

**GOLDEN OAK ADULT SCHOOL  
ADULT EDUCATION**

**Course Outline:  
ESL Foundations**

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**Course No:**

**Agency Course No:**

**Title:** ESL Foundations

**Program:** ESL

**Grade Level:** Beginning Literacy

**Credits:** 0

**Hours / Length:** 120 hours

**Course Description/Goals & Purposes (Student Learning Outcomes):** Students will develop basic literacy skills necessary to function in the ESL Beginning Low (Level 1/Blue) at GOAS. Students will achieve 80% accuracy of language skills' objectives.

**Prerequisites:** N/A

**Repetition Policy:** Students may repeat this course until at least 80% accuracy of language skills' objectives has been reached. Need for repetition may also be determined by pronounced weakness in one or more major language skills.

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**Curriculum Standards / Competencies to Be Met**

**READING:**

Hours per unit: 40

1. Read from left to right, top to bottom, front to back.
2. Identify letters, upper and lower case
3. Distinguish long from short vowel sounds in spoken single-syllable words.
4. 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.
5. Associate the long and short sounds with common spellings for the five major vowels.
6. Know final -e and common vowel team conventions for representing long vowel sounds.
7. Decode two-syllable words following basic patterns by breaking the words into syllables.
8. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
9. Use supporting illustrations to interpret text.
10. Read numbers as quantitative values, clock times, dates, money amounts.

**WRITING:**

Hours per unit: 40

1. Form letters, using upper and lower cases.
2. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
3. Copy basic personal identification information on a simplified form.
4. Write common words and simple sentences.
5. Use common, proper, and possessive nouns.

6. Use simple present, present continuous/progressive and simple past tense verbs.
7. Use frequently occurring adjectives, conjunctions and prepositions.
8. Understand and use question words (e.g., who, what, where, when, why, how).
9. Recognize, use and name punctuation.
10. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

## **SPEAKING AND LISTENING:**

Hours Per Unit: 40

1. Participate in collaborative conversations.
  2. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
  3. Describe people, places, things, and simple events.
  4. Pronounce letters, numbers, and common words.
  5. Produce complete sentences when appropriate to task and situation.
  6. Answer simple personal questions, e.g., name, phone number, address.
  7. Demonstrate understanding of simple words, phrases and questions drawn from familiar materials such as personal information, simple words, phrases and questions.
  8. Demonstrate understanding of high frequency commands and expressions of courtesy.
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## **Course Content**

- Basic Introductions
- Personal Information
- Clothing
- Housing
- Time
- Family and Friends
- Money
- Food
- Housing
- Transportation
- Health
- Jobs

## **Instructional Strategies**

- Workbook
- Textbook
- TPR (Total Physical Response)
- Video
- Audio
- Dictation
- Role Play
- Cooperative Learning

**Evaluation Procedures**

- Benchmark assessments
- Teacher observation
- Writing samples
- CASAS post-testing

**Typical Assignments:**

- Grammar review, Vocabulary review, audio scripts, Nonfiction reading selections.

**Suggested Materials:**

Book 1:

Author: B. Diaz, R. Magy, F. Salas-Isnardi

Title: *Future English for Results Introduction*

Publisher: Pearson Longman

Publication Date: 2010

Book 2:

Author: M. Grameri

Title: *Future English for Results Workbook with Audio CD Introduction*

Publisher: Pearson Longman

Publication Date: 2010