

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

III
Level

ESL INTERMEDIATE LOW - ESL 3
2015

0324
Code

<u>DURATION:</u>	One semester of approximately 288 hours extended if necessary until appropriate proficiency level is reached OR one year of approximately 288 hours extended if necessary until appropriate proficiency level is reached.
<u>GRADE LEVEL:</u>	NA
<u>PREREQUISITES:</u>	ESL Beginning High or appropriate score on the placement exam.
<u>CREDIT:</u>	Up to two elective credits within a year.

PROGRAM DESCRIPTION:

This low intermediate course is designed for ESL students who have a limited command of English. Students can respond correctly to common questions and can use word order that is usually correct. They can read simple passages but are not fluent. Students can write basic vocabulary words and phrases and fill out simple forms in English as related to their basic survival needs.

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 such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text. (CCRRI/RL.2.1)

- 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.*)

Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCRRI.3.2)

- 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 relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (CCRRI.3.3)

- 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.*)

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area (CCRRI.3.4)

- 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., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (CCRRI.2.5)

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCRRI.3.5)

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.*)

Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (CCRRI.2.6)

Distinguish their own point of view from that of the author of a text (CCRRI.3.6)

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 information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (CCRRI.3.7)

Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (CCRRL.3.7)

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.*)

Describe how reasons support specific points the author makes in a text. (CCRRI.2.8)

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.*)

Compare and contrast the most important points and key details presented in two texts on the same topic. (CCRRI.3.9)

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	SourceRate
2 nd -3 rd (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.

Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce a topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section. (CCRW.3.1)

- 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 and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include Illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section (CCRW.3.2)

- 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 a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure (CCRW.2.3)

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

Produce writing in which the development and organization are appropriate to task and purpose. (CCRW.3.4)

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

With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing. (Editing for conventions should demonstrate command of Language standards 1-3 at this level.) (CCRW.3.5)

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

With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (CCRW.3.6)

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

Conduct short research projects that build knowledge about a topic. (CCRW.3.7)

- 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.

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (CCRW.3.8)

- 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 High 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.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion. (CCRS.3.1)

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

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCRS.3.2)

- 3.0** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (CCRSL.3.3)

- 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.

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (CCRSL.3.4.)

- 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 until Intermediate 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 in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Language standards 1 and 3.) (CCRSL.3.6)

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. Use collective nouns (e.g., *group*).
- b. Explain the function of nouns, pronouns, verbs, adjective, and adverbs in general and their functions in particular sentences.
- c. Form and use regular and irregular plural nouns.
- d. Use reflexive pronouns (e.g., *myself, ourselves*).
- e. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- f. Use abstract nouns (e.g., *childhood*).
- g. Form and use regular and irregular verbs.
- h. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
- i. Ensure subject-verb and pronoun-antecedent agreement.
- j. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

- k. Use coordinating and subordinating conjunctions.
- l. Produce simple, compound, and complex sentences.
- m. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). (CCRL.2.1 and CCRL.3.1 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 holidays, product names, and geographic names.
- b. Capitalize appropriate words in titles.
- c. Use commas in greetings and closings of letters.
- d. Use commas in addresses.
- e. Use commas and quotation marks in dialogue.
- f. Use an apostrophe to form contractions and frequently occurring possessives.
- g. Form and use possessives.
- h. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- i. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- j. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- k. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCRL.2.2 and 3.2 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.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases for effect.
- b. Recognize and observe differences between the conventions of spoken and written standard English. (CCRL.3.3)

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. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (CCRL.2.4)

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

Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*).
- b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). (CCRL.3.5)

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 adjectives and adverbs to describe (e.g., *When other people are happy that makes me happy*). (CCRL.2.6)

Acquire and use accurately level-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). (CCRL.3.6)

READING STANDARDS: FOUNDATION SKILLS K-5

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. Distinguish long and short vowels when reading regularly spelled one syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Identify and know the meaning of the most common prefixes and derivational suffixes.

- d. Identify words with inconsistent but common spelling-sound correspondences.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Decode words with common Latin suffixes.
- g. Decode multi-syllable words.
- h. Recognize and read grade-appropriate irregularly spelled words. (CCR RF.2.3 and 3.3 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 prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.2.4 and 3.4 merge)

INSTRUCTIONAL STRATEGIES AND TIME:

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| 1. | ACTIVE LISTENING
Total physical response techniques (Follow multi-step directions)
Instructor demonstration utilizing comprehensible input
Cooperative learning: pair work, line-up activities, peer teaching
Manipulatives, technology, realia
Posters, conversation starters, sentence strips
Matching games: Simon Says, Find Someone Who... (People Bingo)
Student Projects/presentations
Audio cassettes or instructor reading
Listen to a speaker & take brief notes | 35% |
| 2. | SPEAKING
Audio lingual drills.
Instructor-directed classroom dialogues.
Instructor-directed pair practice.
Instructor-directed question/answer periods.
Instructor-directed class discussions.
Cooperative learning: pair work, line-up activities, peer teaching
Manipulatives, technology, realia
Posters, conversation starters, sentence strips
Matching games: Simon Says, Find Someone Who... (People Bingo)
Ask questions of a speaker or student presenter | 35% |
| 3. | READING
Cooperative Learning exercises
Individual and pair practice.
Language Experience-activities. | 15% |

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| 4. | WRITING
Cloze
Dictation (teacher-student, student-student) including spelling and sentence dictation | 15% |
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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.
3. Growth as measured by the CASAS pre/post survey achievement test.
4. A satisfactory score on the Intermediate Level Exit Test.

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
7/23/92
10/26/15

Revised:
May 11, 1995
August 20, 1998
August 16, 2004
August 10, 2015