



Acalanes Adult Education
Course Outline

COURSE TITLE:	English Language Learner – Advanced
DEPARTMENT:	ELL
A-22 COURSE NUMBER:	9980
DATE:	August 29, 2022
LENGTH OF COURSE:	Minimum of 10-weeks and varies depending upon yearly school calendar.
HOURS PER WEEK:	12

PREREQUISITES:

- When applicable, ELL Intermediate Low;
 - CASAS Scale Score Range 221 – 235;
 - Individuals must be a minimum of 18 years of age; and,
 - Individuals must take the CASAS Pre- and Post-Exams.
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1. **Course Description:** The focus of this class is instruction in English grammar and reading and is designed for adults who have advanced English language skills. Students will practice communication skills in everyday situations and build a larger vocabulary through listening, speaking, reading, writing, and grammar activities. The use of technology will also be integrated.
2. **Educational Purpose of Course:** To prepare students to use English to achieve tasks within a variety of real-life situations and experiences. Students will be provided with skills to be able to listen, speak, read, and write in English. This course will have an emphasis on providing communication skills necessary for daily living situations and encouraging students to continue pursuing lifelong learning, training, and career advancement.
3. **Standards**
 - This course is designed around the competency-based model of instruction.
 - The content covered in this course will focus on understanding through the areas of listening, speaking, reading, writing, language function, language form, and cultural literacy.
 - The basic life skills' categories which will provide the topics of instruction are: Basic Communication; Consumer Economics; Community Resources; Employment; Government/Citizenship; Computation; Learning and Thinking Skills; and Independent Living.
 - The goal of this course is to promote English language competency for personal, social, educational, and professional purposes, applying English to real-life situations with embedded contextualized learning.
 - There is an emphasis on literacy and basic communication skills that enable learners to participate more fully within society as citizens, workers, and family members.

4. **Language Skill Proficiencies:** Students will demonstrate the following language skill proficiencies upon exit from ELL Advanced.

Listening

- Demonstrate understanding of most face-to-face speech at a normal rate; some repetition may be required.
- Identify the main idea in a lecture or broadcast.
- Identify specific information in a short lecture or broadcast.
- Detect the mood of a message, determining the attitudes and feelings of the speakers or the urgency of the message.
- Respond to detailed spoken instructions (e.g., equipment operating instructions, academic assignments).
- Demonstrate understanding of stories and other passages that contain some unfamiliar vocabulary.
- Demonstrate active listening in interpersonal communication (e.g., *I see!*, *Really?*, *Uh-huh*).

Speaking

- Participate in most face-to-face conversations fluently.
- Participate in a discussion about a reading, broadcast, or presentation.
- Clarify meaning through strategies such as rephrasing when misunderstanding occurs (e.g., *What I meant was...*, *In other words...*).
- Adjust language used according to level of formality required by the situation.
- Respond to written and visual information by answering questions orally, summarizing an article, describing a scene, explaining a current event, or retelling a short story.

Reading

- Interpret authentic materials (e.g., prose fiction, newspaper articles, websites) on familiar subjects.
- Interpret textbook materials on academic subjects and answer comprehension questions.
- Identify the main ideas and supporting examples from familiar material.
- Skim a passage to determine organization and general ideas.
- Scan a passage for details.
- Recognize and use textbook conventions for identifying key words, glossary references, etc. (e.g., colored font, italics, bold face type).
- Identify the topic sentence, supporting details, and concluding sentence of a paragraph.
- Make inferences from charts, tables, graphs, and reading passages.
- Demonstrate understanding of syntactic clues within a passage such as reference, sequence of events, cause and effect, and comparison/contrast.
- Apply critical thinking skills to reading passages.
- Identify author's tone, purpose, and audience.
- Recognize metaphors and similes.
- Identify story elements – character, setting, plot, conflict.
- Identify the major theme in a work.
- Summarize a reading passage.

