



Acalanes Adult Education  
Course Outline

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**COURSE TITLE:** English Language Learner – Beginning High  
**DEPARTMENT:** ELL  
**A-22 COURSE NUMBER:** 9982  
**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 Beginning Low;
  - CASAS Scale Score Range 191 – 200;
  - 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:** This course provides practice in everyday conversations about essential life skills through basic lessons on vocabulary, grammar, reading/writing, listening/speaking, and pronunciation. It enables students to acquire functional English communication skills that are required for entry-level jobs and everyday life in the United States.
2. **Educational Purpose of Course:** To develop comprehensive English language skills for everyday life and work activities supplemented with essential life skills. Activities related to American culture and traditions should enable students to communicate with confidence and assist them in analyzing options and making decisions in everyday life. It also enables students to continue a practical transition to a community college or state university.
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 Beginning High.

**Listening**

- Demonstrate understanding of simple words and phrases drawn from learned topics.
- Identify the main topic of conversation in familiar material.
- Demonstrate understanding non-face-to-face speech in familiar contexts, such as simple phone conversations and routine announcements.
- Recognize words that signal differences between present, past, and future events.
- Respond appropriately to short emergency warnings.
- Respond to commands and short directions through physical actions.
- Demonstrate strategies to check for understanding – by asking for repetition, for example.
- Listen and identify specific information in the context of previously learned language.

**Speaking**

- Answer simple questions related to basic needs using previously learned phrases or simple sentences.
- Make statements in the present, past, or future tenses related to basic needs and common activities, using previously learned phrases or simple sentences.
- Ask questions related to basic needs using previously learned utterances.
- Communicate simple personal information on the telephone.
- Give simple commands, warnings, and directions.
- Ask for and give clarification.

**Reading**

- Interpret isolated words, phrases, and abbreviations in familiar contexts (traffic signs, store ads, fast food menus).
- Interpret terms on simplified forms (personal identification, school registration, change of address).
- Scan for numerical information – the time a store opens, for example – and other specific information in simple life skills materials related to immediate needs (ads, schedules, signs, forms).
- Use strategies such as predicting or phonics decoding to interpret new words in familiar contexts.
- Read and demonstrate understanding of short, simplified narrative paragraphs on familiar topics containing previously learned vocabulary and sentence patterns.
- Identify the sequence of a simple narrative passage.
- Interpret and follow simple written directions.
- Make simple inferences from brief narratives, charts, and schedules (e.g., use a mail schedule to determine if a letter will be picked up today).

**Writing**

- Copy materials that are personally meaningful (recipes, directions, stories generated during language experience activities, etc.).
- Write lists – grocery or laundry items, for example.
- Write simple sentences based on personal experiences or familiar material that refer to the present, past, and future.
- Write a simple telephone message or note – a note to a child’s teacher, for example.
- Write a series of related sentences based on personal experiences or familiar material.
- Use appropriate capitalization and punctuation.
- Complete forms and simple applications.

5. **CASAS Content Standards for Reading:**

R1. Beginning Literacy/Phonics

- R1.5 Relate letters to a range of possible pronunciations, including recognizing common homonyms
- R1.6 Use common phonological patterns to sound out unfamiliar words (e.g., man/van)

R2. Vocabulary

- R2.1 Interpret common symbols (e.g., restroom signs, traffic signs, #, ↑)
- R2.2 Read basic sight words (e.g., the, is)

- R2.3 Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)
- R2.4 Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)
- R2.5 Interpret contractions
- R2.6 Interpret basic abbreviations (e.g., Mr., apt., lb.)
- R2.8 Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)
- R2.9 Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, worker)

### R3. General Reading Comprehension

- R3.1 Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)
- R3.2 Read and understand simple sentences that contain familiar vocabulary
- R3.3 Read and understand simple texts on familiar topics (e.g., short narratives, basic consumer materials)
- R3.4 Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)
- R3.6 Interpret simple written instructions
- R3.8 Interpret basic sentence structure and grammar (e.g., statements, questions, negatives, adjectives, modifying nouns)
- R3.10 Follow pronoun references within a text (e.g., Ms. Smith...she; This is important)
- R3.12 Use supporting illustrations to interpret 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...)

