

**CRLS Advanced ESL 5/6 XE301**

**Course description:**

Students will demonstrate significant levels of achievement in the mastery of speaking and understanding, reading and writing English. They will write a well-organized story or script with explicit or implicit themes and details that include the use of mood or tone. As a culminating project, students will present an organized interpretation of a literary text, film or dramatic production.

Credits:10; Grade level 10-12. Prerequisite: Successful completion of ESL 4 or placement test.

**S: Speaking and Listening**

<b>CRLS Learning Expectations</b>	<b>Massachusetts Standards</b>	<b>Topic/Theme</b>	<b>Key Understandings</b>	<b>Assessments</b>
	<p><b>S.1 Vocabulary</b> Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.</p>	<p>Comprehension</p> <p>Communication</p> <p>Increasing Word Knowledge</p>	<p>Demonstrate comprehension in a variety of settings of specific, technical, and/or abstract words and phrases of grade-level academic content. (ELA 6.8)</p> <p>Identify jargon as language used by members of particular groups. (ELA 6.8)</p> <p>Rephrase ideas and thoughts to express meaning. (FL1.21, MELA-O.4 voc.)</p> <p>Demonstrate knowledge of speaking vocabulary, using specific, technical, and/or abstract voc. of grade-level, academic content. (ELA .8,FL7)</p> <p>Identify meanings in the context of familiar sayings and phrases used in English. (FL 5.7,ELA 4.23)</p>	

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	<p><b>S.2 Social Interaction</b> Students will comprehend and communicate orally, using English for personal and social purposes.</p>	<p>Strategies</p> <p>Comprehension</p> <p>Communication</p> <p>Culturally Appropriate Language</p>	<p>Identify characteristics of English words, phrases, and expressions and compare and contrast them with these features in the student's own first language. (FL 5.4)</p> <p>Clarify meaning of words, using glossaries, thesauruses, and other resources selectively. (ELA 4.25)</p> <p>Demonstrate comprehension of extended explanations and multi-step instructions.</p> <p>Demonstrate comprehension of varied forms of humor.</p> <p>Demonstrate comprehension of extended speech. (FL 2.17, 2.18)</p> <p>Demonstrate comprehension of popular or historical cultural referents from the community culture, appropriate to age and context.</p> <p>Demonstrate comprehension of sustained, interpersonal interaction. (FL2, MELA-O 4 comprehension)</p> <p>State and orally defend an opinion. (FL 3.14)</p> <p>Participate in sustained, interpersonal conversations. (FL 1, MELA-O, 4 fluency)</p> <p>Rephrase an utterance when a culturally based misunderstanding occurs.</p> <p>Respond to and use humor appropriate to an audience and setting.</p>	

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	<p><b>S.3 Academic Interaction</b> Students will comprehend and communicate orally, using spoken English to participate in academic settings.</p>	Comprehension	<p>Demonstrate comprehension of inferential or abstract questions that are based on academic content.</p> <p>Demonstrate comprehension of the use of referents in academic discourse.</p> <p>Demonstrate comprehension of content explanation without concrete referents.</p> <p>Demonstrate comprehension of transition words that connect ideas in extended academic discourse.</p> <p>Distinguish irrelevant information from important information in lecture-style presentations.</p> <p>Demonstrate comprehension of the attitude of a speaker toward subject matter.</p> <p>Demonstrate comprehension of specialized language structures from varied academic content.</p> <p>Demonstrate comprehension of classroom discussions and other academic interactions that include basic and complex sentence structures. (MELA-O, 4 comprehension)</p>	



