

Ventures Basic Correlated with LAUSD ESL Beginning Literacy Course Outline

TOPIC COMPETENCIES FOR THE ESL BEGINNING LITERACY COURSE (Part 2)

Competency Areas and Statements	Minimal Competencies	Expose Stress Review	<i>Ventures Basic</i> Student's Book (SB) and Workbooks (WB)	CASAS
I. PERSONAL INFORMATION	<p>1. State, ask about and aurally comprehend personal information.</p> <p>a. Name (first, middle, last)</p> <p>b. Numbers (cardinal and ordinal)</p> <p>i. Telephone</p> <p>ii. Address (e.g., <i>My address is 487 1/2 E. 31st St., Apt. 204.</i>)</p> <ul style="list-style-type: none"> • Common abbreviations • Compass points <p>iii. Age</p> <p>iv. Birth date (e.g., <i>Her birth date is...</i>)</p> <p>c. Country of origin</p> <p>i. <i>I'm from</i> (statements & questions in singular forms)</p> <p>ii. <i>Where are they from?</i> (statements & questions in plural forms)</p> <p>d. family (e.g., <i>This is my sister.</i> [pointing to a</p>	<p>S</p> <p>S</p> <p>E</p> <p>S</p> <p>S</p>	<p>SB pg. 11, 14-16</p> <p>SB pg. 5, 7, 13</p> <p>SB pg. 7, 11, 14-17</p> <p>SB pg. 16</p> <p>SB pg. 9, 12, 14-15 WB U.1</p> <p>SB pg. 34-38, 40-42 WB U.3</p>	<p>Basic Communication</p> <p>0.1.2</p> <p>0.2.1</p> <p>0.2.2</p>

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	<p>drawing or photo]) e. marital status (e.g., <i>I'm not married.</i>)</p> <p>2. Read about personal information listed in Minimal Competency # 1.</p> <p>3. Write about personal information listed in Minimal Competency # 1. a. Write by copying b. Write without copying</p> <p>4. Read and complete personal information forms. a. Scan for specific information b. Fill in blanks c. Sign name d. Darken "bubbles" on computerized forms</p>	<p>S</p> <p>S</p> <p>S</p>	<p>SB pg. 11, 14-16 WB U.1</p> <p>This competency is met in all units of LWB. WB U.1</p> <p>SB pg. 11, 14-16 LWB U.1 WB U.1</p>	<p>Basic Communication 0.1.2 0.2.1 0.2.2</p> <p>Basic Communication 0.2.1 0.2.2</p> <p>Basic Communication 0.2.2</p>
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<p>II. Social/ Cultural Interaction</p>	<p>5. Initiate and respond appropriately in structured social/cultural interactions.</p> <p>a. maintain appropriate physical distance with speakers of English.</p> <p>b. express lack of understanding non-verbally (e.g., raise shoulders, show palms of hands and open eyes wider) or verbally (e.g., <i>I don't understand/ speak English.</i>)</p> <p>c. refuse non-verbally (e.g. shake head.) or verbally (e.g. <i>No, Thank you.</i>)</p> <p>d. accept non-verbally (e.g. nod head) or verbally (e.g. <i>Yes, Thank you</i> or <i>Yes. Please.</i>)</p> <p>e. acknowledge gratitude (e.g., <i>You're</i></p>			<p>Basic Communication 0.1.1 0.1.6</p>
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	<p><i>welcome.</i>)</p> <p>f. greet (e.g., <i>Hello.</i> <i>Good Evening.</i>)</p> <p>g. take leave (e.g., <i>Good-bye.</i> <i>Good night.</i>)</p> <p>h. apologize (e.g., <i>I'm sorry.</i>)</p> <p>i. interrupt someone speaking (e.g., <i>Excuse me.</i>)</p> <p>j. indicate you would like to pass or get through a group of people (e.g., <i>Excuse me.</i>)</p> <p>k. initiate and respond to simple clarification strategies.</p> <p> i. ask for repetition (e.g., <i>Pardon?</i>)</p> <p> ii. check for understanding by repeating a key topic word (e.g., <i>Name?</i> <i>Address?</i>)</p> <p>l. meet people (e.g., <i>Nice to meet you.</i>)</p> <p>m. introduce people (e.g.,</p>			
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	<p><i>This is Natasha.</i>)</p> <p>6. Communicate about time and weather.</p> <p>a. State and ask about the time of day (e.g., <i>What time is it?</i>) and events (e.g., <i>The class is at 6:30.</i>) and read and write time in analog and digital forms.</p> <p>b. State and ask about the day of the week (e.g., <i>What day is it today?</i>)</p> <p>c. State and ask about the date</p> <p>d. State and ask about the temperature and weather (e.g., <i>How's the weather? It's hot.</i>)</p> <p>7. State, ask, read and write about feelings.</p>	<p>S</p> <p>S</p>	<p>SB pg. 71, 73-83 WB U.6</p> <p>SB pg. 25 WB pg. 25</p>	<p>Basic Communication 0.1.1- 0.1.6, Community Resources 2.3.1 2.3.2</p> <p>Basic Communication 0.1.2- 0.1.4 Learning to Learn 7.5.6</p>
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<p>B. Neighborhood/ City and Workplace</p>	<p>of body parts c. to prepare for earthquakes: (i.e., <i>Drop and hold!</i>)</p> <p>10. Read and physically respond to safety signs (e.g., <i>Do not enter. Don't walk. Stop.</i>)</p>	<p>e</p>	<p>LWB pg. 64</p>	<p>Consumer Economics 1.9.1; Employment 4.3.1 4.4.3 4.6.3</p>
	<p>11. State and aurally comprehend references to approximate locations with here & there (e.g., <i>Where's my book? Here. Where's the exit? There.</i>)</p>	<p>e</p>	<p>SB pg. 21</p>	<p>Basic Communication 0.1.1, 0.1.2, 0.1.6; Consumer Economics 1.3.7</p>

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<p>IV. Consumer Economics A. Shopping</p>	<p>12. Identify and ask about U.S coins and bills through physical actions speaking, reading and writing(<i>e.g., a dime, 10 cents; There are 5 pennies.</i>)</p>			<p>Basic Communication 0.1.1-0.1.6; Consumer Economics 1.1.6</p>
	<p>13. State, ask, read and write prices of items (<i>e.g., \$.56, \$29.99</i>)</p>	s	<p>SB pg. 84, 86-90, 94, 108-109 LWB U.7 WB. U.7</p>	<p>Consumer Economics 1.2.1, 1.2.2</p>
	<p>14. Nonverbally identify a limited number of common foods and clothing items (<i>e.g., by pointing or grouping</i>).</p>	s	<p>SB pg. 84-87, 89, 91-93, 95 LWB U.7 WB U.7</p>	<p>Basic Communication 0.1.1-0.1.6; Consumer Economics 1.3.8, 1.3.9</p>
	<p>15. Compute simple arithmetic without using carrying or borrowing operations</p>	s		<p>Consumer Economics 1.1.6; Computation 6.0.1 6.0.2 6.1.1 6.1.2</p>