SWEETWATER UNION HIGH SCHOOL DISTRICT
DIVISION OF ADULT & CONTINUING EDUCATION
ENGLISH AS A SECOND LANGUAGE

VI	ESL Beginning Literacy - Spanish Literacy	0311
Level	2015	Code

DURATION: One semester of approximately 225 hours extended if necessary until appropriate proficiency level is reached.

GRADE LEVEL: Ungraded adult

PREREQUISITES: Native speaker of Spanish with no literacy skills or teacher recommendation or appropriate placement on the CASAS placement test.

CREDIT: None

PROGRAM DESCRIPTION:

This program is designed for Spanish speakers who have minimal or no literacy skills in their native language. This competency-based course contains pre- and basic reading and writing skills in Spanish and a minimal English as a Second Language component. The purpose of the course is to enable students to easily learn and transfer native language literacy skills to literacy skills in English. This will facilitate entry into the regular ESL program.

STUDENT LEARNER OUTCOMES

- Students will establish personal, academic and/or workforce goals and demonstrate progress toward them
- Students will solve problems
- Students will communicate clearly and collaborate with others
- Students will use resources, including technology, to research, organize and communicate information

Reading Strand

1.0 Read closely to determine what the text says explicitly and to make logical inferences from it; citing specific textual evidence when writing or speaking to support conclusions drawn from the text. (*Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

Ask and answer questions about key details in a text. (CCRRI/RL.1.1)

2.0 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (*Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

Identify the main topic and retell key details of a text. (CCRI.1.2)

3.0 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (*Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

Describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCRRI.1.3)

4.0 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (*Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (CCRRI.1.4)

5.0 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (*Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus icons) to locate key facts or information in a text. (CCRRI.1.5)

6.0 Assess how point of view or purpose shapes the content and style of a text. (*Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

Note: This standard does not begin until Intermediate Low in the Common Core State Standards.

7.0 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (*Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.). (CCRRI.1.7)

8.0 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (*Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

Identify the reasons an author gives to support points in a text. (CCRRI.1.8)

9.0 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (*Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (CCRRI.1.9)

10.0 Read and comprehend complex literary and informational texts independently and proficiently.

Associated Quantitative Measures of Text Complexity to B-E Levels of Learning

Common Core Band	ATOS	Degrees of Reading Power	Flesch-Kincaid	The Lexile Framework	Reading Maturity	SourceRater
2nd-3rd (B)	2.75 – 5.14	42-54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48

Writing Strand

1.0 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Note: This standard does not begin unit Beginning High in the Common Core State Standards.

2.0 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Write informative/explanatory texts to examine a topic, supply some facts about the topic, and provide some sense of closure. (CCRW.1.2)

3.0 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (CCRW.1.3)

4.0 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Note: This standard does not begin until Intermediate Low in the Common Core State Standards.

5.0 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

With guidance and support focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (CCRW.1.5)

6.0 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6)

7.0 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (CCRW.1.7)

8.0 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (CCRW.1.8)

9.0 Draw evidence from literary or informational texts to support analysis, reflection, and research. (*Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

Note: This standard does not begin until Intermediate Low in the Common Core State Standards.

Speaking and Listening Strands

1.0 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Participate in collaborative conversations with diverse partners in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
c. Ask questions to clear up any confusion about the topics and text under discussion. (CCRSL.1.1)

2.0 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (CCRSL.K.2)

3.0 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCRSL.K.3)

4.0 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCRSL.1.4)

5.0 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Note: This standard does not begin unit Beginning High in the Common Core State Standards.

6.0 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Speak audibly and express thoughts, feelings, and ideas clearly. (CCRSL.K.6)

Produce complete sentences when appropriate to task and situation. (See Language standards 1 and 3.) (CCRSL.1.6)

Language Strand

1.0 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Print all upper- and lowercase letters.
b. Use common, proper, and possessive nouns.
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops;We hop*).
d. Use personal possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*).
e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
f. Use frequently occurring adjectives.
g. Use frequently occurring nouns and verbs.
h. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
i. Use determiners (e.g., articles, demonstratives).
j. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
k. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
l. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts (CCRL.K.1 and 1.1 merge)

2.0 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize the first word in a sentence and the pronoun *I.*
b. Capitalize dates and names of people.
c. Recognize and name end punctuation.
d. Use end punctuation for sentences.
e. Use commas in dates and to separate single words in a series.
f. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
g. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
h. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

i. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCRL.K.2 and 1.2 merge)

3.0 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Note: This standard does not begin until Intermediate Low in the Common Core State Standards.

4.0 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.
b. Use frequently occurring affixes as a clue to the meaning of a word.
c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*). (CCRL.1.4)

5.0 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.

a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
c. Identify real-life connections between words and their use (e.g. note places at home that are *cozy*).
d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings. (CCRL.1.5)

6.0 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). (CCRL.1.6)

READING STANDARDS: FOUNDATION SKILLS K-5

CCR RF.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Recognize and produce rhyming words.
b. Distinguish long from short vowel sounds in spoken single-syllable words.
c. Count, pronounce, blend, and segment syllables in spoken words.
d. Blend and segment onsets and rimes of single-syllable spoken words.
e. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
f. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
g. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
h. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCRRF.K2 and 1.2 merge)

CCR RF.3: Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition)

Know and apply grade-level phonics and word analysis skills in decoding words.

a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
c. Know the spelling-sound correspondences for common consonant digraphs.
d. Decode regularly spelled one-syllable words.
e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
f. Know final *–e* and common vowel team conventions for representing long vowel sounds.
g. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
h. Decode two-syllable words following basic patters by breaking the words into syllables.
i. Read words with inflectional endings.
j. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
k. Recognize and read grade-appropriate irregularly spelled words. (CCRRF.K.3 and 1.3 merge)

CCR RF.4: Read with sufficient accuracy and fluency to support comprehension. (Fluency)

Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.
b. Read grade-level text orally with accuracy, appropriate rate, and expression successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCRRF.K.4 and 1.4 merge)

INSTRUCTIONAL STRATEGIES AND TIMES:

Teacher lecture and demonstration 25%

Audio-visual presentations..... 30%

Cooperative learning groups 20%

Teacher supervision of student practice..... 20%

Evaluation 5%

EVALUATION:

Student evaluation will be based on:

1. Satisfactory participation in class discussion and activities as evaluated by the instructor.

2. Satisfactory completion of required assignments as evaluated by the instructor.

CONDITIONS FOR REPETITION:

Students who have failed to meet the objectives because of insufficient attendance or inability to master content may repeat the course.

Approved:
BOARD OF TRUSTEES
January 23, 1992
October 26, 2015

Revised:
April 29, 1993
Formerly called Spanish Literacy

Title change approved 08/24/95
Nee: English as a Second Language A: (with Spanish Literacy Component)

August 10, 2015