I	I	S	S	LA.31	C7	7.2	
136. Retell, make predictions, make inferences and evaluate passages from culturally diverse literature, other reading and graphics.	I	I	S	S	LA.31, CP.41	C7, C.14	2.7, 7.2	

I = Introduce
S = Stress
R = Review

CBE
Competency-Based Education
Competency-Based Components For Basic Language Arts-Beginning, Levels 0-3

Level 0 = 0.0-1.5 (RA)
Level 1 = 1.0-2.5 (AA)
Level 2 = 2.0-3.5 (BA)
Level 3 = 3.0-4.5 (CA)

VI. COMPETENCY AREA: CRITICAL THINKING

Students demonstrate and apply critical thinking skills in oral and written forms.

Minimal Competencies	Level 0	Level 1	Level 2	Level 3	LAUSD Standards	SCANS	CASAS	Evaluation Options
B. Applications								
137. Read food labels to compare and contrast.		I	I	S	HE 29	C7	1.2	• T may use Applications to assess student competency
138. Distinguish between fact and opinion and reach conclusions in interpreting advertisements.		I	I	S		C7	7.2, 7.3	
139. Classify information to make lists.	I	I	S	S		C7	7.2	
140. Make a personal schedule for a specific period of time (e.g., a week, a month, a semester).	I	I	S	S		C7	7.2, 7.3	

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VII. COMPETENCY AREA: REFERENCE, LOCATION AND STUDY SKILLS

Students use a variety of resources to locate, interpret and use information.

125 HOURS

Minimal Competencies	Level 0	Level 1	Level 2	Level 3	LAUSD Standards	SCANS	CASAS	Evaluation Options
A. Personal								
141. Bring necessary materials (e.g., pen/pencil, paper) to classes each day.	S	S	S	R			0.1, 4.7	<ul style="list-style-type: none"> T periodically reviews students notebooks to determine if assignments are properly organized. T provides additional evaluation options:
142. Organize papers, exercises and assignments in a notebook.	S	S	S	S			0.1, 4.7	<ul style="list-style-type: none"> T gives S a book and list of parts of the book. S indicates page numbers where each part is found. T provides additional evaluation options:
B. Textbooks								
143. Identify parts of a text book (e.g., title, author, table of contents).	I	S	S	S			7.4	<ul style="list-style-type: none"> S locates words in dictionary and indicates the guide words on the page where the words are found. S alphabetizes word lists. S indicates page number where certain information is found. T provides additional evaluation options:
144. Use page numbers from table of contents or index to locate specific information.	I	S	S	S			7.4	
C. Dictionary								
145. Alphabetize words.	I	I	S	S	F 6, 11		7.4	
146. Identify plain, bold and italicized print.	I	I	S	S			7.4	
147. Identify and use entries and guide words.	I	I	S	S			7.4	
148. Find meanings and spellings of words.	I	I	S	S			7.4	

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VII. COMPETENCY AREA: REFERENCE, LOCATION AND STUDY SKILLS

Students use a variety of resources to locate, interpret and use information.

Minimal Competencies	Level 0	Level 1	Level 2	Level 3	LAUSD Standards	SCANS	CASAS	Evaluation Options
D. Other Reference Materials								
149. Use a map to find specific locations.	I	I	S	I		F 10		<ul style="list-style-type: none"> • T uses a checklist to have students identify what information is found in different kinds of reference books. • S reads school schedule, bus schedule and answers T-generated questions. • T provides specific information and S identifies where that information is found in the newspaper. • T provides additional evaluation options:
150. Use directional points (north, south, east and west) to locate places on a map.	I	I	S	S		F 10		
151. Use a simple legend on a map.		I	S	S		F 10		
152. Use a globe to find specific locations.	I	I	S	S		F 10		
153. Understand the structure and use of the atlas to find specific locations for written assignments.			I	S		F 10	7.4	
154. Interpret simple graphs, charts and tables.	I	S	S	S		F 10		
155. Understand the structure and organization of the encyclopedia.				I			7.4	
156. Identify a thesaurus and use it to locate synonyms.				I				
157. Identify the parts of a newspaper (i.e., classified ads, headlines, weather reports).		I	S	S				

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Competency-Based Education

Competency-Based Components For Basic Language Arts-Beginning, Levels 0-3

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VII. COMPETENCY AREA: REFERENCE, LOCATION AND STUDY SKILLS

Students use a variety of resources to locate, interpret and use information.

