



Acalanes Adult Education
Course Outline

COURSE TITLE: English Language Learner – Intermediate Low
DEPARTMENT: ELL
A-22 COURSE NUMBER: 9981
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 High;
 - CASAS Scale Score Range 201 – 210;
 - 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 good speaking skills, but who may need help with reading and writing in English. This course aims to improve students' grammar, pronunciation, conversation, life skills, reading and writing, while learning about the culture within the United States.
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 Intermediate Low.

Listening

- Demonstrate understanding of simple questions and answers, statements, and face-to-face conversations containing some unfamiliar vocabulary.
- Recognize basic constructions, such as subject-verb agreement (e.g., *He works*).
- Demonstrate understanding of non-face-to-face speech such as telephone conversations, announcements, and recordings containing familiar vocabulary.
- Respond appropriately to a series of directions, command, or warnings.
- Demonstrate comprehension of a brief, face-to-face oral account of past, present, and future situations, activities, and events.
- Demonstrate strategies to check for understanding (e.g., by asking a question).
- Listen and identify specific information in contexts containing some unfamiliar language.

Speaking

- Participate in simple face-to-face conversations, demonstrating basic social skills and courtesy requirements (e.g., thanking, greeting, apologizing).
- Ask and answer questions in the present, past, and future tenses on familiar topics.
- Participate in telephone conversations.
- Describe a sequence of past events on a topic related to personal life.
- Give a series of directions, commands, or warnings.
- Participate in conversations in which some unfamiliar vocabulary is used in context of familiar topics.
- Summarize short oral and written accounts.
- Ask for and give clarification (e.g., *Did you say the blue one?*).

Reading

- Interpret simplified, short narrative and descriptive passages on familiar topics.
- Interpret simple narrative and descriptive passages on unfamiliar topics if material includes visuals or other aids that orient students to the passage.
- Scan for specific information in life-skill materials (ads, schedules, and forms).
- Predict meanings of unfamiliar vocabulary in material rich in contextual clues.
- Interpret abbreviations for words previously learned in context of specific topics (e.g., employment or housing).
- Skim a series of paragraphs from classroom and authentic materials for main ideas.
- Make simple inferences from charts, tables, and short reading passages.

Writing

- Take notes on familiar material transmitted orally.
- Write related sentences to form paragraphs on a topic based on familiar material or personal experiences.
- Write telephone messages.
- Write short letters and notes (e.g., thank-you notes).
- Use appropriate capitalization, end punctuation, and commas in simple sentences.
- Fill out authentic forms (e.g., simple applications, banking forms, etc).

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

R2. Vocabulary

- R2.3 Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)
- R2.5 Interpret contractions
- R2.6 Interpret basic abbreviations (e.g., Mr., apt., lb.)
- R2.7 Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)
- 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, work-er)

R2.11 Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)

R3. General Reading Comprehension

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)

R3.13 Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next *purchase*)

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

R4. Text in Format

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

R5.2 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)

R5.5 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

R6.4 Skim simple text for general meaning

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

R7.4 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

L1.5 Recognize reduced forms of words and phrases (e.g., *gonna, gimme; Did You/Didja, twenty/twenny*)

L2. Vocabulary

- 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

- L3.3 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)
- 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.*)

L4. General Discourse

- 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)
- L4.6 Comprehend extended conversations

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*)
- L5.5 Comprehend multi-step instructions and directions (e.g., *Turn off the lights when you leave and lock the door*)

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)
- L6.6 Demonstrate understanding of hypothetical situations (e.g., *You are a patient. What do you say to the doctor?*)

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 3, Third Edition with Student Workbooks, Jenkins & Johnson
 - Fundamentals of English Grammar, Azar
 - Read This! Fascinating Stories from the Content Areas, Book Three, Savage
 - 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.