




Santa Rosa City Schools Course Proposal: Foundational Newcomer English 1: Literacy for English Learners

Proposal Submitted By:

Needs Statement: Discuss how this course fits into your Site and/or the District's goals. Attach minutes of meetings where this course was approved at site or district leadership meetings.

Meeting Minutes:  **Notes/Agendas: Newcomer Level1 Course Proposal**

The Newcomer English Program is designed to support newly enrolled students who are non-native English speakers. Upon entering the program, students begin at a foundational level and focus on developing skills in the four core domains of English Language Arts: speaking, listening, reading, and writing. Instruction will emphasize foundational literacy skills, helping students understand the relationship between sounds and symbols in English. The primary curriculum is provided by National Geographic, supplemented with materials from the SIFE Equity Project, and scaffolded assignments to meet English Language Arts Common Core Standards for grades 9-12.

Through rich and targeted instruction, students gain essential language skills that they will apply to reading, writing, listening, and speaking tasks in the classroom, allowing them greater access to grade-level curriculum across all content areas.

Graduation Requirements: Specify which requirement is met. (High School only)

This course will meet the English "b" requirement for graduation.

Course Description (To be used in the course catalog)

English Literacy for Newcomer English Learners

Literacy for English Learners is an intensive English language development course for high school students at the Emerging proficiency level (ELPAC Level 1). This course provides students with structured, supportive instruction in foundational literacy skills while developing their abilities to communicate in English through speaking, listening, reading, and writing. The curriculum is aligned with the California Common Core State Standards for English Language Arts and the California English Language Development (ELD) Standards.

UC a-g Requirements: Specify which requirement is met. (High School only)

This course will be submitted for approval as a “b” course by the UC/CSU systems.

Explain the rationale for course addition or modification. How does this fit in with district/site goals. Is this course replacing a current course, which course is it replacing and why? Will this course require new sections? Be explicit.

This proposed course will not replace existing classes but will serve as an additional offering within the current Designated English Language Development (ELD) program. It introduces a new instructional level designed to provide differentiated support for Newcomer students, particularly those beginning to express basic needs in English.

The current course, Foundational English for Newcomers, does not fully address the needs of all incoming Newcomer students, especially those with limited or interrupted formal education (SIFE). This new course is designed to address this gap by providing instruction tailored to Newcomer students' varying educational backgrounds.

According to Santa Rosa City Schools' English Learner Master Plan:

“The needs of newly arrived EL students with adequate formal schooling, including literacy in the primary language, will differ markedly from those who may have little or no formal education in their primary language. This makes a huge difference in the type of program, instruction, and scaffolds that are needed” (29).

While the existing Newcomer English course is structured for students with strong foundational skills in their home language and some English proficiency, it does not explicitly address the needs of SIFE students and students with no formal instruction

in English. This new course is designed to support SIFE students by offering appropriate academic instruction and language development levels.

This course is not a preparatory or prerequisite class for Foundational English for Newcomers; rather, it represents a differentiated level within the Newcomer English curriculum to address varying student needs.

This course aligns with the goals outlined in the EL Master Plan by providing differentiated instruction and programmatic support to meet the diverse needs of Newcomer students.

Newcomer students will be placed in either this course or Foundational English for Newcomers on a case-by-case basis, taking into consideration a combination of the following criteria:

- Let's Go Learn DORA score
- ELPAC/IELPAC Score
- Teacher Recommendation
- Previous educational background

Explain the measurable learning outcomes

By the end of this course, students will demonstrate foundational English language proficiency aligned with the California ELD Standards at the Emerging level and adapted grade-level Common Core ELA Standards, as outlined in the CA ELA/ELD Framework. Instruction is scaffolded and differentiated to meet the unique needs of beginning English Learners, with a focus on oral language development, phonics, reading strategies, and culturally responsive practices. The course should additionally incorporate social emotional learning and explicit education about relevant, important aspects of United States culture.