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<p><b>R: Reading</b></p>	<p><b>S.4 Presentation</b> Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience and purpose.</p>	<p>Outcomes</p>	<p>Students will be able to:</p> <p>Plan and revise presentations, considering the audience, purpose, and information to be conveyed.</p> <p>Present information, using an appropriate degree of formality for the audience and setting. (ELA 3.14)</p> <p>Participate in performances, following agreed-upon criteria for audience and information to be conveyed. (ELA 25.3)</p>	
	<p><b>R.1 Vocabulary and Syntax in Print</b> Students will acquire and apply English vocabulary and knowledge of correct syntax to comprehend written text.</p>	<p>Essential Vocabulary</p>	<p>Students will be able to:</p> <p>Read, understand, and spell previously learned specific, technical, and/or abstract words and phrases of grade-level, academic content.</p>	
		<p>Word Analysis</p>	<p>Acquire new words and phrases by determining their relationships to other words. (ELA 4.26)</p> <p>Use knowledge of prefixes and suffixes to determine word meaning (ELA 4.21)</p> <p>Apply knowledge of word analysis to expand comprehension.</p>	
		<p>Word Context</p>	<p>Identify words whose meanings are not readily understood by the context.</p>	

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	<p><b>R.3 Comprehension</b> Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</p>	<p>Sentence Structure</p> <p>Text Structure</p> <p>Linguistic Comparisons</p> <p>Text interpretation</p>	<p>Recognize the functions of verbs. (ELS 5.25)</p> <p>Identify noun, adjectival, and adverbial phrases. (ELA 5.24)</p> <p>Identify complex noun phrases in sentences. (ELA 5.26)</p> <p>Identify coordinate conjunctions that connect ideas within a sentence.</p> <p>Identify structures used in academic content.</p> <p>Locate words that indicate text organization such as those signaling: comparison/contrast; cause/effect. (ELA 8.21,13.20)</p> <p>Identify words, phrases, and sentences in extended text that signal text organization and transitions. (ELA 9, 13.20)</p> <p>Identify the origins and meaning of selected English words. (FL 5.15, ELA 5.29)</p> <p>Demonstrate understanding of the nature of language as found in text through comparison of English with other languages. (FL 5.17)</p> <p>Students will be able to:</p> <p>Identify imagery in a text. (ELA 8.33)</p> <p>Identify symbolism in a text. (ELA 8/33)</p> <p>Demonstrate how imagery or symbolism in a text connect to its theme(s). (ELA 8.33)</p> <p>Compare the elements of character, setting, and/or theme in two or more texts.</p>	









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	<p><b>R.5 Informational/Expository Text</b> Students will identify and analyze purposes, structures, and elements of nonfiction English texts.</p>	<p>Characteristics of Nonfiction Genres</p> <p>Text Features</p> <p>Organization</p> <p>Text Analysis</p>	<p>Students will be able to:</p> <p>Describe and compare the structures and elements of informational and expository materials. (ELA 13.25)</p> <p>Explain how authors use the elements of informational and expository materials to achieve their purpose. (ELA 13.27)</p> <p>Identify and analyze the purposes and structures of informational and expository materials. (ELA 13)</p> <p>Identify and interpret stylistic text features.</p> <p>Identify, analyze, and apply knowledge of text features to determine meaning in text.</p> <p>Use knowledge of graphic features to determine meaning in text.</p> <p>Use knowledge of forms of academic writing to help determine meaning of text.</p> <p>Identify an argument in a text.</p> <p>Identify logic used by an author in an argument. (ELA 13.24)</p> <p>Identify the use of evidence in an author's argument. (ELA 13.24)</p> <p>Analyze and explain how authors use the elements of nonfiction to achieve their purpose. (ELA 13.27)</p> <p>Identify an author's goals, intents, and biases.</p> <p>Compare several authors' individual goals, intents, and biases.</p>	

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	<p><b>R.6: Research:</b> Students will gather information in English from a variety of sources, analyze, and evaluate the quality of the information obtained, and use it to answer their own and others' questions.</p>	<p>Gathering, Organizing, and Analyzing Information</p> <p>Evaluating Research Criteria</p>	<p>Describe conflicts in points of view within and among cultures. (FL4.22)</p> <p>Formulate open-ended questions in order to explore a topic of interest. (ELA 24.6)</p> <p>Differentiate between primary and secondary source materials. (ELA 24.4)</p> <p>Identify and document specific information in resources, using indexes, biographies, tables of contents, and electronic search key words.</p> <p>Document sources of research information in a consistent and standard format. (ELA 24.5)</p> <p>Evaluate relevant information gained from a variety of sources. (ELA 24.6)</p> <p>Evaluate the quality of research in terms of the adequacy of its questions, materials, approach, and source documentation. (ELA 24.6)</p>	

