

**Overarching objectives practiced within all Beginning Level Units.** Students who consistently demonstrate these skills may be ready for the next level.

**In all Beginning Level Units Students will...**

- Ask and answer questions about word meaning.
- Ask and understand information questions with “wh-” words.
- Answer questions about main ideas and details in spoken and written texts.
- Use text features (titles, headings, images, captions) to better understand a text.
- Count word syllables.
- Identify beginning and ending consonant sounds, blends and digraphs.
- Read (decode) beginning-level texts.
- Begin to infer, compare and draw conclusions when reading text.

**English Unlocked**, Beginning Level Unit List

<b>Beginning Unit Title</b> <i>Texts read throughout the unit will focus on this topic.</i>	<b>Unit Focus</b> <i>Specific skills and objectives targeted in each unit beyond the core overarching objectives listed above.</i>	<b>Vocabulary</b> <i>Words appear in the order introduced in the unit.</i>
<b>Buying Supplies</b>	<p><b>Skill Focus:</b> Read an inventory, interpret receipts, and describe a problem with an order or delivery.</p> <p>Can the learner _____ without help?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe a problem with a supply order or delivery</li> <li><input type="checkbox"/> Read an inventory table and simple receipt</li> <li><input type="checkbox"/> Read and write abbreviated dates</li> <li><input type="checkbox"/> Ask and answer questions about items in stock</li> <li><input type="checkbox"/> Engage in a brief unscripted dialogue about a problem with a delivery</li> </ul>	<p><i>gloves, soap, paper towels, boxes, napkins, supplies, clean, bottle, box, bag, roll, enough, item, in stock</i></p>
<b>Celebrations</b>	<p><b>Skill Focus:</b> Share about holiday celebrations.</p> <p>Can the learner _____ without help?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Talk about holidays they and other classmates celebrate</li> <li><input type="checkbox"/> Talk about what they do on holidays</li> <li><input type="checkbox"/> Talk and write about months of the year</li> <li><input type="checkbox"/> Read an invitation to find important information</li> <li><input type="checkbox"/> Write about a holiday they celebrate</li> <li><input type="checkbox"/> Tell and write about what someone does on a holiday</li> <li><input type="checkbox"/> Ask and answer questions about holiday celebrations</li> <li><input type="checkbox"/> Engage in a brief unscripted dialogue describing how they celebrate</li> </ul>	<p><i>celebrate, clean up, cook, dance, eat, elders, festival, give gifts, play games, play music, pray, sing, visit</i></p>

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<b>Community Places</b>	<p><b>Skill Focus:</b> Identify community organizations and their purpose and functions. Ask for, give, follow or clarify directions to go to a place.</p> <p>Can the learner _____ without help?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clearly say and write their address</li> <li><input type="checkbox"/> Answer questions about their address</li> <li><input type="checkbox"/> Talk about what you can do at common community places</li> <li><input type="checkbox"/> Give and ask for directions</li> <li><input type="checkbox"/> Find community places on a simple map</li> <li><input type="checkbox"/> Read store signs to answer questions about store hours</li> </ul>	<p><i>apartment, street, city, state, zip code, bank, school, grocery store, daycare center, laundromat, clinic, library, park, mechanic, restaurant, hardware store, right, left, straight, blocks, feet, miles</i></p>
<b>Daily Activities</b>	<p><b>Skill Focus:</b> Interpret schedules and communicate about daily activities.</p> <p>Can the learner _____ without help?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Say and write days of the week and times</li> <li><input type="checkbox"/> Spell daily activity words</li> <li><input type="checkbox"/> Answer questions about times daily activities are done</li> <li><input type="checkbox"/> Tell time to the hour and quarter hour</li> <li><input type="checkbox"/> Tell about activities using always, usually, sometimes or never</li> <li><input type="checkbox"/> Read a sign and work schedule to find important information</li> <li><input type="checkbox"/> Write about everyday activities</li> </ul>	<p><i>wake up, eat, drive, start, finish, sleep, watch TV, clean, cook, play, always, usually, sometimes, never</i></p>

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<b>Health Problems</b>	<p><b>Skill Focus:</b> Call school or work to report a health problem.</p> <p>Can the learner _____ without help?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Name common parts of the body to describe pain</li> <li><input type="checkbox"/> Say their full name and date of birth clearly enough to make a doctor's appointment and leave a phone message</li> <li><input type="checkbox"/> Say and write an intelligible description of health symptoms (understandable but not perfect)</li> <li><input type="checkbox"/> Answer questions to make and change a doctor's appointment</li> <li><input type="checkbox"/> Read symptoms that require staying home from school and work</li> </ul>	<p><i>head, eye, nose, mouth, ear, throat, shoulder, chest, back, stomach, arm, hand, fever, rash, sore throat, diarrhea, cough</i></p>
<b>Home Problems</b>	<p><b>Skill Focus:</b> Call or write to a landlord about a housing problem.</p> <p>Can the learner _____ without help?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate understanding of the problems pictured on each of the vocabulary flashcards</li> <li><input type="checkbox"/> Describe the problem pictured on each flashcard using a complete sentence</li> <li><input type="checkbox"/> Write an intelligible description of each problem on the flashcards (understandable but not perfect)</li> <li><input type="checkbox"/> Say their name, address or apartment number and phone number clearly enough to leave a phone message</li> <li><input type="checkbox"/> Engage in a brief unscripted dialogue about a housing problem or needed repair</li> </ul>	<p><i>heat, hot water, air conditioning, smoke, alarm, toilet, mice, cockroaches, bed bugs, broken, leaking, stained, peeling</i></p>