Writing

- Take notes on material transmitted orally which contains some unfamiliar information.
- Identify and correct errors in written work, including spelling errors.
- Use the steps of the writing process – prewriting, writing, revising, editing – in written work.
- Identify and write narrative, descriptive, and expository paragraphs including in-class timed writing.
- Format writing with appropriate margins, indentation, and centering.
- Complete forms that require some narrative description (e.g., accident reports, questionnaires with comment sections).
- Write business letters or email messages requiring some detail.

5. CASAS Content Standards for Reading:

R2. Vocabulary

- R2.10 Interpret less common prefixes and suffixes to determine the meaning of words (e.g. impossible, anti-war, employee)
- R2.12 Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)

R3. General Reading Comprehension

- R3.5 Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)
- R3.7 Interpret detailed instructions (e.g. workplace procedures, operating instructions, consumer materials)
- R3.9 Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)
- R3.11 Make connections between related information across different sections of a text
- R3.14 Interpret signal words as clues to the organization and content of a text (e.g., first...then; however; it's important that...)
- R3.15 Interpret idioms and collocations from context
- R3.17 Interpret the connotative meaning of a word (e.g. inexpensive vs. cheap)
- R3.18 Interpret analogies in familiar contexts
- R3.19 Interpret meaning of metaphors and similes in context

R4. Text in Format

- R4.7 Interpret complex forms (e.g., rental, insurance, pay statements)
- R4.9 Interpret maps, diagrams, and graphs
- R4.10 Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)

R5. Reference Materials

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

R6. Reading Strategies

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

R7. Reading and Thinking Skills

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

7.14 Verify and clarify facts in written information (e.g., advertising claims)

6. CASAS Content Standards for Listening:

L1. Phonology

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

L2. Vocabulary

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

L3. Grammar

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

L4. General Discourse

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

L5. Informational Discourse

- L5.5 Comprehend multi-step instructions and directions (e.g., *Turn off the lights when you leave and lock the door*)
- L5.6 Comprehend detailed instructions, explanations, and directions in a range of contexts (e.g., specialized contexts such as workplace procedures, operating instructions)
- L5.7 Comprehend instructions or requests given tentatively or indirectly (e.g., *Why don't you...? You may want to...*)
- L5.8 Comprehend essential points of topics of special interest (e.g., lectures, speeches, presentations in order to summarize or take notes)
- L5.9 Comprehend details of descriptive and factual material in narrative form (e.g., lectures, business presentations)
- L5.10 Comprehend detailed non-face-to-face communication in a wide range of contexts (e.g., teleconferences, recorded lectures, workplace instructions)

L6. Strategies and Critical Thinking

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

7. **Instructional Strategies:** The use of whole language in teaching English through auditory, visual, and kinesthetic modalities is utilized at all levels. The object of a learning experience is not to see how many learning strategies can be incorporated but to determine which ones are best for students and the content being explored. The following is a list of instructional strategies that are encouraged: Drawing and Artwork; Games; Graphic Organizers, Semantic Maps, and Word Webs; K-W-L Charts; Manipulatives, Experiments, Labs, and Models; Metaphors, Analogies, and Similes; Mnemonic Devices; Movement; Music, Rhythm, Rhyme, and Rap; Project-based and Problem-based Learning; Reciprocal Teaching and Cooperative Learning; Role Plays, Drama, Pantomimes, and Charades; Storytelling; Structured Notetaking; Technology; Visualization and Guided Imagery; Visual; Work Study and Apprenticeships; Writing and Journals.

8. Instructional Materials:

- Stand Out 5, Third Edition with Student Workbooks, Jenkins & Johnson
- Understanding & Using English Grammar, Azar
- Ellii.com

9. Evaluation:

- CASAS Life and Work Reading test before the end of each of the class terms
- EL Civics Assessment before the end of each of the class terms

10. **Repetition of Course:** Students who successfully complete the course may be promoted; however, students who successfully complete the course and, for various reasons, drop out and later re-enter the program will be re-tested and may be re-enrolled in this course.

11. **Statement of Civil Rights:** All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.