Minimal Competencies	Level 0	Level 1	Level 2	Level 3	LAUSD Standards	SCANS	CASAS	Evaluation Options
E. Test-taking Skills								
158. Fill out forms, answer sheets and test forms by bubbling in answers and responses.	I	S	S	S				<ul style="list-style-type: none"> T observation T has students answer questions using a Scantron answer sheet S performs teacher directed computer tasks T provides additional evaluation options:
159. Take a standardized multiple-choice test.	I	I	S	S				
160. Take a variety of teacher-generated tests.	I	S	S	S				
F. Technology								
161. Use a cassette and video players, audio and video tapes as tools to complete classroom assignments.	I	S	S	S		C19		<ul style="list-style-type: none"> T provides additional evaluation options:
162. Explain basic terminology associated with computers (i.e., hardware, boot up, cursor, software).	I	S	S	S	CP 42	C19		
163. Identify basic components of a computer (i.e., mouse, keyboard, monitor, disk drive).	I	S	S	S	CP 42	C19		
164. Perform simple computer tasks (e.g., place hands appropriately on keyboard, move the mouse, insert a disk, open and close a program).	I	S	S	S	CP 42	C19		
165. Respond to basic computer commands (e.g., click, double click, enter, start-up, shut-down, quit).	I	S	S	S	CP 42	C19		
166. Identify and use icons.	I	S	S	S	CP 42	C19		

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VII. COMPETENCY AREA: REFERENCE, LOCATION AND STUDY SKILLS

Students use a variety of resources to locate, interpret and use information.

Minimal Competencies	Level 0	Level 1	Level 2	Level 3	LAUSD Standards	SCANS	CASAS	Evaluation Options
G. Applications								
167. Use a telephone directory to find telephone numbers and addresses of family, friends, local businesses and emergency information.		I	S	S			2.1	•T may use Applications to assess student competency.
168. Find chapters, sections, and information in a book by using the table of contents or index.		I	S	S			7.4	
169. Gather information for a report using sources such as interviews, questionnaires, computers and library/ multi-media centers.			I	S	LA 35 CP 42			
170. Locate home and place of origin using an atlas, globe or map.	I	I	S	S			2.2	
171. Use a map to reach a destination in the community.		I	S	S			1.1, 2.2	
172. Use a computer to type and print out a self-written composition.	I	I	S	S	CP 42	C 19	4.5	
173. Use the computer for personal, academic, vocational and social communication.	I	I	S	S	LA 35 CP 42	C 19	4.5	
174. Visit the local library.	I	S	S	S			2.5	
175. Complete a library card application.	I	S	S	S			2.5	
176. Locate reading or audiovisual materials in specific areas of the library.	I	S	S	S				

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VII. COMPETENCY AREA: REFERENCE, LOCATION AND STUDY SKILLS

Students use a variety of resources to locate, interpret and use information.

Minimal Competencies	Level 0	Level 1	Level 2	Level 3	LAUSD Standards	SCANS	CASAS	Evaluation Options
G. Applications (cont.)								
177. Use reference material at school or library to help self or child with a project.	I	I	S	S	LA 35		2.5	•T may use Applications to assess student competency.
178. Present a short report, using information gathered from various sources.			I	S	LA 29, 35 CP 38		7.4	

Section III

- Evaluation Procedures
- Instructional Strategies
- Instructional Resources

EVALUATION PROCEDURES

The following evaluation procedures and instruments are used to assess students, place them into the appropriate class with the correct materials, evaluate their progress, and determine when they are ready to move to another level. Students are monitored on a regular basis so that they can advance as quickly as possible through the program and do not remain in a level longer than needed.

PLACEMENT

Interview

The student interview, used in conjunction with placement tests, is an effective tool for evaluating students and determining their goals and needs. The teacher can then tailor the instructional program to address these goals and needs.

Standardized Tests

Tests of Adult Basic Education (TABE) Locator Test
TABE Survey Test and Complete Battery

The approved instruments for determining reading levels and placement into Adult Basic Studies program are the reading sections of the Tests of Adult Basic Education (TABE) Locator Test, Survey Test and Complete Battery. Nonreaders, very low level readers or students whose reading abilities are unknown are given the TABE Word List, which is used to determine if the student receives the TABE Level L test or the reading section of the Locator Test. Depending on the score received on the reading section of the TABE Locator Test, the student is given the appropriate level (E, M or D) reading section. (See "Placement into the Adult Basic Studies Program" in the Division of Adult and Career Education Bulletin No. 63-Rev.)

