

Summit Public Schools
Summit, New Jersey
Grade Level: 9-12 / Content Area: English
Length of Course: Full Year

Transition English

Course Description: Transition English is a full year course intended to improve the English language proficiency of students who are transitioning out of ESL. Emphasis is placed on the use of Standard English in speaking, reading, writing, and listening, and provides a more intimate environment for students to build confidence and become more comfortable with the structures, approaches and content of a general education English classroom, and literacy expectations across the disciplines. Students who are in the Advanced ESL course and those who have exited the ESL program are eligible to take this course and repeat it if necessary. It is in addition to a regular English course. Students will participate in whole-class, small-group, and independent reading and writing activities that model and hone instructional practices common to other English classes and reinforce foundational skills. Students also receive support with the work they have for their other English class

ANCHOR STANDARD: READING

Key Ideas and Details:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Read thematically to determine the central ideas of a text and analyze their development; summarize the key supporting details and ideas.
3. Read critically to analyze, evaluate, and synthesize how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure:

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

7. Integrate content presented in diverse formats and media, including digitally, visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze and reflect how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author's take.

Range of Reading and Level of Text Complexity:

10. Reading Levels: Read and comprehend complex literary and informational texts independently and proficiently.

Big Ideas: Course Objectives / Content Statement(s)

Effective reading of both literature and informational texts (non-fiction) requires that students understand and can identify main ideas and arguments, literal and figurative meanings, and how

the form and style of a work impacts its function. Students will focus on comprehension, interpretation, and analysis of the central ideas and language choices in the print and visual texts they encounter.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> • What techniques/strategies do authors use to effectively communicate meaning made? • What do readers do when they don't understand what they are reading? • What are the different literary genres (types) and modes of expression (forms)? • How do readers make connections with a text?	Enduring Understandings <i>What will students understand about the big ideas?</i> Students will understand that... Good readers analyze word choice, writing structure and other writing techniques (e.g., formal/informal tone, pacing, flashbacks, figurative language, persuasive language, voice, narration, stylistic choices) in order to identify the author's purpose. Good readers plan and monitor their reading, visualize scenes, ask questions of or about the text, and determine the importance of passages. Readers draw connections between their own lives and the texts they read, between one text and another, between a text and the time/place or historical context in which it was written. Good readers read beyond the socio-political connections, too, to make connections with the author's aesthetic and conceptual efforts. When having a difficult time comprehending, strong readers analyze images, word choice, sentence structure, and connotation, in order to determine the meaning of the words and the author's claims. Strong readers engage in conversations about the text to deepen personal readings, and strong readers read more about the text or author to bolster foundational understanding of the text's meaning and purpose. Readers should evaluate the form in which a story is told (oral storytelling, fiction, memoir, newspaper articles, short story, novel, poem) and identify which details are emphasized through the given structure.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: Genre Reading Students will read a varied selection of articles, essays, historical documents, short stories, and poems as well as excerpts from memoirs and graphic novels for comprehension and analysis. Sample Assessments:
Key Ideas and Details	
• RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text,	

including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. • RL.9-10.3 Analyze how complex characters (e.g. those with multiple conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. • RI.9-10.1 Accurately cite strong and thorough textual evidence, and make relevant connections, to support analysis of what the text says explicitly as well as inferentially. • RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text and analyze how it is developed and refined by specific details; provide an objective summary of the text. • RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	<i>Informal Assessments:</i> • <u>Extensive:</u> Through reading independently students will track their reading, conference on their reading with their teacher, share their independent reading with peers, Book Talk their reading, and plan and monitor their reading goals. • <u>Close:</u> Students will develop close reading skills through Reading, Underlining and Annotating (RUA) as a regular practice. Students will hone skills through ThinkCerca. • <u>Thematic:</u> Through functional, structural, or figurative language analyses, students will determine important evidence that supports textual themes. • <u>Critical:</u> Students will track images and structures throughout a text to identify answers to course unit inquiry and essential questions.
Craft and Structure • RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). • (RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. • RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. • RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). • RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined	<i>Formal Assessments:</i> • <u>Extensive:</u> Students will create Next Reads documents, complete cornell notes, and sketch note as a response to texts to demonstrate knowledge of what good readers do and comprehension of reading. • <u>Close:</u> Students will respond to literature through reader responses, journals, and marginalia/annotations to demonstrate knowledge of functional, figurative, structural, and/or rhetorical language. • <u>Thematic:</u> Students will respond to readings in one pager responses, analysis papers, article writing, and or other creative executions. • <u>Critical:</u> Students will engage in accountable talks on assigned texts. Students will produce a final portfolio to demonstrate critical reflection on personal work. <i>Additional Assessments:</i> Key words such as title, subtitle, main idea, context clues, vocabulary from the course material, quotations, transition words, and other persuasive language, can all formally be assessed as well. Instructional Strategies <i>Interdisciplinary Connections</i> • <u>Diverse:</u> Reading selections should be representative of many subject areas, disciplines, and topics.

