

XE101 CRLS Beginning ESL 1 - 2

Course description:

In this introductory course, students with no knowledge of English take their first steps toward mastery of the new language. The focus is on the use of everyday words and phrases that express personal needs. Students develop comprehension of simple sentences including statements, questions and commands. They plan, rehearse and present information orally about personal experiences and interests. In the second semester, students sharpen their written and oral communication skills, grammar and reading comprehension. They are prepared for a smooth transition to Intermediate. Reading selections include fiction and non-fiction at appropriate levels. Students must plan, rehearse, and present orally a brief written report on a relevant topic.

Credits: 10; Grade level 9-12. Prerequisite, placement test.

S: Speaking and Listening

CRLS Learning Expectations	Massachusetts Standard	Topic/Theme	Key Understandings	Assessments
	S.1 Vocabulary: Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.	Vocabulary Communication	Students will be able to: Demonstrate comprehension of every day words and phrases, using pictures, actions, and/or objects. (FL2) Demonstrate comprehension of words that express basic personal needs, personal likes and dislikes; personal information, and school-related information. (FL 2) Demonstrate comprehension of vocabulary essential for grade-level content learning using pictures, actions, and/or objects. (FL 7) Express personal intent using spoken words and phrases. (FL 1) Employ vocabulary essential for grade level content learning (FL 7) Classify previously learned words by content themes or topics. (ELA 4/1)	

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	<p>S.2 Social Interaction Students will comprehend and communicate orally, using English for personal and social purposes.</p>	<p>Increasing Word Knowledge</p> <p>Strategies</p> <p>Comprehension</p> <p>Communication</p>	<p>Determine meaning of words with inflections by using knowledge of base words and inflections. (ELA 4.4) Classify previously learned words by content themes or topics. (ELA 4.4)</p> <p>Identify words in English that are frequently used in the student's own first language. (FL 5.6)</p> <p>Predict the meaning of unknown compound words using knowledge of individual words. (ELA 4.7)</p> <p>Identify linguistic characteristics of English words and compare and contrast them with words from the student's own first language. (FL 5/4) Clarify meaning of words, using beginning and bilingual dictionaries. (ELA 4.8)</p> <p>Students will be able to:</p> <p>Demonstrate comprehension of everyday expressions used in interpersonal interactions. (FL 2) Demonstrate comprehension of words, phrases, and sentences used in social interactions related to everyday topics. (FL2.2)</p> <p>Demonstrate comprehension of simple oral requests. (FLU)</p> <p>Demonstrate comprehension of interpersonal conversations when spoken to slowly and with frequent repetitions. (FL 2, MEAL-O 2 comprehension)</p> <p>Ask and answer concrete questions about familiar content. (FL 1.3) Describe people, places, and things orally, using some detail. (FL 3.4) Make simple oral requests and grant permission. (FL 1.4) Express confusion. (FL 1.9)</p>	

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		<p>Pronunciation</p> <p>Grammar and Syntax</p> <p>Cultural Perspectives</p> <p>Strategies</p>	<p>Recount prior experiences and events of interest, using familiar sentences. (FL 1.5)</p> <p>Employ words, phrases, and sentences in social interactions related to everyday topics. (MELA-O, 2 fluency, FL 1)</p> <p>Gain the attention of others by speaking in culturally and age appropriate ways (ELA 6.3)</p> <p>Identify nonverbal cues that connote different meaning depending on their cultural or social context. (FL 4)</p> <p>Employ appropriate volume of voice in each of various contexts.</p> <p>Demonstrate understanding of word stress patterns in spoken English. (MELA-O 2, pronunciation)</p> <p>Use basic grammar patterns in speaking to produce familiar statements, questions, and commands. (MEAL-O 2 grammar)</p> <p>Compare personal experiences and perspective with those of other cultures. (FL 6.4)</p> <p>Compare aspects of cultures, appropriate to age. (FI 6.5)</p> <p>Observe and initiate how others speak and behave in various settings.</p> <p>Request help, feedback, and clarification. (FL 1.9)</p>	

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R: Reading	<p>S.4 Presentation Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience and purpose.</p>	Outcomes	<p>Students will be able to:</p> <p>Plan, rehearse, and orally present information about personal experiences or interests, using vital cues as needed. (ELA 3/1)</p> <p>Plan, rehearse, and present information in a brief report, using visual cues. (FL 3. 6)</p> <p>Plan, rehearse and present information on planned activities or cultural topics. (FL 3.11)</p> <p>Maintain focus on a topic during presentation. (ELA 3.20)</p>	
	<p>R.1 Vocabulary and Syntax in Print Students will acquire and apply English vocabulary and knowledge of correct syntax to comprehend written text.</p>	Word Analysis	<p>Students will be able to:</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>Use general dictionaries, specialized dictionaries, thesauruses, or related reference tools to increase learning. (ELA 4.25)</p>	
		Word Context	Identify words whose meanings are not readily understood by their context.	
		Sentence Structure	<p>Identify noun, adjective, and adverbial phrases. (ELA 5.24)</p> <p>Recognize the function of verbs.</p>	
		Paragraph Structure	Apply knowledge of standard English grammar and usage to comprehend a paragraph.	

