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

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

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

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

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		Communication	Elaborate on and extend other people's ideas using extended discourse. Use extended discourse to report information heard in lecture-style presentations. Summarize information that is heard during a class or lesson. (ELA 2.5) Critique information that is heard in extended	
			discourse. (FL 3.20) Support a conclusion or finding by giving facts or logical reasons. Participate in classroom discussions and other academic interactions, using basic and complex sentence structures and addressing abstract topics. (MELA-O, 4 grammar)	
		Culturally Appropriate Language	Employ varying degrees of formality in language as appropriate to audience and purpose.	
		Grammar/Syntax	Employ selected specialized language structures from varied academic areas Give examples of how the English language has developed and been influenced by other languages. (ELA 5.33)	

CRLS Learning	Massachusetts	Topic/Theme	Key Understandings	Assessments
Expectations	Standards	= vp -v/ =	g	
Expectations	Standar us			
	G 4 75		Students will be able to:	
	S.4 Presentation	Outcomes		
	Students will present		Plan and revise presentations, considering the audience, purpose, and information to be conveyed.	
	information orally and			
	participate in performances		Present information, using an appropriate degree of formality for the audience and setting. (ELA 3.14)	
	in English that demonstrate		formanty for the audience and setting. (ELA 5.14)	
	appropriate consideration of		Participate in performances, following agreed-upon	
	audience and purpose.		criteria for audience and information to be conveyed. (ELA 25.3)	
			conveyed. (EEA 25.5)	
R: Reading				
N. Reading	D 1 37	F	Students will be able to:	
	R.1 Vocabulary and	Essential Vocabulary	Read, understand, and spell previously learned	
	Syntax in Print		specific, technical, and/or abstract words and	
	Students will acquire and		phrases of grade-level, academic content.	
	apply English vocabulary			
	and knowledge of correct	Word Analysis	Acquire new words and phrases by determining their	
	syntax to comprehend	Word Analysis	relationships to other words. (ELA 4.26)	
	written text.			
			Use knowledge of prefixes and suffixes to determine word meaning (ELA 4.21)	
			Apply knowledge of word analysis to expand	
			comprehension.	
		W 10	Identify words whose meanings are not readily	
		Word Context	understood by the context.	
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		Sentence Structure	Recognize the functions of verbs. (ELS 5.25) Identify noun, adjectival, and adverbial phrases. (ELA 5.24) Identify complex noun phrases in sentences. (ELA 5.26) Identify coordinate conjunctions that connect ideas within a sentence. Identify structures used in academic content.	
		Text Structure	Locate words that indicate text organization such as those signaling: comparison/contrast; cause/effect. (ELA 8.21,13.20) Identify words, phrases, and sentences in extended text that signal text organization and transitions. (ELA 9, 13.20)	
		Linguistic Comparisons	Identify the origins and meaning of selected English words. (FL 5.15, ELA 5.29) Demonstrate understanding of the nature of language as found in text through comparison of English with other languages. (FL 5.17)	
	R.3 Comprehension Students will read English fluently and identify facts and evidence in order to interpret and analyze text.	Text interpretation	Students will be able to: Identify imagery in a text. (ELA 8.33) Identify symbolism in a text. (ELA 8/33) Demonstrate how imagery or symbolism in a text connect to its theme(s). (ELA 8.33) Compare the elements of character, setting, and/or theme in two or more texts.	

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Expectations	Standards			
		Theme	Identify point of view in a literary text. (ELA 8.32) Compare differing points of view within a literary text. (FL 4.24) Compare differing points of view between literary texts. (FL 4.21) Identify elements of a literary text and support interpretations with evidence from the text. (ELA 8.30) Identify elements of an informational text and support interpretations with evidence from the text. Distinguish theme from topic. (ELA 11.4)	
			Describe how the theme of a text represents a view or comment on life, and provide support from the text for identified theme. (ELA 11.5) Analyze theme in a literary text, apply this knowledge to interpret the text, and include evidence from the text to support the interpretation. (ELA 11) Relate a literary work to primary source document of its literary period or historical setting. (ELA 9.6)	f
		Learner Strategies	Demonstrate fluency, comprehension, and efficient reading rate in a variety of texts.	

