

Adult Education Class Outline
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2.1010 ESL Beginning Literacy

Date Posted: 5/15/2001

Title: ESL Beginning Literacy

Prepared For: Fresno Adult and Community Education

Submitted by: Barbara Lehman, Program Coordinator

PREREQUISITES: None

LENGTH OF COURSE: Open Entry/Open Exit

Goals and Purposes:

This course is designed for a range of ESL students who have little or no literacy skills in English or their native language. The purpose of this class is to introduce English language literacy skills such as recognizing and writing the letters of the alphabet, identifying sound and letter correspondences, recognizing and writing numbers, responding to basic commands, and answering and asking questions about familiar topics.

The basic language skills are taught within the context of life skills and employability skills. Units of study also include citizenship information. This will be useful to students as they begin to prepare for the Basic Citizenship Exam.

Students will be instructed through a variety of techniques (cooperative learning, Language experience, information-gap, and substitution drills) and grouping strategies. These techniques naturally incorporate the SCANS Competencies (Secretary's Commission on Achieving Necessary Skills) which have been identified as necessary to be successful in the community and at work. An expanded curriculum guide provides a correlation of the CASAS Competencies, SCANS Competencies and Suggested Activities for each unit identified in the Course Outline.

Repetition Policy:

Students who successfully complete the course will not be allowed to repeat the course. However, students who successfully complete the course and, for various reasons, drop out and later reenter the program will be re-tested and may be re-enrolled in this course.

APPROVALS:

ADMINISTRATORS: BARBARA LEHMAN

DATE OF BOARD APPROVAL September 13, 2000

I. INSTRUCTIONAL UNIT OUTLINE AND HOURS PER UNIT:

Unit topics are chosen based on students' interest and goals.

UNITS	INSTRUCTIONAL STRATEGIES	HOURS PER UNIT
Basic Communication Greetings Personal Info Classroom	Role Plays, Pair Groups, Total Physical Response, Dictation (Variety)	150
Consumer Economics Money Food Clothing	Cooperative Learning Activities, Information GAP, Role Plays, Substitution Drills, Dictation	250
Community Resources Calendar Survival Signs Symbols Transportation	Small Groups, Language Experience, Lecture, TPR, Cloze Exercises, Dictation (Variety)	250
Health and Family Care Family Members Body Parts Symptoms	Role Plays, Language Experience, Information GAP, Cloze Exercises, Dictation (Variety)	250
Employment Tools Directions General	TPR, Language Experience, Substitution Drills (Variety)	160
Government / Citizenship Holidays American Symbols	Language Experience, Dictation (Variety)	150
Computation		
	Grouped by Skill Level	150 Total: 1360

Language Performance Skills Incorporated into Unit Topics: (ESL Model Standards for Adult Education)

Listening:

- Demonstrate understanding of simple words, phrases, and questions drawn from familiar material, such as personal information or the immediate physical setting.
- Demonstrate understanding of high-frequency commands and expressions of courtesy.

Speaking:

- Express basic needs with simple words or phrases drawn from learned material.
- Repeat words and phrases for clarification and to improve pronunciation.
- Answer simple questions with "yes", "no", or one-word responses.

Reading:

- Discriminate between shapes and both upper and lowercase letters.
- Demonstrate eye movement from top to bottom and left to right.
- Discriminate among numerals.
- Relate phonologic sounds to letters (sound/symbol correspondence).
- Recognize signs with one word or symbol - restroom signs, for example.

Writing:

- Trace shapes and letters, following guide arrows or other directions.
- Copy letters of the alphabet and numerals.
- Copy basic information (name, phone number, address) for personal identification on a form.
- Copy from a chalkboard a list of words previously produced orally.

Language Function:

- **Factual information:** identify, demonstrate
- **Social and interpersonal relations:** greet, show gratitude, express state of being
- **Suasion:** caution

Language Forms:

- **Sentence Types:**
 - Respond to simple commands ("Stand", "Sit", "Open your book").
 - Ask questions with words and phrases ("Name?")

- **Verb Tenses:**

- Students will respond to simple questions in the present tense:
 - What's your name?
 - Where are you from?
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II. SPECIFIC COURSE COMPETENCIES

SKILL COMPETENCY: THE STUDENT WILL BE ABLE TO:

(CASAS Competencies are indicated by their corresponding Code Number. The letter 'L' denotes a listening item. The letter 'R' denotes a reading item.)

B. BASIC COMMUNICATION

1. communicate personal information (name, address, telephone number) 0.0.0L
2. communicate about the weather (rainy, stormy, sunny, etc.) 0.0.0.L
3. greet others (hello ____)
4. take leave (good-bye)
5. spell complete name.
6. answer and ask simple yes/no questions on familiar topics.
7. identify classroom furniture (desk, chair, table, etc.)
8. identify study tools (pencil, paper, book, etc.)
9. identify singular and plural forms of nouns.
10. demonstrate ability to work in small group activities.

SCANS Competencies: acquire information, organize and maintain information, interpret and communicate information, teach others, participate as a member of a team.

C. CONSUMER ECONOMICS

- **Money**

1. count, convert and use coins and currency 1.1.6R
2. identify greater and lesser amounts.
3. Interpret prices (more, less) 1.1.6R
4. Identify or use various methods to purchase goods (paying cash for items) 1.3.3.L

- **Food**

5. interpret info. To locate merchandise (top shelf, middle shelf, bottom shelf, produce, dairy, etc.) 1.3.7L
6. communicate locations using prepositions of location (over, under, beside) and adjectives of location (top shelf, bottom shelf) 1.3.7
7. identify food groups and food items within groups. 1.3.8

- **Clothing**

8. identify basic clothing items. 1.3.9
9. interpret measurement information (small, medium, large) 1.1.9
10. answer and ask questions using wh-questions and yes/no questions.

