

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

VI
Level

ESL Multi-level (Beginning, Intermediate & Advanced)
2015

0327
Code

DURATION: 225 hours for each level, extended if necessary until appropriate proficiency level is reached.

GRADE LEVEL: NA

PREREQUISITES: None

CREDIT: One semester elective credit.

PROGRAM DESCRIPTION:

This multi-level course is intended primarily for satellite classes in the community. It is designed for students in a self-contained multi-level ESL A – 6 class. These students have a range of English language skills from very limited to conversational. Beginning students comprehend simple questions and follow very basic commands but are unable to function unassisted in a situation requiring spoken English. Intermediate students function independently in most familiar situations as well as being able to comprehend conversations containing some unfamiliar vocabulary. Advanced students have achieved a degree of fluency in English to meet most routine social and work-related demands with confidence but need to refine their conversational and aural comprehension skills. Their reading and writing skills need to be expanded to meet the more formal requirements of education. These students usually have a minimum of six years of education in the native language.

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)
- 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)
- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCRRI/RL.4.1)
- Quote or restate accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCRRI/RL.5.1)
- 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)
- Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCRRI.3.2)
- Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCRRI.4.2)
- Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCRRI.4.2)
- 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)
- 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)
- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (CCRRI.4.3)
- 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)

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)

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. (CCRRI.5.4)

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCRRI.5.4)

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)

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)

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (CCRRI.4.5)

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CCRRI.5.5)

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)

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCRRI.5.6).

Describe how a narrator's or speaker's point of view influences how events are described. (CCRRL.5.6)

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

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)

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (CCRRI.4.7)

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (CCRRI.5.7)

- 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)

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

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s) (CCRRI.5.8).

- 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)

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

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCRRI.5.9)

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
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
4 th -5 th (C)	4.97-7.03	52 - 60	4.51-7.73	740 - 1010	5.42 – 7.92	0.84 - 5.75

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)

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

- a. Introduce the topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented. (CCRW.5.1)

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, supply some facts about the topic, and provide some sense of closure. (CCRW.1.2)

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)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented. (CCRW.4.2)

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)

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)

Note: Students' narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts.

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)

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCRW.5.4)

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)

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)

With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 at this level.) (CCRW.5.5)

- 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)

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)

With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCRW.4.6)

- 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)

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

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (CCRW.5.7)

- 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)

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)

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (CCRW.5.8)

- 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.*)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply Reading standards from this level to literature (e.g., “Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text”).
- b. Apply Reading standards from this level to informational text (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)”). (CCRW.5.9)

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. (CCRS.1.1)

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)

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 and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.(CCRS.5.1)

- 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)

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. (CCRSL.3.2)

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCRSL.4.2)

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCRSL.5.2)

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)

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

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (CCRSL.5.3)

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)

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.)

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (CCRSL.5.4.)

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

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (CCRSL.5.5)

- 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. (CCRS.L.K.6)

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

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Language standards 1 and 3.) (CCRS.L.3.6)

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Language standards 1 and 3.) (CCRS.L.4.6)

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 (CCRS.L.K.1 and 1.1 merge)

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)

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

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- c. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- d. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- e. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- f. Use verb tense to convey various times, sequences, states, and conditions.
- g. Recognize and correct inappropriate shifts in verb tense.
- h. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag rather than a red small bag*).
- i. Form and use prepositional phrases.
- j. Use correlative conjunctions. (e.g., *either/or, neither/nor*).
- k. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- l. Correctly use frequently confused words (e.g., *to, too, two; there, their*). (CCRL.4.1 and CCRL.5.1 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)

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)

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

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use punctuation to separate items in a series.
- d. Use a comma to separate an introductory element from the rest of the sentence.
- e. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- f. Use underlining, quotation marks, or italics to indicate titles of works.
- g. Use a comma before a coordinating conjunction in a compound sentence.
- h. Spell grade-appropriate words correctly, consulting references as needed. (CCR.4.2 and CCRL5.2 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)

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

- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.
- c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).
- d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- e. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (CCRL.4.3 and CCRL.5.3 merge)

- 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)

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)

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

- a. Use context (e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, autograph, photograph, photosynthesis*).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCRL.4.4 and CCRL.5.4 merge)

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)

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)

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

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (CCRL.5.5)

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)

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)

Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that:

- Signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered).
- Are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
- Signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (CCRL.4.6 and CCRL.5.6 merge).

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 singly-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 patterns 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. (CCR RF.K.3 and 1.3 merge)

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)

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

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (RF.4.3 and 5.3 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 on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCR RF.K.4 and 1.4 merge)

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)

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.4.4 and 5.4 merge)

INSTRUCTIONAL STRATEGIES AND TIME:

- | | | |
|----|--|-----|
| 1. | ACTIVE LISTENING | 35% |
| | Total physical response techniques | |
| | Instructor demonstration utilizing comprehensible input | |
| | Book - cassette exercises | |
| | 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 | |
| 2. | SPEAKING | 40% |
| | Audio lingual drills and recitations | |
| | Instructor-directed classroom dialogues | |
| | Instructor-directed pair practice | |
| | Instructor-directed question/answer periods | |
| | Instructor-directed class discussions | |
| | Group activities | |
| | Role playing | |
| | 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 | |
| 3. | READING | 15% |
| | Cooperative Learning exercises | |
| | Individual and pair practice | |
| | Language Experience-activities | |
| | Student Projects | |
| 4. | WRITING | 10% |
| | Cooperative group writing exercises | |
| | Dictation | |
| | Labeling pictures | |
| | Cloze | |
| | Dictation (teacher-student, student-student) including spelling and sentence dictation | |
| | Journal writing | |
| | Student Projects | |

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. Satisfactory attainment of ESLRS

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
December 1, 2004
Revised August 10, 2015