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	R.4 Literary Elements and Techniques Students will identify and analyze text elements and techniques of written English as used in various literary genres.	Characteristics of Genres	Students will be able to: Identify a common theme or topic of selected texts across genres. (ELA 10.5) Compare and contrast a common theme or topic presented in various genres. (ELA 10.5) Analyze a common theme presented in various genres. (ELA 10.5)	
		Element of Style and Language	Identify examples of words in a text that advance its theme or purpose. (ELA 15.7) Locate examples of sentence variety and identify how their variety serves the author's purpose in a literary text. (ELA 15.8) Explain how parallelism in a text accomplishes an author's purpose. (ELA 5.28) Analyze and evaluate how word choice and sentence variety advance an author's intended purpose. (ELA 15.8)	
		Fiction	Identify point of view in fiction. Defend a point of view as found in a work of fiction. (ELA 12.5) Identify foreshadowing in fiction. (ELA 12.5) Explain the effectiveness of foreshadowing as a technique used in fiction. Identify irony in fiction (ELA 12.5)	

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			Locate examples of irony and identify their effect in fiction. Critique works of fiction for their effectiveness in using elements such as point of view, foreshadowing, and irony. Identify and analyze elements of fiction such as point of view, foreshadowing, and irony. (ELA 12.5)	
		Poetry	Locate elements of sound in poetry. (ELA 14.5) Identify forms of poetry. (ELA 14.5) Identify elements of figurative language and symbolism in poetry. (ELA 14.5) Analyze how selected examples of poetry from different cultures reflect those cultures' unique perspectives. (FL 4.21) Analyze the effects of sound, form, symbolism, and figurative language in poetry. (ELA 4.5)	
		Dramatic Literature	Identify conventions in dramatic literature. (ELA 17.9, FL 2.14) Analyze the effects of conventions in dramatic literature. (ELA 17.7) Analyze how selected examples of dramatic literature from different cultures reflect those cultures' unique perspectives. (FL 4.21) Analyze how dramatic conventions enhance meaning in dramatic texts. (ELA 17.7)	

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

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

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Expectations	Standards			
W: Writing				
	W.1: Prewriting Students will plan for writing by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.	Planning to Write	Students will be able to: Write a thesis statement that will be supported in a writing task. (ELA 23.10) List information that supports the thesis statement. Identify a thesis statement and supporting information that will most appropriately address the audience and purpose of a writing task. (ELA 23.13)	
		Increasing Vocabulary	Generate specific, technical, and/or abstract words or phrases of grade-level content related to a writing task.	
		Organizing Ideas	Select an organizational approach to emphasize important information in a writing task. (ELA 23.14) Compare organizational approaches in English with those of other cultures. (FL 5.17) 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)	

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	W.2 Writing: Students will write for a variety of purposes with a clear focus, coherent organization, and sufficient detail.	Providing Information	Students will be able to: Write coherent compositions with a clear focus, objective presentation of alternate views, rich detail, well-developed paragraphs, and logical argumentation. Write a thesis statement, based on completed research. Write reports, based on research, that include quotations, footnotes or endnotes, and a bibliography. (ELA 19.21) Write a research report that supports a thesis statement and uses logical organization. (ELA 19.27) Write a thesis statement expressing an attitude or personal position. List reasons that support or elaborate upon a thesis statement. Write a personal or persuasive essay, expressing an attitude or position. (ELA 19.26)	
		Writing a Story	Write a well-organized story or script with explicit or implicit themes and with details that contribute to mood or tone. (ELA 19.24)	
		Writing a Letter	Write a letter that expresses and defends personal opinions or beliefs to an identified audience.	
		Writing a Poem	Write a poem, using a range of poetic techniques, forms, and figurative language. (ELA 19.25)	

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	W.3: Revising Students will evaluate and revise word choice, sentence variety, and organization of ideas in their writing for a particular audience and purpose.	Evaluation	Students will be able to: 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)	
		Organization	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)	
		Word Choice	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) 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.	
			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)	

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

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