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<b>Making Plans with Friends</b>	<p><b>Skill Focus:</b> Call or talk to someone in order to make plans.</p> <p>Can the learner _____ without help?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Talk about future plans using “going to”</li> <li><input type="checkbox"/> Ask and answer questions about future plans</li> <li><input type="checkbox"/> Write and ask questions about the weather</li> <li><input type="checkbox"/> Ask and answer questions about the temperature</li> <li><input type="checkbox"/> Invite someone to join in a future activity</li> <li><input type="checkbox"/> Read and answer questions about a weather forecast</li> <li><input type="checkbox"/> Engage in a brief unscripted dialogue to make plans for a future activity depending on weather</li> </ul>	<p><i>cloudy, cold, degrees, go fishing, go for walk, go shopping, go to a party, go visit a friend, hot, nice, rain, snow, sunny, temperature, windy</i></p>
<b>Medicine Labels</b>	<p><b>Skill Focus:</b> Read and ask questions about medicine labels in order to understand the correct dosage.</p> <p>Can the learner _____ without help?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ask and answer questions with “how often” and “how many” to demonstrate understanding of medicine directions</li> <li><input type="checkbox"/> Find important information in a label to answer questions</li> <li><input type="checkbox"/> Read a clock to tell time for each hour</li> <li><input type="checkbox"/> Write number words to record prescription directions (once, twice, three times, four times)</li> <li><input type="checkbox"/> Say their full name and date of birth clearly to get prescriptions filled at a pharmacy</li> <li><input type="checkbox"/> Ask questions to clarify prescription directions</li> <li><input type="checkbox"/> Listen for key information in prescription directions</li> </ul>	<p><i>directions, bottle, tablets, pharmacy, pharmacist, tablespoon, dose, capsule, allergic, with food, as needed</i></p>

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<b>Our Classroom</b>	<p><b>Skill Focus:</b> Ask questions about class expectations and write and talk about goals for learning English.</p> <p>Can the learner _____ without help?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate understanding of the questions and statements pictured on each of the vocabulary flashcards</li> <li><input type="checkbox"/> Ask questions about class expectations using “can”</li> <li><input type="checkbox"/> Write an intelligible description of their goals for learning English (understandable but not perfect)</li> <li><input type="checkbox"/> Write their name, phone number and their emergency contact’s name and phone number to complete a school registration form</li> <li><input type="checkbox"/> Engage in a brief unscripted dialogue about their goals for learning English</li> </ul>	<p><i>backpack, bag, classmate, clerk, closer, coworker, doctor, early, eraser, goal, late, neighbor, notebook, pencil, schedule, snack, teacher, text, vacation, water bottle</i></p>
<b>Sharing Food</b>	<p><b>Skill Focus:</b> Identify common food items, interpret basic recipes, converse about personal food preferences and allergies, politely offer, accept, or decline food.</p> <p>Can the learner _____ without help?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tell and write about their food likes and dislikes</li> <li><input type="checkbox"/> Offer food to someone and politely accept or decline offers</li> <li><input type="checkbox"/> Read and interpret a simple recipe</li> <li><input type="checkbox"/> Read and interpret a simple school menu</li> <li><input type="checkbox"/> Identify basic cooking measurements</li> <li><input type="checkbox"/> Ask questions about food ingredients</li> </ul>	<p><i>apples, eggs, grapes, chips, cheese, rice, chocolate, chop, fry, bake, boil, drain, goat, plantains, sandwiches, soup, beef, measure, cup , ½ half, teaspoon, tablespoon, allergic, peanut, dairy, pork, alcohol</i></p>

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<b>Shopping for Clothes</b>	<p><b>Skill Focus:</b> Engage in a conversation describing a recent purchase.</p> <p>Can the learner _____ without help?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Talk and write about family</li> <li><input type="checkbox"/> Talk and write about things bought</li> <li><input type="checkbox"/> Read a receipt</li> <li><input type="checkbox"/> Talk about what is the most expensive and least expensive</li> <li><input type="checkbox"/> Ask and answer questions about prices</li> <li><input type="checkbox"/> Ask and answer questions about clothing sizes</li> <li><input type="checkbox"/> Engage in a brief unscripted dialogue about a recent purchase</li> </ul>	<p><i>bought, brother, coat, daughter, dress, father, found, hat, jacket, large, medium, mother, pants, shirt, shoes, sister, small, socks, son, T-shirt</i></p>
<b>Work and Family</b>	<p><b>Skill Focus:</b> Engage in conversations at work or school to request changes or clarify a schedule.</p> <p>Can the learner _____ without help?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read a weekly schedule and use it to answer questions</li> <li><input type="checkbox"/> Ask questions about a weekly schedule to clarify</li> <li><input type="checkbox"/> Ask for time off from work or school</li> <li><input type="checkbox"/> Request changes to a weekly schedule</li> <li><input type="checkbox"/> Tell about a reason to leave work or school immediately</li> <li><input type="checkbox"/> Engage in a brief unscripted dialogue requesting changes to a schedule and time off</li> </ul>	<p><i>part-time, full-time, evenings, weekends, days, doctor, mechanic, visit, appointment, holiday, problem, family emergency, sick child, bad headache, sick</i></p>