Informal Reading Inventories

EDL Learning 100 RA Informal Inventory
EDL Learning 100 Locator Test
EDL Learning 100 Entry Level Guide AA-CA

Once students are placed in a basic reading class, the teacher uses the EDL Learning 100 reading inventories to locate appropriate EDL materials for the student. These inventories are in a CLOZE format. Other informal reading inventories may be used.

Other Standardized Tests

Comprehensive Adult Student Assessment System (CASAS) -- basic and life skills test
Wide Range Achievement Test (WRAT) -- vocabulary assessment
Slosson Oral Reading Test -- vocabulary assessment

MONITORING PROGRESS AND EVALUATION

Teacher Observation

Teacher observation is imperative and necessary and stipulated on the course outline chart in Section II under Evaluation Options. Teachers are in the position to observe and assess a student's progress on a continuous basis while the student works individually, in small groups or in the whole group. Teacher observation may lead to additional assessments if the teacher sees a student moving too fast or too slow.

EDL Criterion-Referenced Test (CRT)

At the end of every 10-15 cycles, a CRT can be administered to check on the students' progress and to determine if they are ready to advance to the next level. It is crucial to monitor students' progress on a regular basis so that they do not remain in a program longer than necessary.

Evaluation Options and Applications in Course Outlines

This course outline chart in Section II contains suggested evaluation options and procedures for monitoring progress and assessing student acquisition of competencies in a tangible way. Applications are also provided at the end of each Competency Area.

Informal Tests and Quizzes

Within the EDL Learning 100 program there are Reviews, Practices, Extension Exercises and the *Write-On* sheets that can be used to check on the student progress. Additionally, teacher-created materials may be used also to assess progress.

Student Portfolios and Writing Samples

Copies of completed work, informal assessments and class assignments should be maintained by the students. These and student writing samples are periodically evaluated by the teacher.

Publishers Tests

Publishers provide tests that accompany their materials, which can be used for placement, monitoring progress and evaluation.

PROMOTION

The Criterion-Referenced Test (CRT) should be used along with the methods outlined in the "Monitoring Progress and Evaluation" section to advance students from one level to another, e.g., from the BA level to the CA level. The Division of Adult and Career Education uses the reading section of the TABE Level D, a writing sample and math score to determine if a student is ready to receive the Adult Basic Studies Certificate and/or transition into the high school (Diploma Plus) program. (See "Adult Basic Studies Promotion" in the Division of Adult and Career Education Bulletin No. 63-Rev.)

INSTRUCTIONAL STRATEGIES

SMALL GROUP INSTRUCTION

Small group instruction is the method of instruction for this course outline. Organizing the class into homogeneous small groups of 6 to 8 students with the same reading level allow the teacher to move from group to group giving appropriate instruction. With this teacher-directed instruction students work with other students, giving and receiving help, and the teacher is able to assist a greater number students. Small group instruction also meets the SCANS competencies regarding cooperative team work and developing interpersonal skills.

WHOLE GROUP INSTRUCTION

There is also the need for students to participate in a whole group when activities make no distinction between various levels, and all students feel a sense of being "part of the whole," on equal footing with all other students. Whole group instruction is appropriate when the entire class is working on the same skill, reading the same material, having a discussion, doing a warm up activity or participating in any other multilevel activity. Students may also work individually or in homogeneous small groups to complete reinforcement exercises.

INDIVIDUALIZED INSTRUCTION

Individual instruction is used when student's goals and needs are quite different from the class and an appropriate small group is not available. Students may work on certain project individually or may need certain skills that are best addressed through individual instruction.

SPECIAL PROJECTS

Special projects may involve the individual student, whole class or a particular group working on activities such as writing biographies, which may be published and presented to the whole class in oral presentations or research on particular topics, such as Black History Month or Women's History Projects.

MULTIMEDIA PRESENTATIONS

Multimedia presentations should include hearing and/or viewing media beginning with a pre-discussion followed up with post-discussion reading and writing.

INSTRUCTIONAL RESOURCES

Please refer to the Adult Basic Studies Material List for complete information.

The materials for this course outline can be used in a program with a separate language lab/ classroom or in a program in which reading and language are taught together. The materials included are multimodal and multilevel and designed to meet the literacy needs of adults and secondary students. Teachers are encouraged to use appropriate supplemental materials.