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<b>W: Writing</b>	<p><b>W.1: Prewriting</b> Students will plan for writing by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</p>	<p>Planning to Write</p> <p>Increasing Vocabulary</p> <p>Organizing Ideas</p>	<p>Students will be able to:</p> <p>Write a thesis statement that will be supported in a writing task. (ELA 23.10)</p> <p>List information that supports the thesis statement.</p> <p>Identify a thesis statement and supporting information that will most appropriately address the audience and purpose of a writing task. (ELA 23.13)</p> <p>Generate specific, technical, and/or abstract words or phrases of grade-level content related to a writing task.</p> <p>Select an organizational approach to emphasize important information in a writing task. (ELA 23.14)</p> <p>Compare organizational approaches in English with those of other cultures. (FL 5.17)</p> <p>Organize ideas for a critical essay about literature or a research report with an original thesis statement in the introduction, well-constructed paragraphs that build an effective argument, transition sentences that link paragraphs to create a coherent whole, and a conclusion. (ELA 23.13)</p>	



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	<p><b>W.3: Revising</b> Students will evaluate and revise word choice, sentence variety, and organization of ideas in their writing for a particular audience and purpose.</p>	<p>Evaluation</p> <p>Organization</p> <p>Word Choice</p>	<p>Students will be able to:</p> <p>Use an agreed upon scoring guide to reflect on the audience and purpose for writing, and to review the writing's organization and content, in preparation for final editing. (ELA 25.5)</p> <p>Strengthen expression of the point of view or main idea in writing. Strengthen cohesion of writing by adding or revising transitions. Revise topic development to improve organization of writing. (ELA 21.8)</p> <p>Identify and add idiomatic expressions and other phrases to writing. Identify and add specific or technical vocabulary to writing. Give examples of words or word parts from English that have been adopted in other languages. (FL5.10)</p> <p>Revise words and phrases to add detail to a writing task. (ELA 21.8) Identify and use words and phrases correctly that have both literal and figurative meanings. (ELA 4.23) Identify and use vocabulary words and phrases in ways specific to academic content.</p> <p>Incorporate new words and phrases to make writing more clear to the reader. (ELA 21.8) Vary words in writing to enhance clarity and interest. (ELA 21.8)</p>	

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	<p><b>W.4 Editing:</b> Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.</p> <p><b>W.5 Media:</b> Students will use, analyze, and produce variety of media, including audio, television, internet, and emerging technologies.</p>	<p>Sentence Variety</p> <p>Punctuation and</p> <p>Spelling</p> <p>Grammar/Structure</p> <p>Using and Analyzing Media</p>	<p>Use a variety of sentence patterns and lengths, depending on the purpose of the writing and the intended audience. (ELA 21.9)</p> <p>Students will be able to: Use all writing conventions of standard English when editing. (ELA 22.10)</p> <p>Use standard English spelling when editing. (ELA 22.10)</p> <p>Apply knowledge of correct sentence structure and usage when editing. (ELA 22.9)</p> <p>Students will be able to: Compare how international events are or have been reported in English-speaking media and in the media of other languages. (FL 6.15)</p> <p>Use graphs, images, and/or sounds to enhance a point of view on a topic. (ELA 27.6)</p> <p>Identify how voice, tone, diction, and syntax are used differently in media presentations than they are in informal speech. (ELA 6.9)</p> <p>Identify stereotypes and biases used in mass media, and discuss how the media reflect cultural and individual perspectives. (FL 4.23)</p>	

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		<p>Producing Media</p> <p>Evaluating Media</p>	<p>Create media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic. (ELA 27.6)</p> <p>Use agreed upon criteria to evaluate</p>	