by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	<u>Application</u>: Teacher communication with English, social studies and science teachers for the students in the class will help identify topics being addressed in those subjects that can guide selection of articles.
Integration of Knowledge and Ideas - RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work. - RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work. - RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. - RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. - RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance including how they address related themes and concepts.	<i>Technology Integration/ Media Literacy Integration</i> <u>Authentic</u>: Articles and essays selected should frequently come from current periodicals and address "real-world" issues. <u>Differentiated</u>: Lexical readers, NewsELA, Snap & Read, audio texts, and other software should be used to meet individual reader needs. <i>Organization:</i> <u>Pragmatic</u>: Graphic organizers, note taking strategies, error journals, portfolio organization other soft skills for planning and organization will be continually practiced. <i>Global Perspectives:</i> <u>Interdependent</u>: Works selected should be reflective of different cultures, histories, and literary movements. Students should regularly compare literature and non-fiction from different points of view and cultures to identify distinctive literary approaches and stylistic elements.
Range of Reading and Level of Text Complexity RL & RI.9-10.10 By the end of Grade 10, read and comprehend literature and literary non-fiction in the 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Instructional Focus: Visual and Media Literacy Students should regularly view and respond to a variety of visual texts including photographs, political cartoons, graphic novels, artwork, advertisements, websites, blogs, memes, clips from documentaries, fictional films, and dramatic stage performances. Students will be introduced to strategies for observing visual media, gathering information, making interpretations, and comparing and evaluating sources for their explicit and implicit messages. Sample Assessments: <i>Informal Assessments:</i> <u>Digital</u>: Students will question a text's meaning through a critical lens and will determine value of embedded or hyperlinked information.

	• <u>Close</u>: Students will analyze digital texts for irony, humor, and metaphor and recognize how sounds, images, and words are used. • <u>Thematic</u>: Students will read digital and print texts through a critical lens to question the intrinsic messaging of normative behaviors . • <u>Critical</u>: Students will track images and structures throughout a text to identify answers to course unit inquiry and essential questions. <i>Formal Assessments:</i> • <u>Extensive</u>: Students will create book trailers, digital posters, and storyboard comics to explore the form and function of the genre. • <u>Close</u>: Students will produce hyperlinked/multimodal articles or blog posts demonstrating knowledge of embedded texts. Instructional Strategies: <i>Interdisciplinary Connections</i> • <u>Diverse</u>: Students will view and respond to photographs, cartoons, etc. from various subject areas. • <u>Application</u>: Draw connections between literature and the visual arts. <i>Technology Integration/ Media Literacy Integration</i> • <u>Substantive</u>: Students use databases and online resources to locate visual media. • <u>Evaluative</u>: Students identify and infer the messages communicated explicitly and implicitly through visual and digital media. Students will be able to determine the differences between information, misinformation, and disinformation through distinguishing between essential and nonessential information. <i>Global Perspectives</i> • <u>Inclusive</u>: Topics and subject matter for visual images should be representative of a variety of points of view, both familiar and unfamiliar to students. • <u>Culturally Responsive</u>: Students should be encouraged to look carefully at the media they encounter regularly in their personal lives and determine the messages that are directed at them.
--	---

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills • Integrity, ethical leadership, and effective management. 21st Century Themes (as applies to content area): • Financial, Environmental, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy
--	--

ANCHOR STANDARDS: WRITING

Text Type and Purposes:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing:

4. Product: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Process: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Progress: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Big Ideas: *Course Objectives / Content Statement(s)*

Effective writers understand how to apply the developmental steps of the writing process to write for personal, academic, and professional purposes. Students will focus on honing their skills in each phase of the writing process (i.e. brainstorming, information gathering, outlining, drafting, editing, and revising) as they write narrative, expository, and argumentative pieces. Additionally, effective writers regularly engage in communities to develop, organize, and reflect on their writing. Students will conference, digitally communicate, and share writing to deepen their exposure to