CORE LANGUAGE ARTS MATERIALS

- *Learning 100 Series*, Educational Developmental Laboratories (EDL): Steck-Vaughn-EDL Company
 - *Language Clues* -- Level AA1-15, 16-30; Level BA 1-15, 16-30; and Level CA 1-15, 16-30
 - *Write-On Worksheets* (R, W and Z black line masters sheets) -- Levels AA, BA, and CA
- *Language Exercises* -- Books A, B, and C: Steck-Vaughn Company
- *Reading Vocabulary in Action* (Blue, Green and Orange black line masters and audio tapes): Los Angeles Unified School District
- *Dr. Spello*: Phoenix Learning Resources
- *Learning Skills-Acquiring Language Skills*: Phoenix Learning Resources
- *Learning Skills-Building Language Skills*: Phoenix Learning Resources
- *Learning Skills-Continuing Language Skills*: Phoenix Learning Resources

RECOMMENDED SUPPLEMENTAL MATERIALS

- *Basic Language Units*: Continental Press
- *Laubach Way to English*: New Readers Press
- *Introductory Word Book*: Contemporary Publishing
- *Introductory Activity Book*: Contemporary Publishing

COMPUTER SOFTWARE

- EDL *Learning 100 Series* software -- Level RA (includes black line masters) *Language Clues* AA-CA: Steck-Vaughn Company
- *Spell It Out Deluxe*: Davidson
- *tomorrow's promise: Language Arts-Mechanics #3*: Jostens Learning Corp. (Note: software title is in lowercase letters.)

AUDIOVISUAL EQUIPMENT NEEDED FOR AN ADULT BASIC STUDIES LAB/CLASSROOM

TV/VCR

Cassette player or tape recorder

Headphones or headsets

Listening centers (listening posts) with individual audio adjustments

Card reader

Blank audio cards for the card reader

Overhead projector

Heavy duty extension cord

RECOMMENDED COMPUTER HARDWARE

Macintosh

IBM or IBM Compatible

Section IV

- **LAUSD Student Learning Standards**
- **Secretary's Commission on Achieving Necessary Skills (SCANS)**
- **Comprehensive Adult Student Assessment System (CASAS)**

LAUSD STUDENT LEARNING STANDARDS

LANGUAGE ARTS, LEVELS 0-3

The Los Angeles Unified School District Student Learning Standards identify the skills students are expected to attain at a specific level. These standards are benchmarks that serve as common reference points for the instructional program. The Language Arts area of the Learning Standards identifies 9 standards that students will attain upon the completion of grade Level 3:

28. Listen actively to gather information and respond appropriately.
29. Demonstrate oral language skills of pace, volume, emphasis, pronunciation, audibility, and appropriate choice of words.
30. Use various reading strategies such as phonics, pictorial context, grammatical and context clues to read with accuracy, fluency, and comprehension.
31. Retell, make predictions, make inferences, and evaluate passages from culturally diverse literature and other reading materials.
32. Use correct spelling, grammar, usage, sentence structure, capitalization and punctuation for clarity in finished written products.
33. Use a variety of writing processes including--prewriting, drafting, evaluating, revising, editing, and publishing, with teacher assistance--to develop and express ideas.
34. Write in simple paragraph form, supporting a central idea with relevant facts and details for various purposes and audiences.
35. Gather information for a report using sources such as interviews, questionnaires, computers, and library/multimedia centers.
36. Identify conflicts and points of view in grade-appropriate literature and suggest solutions to similar problems in everyday situations.

SCANS - SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS

The Secretary's Commission on Achieving Necessary Skills (SCANS) was formed by the Secretary of Labor, United States Department of Labor, to examine the demands of the workplace and determine if students in school were being instructed to meet these demands. Representatives from the business and education communities were charged with examining the skills employers require of employees and ascertaining if the educational institutions were indeed teaching these skills. The Commission determined that *workplace know-how* encompasses two elements: competencies and foundation skills. To this end, it identified 5 competency areas (Resources, Information, Interpersonal, Systems and Technology) and a 3-part foundation of skills (Basic Skills, Thinking Skills and Personal Qualities) as necessary skills that employees must possess in order to be competitive in the workplace.

SCANS COMPETENCIES

Resources	C1	Allocates Time
	C2	Allocates Money
	C3	Allocates Material and Facility Resources
	C4	Allocates Human Resources
Information	C5	Acquires and Evaluates Information
	C6	Organizes and Maintains Information
	C7	Interprets and Communicates Information
	C8	Uses Computers to Process Information
Interpersonal	C9	Participates as a Member of a Team
	C10	Teaches Others
	C11	Serves Clients/Customers
	C12	Exercises Leadership
	C13	Negotiates to Arrive at a Decision
Systems	C14	Works with Cultural Diversity
	C15	Understands Systems
	C16	Monitors and Corrects Performance
Technology	C17	Improves and Designs Systems
	C18	Selects Technology
	C19	Applies Technology to Task
	C20	Maintains and Troubleshoots Technology