### R4. Text in Format

- R4.3 Read dates
- R4.4 Read money amounts
- R4.5 Read simple handwriting
- R4.6 Interpret simple forms (e.g., appointment sign-in sheet, class registration)
- R4.8 Interpret information in charts and tables (e.g., bus schedules)
- 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

- R5.1 Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)
- R5.3 Locate information organized in groups or categories (e.g., of a book, manual, computer application help feature)
- R5.5 Use a simplified dictionary or glossary

### R6. Reading Strategies

- R6.1 Predict the content of a text from title, pictures, type of material
- R6.2 Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information

### R7. Reading and Thinking Skills

- R7.1 Identify the main idea of a simple paragraph
- R7.4 Determine the sequence of events in a simple narrative
- R7.8 Make inferences and draw conclusions from simple text
- R7.13 Compare related information from various sources (e.g., consumer ads)

## 6. CASAS Content Standards for Listening:

### L1. Phonology

- L1.1 Recognize and distinguish between the various sounds of English (e.g., vowels, consonants, minimal pairs, rhymes)
- L1.2 Recognize words and sounds when they are modified by adjacent sounds (e.g., final “s”: walks [s] vs. plays [z]; final “-ed”: walked [t] vs. played [d])
- L1.3 Distinguish individual words in connected speech
- L1.4 Distinguish basic stress and intonation patterns in English words and sentences (e.g., rising intonation for yes/no questions, emphasis)

### L2. Vocabulary

- L2.1 Comprehend simple words and phrases in basic communication in familiar contexts (e.g., basic courtesies, personal information, survival, emergency)
- L2.2 Recognize letters of the alphabet, letters in words, and numbers when spelled or dictated
- L2.3 Comprehend high frequency words, phrases, phrasal verbs and simple idioms used in a variety of everyday contexts (e.g., everyday conversations, simple descriptions, directions)
- L2.4 Comprehend simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transportation, employment)
- 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

### L3. Grammar

- L3.1 Comprehend basic grammar and structures with present tense verbs and modals of high-frequency usage (e.g., to be, to do, to need, to have, can)
- L3.2 Recognize pronouns and follow pronouns across a statement (e.g., *Carlos lives with his mother.*)
- L3.3 Recognize contracted forms
- L3.4 Recognize imperative constructions
- L3.5 Recognize negative constructions
- L3.6 Distinguish between simple questions (e.g., WH- & yes/no) and statements
- L3.7 Recognize noun plurals
- L3.8 Recognize the possessive form of nouns and pronouns
- L3.9 Comprehend intermediate level grammar and structures (e.g., simple past, modals, real conditional, present perfect, compound simple sentences)
- L3.10 Comprehend comparative forms of adjectives (e.g., faster, fastest)

### L4. General Discourse

- L4.1 Comprehend simple learned social exchanges
- L4.2 Comprehend simple conversations
- L4.3 Comprehend simply expressed states and feelings
- L4.4 Comprehend abbreviated forms of speech (e.g., *Want some?*)
- L4.5 Comprehend brief non-face-to-face communication (e.g., short phone calls, personal messages)

### L5. Informational Discourse

- L5.2 Comprehend brief messages (e.g., *Your husband called. Ms. Garcia wants to see you right away*)
- L5.3 Comprehend brief non-face-to-face messages and announcements (e.g., *The store will close in ten minutes*)
- L5.4 Comprehend simple single-step instructions, explanations, and directions (e.g., *Turn off the lights. Put the boxes in the back*)

### 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?*)

- L6.3 Make inferences from simple statements or conversation
- 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)

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 2, Third Edition with Student Workbooks, Jenkins & Johnson
- Stand Out 3, Third Edition with Student Workbooks, Jenkins & Johnson
- Basic English Grammar, Azar
- Oxford Picture Dictionary, Third Edition, Adelson-Goldstein and Shapiro
- Thoughts and Notions, Second Edition, Ackert and Lee
- Read This! 1 and 2, Mackey
- All Star 2 and 3, Second Edition, Lee and Sherman
- Pronunciation Pairs, Second Edition, Baker and Goldstein
- Clear Speech, Fourth Edition, Gilbert

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.