the social nature of crafting writing as well as to broaden their understanding of audience and readership.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> • How does a writer identify his/her purpose? • What is the writing process? • How do writers craft in varied genres? • How do writers engage and hold the interest of their audience? • How do writers support their ideas with the best information and evidence? • What role does community play in writing?	Enduring Understandings <i>What will students understand about the big ideas?</i> Students will understand that... Writers will understand all stages of the writing process and how to apply them while writing in different genres. Writers will engage peers and others in communication about their writing. Writers must know who their audience is and what the objective of a piece of writing is (i.e. inform, entertain, persuade, etc.). Writers will organize clear writing for the audience and to achieve their purpose. Well told stories speak to the reader's emotions, have narrative momentum that moves the reader forward, and has a sense of wholeness and continuity (i.e. beginning, middle, and end). Writers engage their audience with vivid description, meaningful conflict, and a clear, confident voice. Writers select evidence that is connected to the central purpose or claim of a piece, and forego including extraneous or irrelevant information.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: Communicative & Informal Writing Students will write to respond to course readings, to discuss the impact of contemporary events, to reflect on their independent reading, to mimic or imitate mentor texts, to show mastery of various genres, and to write collaboratively. Students should regularly compose short, focused written tasks under time constraints as well as write informally and with ample time to discuss, revise, and revisit writing. Writing tasks should reflect all steps in the writing process. Sample Assessments: <i>Product:</i> • <u>Publish:</u> Through online or a digital space, manuscript publishing, one word/one line
Text Types and Purpose	
W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. • Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships	

between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. - Provide a concluding statement or section that follows from and supports the argument presented. - Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).	or low/high stakes readings, students will share their final products. Process <u>Pre-Write</u>: Students will keep a journal or Google document (shared to teacher) for regular response to open-ended prompts and response to reading selections or on-going writing projects. <u>Plan</u>: Students will... - Conduct searches using online databases and periodicals to locate articles of interest and write to respond (i.e. summary, adapt to a story, opinion response, etc.). - Quickwrite to generate ideas for lengthy writing assignments. <u>Revise</u>: Students will revise pieces using strategies to assist in deep tissue revisions and quick revisions. <u>Rewrite</u>: Students will demonstrate the use of feedback and revision strategies as well as prescriptive GUMS (grammar, usage, mechanics, spelling) rules to complete final versions.
W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. - Use precise language and domain-specific vocabulary to manage the complexity of the topic. - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Progress <u>Digital Communication</u>: Students will use a collaborative writing tool, like Google document, for students to conduct a "written discussion" of a text. <u>Conference/Small-Group Communication</u>: Participate in writing workshop where students can work independently, in groups, or with a peer to review and revise with one another, and conference with the teacher for writing tasks from Transition English as well as their general education English class. Instructional Strategies: <i>Interdisciplinary Connections</i> <u>Composing Across the Curriculum</u>: Students will write in formats and prose styles relevant to differing disciplines (i.e. passive voice or stop motion storytelling) <u>BICS/informal Communication</u>: Students will employ effective communication while discussing writing during writer's workshop by using "mortar" language relevant to writing across the curriculum.

• Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	<i>Technology Integration/ Media Literacy Integration</i>
W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	• <u>Digital Writing</u>: Students will regularly use tools (i.e. Google Docs, chromebooks, NoRedInk, Grammarly, dictation tools like Google voice typing, and other software) for students to generate and improve writing. • <u>Imitative Writing</u>: Students will write critical and interpretive responses to and mimic a variety of media articles and publications.
Production and Distribution of Writing	<i>Global Perspectives:</i>
• W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • W.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. • W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.	• <u>Culturally Responsive</u>: Students should be encouraged to recognize and develop their own voice as a writer, and how their personal experiences and perspective shapes that voice. • <u>Agency</u>: Students should be encouraged to write extensively and “with velocity” through “flow” writing to generate ideas from the wealth of owned knowledge they possess.
Research to Build and Present Knowledge	Instructional Focus: Academic Writing and Formal Writing
	Students should be introduced to a wide variety of written forms (i.e. personal writing, subject writing, creative writing, academic writing, response to literature, etc.). Students should regularly read samples, both professional and student created, as models to emulate. Resources such as <i>Bird by Bird</i>, can be used to explore habits of writers. <i>Writer's Inc.</i> can be used to explore the forms of writing. Support can also be provided for students working with writing in English and their other academic courses. Over the course of the year, students can polish their work and create an individual portfolio with representative samples of the writing they have created. This may be shared with future classes or ESL classes.
	Sample Assessments:
	<i>Product:</i>
	• <u>Narrative</u>: Ortho-ethnographic paper or personal memoir. • <u>Informational/Explanatory</u>: Impact analysis paper. • <u>Argumentative</u>: Article and Research paper. • <u>Compare and Contrast</u>: Journal writing. • <u>Multimodal</u>: Digital collaborative Write-Around or written conversation.