SCANS FOUNDATION SKILLS

Basic Skills	F1	Reading
	F2	Writing
	F3	Arithmetic
	F4	Mathematics
	F5	Listening
	F6	Speaking
Thinking Skills	F7	Creative Thinking
	F8	Decision Making
	F9	Problem Solving
	F10	Seeing Things in the Mind's Eye
	F11	Knowing How to Learn
	F12	Reasoning
Personal Qualities	F13	Responsibility
	F14	Self-Esteem
	F15	Social
	F16	Self-Management
	F17	Integrity/Honesty

COMPREHENSIVE ADULT STUDENT ASSESSMENT SYSTEM (CASAS)

In 1980, the California Department of Education established the Comprehensive Student Assessment System (CASAS) to provide an integrated system linking curriculum, instruction and assessment. Assessment materials are provided for Adult Basic Education (ABE), English As a Second Language (ESL), high school diploma and employability programs. CASAS test items assess reading, math and listening in a variety of life situations and contexts. Scores from the tests are identified as scale scores. The test items reflect the 5 knowledge areas adopted from the Adult Performance Level (APL) study funded by the U. S. Office of Education in 1977. The areas are consumer economics, community resources, health, occupational knowledge, and government and law. CASAS has added learning to learn and domestic skills to this list.

The major CASAS areas and subareas are included here. The subareas are included in the Basic Language Arts-Beginning course outline. Under the 57 subareas there are lists of over 317 specific competencies; however, those specific competencies are not included below or on the course outline. Copies of these specific competencies may be obtained from the Adult Basic Studies Program office.

CASAS COMPETENCIES

0. Basic Communication

- 0.1 Communicate in interpersonal interactions
- 0.2 Communicate regarding personal information

1. Consumer Economics

- 1.1 Using weights, measures, measurements scales, and money
- 1.2 Apply principles of comparison shopping in the selection of goods and services
- 1.3 Understand methods and procedures used to purchase goods and services
- 1.4 Understand methods and procedures used to obtain housing and related services
- 1.5 Apply principles of budgeting in the management of money
- 1.6 Understand consumer protection measures
- 1.7 Understand procedures for the care, maintenance, and use of personal possessions
- 1.8 Use banking and financial services in the community
- 1.9 Understand methods and procedures for the purchase and maintenance

of an automobile and interpret driving regulations

2. Community Resources

- 2.1 Use the telephone and telephone book
- 2.2 Understand how to locate and use different types of transportation and interpret related travel information
- 2.3 Understand concepts of time and weather
- 2.4 Use postal services
- 2.5 Use community agencies and services
- 2.6 Use leisure time resources and facilities
- 2.7 Understand aspects of society and culture

3. Health

- 3.1 Understand how to access and utilize the health care system
- 3.2 Understand medical and dental forms and related information
- 3.3 Understand how to select and use medications
- 3.4 Understand basic health and safety procedures
- 3.5 Understand the basic principles of health maintenance

4. Employment

- 4.1 Understand basic principles of getting a job
- 4.2 Understand wages, benefits, and concepts of employee organizations
- 4.3 Understand work-related safety standards and procedures
- 4.4 Understand concepts and materials related to job performance and training
- 4.5 Effectively utilize common workplace technology and systems
- 4.6 Communicate effectively in the workplace
- 4.7 Effectively manage workplace resources
- 4.8 Demonstrate effectiveness in working with other people
- 4.9 Understand how social, organizational, and technological systems work, and operate effectively with them

5. Government and Law

- 5.1 Understand voting and the political process
- 5.2 Identify historical and geographical information
- 5.3 Understand an individual's legal rights and responsibilities and procedures for obtaining legal advice
- 5.4 Understand information about taxes
- 5.5 Understand governmental activities
- 5.6 Understand civic responsibilities and activities
- 5.7 Understand environmental and science-related issues
- 5.8 Understand concepts of economics

6. Computation

- 6.0 Demonstrate pre-computation skills
- 6.1 Compute using whole numbers
- 6.2 Compute using decimal factors
- 6.3 Compute using fractions
- 6.4 Compute with percents, rate, ratio, and proportion
- 6.5 Use expressions, equations, and formulas
- 6.6 Demonstrate measurement skills (see also 1.1)
- 6.7 Interpret data from graphs and compute averages
- 6.8 Use statistics and probability
- 6.9 Use estimation and mental arithmetic