Students will be able to:

- **Demonstrate phonological (word awareness, syllable, onset/rime, rhyme) and phonemic awareness (phoneme blending, phoneme manipulation, phoneme segmentation, phoneme substitution) and sound-symbol correlation through structured literacy routines.**
- **Identify and apply basic morphological patterns, such as prefixes and suffixes, common to beginner-level vocabulary.**
- **Achieve a score of 70% or higher on a district-approved phonics and high-frequency words assessment, indicating mastery of early decoding and**

word recognition skills.

- **Hold basic, functional conversations in English** to exchange personal information, ask and answer questions, and engage in everyday school interactions.
- **Communicate personal needs and preferences** using simple sentence structures and visual supports where needed.
- Identify **main ideas and supporting details** in beginner-level texts with appropriate scaffolds such as sentence frames, word banks, and guided reading strategies.
- Using a combination of images and word banks, **orally describe or write about familiar topics** (e.g., family, school, daily activities) in short, structured formats.

Instructional strategies and protocols include modeling, graphic organizers, GLAD strategies, Total Physical Response (TPR), choral and echo reading, cloze activities, The SIFE Equity Project's [Instructional Protocols](#), and techniques from *7 Steps to a Language-Rich Interactive Classroom* to enhance student engagement and language acquisition.

This course supports the development of “**survival English**” (**Basic Interpersonal Communicative Skills**) and the foundational literacy skills necessary for students to access academic content and participate in school and community life. It prepares students for the next stage in their ELD pathway by building the confidence and competence needed for continued progress toward full English proficiency.

Elements of the course

Core Instructional Components

1. Social-Emotional Learning (SEL) Integration

- Support students in adjusting emotionally and socially to a new environment and culture.
 - Create a safe, welcoming classroom environment.
 - Incorporate routines that build community, trust, empathy, and confidence.
 - Conduct regular check-ins and reflection opportunities to support emotional regulation and classroom community.

■ Suggested strategies

1. Daily warm-up/check-in (feelings chart, “How are you?” circle, etc.)
2. Collaborative games and team-building tasks.
3. Opportunities for storytelling, sharing home cultures, and identity expression.

2. Foundational Literacy: Phonological & Phonemic Awareness, Phonics

- Daily mini-lessons targeting decoding, segmenting, blending, and manipulating sounds.
- Spiral review and hands-on practice with letters, sounds, and common spelling patterns.

3. Sentence Construction and Language Frames

- Scaffold sentence structure through modeled writing, sentence stems, and shared writing.
- Emphasize subject-verb agreement, word order, and sentence expansion techniques.

4. Metacognition, Self-Advocacy, and Goal-Setting

- Teach students how to monitor their own learning.
- Include mini-lessons on asking for help, using resources, and setting short- and long-term language goals.
- Regular reflection journals or exit tickets.

5. Integrated Communicative Modes

- Structure activities to engage students in:
 - Interpretive (reading/listening and understanding),
 - Interpersonal (pair or group interaction),
 - Presentational (speaking or writing for an audience).

6. Targeted Vocabulary Instruction

- Introduce and revisit high-utility academic and thematic vocabulary.
- Use visual supports, realia, and graphic organizers.
- Teach and practice strategies for inferring meaning and using context clues.

7. Schema-Building Through Multimodal Input

- Use songs, visuals, short videos, texts, and real-life objects to activate background knowledge.
- Incorporate culturally relevant materials whenever possible.

8. Gradual Release of Responsibility: From Collaboration to Independence (I Do - We Do - You Do Together - You Do)

- Begin with guided **collaborative practice**.
- Transition to **collaborative application** in pairs/small groups.
- Conclude with an **independent application** to reinforce learning and assess understanding.
- Strategies
 - **Collaborative Practice:** model + choral response, group work
 - **Collaborative Application:** partner or small group task
 - **Individual Application:** independent writing, exit ticket, short project

Key Assignments:

- Monthly analysis of simple text
- One Key Assignment per unit - assignments with real-life application

Units:

The following units cover the general topics that will be covered in this class, in alignment with the Newcomer Academic Language Development course curriculum. Please refer to the [attached document](#) for further information on units as they are developed.

