

READING AND LISTENING STANDARDS

“Teaching to ‘standards’ means reaching for a standard of excellence, not standardizing curriculum.”

Standards-based ESL curriculum design and lessons help us teach more effectively and with greater consistency. We hope this information will help you in designing lessons for your students to help them make progress with their knowledge and use of English and to advance to the next level of ESL.

Standards:

- Describe what adult learners should know and be able to do in a particular skill area at a specific level.
- Focus on application – What do I now know and what can I do with that knowledge?
- Describe an integrated process that is the same across levels.
- Are developmental – as I progress, I get better and better at each skill process.

Washington State ‘Read With Understanding’ Standards guide us and our students to:

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

CASAS Content Standards for ESL Listening (2009)

CASAS listening tests measure the attainment of basic listening skills in contexts that learners would expect to encounter in everyday situations. Incorporating CASAS listening competencies and standards into your teaching helps to insure that your students will learn what they need to know to become functionally competent English-speaking members of their families, communities, and of the workforce. Including the content standards in your instruction will help your students to progress in their new language skills and into the next level of ESL.

Washington State / Equipped for the Future ‘Listen Actively’ Standards (2006)

To be able to listen actively at all levels of ESL, students should be able to:

- Attend to oral information.
- Clarify their purpose for listening and use listening strategies appropriate to that purpose.
- Monitor comprehension, adjusting strategies to overcome barriers to comprehension.
- Integrate information from listening with prior knowledge to address the listening purpose.