

## CRLS Intermediate ESL XE201

### Course description:

This course develops students' oral, written, and reading comprehension at the intermediate level. It enables students to read and write about literary and informational texts with a clear focus, coherent organization and sufficient detail including the identification of main ideas. Students will give formal presentations that focus on specified academic content, using appropriate vocabulary and syntax, recognizable organizations, clear pronunciation, eye contact, volume, and intonation.

Credits 10: Grade level 9-12. Prerequisite: Successful completion of ESL 2 or placement test

### Intermediate ESL XE202

Students continue to learn grammar, usage, and mechanics through reading and writing poetry, essays, and journals. Focus is on clarifying meanings or words using dictionaries, glossaries and other resources. Strategies include taking notes, using graphic organizers, explaining thinking processes, and outlining information. Students prepare a research paper, which demonstrates mastery of research and writing skills including word processing and use of the Internet.

Credits: 10; Grade level 9-12 Prerequisite: Successful completion of ESL 2 or placement test

## S: Speaking and Listening

CRLS Learning Expectations	Massachusetts Standards	Theme/Topic	Key Understanding	Assessments
	<b>S.1 Vocabulary:</b> Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.	Comprehension	Students will be able to: Demonstrate comprehension of common words with multiple meanings. (ELA 4.5) Demonstrate comprehension of frequently used synonyms and antonyms. (ELA 4.6) Demonstrate comprehension of frequently used idioms. (ELA 4.11)	







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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>	<p>Strategies</p> <p>Comprehension</p>	<p>Request, clarify, and restate information to enhance understanding. (FL 1.9) Rehearse ways of speaking that are appropriate to audience and purpose.</p> <p>Students will be able to: Demonstrate comprehension of oral, multiple-step directions. Demonstrate comprehension of oral questions that are based on academic content. Demonstrate comprehension of the use of referents in academic discourse. Demonstrate comprehension of oral word problems on math content. Demonstrate comprehension of the main points of classroom discussions. Identify details that support a main idea. (ELA 8.14)</p> <p>Identify facts that answer the listeners' questions in a literary or informational text that is heard. (ELA 8.15)</p> <p>Identify the topics and organization structures of lecture-style presentations. Demonstrate comprehension of specific information given in an academic context. Demonstrate comprehension of classroom discussions and interactions when clarification is given. (MELA-O, 3 comprehension)</p>	







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		<p>Paragraph Structure</p> <p>Text Structure</p> <p>Linguistic Comparisons</p>	<p>Students will be able to: Identify the reference word from its referent within a paragraph (such as nouns from pronouns or demonstrative adjectives). Apply knowledge of standard English grammar and usage to comprehend a paragraph.</p> <p>Students will be able to: Locate words that indicate text organization, such as those signaling problem/solution, comparison/contrast, cause/effect. (ELA 8.21, 13.20)</p> <p>Identify transition words, phrases, and sentences that link paragraphs in a coherent text. (ELA 13.20)</p> <p>Identify words, phrases, and sentences in extended text that signal text organization and transitions. (13.20)</p> <p>Students will be able to: Demonstrate understanding of the nature of language as found in text through comparison of English with other languages. (FL 5.17)</p>	

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	<p><b>R.2 Beginning to Read in English:</b> Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</p> <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>Features of Written English</p> <p>Text Interpretation</p>	<p>Students will be able to:</p> <p>Identify and apply unique spelling patterns for English words (such as dropping-e for -ing verbs, as in take/taking).</p> <p>Apply knowledge of various features of written English to gain meaning from text.</p> <p>Students will be able to:</p> <p>Identify elements of a literary text and support interpretations with evidence from the text. (ELLA 8.30)</p> <p>Analyze the logic and use of evidence in an author's argument. (ELA 13.24)</p> <p>Identify elements of an informational text and support interpretations with evidence from the text.</p>	

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	<p><b>R.4 Literary Elements and Techniques:</b> Students will identify and analyze text elements and techniques of written English as used in various genres.</p>	<p>Theme</p> <p>Learner Strategies</p> <p>Characteristics of Genres</p>	<p>Students will be able to:</p> <p>Distinguish theme from topic. (ELA 11.4)</p> <p>Describe how the themes of a text represent a view or comment on life, and provide support from the text for the identified theme. (ELA 11.5)</p> <p>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)</p> <p>Students will be able to:</p> <p>Identify a reading rate appropriate to achieve the reader's purpose.</p> <p>Demonstrate selective use of a dictionary when reading extended text.</p> <p>Students will be able to:</p> <p>Compare and contrast a common theme or topic presented in various genres. (ELA 10.5)</p> <p>Analyze a common theme presented in various genres. (ELA 10.5)</p>	