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	<p>R2: Beginning to Read in English Using 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>Reading Readiness</p> <p>Sight Vocabulary</p> <p>Phonological Awareness</p> <p>Features of Written English</p> <p>Linguistic Comparisons</p>	<p>Students will be able to:</p> <p>Demonstrate readiness for reading in English.</p> <p>Respond to stories and informational texts that are heard.</p> <p>Compare first-language reading experiences in relation to learning to read in English. (FL 5.5)</p> <p>Read and understand high frequency and familiar words and phrases.</p> <p>Read printed words and phrases with personal meaning. (ELA 7.4)</p> <p>Identify cognates in printed grade-level , academic content vocabulary terms. (FL 5)</p> <p>Use letter-sound knowledge to decode written English. (ELA 7.7)</p> <p>Apply knowledge of letter patterns to identify syllables. (ELA 7.7)</p> <p>Apply knowledge of various features of written English to gain meaning from text.</p> <p>Describe similarities and differences in the phonetic systems used in English and the student’s first language. (FL 5.1)</p>	

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	<p>R.3 Comprehension Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</p> <p>R.4 Literary Elements and Techniques Students will identify and analyze text elements and techniques of written English as used in various literary genres.</p>	<p>Text interpretation</p> <p>Theme</p> <p>Learner Strategies</p> <p>Characteristics of Genres</p> <p>Poetry</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>Compare the elements of character, setting, and/or theme in two or more texts.</p> <p>Identify point of view in a literary text. (ELA 8.32)</p> <p>Identify elements of a literary text and support interpretations with evidence from the text. (ELA 8.30)</p> <p>Identify elements of an informational text and support interpretations with evidence from the text.</p> <p>Relate a literary work to primary source document of its literary period or historical setting. (ELA 9.6)</p> <p>Demonstrate fluency, comprehension, and efficient reading rate in a variety of texts.</p> <p>Students will be able to:</p> <p>Analyze a common theme presented in various genres. (ELA 10.5)</p> <p>Identify and analyze element of fiction such as point of view, foreshadowing, and irony. (ELA 12.5)</p> <p>Analyze the effects of sound, form, symbolism, and figurative language in poetry. (ELA 4.5)</p>	

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	<p>R.5 Informational/Expository Text 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>Graphic Features</p> <p>Organization</p> <p>Text Analysis</p>	<p>Use literary structures and elements of traditional literature to describe myths and traditional and classical narratives. (ELA 16)</p> <p>Identify structural elements of dramatic literature. (ELA 17.3)</p> <p>Identify the setting of dramatic literature. (ELA 17.5)</p> <p>Students will be able to:</p> <p>Identify forms of informational and expository materials (such as essays, biographies, memoirs, news articles, reports, lab reports, textbook chapters). (ELA10.3)</p> <p>Identify and interpret stylistic text features (such as font, italics, marginal notes, bullets).</p> <p>Use knowledge of graphic features to determine meaning in text.</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>Analyze main ideas, supporting ideas and supporting details for purpose and meaning. (EAL 13.17)</p> <p>Analyze primary source documents and other artifacts to determine how they reflect cultural perspectives. (FL 4.21)</p> <p>Recognize use of arguments for and against an issue. (ELA 13.21)</p>	

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<p>W: Writing</p>	<p>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.</p>	<p>Gathering Information</p>	<p>Students will be able to: Generate questions and list sources to be used in research. (ELA 19.8) Obtain information from a variety of print and non-print sources. (ELA 24.3)</p>	
		<p>Organizing and Analyzing Information</p>	<p>Summarize data gathered through research. Evaluate relevant information gained from a variety of sources. (ELA 24.6)</p>	
	<p>W.1: Prewriting Students will plan for writing by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</p>	<p>Evaluating Research Criteria</p>	<p>Evaluate a research project as a whole, using a teacher-created scoring guide. (ELA 24.3)</p>	
		<p>Planning to Write</p>	<p>Students will be able to: 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>Providing Information</p>	<p>Write brief summaries of information gathered through research. (ELA 19.11) 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 positions. (ELA 19.26)</p>	

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	<p>W.4 Editing: Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.</p>	<p>Punctuation and Mechanics</p> <p>Spelling</p> <p>Grammar/Structure</p>	<p>Students will be able to:</p> <p>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>	