Unit Plans

- All About Me (aligned to *Inside the USA* Unit 1: “Nice to Meet You”)
- All About School (aligned to *Inside the USA* Unit 2: “Your School”)
- Schedules and Jobs (aligned to *Inside the USA* Unit 3: “Your School Day”)
- Hobbies and Activities (aligned to *Inside the USA* Unit 4: “Everything You Do”)
- Food, Money, Likes, and Dislikes (aligned to *Inside the USA* Unit 5: “At Lunch”)
- Navigating Society (aligned to *Inside the USA* Unit 6: “Information Everywhere”)
- Our Health, Our Bodies (aligned to *Inside the USA* Unit 7: “How Do You Feel?”)
- Clothing and Weather (aligned to *Inside the USA* Unit 8: “Brr! Put On Your Coat!”)
- Our Community (aligned to *Inside the USA* Unit 9: “Around Town”)
- Seasons and Celebrations (aligned to *Inside the USA* Unit 10: “All Year Long”)

Creating a rich curriculum for this class will necessitate incorporating more than just the Board-approved curriculum for the course. These units and key assignments are intended to be supplemented by texts and assignments that are appropriate for grades 6-12 English learners. During each unit, students will work with literary texts to address both ELD and California State Standards.

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Budget- budget figures must be included even if they are an estimate.

Projected Costs	Start-up	Ongoing
Personnel (Not to include classroom instructor unless a new section is needed)		
Instructional Material Supplies per student (textbooks, software, etc.)		
Services (training, equipment maintenance, contracts, etc.)		
Capital Outlay (remodeling, technology, etc.)		
Total Projected Costs		

Detailed Course Design

(Course design should include the objectives, activities, assessments, and standards to be addressed in this course.)

Instructional Materials- must include estimates for new materials, even if none have been selected. Place in the chart above.

Type	Publisher	Title	ISBN	Author	Copyright	# Have/Need
		Inside the USA				
		The SIFE Equity Project open-source curriculum				

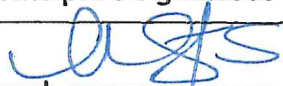
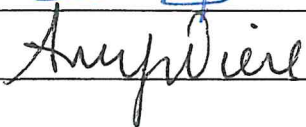
Funding Source(s) for Costs and Instructional Materials

Grants (indicate specific grant and grant timeline)	
Categorical Funds (include related programs)	
Career Technical Education (must be for an approved CTE course)	
Department Funds	
Other (be specific)	



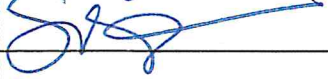
Appendix of Additional Documents

<u>* Required additional documents include meeting minutes where the course was discussed and approved</u>
SIFE Equity Project Weekly Planning Calendar SIFE Equity Project baseline and End of Year Assessments TSEP teaching protocols

District Principal Review and Approvals:

Principal's Signatures	Site	Approved / Not Approved
	MHS	APPROVE
	MCHS	Approve

District Department Chair Review and Approvals:



ALD Teacher/Department Signatures	Site	Approved / Not Approved
	MHS	Approve
	MHS	Approve
	MCHS	Approve

CTE course)	
Department Funds	
Other (be specific)	

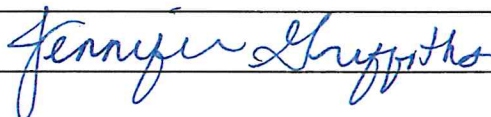
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	PHS	Approved
	CAHS	Approved ↓

District Department Chair Review and Approvals:

Department Chair Signatures	Site	Approved / Not Approved
	PHS	Approved!