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		<p>Elements of Style and Language</p> <p>Fiction</p> <p>Poetry</p>	<p>Students will be able to:</p> <p>Identify examples of words in a text that advance its theme or purpose. (ELA 15.7)</p> <p>Locate examples of sentence variety (such as simple, compound, complex) and identify how their variety serves the author's purpose in a literary text. (ELA 15.8)</p> <p>Analyze and evaluate how word choice and sentence variety advance an author's intended purpose. (ELA 15.8)</p> <p>Students will be able to:</p> <p>Critique works of fiction for their effectiveness in using elements of fictions such as point-of-view, foreshadowing, and irony.</p> <p>Identify and analyze elements of fiction such as point of view, foreshadowing, and irony. (ELA 12.5)</p> <p>Students will be able to:</p> <p>Identify elements of figurative language (such as personification, hyperbole) and symbolism in poetry. (ELA 14.5)</p> <p>Analyze the effects of sound, form, symbolism, and figurative language in poetry. (ELA 14.5)</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>Myth and Traditional Narrative</p> <p>Dramatic Literature</p> <p>Characteristics of Nonfiction Genres</p> <p>Text Features</p>	<p>Students will be able to:</p> <p>Identify elements of classical Greek drama. (ELA 16.11)</p> <p>Identify elements of epic poetry. (ELA 16.11; FL 4.16)</p> <p>Analyze the elements of classical Greek drama and of epic poetry, providing evidence from the texts to support the analysis. (ELA 16.11)</p> <p>Students will be able to:</p> <p>Analyze how selected examples of dramatic literature from different cultures reflect those cultures' unique perspective. (FL 4.21)</p> <p>Analyze how dramatic conventions enhance meaning in dramatic texts. (ELA 17.7)</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 13.25)</p> <p>Students will be able to:</p> <p>Determine meaning by using text features.</p> <p>Identify, analyze, and apply knowledge of text features to determine meaning in text.</p>	

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		<p>Graphic Features</p> <p>Organization</p> <p>Text Analysis</p>	<p>Students will be able to: Use knowledge of graphic features (such as charts, timelines, captions) to determine meaning in text.</p> <p>Students will be able to: Identify words that indicate problem/solution text organizations as a form often used in academic writing.</p> <p>Identify words that indicate question/answer text organization as a form often used in academic writing such as how, when, why, who, how many, one may conclude.</p> <p>Students will be able to: Analyze the logic and use of evidence in an author's argument. (ELA 13.24) Analyze and explain how authors use the elements of nonfiction to achieve their purposes. (ELA 13.27)</p>	

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<b>W: Writing</b>	<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>	Gathering Information	<p>Students will be able to:</p> <p>Identify and document specific, topic-related information in resources, using indexes, bibliographies, 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><b>W.1 Prewriting:</b> Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</p>	Evaluating Research Criteria	<p>Students will be able to:</p> <p>Evaluate the quality of research in terms of the adequacy of its questions, materials, approach, and source documentation. (ELA 24.6)</p>	
		Planning to Write	<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>	
		Increasing Vocabulary	<p>Students will be able to:</p> <p>Generate technical, specific, and/or abstract words or phrases of grade-level content related to a writing task.</p>	

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	<p><b>W.2 Writing:</b> Students will write in English for a variety of purposes with clear focus, coherent organizations, and sufficient detail.</p>	<p>Organizing Ideas</p> <p>Providing Information</p> <p>Responding to Text</p> <p>Writing a Story</p>	<p>Students will be able to:</p> <p>Select an organizational approach (such as most important information first to last) to emphasize important information in a writing task. (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 23.12)</p> <p>Students will be able to:</p> <p>Write a research report that supports a thesis statement and uses logical organization. (ELA 19.27)</p> <p>Write a personal or persuasive essay, expressing an attitude or position. (ELA 19.26)</p> <p>Students will be able to:</p> <p>Write a coherent composition with a clear focus, objective presentation of alternate views, rich detail, well-developed paragraphs, and logical argumentation.</p> <p>Students will be able to:</p> <p>Write a well-organized story or script with explicit or implicit themes and with details that contribute to mood or tone. (ELA 19.24)</p>	

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	<p><b>W.3 Revising:</b> Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.</p>	<p>Writing a Letter</p> <p>Writing a Poem</p> <p>Evaluation</p> <p>Organization</p> <p>Word Choice</p>	<p>Students will be able to: Write a letter that expresses and defends personal opinions or beliefs to an identified audience.</p> <p>Students will be able to: Write a poem, using a range of poetic techniques, forms, and figurative language. (ELA 19.25)</p> <p>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)</p> <p>Students will be able to: Strengthen cohesion of writing by adding or revising transitions. Revise topic development to improve organization of writing. (ELA 21.8)</p> <p>Students will be able to: Give examples of words or word parts from English that have been adopted in other languages. (FL 5.10)</p> <p>Revise words and phrases to add detail to a writing task. (ELA 21.8) 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>Sentence Variety</p> <p>Punctuation and Mechanics</p> <p>Spelling</p> <p>Grammar/Structure</p>	<p>Students will be able to:</p> <p>Identify word order differences, omissions of words, or substitutions of words that can be revised to strengthen writing.</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:</p> <p>Compare writing conventions of English with writing conventions of the student's first language. (FL 5)</p> <p>Use all writing conventions of standard English when editing. (ELA 22.10)</p> <p>Students will be able to:</p> <p>Use standard English spelling when editing. (ELA 22.9)</p> <p>Students will be able to:</p> <p>Apply knowledge of correct sentence structure and usage when editing. (ELA 22.9)</p>	

