

Adult Education Class Outline
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2.1010 ESL Beginning Literacy

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Title: ESL - Beginning Literacy
Prepared
For: El Monte-Rosemead Adult School
Submitted
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El Monte-Rosemead Adult School

COURSE OUTLINE

INSTRUCTOR:	ESL Teacher		
LENGTH OF COURSE:	18 weeks	SESSIONS PER WEEK:	4 or 5
HOURS PER SESSION:	3 - 4	TOTAL HOURS	258

CATALOG DESCRIPTION OF COURSE:

This course is designed for students who are not literate in their native language and who need to start at the beginning. Students will build a basic lifeskills vocabulary including letters and numbers.

GOALS OR PURPOSE OF COURSE:

To develop skills needed for continued success in the ESL classroom and in the community, beginning to write, having beginning recognition of services, events or conditions, money handling, occupations and sufficient language structure to express identity, ownership and location. Vocabulary development addresses the Dolch Word List - Pre-Literate. It is intended that students scoring below CASAS 210 will achieve a 5 point gain. Measurement will use the CASAS Pre and Post reading test after 80 to 120 hours of instruction.

COURSE COMPETENCIES/OBJECTIVES: (Stated in measurable student outcomes)

Our District has selected as **CORE COMPETENCIES**, the following **CAPITALIZED**

CAPITALIZED topics which are addressed appropriately at every level. Learning to Learn (X)* and Culture (Z) are incorporated throughout the competencies. In addition, related to Model Curriculum standards life skill topics, students will develop language and language structures with 80% accuracy so as to be able to successfully:

1. Personal Information and Family Relations (B,C)

say, write and ask someone for name, address, area code and phone number, weight, age and sex; be able to match and state orally the relationship and name of immediate family members.

2. PARENTING, Hygiene, Health and Safety (D,U,Y,M)

identify grooming items and habits, major body parts, use of public restrooms, household hazards and infant safety in home and vehicle.

3. Food and Nutrition (J,S)

identify a simple home and a fast food menu and the basic food groups.

4. DISASTER PREPAREDNESS (W)

identify basic disaster preparedness items for storage; demonstrate classroom response to an evacuation alarm.

5. Clothing Purchase and Care (I,V)

identify items by matching characteristics and five occupations by uniform.

6. Housing and Maintenance (P,Q)

identify housing types and basic utilities, repeat and write student's own phone number and area code.

7. Transportation and Travel (L, M)

identify modes of transportation, the meaning of common road signs, vehicle safety devices and representations of permits and insurance documents.

8. Community (N,T)

identify a postal money order, change of address card, what is needed to mail a letter, the parts of a U.S. flag and the highest government officials.

9. Occupations and Employment (H,V,O,X)

follow singular directives and classroom procedures, respond to "yes" and "no" questions, name classroom objects, actions, and ask for help; use teaching aids.

10. Time-Calendar, events and behaviors (H,Z)

identify digital and analog time, calendar days, months, the year, holidays.

11. MEASUREMENT-COMPUTATION, money and banking (G,R)

match digit to word and to value symbol, count money, ask for and make change.

12. Weather and Environment (E,F)

match picture to word: basic weather adjectives and identify the signs for "don't litter," "no," and "recycle."

13. Basic Communication and PENMANSHIP

(A,AH,O)

identify and repeat 49 Dolch pre-literate sight words and alphabetize five by the first letter, identify the letter's sounds, write the alphabet in upper and lower case manuscript, observing the five traits, demonstrate filling out a simple registration form and proper reading directionality.

14. Language Forms

(AA,AB,AC,AG)

(incorporated throughout the competencies)

INSTRUCTIONAL STRATEGIES: (Methods used in the classroom)

The use of whole language in teaching survival English through auditory, visual and kinesthetic modalities is utilized at all levels. Small group, total group, individual instruction and monitored, independent-study opportunities are presented. Classroom experience also incorporates cooperative learning, paired activity, dictation, class drill, the natural approach, focused listening, total physical response, role play, and various equipment in the ESL Language Laboratory.

TIMES OF INSTRUCTION: (A topical outline of units and time expended may not equal total course hours because topics are prioritized according to perceived needs.)

CORE

(up to)

(Z)	Culture	(incorporated throughout)
(G)	Computation and Measurement	10
(W)	Disaster Preparedness	6
(X)	Learning to Learn	(incorporated throughout)
(D)	Parenting	6
(AH)	Penmanship	(continuous)

(Unlike the other levels of ESL, addressing the following issues is not determined by a Needs Assessment Survey because the survey is not used at the Beginning-Literacy level.)

NON-CORE

(A)	Basic Communication	30
(B)	Personal Information	10
(C)	Family Relationships	10
(E)	Weather	5
(F)	Environment	20
(H)	Time and Calendar	40
(I)	Consumer Economics	- Clothing 30
(J)		- Food/Nutrition 30
(K)		- Shopping (Generic 10
(L)	Transportation	- General 10
(M)		- Automobile 5
(N)	Community Resources	- Post Office 10
(O)		- School and Library 5
(P)		- Telephone 5

(Q)	- Housing	30
(R)	- Money and Banking	30
(S)	- Restaurant	10
(T)	Government and Law	5
(U)	Health and Safety	70
(V)	Occupations and Employment	50
(W)	Domestic, Social and Hygiene	2

The following are incorporated through the competencies: (continuously)

TECHNIQUES OF EVALUATION:

Teacher observation, teacher/student conference, informal oral and listening tests, Model Curriculum Standards Needs Assessment and Questionnaire, CASAS pre and post tests, text unit tests, level progress tests and, in language laboratory, computer-generated scores.

REPETITION: (Conditions under which student repeats course)

The course may be repeated twice if a student does not master 70% of the curriculum covered and /or is absent more than four weeks in one semester, as long a progress is shown.

MATERIALS:

Addison Wesley

- *In Print*

The Alemany Press

- *Everyday English Book 1*
Live Action Pictures
Live Action English

The Continental Press, Inc.

- *Basic Writing Series - Manuscript*

Delta Systems, Inc.

- *Passages to ESL Literacy*
and Visuals
Apple Pie - student books 1A, 1B, 2A, 2B

Dominie Press

- *Get Up and Go!*
English for Success - Bridge to Literacy Books 1 & 2

Heinemann Educational Books

- *A New Start*

Linmore

- *Starting to Read*

Longman ESL Literature

- *Beginning Literacy - Text*
Picture Stories

National Textbook Company

- *Basic Vocabulary Builder*
Practical Vocabulary Builder

Essentials of Reading and Writing English
New Readers Press
• *Laubach Way to Reading*
Oxford University Press
• *Oxford Picture Dictionary of American English*
and *Wall Charts*
Basic Oxford Picture Dictionary Literacy Program
Basic Oxford Picture Dictionary Workbook

Prentice Hall Regents
• *Survival English - English Through Conversation*
Expressways Foundations
Access - Fundamentals of Literacy and Communication

Pro Lingua Associates
• *Lexicary - an illustrated vocabulary builder for second language*
and *Wall Charts*

Steck-Vaughn
• *Real Life English Literacy 2nd Edition*

on video tape

- *Watch and Listen - Stage One*

on audio tape

- *From the Start*

visuals

Addison-Wesley

- *Easy Aids*

Supplemental worksheets, posters, charts, visuals and realia

Language Laboratory software Ramona, Rosemead H.S., Arroyo H.S., Rosemead Center, El Monte H.S.