7. Learning to Learn

- 7.1 Identify or practice effective organizational and time management skills in accomplishing goals
- 7.2 Demonstrate ability to use thinking skills
- 7.3 Demonstrate ability to use problem solving skills
- 7.4 Demonstrate study skills
- 7.5 Understand aspects of and approaches to effective personal management

8. Independent Living

- 8.1 Perform self-care skills
- 8.2 Perform home-care skills

Section V

- Glossary

GLOSSARY

active voice: a verb form in which the subject of the verb carries out some action. *Example: He hit the ball.*

affix: a bound (nonword) morpheme that changes the meaning or function of a root or stem to which it is attached, such as the prefix *ad-* and the suffix *-ing* in *adjoining*.

affix: a prefix (i.e., pre-, anti-, or post-) or suffix (i.e., ed, ing, ment) that change the meaning of the words it is added to.

alphabetic principle: the assumption underlying alphabetic writing systems that each speech sound or phoneme of a language should have its own distinctive graphic representation.

analogy: a resemblance or similarity in some particulars between things that are otherwise not alike.

annotated bibliography: the inclusion of additional comments in the works listed in the standard bibliography.

antecedent: a word, phrase, or clause to which a following pronoun refers. *Example: Mary tried, but she couldn't find the book. Mary is the antecedent of she.*

antonym: a word that is opposite in meaning from another word (i.e., hot/cold).

appositive: a word or phrase that restates or modifies an immediately preceding noun. *Note:* An appositive is often useful as a context clue for determining or refining the meaning of the word or words to which it refers. *Example: My son John (appositive) is twelve years old.*

auditory discrimination: the ability to hear the differences between similar sounds, as *d* and *b*.

base word: a word to which affixes may be added to create related words. *Example: Play in replay, playing, or player.*

basic skills: those skills relating to the general categories of reading, writing, computation, communication, problem solving and interpersonal skills.

blend: a combination of sounds represented by letters to pronounce a word; sounding out the joining of the sounds represented by two or more letters with minimal change in those sounds, such as the consonant cluster in /gr/ in *gr ow*, /spl/ in *spl ash*.

boundary: a division between units of a language, such as between words, word parts, or syllables.

card reader (Language Master): an audiovisual device with auditory output that can read aloud that which is placed into it.

CASAS: Comprehensive Adult Student Assessment System that integrates functionally-based assessment, curriculum and instruction.

climax: the point of highest dramatic tension or a major turning point in the action (such as in a play, story or other literary composition).

CLOZE: Technique in which words or parts of words are left out of a text so that readers can supply the missing word using context clues.

clustering: a content field technique or strategy to help students freely associate ideas in their experience with a keyword proposed by the teacher, thus forming a group of related concepts; a teaching process of relating a target word to a set of synonyms and other word associations.

Note: Clustering may be used to stimulate the recall of related ideas in reading and writing, especially in prewriting.

competency: the demonstrated ability to perform a given task.

competency-based education (CBE): a performance-based process leading to demonstrated mastery of basic and life skills necessary for one to function proficiently in society.

complement: the word (or words) that completes the meaning in the predicate of a sentence.
Example: Robert is a *policeman* (complement).

compound sentence: a sentence consisting of two or more independent clauses. *Example:* George talked and Harry listened.

consonant blend: a combination, in one syllable, of two or three consecutive consonants each of which retains its own sound when pronounced, as in blow, student, street.

consonant digraph: two consecutive consonants that produce one sound, as in chair, phone, thanks, show.

consonant doubling: the addition of a consonant in the formation of some gerunds and participles.
Example: Running.

context: the part of the material that appears before and after a specific unknown word or phrase.

context clues: clues used to figure out an unknown word by reading the known words appearing before and after it. The information from the immediate textual setting helps identify a word for decoding (sounding out) and words being read for the first time.

cooperative learning: use of small groups of students or teams working together to facilitate learning.

CRT: Criterion-Reference Test, EDL Learning 100 program for *Reading Strategies and Language Clues*

cursive (writing): handwriting using connected letters.

decode: an input modality in which language is comprehended by sounding out and giving meaning to written symbols, letters and words. This is done through reading and listening.

description: one of the four traditional forms of composition in speech and writing that is meant to give a verbal picture of the character and event, including the setting.

digraphs: two letters that represent one speech sound, such as *ch* for /ch/ in *chair* or *ea* for /e/ in *bread*.

diphthong or vowel blend: two vowel sounds within one syllable that blend to become one sound as in *boil*, *ground*, *auto*.

dyslexia: a reading disability that impairs one's ability to learn, retain and express information.

