



## A.C.E. Level Five: Advanced

---

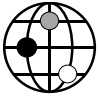
### **Description of Level:**

Student will increase skills in the following areas: note taking, essay writing, oral presentations, in class discussion, library research and academic reading. Reading and writing will culminate in a 5-7 page argumentative research paper while Listening and Speaking students will use similar organizational techniques to give a 10-15 minute presentation. Special emphasis is placed on self-correction in both writing and speaking. Students entering this level may have problems with grammar and word choice but will use tools such as journals and tape recorders to self-correct. Students can listen to and understand most media topics although repetition may be required for unfamiliar topics. Students can read 3-4 page articles and short stories and exhibit comprehension via discussion and summary.

**The following guidelines assume a 10-week session.**

### **Level 5 Grammar Points**

- Gerunds and Infinitives
- Verb + preposition combination with nouns and gerunds
- Adjective clauses, Adverbial Clauses
- Modals (assumptions v. expectations – must, should --, assumptions in the past – must have been, advice not taken (should have), past tense possibilities (could have, would have)
- The other, another, other, others, the others
- Every, each, all of, most, most of, almost all of
- Word forms
- Subordinate v. main clauses



## A.C.E. Level Five: Advanced

---

### Advanced Reading and Writing

#### Course Description

This course culminates in an argumentative research paper. The focus of 5A is technical and academic reading. Students will take a library tour during the first week of class and begin to use the library in order to access periodicals and journals, short stories, novels, essays, books and media sources. Reading strategies will include locating information within a text – using index, table of contents and bibliographies – analyzing information for main ideas and key supporting details, understanding rhetorical patterns in order to follow a theme or argument, and extracting and synthesizing information using quotes, summary and paraphrase. 5A will also focus on the argumentative essay and cause and effect essay. The library readings should be incorporated into these essays as preparation for the research paper. 5B will focus solely on the argumentative research paper.

#### Required Texts

Writing First, Kirszner and Mandell

Writing for Results: Academic and Professional Writing Tasks, McGarrell and Brillinger

Reader's Choice, Baudion, Bober, Clarke, Dobson and Silberstein

#### Additional Resources

Evergreen, Fawcett and Sandberg

Writing Academic English, Oshima and Hogue

The Pearl, Steinbeck

Catcher in the Rye, Salinger

Animal Farm, Orwell

#### Exit Criteria

- Students should be able to read a passage at 300 WPM and answer comprehension questions with 80% accuracy.
- Students should be able to read a 2-3 page authentic article and use this information to write a short in-class essay. (5A)
- Students should be able to conduct library research and write a 5-7 page research paper with a clear thesis statement and support. (5B)
- Students should be able to write a 4 paragraph in-class essay within 40 minutes. (5B)



## A.C.E. Level Five: Advanced

---

### Advanced Reading and Writing

#### Performance Objectives: Reading

##### **Competent:**

- Analyze essays and longer readings for the following:
  - Introduction and Thesis Statement
  - Transitions and logical connectors between paragraphs
  - Main ideas and key supporting details
  - Embedded arguments
  - Rhetorical Style
- Increase reading up to 300 WPM through monitored in-class speed reading exercises.
- SQ3R
- Recognize parts of speech and the relationship between dependent and independent clauses.
- Evaluate and respond to written arguments in class discussion.
- Recognize stylistic patterns such as cause and effect, compare and contrast, exemplification, analytical, etc.
- Take notes from reading materials.
- Analyze and synthesize information about one topic from a variety of reading sources.
- Understand the format of books, periodicals and journals and be able to scan for important information.

#### Performance Objectives: Writing

##### **Competent:**

- Use the writing process – brainstorming/freewriting, outlining, drafts, editing and a typed final draft to write both a cause and effect and an argumentative essay. (5A)
- Incorporate quotes, summaries and paraphrases of outside sources into essays.
- Use class discussion to develop ideas for writing.
- Use a variety of introductions, conclusions and paragraph transitions.
- Write a formal outline.
- Use a variety of sentence structures – simple, compound, complex – in writing.
- Brainstorm, outline and write a 5-7 page argumentative research paper using at least 5 outside sources. (5B)

##### **Familiar:**

- Work on writing style, vocabulary development and word choice with an understanding of nuanced differences in definitions.

#### Performance Objectives: Research

##### **Competent:**

- Use the card catalogue, computer databases and the internet to search for sources.
- Locate texts within the library.
- Write an annotated bibliography of 8-10 sources.
- Quote, paraphrase and summarize sources using MLA documentation.
- Narrow a research topic by analyzing a variety of sources.
- Identify quality sources.



## A.C.E. Level Five: Advanced

---

### **Performance Objectives: Grammar**

#### **Competent:**

- Use gerunds and infinitives correctly.
- Use past tense of modals correctly.
- Use the other, another, others, other, the others correctly.
- Use each, every, all of, most, most of, almost all of with the appropriate verbs and articles.
- Use adjectives clauses to define terms and add information.
- Use adverbial clauses to show complex relationships between ideas.

#### **Familiar:**

- Use reported speech to paraphrase research material.
- Use appropriate word forms.
- Use noun clauses correctly.
- Develop systems for monitoring and improving one's individual grammar weaknesses.