



Acalanes Adult Education  
Course Outline

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**COURSE TITLE:** English Language Learner – Beginning Literacy  
**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:**

- CASAS Scale Score Range 180 and below;
  - 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 is designed to build upon emerging English listening, speaking, reading, and writing skills at the beginning literacy level. The instruction will include the development of basic literacy skills and communication for everyday living, which will help students progress towards their personal, academic, and/or professional goals. Integrated throughout the course will be workplace readiness skills, including critical thinking, diversity awareness, and soft skills.
2. **Educational Purpose of Course:** To develop English language skills necessary for continued success in the ELL classroom, as well as in the community. Various skills will include: beginning to write; beginning recognition of services, events, or conditions; money handling; occupations; and sufficient language structure to express identity, ownership, and location.
3. **Standards**
  - Develop listening and speaking skills to comprehend and produce simple words, phrases, and sentences to state basic needs and participate in simple conversations.
  - Develop reading skills to comprehend basic words and simple sentences.
  - Develop writing skills to spell words and create simple sentences.
  - Develop basic educational and workplace readiness skills including critical thinking, diversity awareness, and simple soft skills.
  - Develop digital literacy skills.
  - Develop critical thinking skills.
4. **Language Skill Proficiencies:** Students will be able to demonstrate the following proficiencies and be able to understand and produce language at a speed necessary to effectively function in ELL Beginning Low.

**Listening**

- Demonstrate limited comprehension of spoken English.

**Speaking**

- Speak intelligible English with limited awareness of appropriate stress, blending between words, intonation, and speed.

**Reading**

- Demonstrate comprehension of manuscript that represents previously learned oral language.

## Writing

- Copy and write manuscript that represents previously learned oral language.

## 5. CASAS Content Standards for Reading:

### R1. Beginning Literacy/Phonics

- R1.1 Identify the letters of the English alphabet (upper and lower case)
- R1.2 Recognize that letters make words and words make sentences
- R1.3 Read from left to right, top to bottom, front to back
- R1.4 Relate letters to sounds
- 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)

### R3. General Reading Comprehension

- R3.1 Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)
- R3.12 Use supporting illustrations to interpret text

### R4. Text in Format

- R4.1 Read numbers
- R4.2 Read clock times
- R4.3 Read dates
- R4.4 Read money amounts

### R5. Reference Materials

- R5.4 Use a picture dictionary

## 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)

### 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

### L4. General Discourse

- L4.1 Comprehend simple learned social exchanges
- L4.2 Comprehend simple conversations
- L4.3 Comprehend simply expressed states and feelings

### L5. Informational Discourse

- L5.1 Comprehend short emergency warnings and commands (e.g., *Um, You Know, Like*)

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. Methods of instruction are based on a communicative approach and employ instructional techniques and activities that may include: Focused listening; cooperative learning; problem solving; group projects; multi-media presentations; lecture by instructor or guest speaker; technology-based instruction; and classroom discussions requiring critical thinking.

### 8. Instructional Materials:

- Stand Out Basic, Third Edition with Student Workbooks, Jenkins & Johnson
- Oxford Picture Dictionary
- Stand Out
- Stand Out Grammar Challenge
- Ventures 1
- More Grammar Practice Book 1
- Azar Grammar Workbook for Beginners

### 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.