EDL: Educational Developmental Laboratories referred to as Steck-Vaughn-EDL

EFF Standards: Equipped for the Future Standards for Adult Literacy and Lifelong Learning build on SCANS and address 16 core skills that will equip adults to prepare for the future and perform their roles as workers, parents and family members, and citizens and community members more effectively.

encode: an output modality in which written symbols, letters and words are used to generate thoughts. This is done through speaking and writing.

etymology: the history of words; the study of the history of words.

exposition: one of the four traditional forms of composition in speech and writing that is intended to set forth or explain. *Note:* Good exposition is clear in conception, well organized, and understandable. It may include limited amounts of argumentation, description, and narration to achieve that purpose.

expressive writing: highly personal writing, such as in diaries, personal letters, and autobiographies.

fluency: the clear, easy, written or spoken expression of ideas; freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading; automaticity; the ability to execute motor movements smoothly, easily and readily.

forms of composition: exposition, narration, persuasion, description (each is defined in glossary).

grapheme: a minimal written unit in the language, a letter or letter symbol for a phoneme.

high-frequency words: a word that appears many more times than most other words in spoken or written language. *Note:* Basic word lists generally provide words ranked in order of their frequency of occurrence as calculated from a sample of written or spoken text suitable for the level of intended use.

homograph: a word with the same spelling as another word but having a different meaning or sometimes a different pronunciation. *Example: Bow*, as in bow and arrow compared to the *bow* of a ship.

homonyms: words that have the same sounds but different spellings and meanings (i.e., hear / here).

homophone: a word with a different origin and meaning but having the same pronunciation as another word whether or not spelled alike. *Example: Hair and hare; scale*, as in scale of a fish compared to *scale* a ladder. Also two or more graphemes that represent the same sound. *Example: The /k/ sound in /c/andy, k/ing, and s/ch/ool.*

idiom: a use of words peculiar to a language or dialect of a particular people, region, etc..

initial consonants: (initial blends) the joining of two or more consonant sounds, represented by letters, that begin a word without losing the identity of the sounds, such as /bl/ in *black*, /skr/ in *scramble*; the joining of the first consonant and vowel sounds in a word, such as /b/ and /a/ in *baby*. *Note:* This process is regarded by some to be a crucial step in learning phonics.

intransitive verb: a verb that does not take a direct object. He *runs* very fast.

irregularity: an exception to a linguistic pattern or rule. *Example: Good, better, and best* are exceptions to the usual *-er, -est* pattern of comparatives and superlatives in English (*sweet, sweeter, sweetest*).

LAUSD Standards: comprehensive list of Student Learning Standards for eight (8) subject areas that identify the skills students are expected to attain at specific grade levels.

language experience approach (LEA) or technique: an approach in which a student's own vocabulary and experiences are used to develop a story or materials used in instruction.

learning disability: some type of neurological dysfunction that interferes with one's ability to learn.

learning style: refers to how a person learns. Students may be visual, auditory or tactile/kinesthetic learners.

life skills: those skills that are needed in daily life situations.

linguistics: the study of a particular language.

manuscript writing: printed letters shaped separately.

main idea: the gist of a passage; central thought; the chief topic of a passage expressed or implied in a word or phrase; the topic sentence of a paragraph; a statement that gives the explicit or implied major topic of a passage and the specific way in which the passage is limited in content or reference.

media sources: the means of communication, especially of mass communication, such as books, newspapers, magazines, radio, television, motion pictures, recordings.

metaphor: a figure of speech in which a word or phrase literally denoting one kind of object or idea is used in place of another to suggest a likeness between them. *Example:* He was *drowning in money*.

Model Program Standards: developed by the California Department of Education that identify the essential elements that should be addressed in a program.

morpheme: the smallest meaningful unit of language, such as an affix or inflectional ending, as *ed* in *jumped*.

narration: one of the four traditional forms of composition in speech and writing that tells a story or gives an account of something dealing with sequences of events and experiences, though not necessarily in strict order.

needs assessment: the ongoing process of gaining information from persons that is used to plan instruction or activities.

nonverbal: a nonlanguage communication, such as a noise, gesture, or facial expression.

nonsense syllable: a pronounceable combination of graphic characters, usually trigrams, that do not make a word, such as *kak, vor, mek*, pronounced in English as spellings. *Note:* Nonsense syllables are sometimes used in reading to test phonics knowledge.

oral histories: The stories and histories kept alive by the spoken word rather than the written word. *Note:* Although an oral tradition is characteristic of an oral culture, it may coexist in a writing culture.

orthography: the study of the nature and use of symbols in a writing system; correct or standardized spelling according to established usage in a given language.