Housing

11. identify household items and their uses. 1.4.1
12. communicate about general housing problems (the toilet is leaking) 1.4.7
13. demonstrate the ability to communicate basic information about home safety (fire prevention) 1.4.8
14. interpret information to obtain, maintain, cancel housing utilities (ID various utilities and amount due on bills) 1.4.4L

SCANS Competencies: Interpret and communicate information, negotiate with others to arrive at a decision, work with cultural diversity, understand systems, allocate money

D. COMMUNITY RESOURCES

• Calendar/Time

1. interpret clock time 2.3.1R
2. identify days of the week on a calendar 2.3.2R
3. tell digital clock time 2.3.1L

Transportation

4. recognize and use signs related to transportation 2.2.4R
5. identify different kinds of public transportation.

Survival Signs/Symbols

6. interpret common public signs (first aid, diaper changing are, public transportation, emergency vehicles only, abbreviated days, no smoking, no dogs, no U-turns, elevator, stairs.) 2.5.4R

Places in the Community

7. give and follow commands in the form of directions
8. mail a letter 2.4.0L
9. communicate with post office personnel (in order to buy stamps) 2.4.2L
10. give and clarify directions in a building 2.2.1L
11. order in a restaurant 2.6.4L

SCANS Competencies: allocate time, interpret and communicate information, understand systems, acquire and evaluate information

E. HEALTH AND FAMILY CARE

• Family Members

1. identify family members

Body Parts

2. identify body

Symptoms

3. describe symptoms of illness (earache, toothache, stomachache, headache) 3.1.1L
4. communicate with a dentist (toothache)
5. demonstrate use of possessive adjectives (my, his, her)(my head hurts).
6. demonstrate use of pronouns (I, he, she)

Health (General)

7. identify practices that promote cleanliness (shampooing hair, brushing teeth) 3.5.5.L
8. identify and use necessary medications (teaspoon, drop, tablet, caplet)
9. identify information necessary to make or keep medical or dental appointments (read appt. card, and transfer info. to calendar.) 3.1.2L

SCANS Competencies: interpret and communicate information, understands systems, monitor and correct performance, teach others.

F. EMPLOYMENT**• General (Safety Signs)**

1. interpret safety signs in places of training, in employment and in public buildings (don't litter, walk, wash your hands, emergency, exit) 4.3.1R

General (Applications)

2. interpret job applications (address, telephone number, social security number) 4.1.2R
3. fill out applications (name, first, middle, last, Mr. Mrs., Ms., fill in) 4.1.2L

General (Occupations)

4. identify various occupations (mail carrier, police officer, fireman) 4.1.2L

Task Related Directions

5. interpret task-related directions (turn on/off the light, clean the floor) 4.4.5R
6. give and follow task-related commands (erase the chalkboard, pass out the papers, set up the overhead, etc.)
7. inventory classroom items (count the books, scissors, etc.)
8. participate in assembly line activities that simulate work situations.

Tools

9. identify common tools related to various occupations.
10. Create "products" (a variety of hands-on activities that provide experience with a variety of tools.)

SCANS Competencies: Participate as a member of a team, serve client, improve design, select technology, allocate human resources, interpret and communicate information, problem solving, apply technology to tasks.

G. GOVERNMENT/CITIZENSHIP

1. Identify American holidays and basic information about Holidays.
2. identify local, state, and federal leaders (mayor, governor, president) 5.5.8
3. locate U.S., California, Fresno County, Cities on a map.

H. COMPUTATION

1. demonstrate pre-computation skills (identify numeric symbols, count, identify quantities, identify problem solving symbols +, -, =) 6.0
2. add whole numbers 6.1.1
3. subtract whole numbers 6.1.2
4. multiply whole numbers 6.1.3
5. divide whole numbers 6.1.4

III. TEXTBOOKS AND SUPPLEMENTAL BOOKS:

Main Textbooks- Day/Night Program:

Collaborations Literacy Level Weinstein-Shr, Huizenga, Bernard-Johnston, Shank, Moss & Ternil. Heinle & Heinle, 1996
Put English to Work Beg. Lit. Janet Podnecky, Contemporary, 1997
Survival English, books 1 & 2. Mosteller, Lee and Bobbi Paul. Prentice Hall Regents, 1988.

Supplemental Textbooks

English ASAP, Literacy. Steck Vaughn, 1999
TLC+. Michael Kerwin. Steck Vaughn, 1996
Before Book One. Boyd, John R. and Mary Ann. Prentice Hall Regents, 1991.
Basic English for Adult Competency. Keltner, Howard, Lee. Prentice Hall, 1983
I Want to Speak English. International Institute of Minnesota, 1982
Begin at the Beginning. John R. and Mary Ann Boyd, Abaca Books, 1988.
Excel Math. Modern Curriculum Press, 1989

IV. EVALUATION:

Evaluation is based on multiple assessments including teacher evaluation. Students will be exited from Beginning Low when they demonstrate the following:

CASAS Score

181 or higher

FAS Exit Test Scores (Structure Test)

80% or higher

Writing:

- Write the alphabet from memory.
- Fill in a simple form (name, address, telephone number)
- Write simple present tense sentences in familiar contexts (Today is Monday).

Listening/Speaking:

- Follow basic commands in familiar contexts (Open your book to page __)
- Provide basic information when asked in familiar contexts (What's your name? My name is __).