



Acalanes Adult Education
Course Outline

COURSE TITLE: English Language Learner – Beginning Low
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 Literacy;
 - CASAS Scale Score Range 181 – 190;
 - 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 to develop basic speaking, reading, writing, and listening skills in English. This will be accomplished through oral and written exercises, life skills activities, conversation, and the use of multimedia sources so students gain confidence and acquire skills needed for everyday life in the United States.
2. **Educational Purpose of Course:** To develop English language skills required for survival in everyday life through reading, writing, and speaking. Various life skills as related to American culture and traditions will be taught so students gain confidence in communicating and become more independent in everyday life in the United States. These skills will also help students develop communication necessary in a work environment.
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 Low.

Listening

- Demonstrate comprehension of simple words in context of common, everyday situations.
- Demonstrate comprehension of basic commands through physical action.
- Demonstrate understanding of simple face-to-face conversations using previously learned material.
- Demonstrate strategies to check for understanding – clarifying by attempting to reproduce what has been heard, for example.
- Respond appropriately to short emergency warnings.
- Listen for specific information in context of familiar, previously learned language.

Speaking

- Make statements related to basic needs using previously learned words and phrases.
- Answer simple questions with “yes,” “no,” one-word or short-phrase responses.
- Ask simple questions.
- Give simple commands.
- Participate in brief, simple face-to-face conversations.
- Use simple strategies to check for understanding (e.g., ask for repetition).

Reading

- Relate phonological sounds to letters and clusters of letters (sound/symbol correspondence).
- Recognize basic sight words.
- Interpret sentences using vocabulary and structures previously learned orally.
- Demonstrate comprehension of previously learned words, short sentences, directions, and simple signs.
- Demonstrate understanding of simple forms which require personal information.
- Scan simple lists and forms for specific information.

Writing

- Print the letters of the alphabet legibly.
- Write numerals.
- Write a list – a shopping list or an invitation list, for example – from material read or heard.
- Copy familiar words, phrases, and high-frequency expressions from learned materials.
- Take dictation of previously learned words and sentences.
- Fill out simple forms which require biographical/personal information.
- Write simple sentences based on previously learned vocabulary and structures.

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

R1. Beginning Literacy/Phonics

- R1.1 Identify the letters of the English alphabet (upper and lower case)
- 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)
- 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)

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
- R3.6 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

R4. Text in Format

- R4.1 Read numbers
- 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)
- R4.10 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)
- R5.4 Use a picture dictionary
- 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

- R7.4 Determine the sequence of events in a simple narrative

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
- L3.8 Recognize the possessive form of nouns and pronouns

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*)
- 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*)

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 1, Third Edition with Student Workbooks, Jenkins & Johnson
- Basic English Grammar, Azar
- Step Forward Book One
- Oxford Picture Dictionary

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.