parallelism: the phrasing of language so as to balance ideas of equal importance. *Note:* Parallelism may apply to phrases, sentences, paragraphs, longer passages or whole selections.

passive voice: a verb form in which the subject of the verb is the receiver of some action or state indicated by the verb. *Example:* *He was hit* by the ball.

performance criteria: standards used to judge a student's performance.

persuasion: one of the four traditional forms of composition in speech and writing that is meant to move the reader by argument or entreaty to a belief or position.

phoneme: a speech sound; a minimum sound unit which, if changed, will change meaning, such as /b/ in *book* contrasts with /t/ in *took*, /k/ in *cook*, /h/ in *hook*.

phonemic awareness: the awareness of the sounds (phonemes) that make up spoken words. In alphabetic languages, letters (and letter clusters) represent phonemes; to learn the correspondences between letters and sounds, one must have some understanding of the notion that words are made up of phonemes.

phonetics: the science or study of speech sounds, including the physical aspects of the reproduction of sound using symbol-sound relationships.

phonics: a system of teaching reading and spelling that stresses basic symbol-sound relationships and their application in decoding words, especially in beginning instruction; a word attack technique used to identify the sound of unknown words.

phonogram: a graphic character or symbol that may represent a phonetic sound, phoneme, or word; in word recognition, a graphic sequence composed of a vowel grapheme and an ending consonant grapheme, such as *-ed* in *red, bed, fed*.

prefixes: a syllable added to the beginning of words to change their meanings.

prewriting: the initial creative stage of writing, prior to drafting, in which the writer formulates ideas, gathers information, and considers ways in which to organize the information; planning.

principal parts of verbs: the set of inflected forms of a grammatical class, such as *sing, sang, sung*.

r-controlled sound: the modified sound of a vowel immediately preceding /r/ in the same syllable, such as in *care, never, sir, or curse*.

root word: the meaningful base form of a complex word after all affixes are removed. *Note:* A root may be independent or free, such as *read* in *un/read/able*, or may be dependent, or bound, such as *-liter-* (from the Greek for *letter*) in *il/liter/ate*.

SCANS: Secretary's Commission on Achieving Necessary Skills addresses how schools should prepare students for the world of work.

sentences: subject and verb together that express a complete thought. A *declarative* sentence makes a statement. An *exclamatory* sentence makes a vehement statement or conveys strong or sudden emotion. An *imperative* sentence expresses a command or request. An *interrogative* sentence asks a question or makes an inquiry.

sight word: a word that is immediately recognized as a whole and does not require word analysis for identification.

standard American English: the language in which most educational texts and government and media publications are written in the United States. *Note:* Standard American English, a relative concept, varies widely in pronunciation and in idiomatic use but maintains a fairly uniform grammatical structure.

strip story: using cartoons or other materials that are cut up by the teacher and reassembled by the student to demonstrate sequence of events.

structural analysis: analyzing a word by separating it into parts or components such as prefixes, suffixes, roots.

suffixes: letters added to the end of words to change their meanings.

syllabication: the division of words into syllables (the minimal units of sequential speech sounds composed of a vowel sound or a vowel-consonant combination, such as /a/, /ba/, /ab/, /bab/).

synonym: a word that is similar or nearly the same as another word (i.e., pretty, beautiful).

syntax: the way words are put together in phrases, clauses and sentences to create meaning.

theme: a topic of discussion or writing; a major idea or proposition broad enough to cover the entire scope of a literary or other work of art. *Note:* A theme may be stated or implicit, but clues to it may be found in the ideas that are given special prominence or tend to recur in a work.

topic: the general category or class of ideas, often stated in a word or phrase, to which the ideas of a passage as a whole belong.

topic sentence: a sentence intended to express the main idea in a paragraph or passage.

transitive verb: a verb that takes a direct object that receives the action. *Example:* Carmen read (transitive verb) the book (direct object).

visual discrimination: concerns the ability to detect likenesses and differences in the shapes of symbols, forms, letters and words.

voice: a syntactic pattern that indicates the verb-subject relationship; the principal voices in English and many other languages are *active* (subject acts) and *passive* (subject is acted upon). *Active* = The car hit the tree. *Passive* = The tree was hit by the car.

vowel digraph: vowels appearing together having one sound as in bait, eat, lie, pool, law, gauge.

word attack skills: the skills used to identify sounds and obtain meaning from printed symbols.

word recognition: the process of determining the pronunciation and some degree of meaning of a word in written or printed form; the quick and easy identification of the form, pronunciation and appropriate meaning of a word previously encountered in print or writing.