- W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. - W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. - W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	<u>Reflective Writing/Meta-Analysis</u>: Process Writing piece. <i>Process:</i> <u>Digital Writing</u>: Students will regularly use tools (i.e. Google Docs, chromebooks, NoRedInk, Grammarly, dictation tools like Google voice typing, and other software) for students to generate and improve writing. <u>Extensive Writing</u>: Students will write routinely through writing prompts, revisions, re-writes, portfolio preparation, and in an attempt to clarify their own writing process and differences between genres. <i>Progress:</i> <u>Digital Feedback</u>: Students will use a collaborative writing tool, like Google document, to track history of revisions and feedback from peers, teachers, and personal comments. <u>Process & Planning</u>: Students will use planning journals and writing process checklists to manage writing and composition projects and papers across the curriculum.
Range of Writing W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Instructional Strategies: <i>Interdisciplinary Connections</i> <u>Thematic Connections</u>: Writing forms should address topics, questions, issues, and purposes related to a variety of subjects (i.e. English, social studies, science, art, etc.). <i>Technology Integration / Media Literacy Integration</i> <u>Tools</u>: Integrate a variety of word processing and publishing tools regularly so students are familiar with communicating through digital media. <i>Global Perspectives</i> <u>Diversity</u>: Students should be encouraged to read samples from a variety of authors and perspectives. <u>Culturally Responsive</u>: Student writers should be aware of how their particular life experiences and culture influence their point of view and voice.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: - Creativity and Innovation - Critical Thinking and Problem Solving

	• Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills • Integrity, ethical leadership, and effective management. 21st Century Themes (as applies to content area): • Financial, Environmental, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy
--	--

ANCHOR STANDARDS: SPEAKING & LISTENING	
Comprehension and Collaboration: 1. Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task purpose and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
Big Ideas: <i>Course Objectives / Content Statement(s)</i> Speaking skills (poise, fluency, clarity, preparedness, prosody, articulation, enunciation, etc.) and listening skills (attention, comprehension, critical thinking, note taking, etc.) are developed through regular practice, and integrated consistently into class activities and discussions. Students will practice both structured speaking as well as spontaneous output to demonstrate verbal articulation and to build on what others say. Students will develop active listening skills, and they will improve not just their speaking of English, but their <i>understanding</i> of English through receptive-based tasks.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
• How do good speakers overcome anxiety associated with public speaking? • How do good speakers express their thoughts and feelings? What makes a good speaker easy to follow? • What does a good listener listen and observe for? • How is spoken communication different from written communication? How is	Students will understand that... Effective speakers prepare and practice before they present publically. They come to discussions with research, organized notes, and questions to pose and consider. Effective speakers convey their thoughts in an organized manner; main ideas are established, transition words are used, and research is presented.

speech used tone and word choice used differently in various contexts? • What does effective communication look and sound like?	Effective listeners can summarize or paraphrase topics being discussed and respond with new insight. Effective speakers and listeners have a strong pragmatic communicative competence which signal that they are sensitive to cultural references, figures of speech, dialects, registers in tone, heuristic functions, etc. Effective communication involves both active listening and strong speaking skills (i.e., articulation, vocabulary, logic, etc.). Discussions work best when peers listen to one another and respond formally at the right time by exercising their strategic communicative competence (i.e., nominalists vs. essentialists)
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: Read Alouds, Socratic Seminars, and Digital recordings.
Comprehension and Collaboration SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. • Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. • Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. • SL.9-10.2 Integrate multiple sources of information presented in diverse media or	Students should regularly participate in Read Alouds of common texts. This may include poems, articles, short stories, essays, news programs, closed captioned clips from films or documentaries, or audiobooks. Students should prepare notes, comments, and questions for the texts while listening and before discussing, and they will be encouraged to practice good habits for participating actively as speakers and listeners in the discussion. Sample Assessments: <i>Formative</i> • <u>Quick Talks:</u> Students will complete Flipgrid, elevator speeches, reading conferences, and verbal ordering tasks to practice speech production in various formats. • <u>Teach the Teacher Discussions:</u> Students bring an article of interest they have chosen and lead a short discussion. They prepare open-ended questions for the other members of the group. <i>Summative</i> • <u>Socratic Seminar:</u> Students will be assessed for their participation in a fishbowl or roundtable discussion on a documentary. • <u>Prepared Speech:</u> Students will be assessed on their prepared speech about their end-of-year portfolio.

formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. • SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	• <u>VoiceThread</u>: Students will be assessed on a recorded VoiceThread presentation based on their narrative writing memoir. • <u>Screenrecastify.com</u>: Students will compose a multimedia piece using screencasting technology to capture their visual and verbal telling of literature circle books.
Presentation of Knowledge and Ideas	Instructional Strategies:
• SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically, such that the content, organization, development, and style are appropriate to purpose, audience, and task. • SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. • SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.	<i>Interdisciplinary Connections</i> • <u>Guest Speaker</u>: The practice of public speaking is integral in such a unit. Inviting in the drama teacher or a Dodge Poetry poet into the classroom to work with the class on speaking skills such as enunciation, inflection, and fluency is an option. • <u>Continual Assessment</u>: Students will take part in ongoing leveled and ungraded Read Aloud assessments of texts from various disciplines to gauge and track fluency, prosody, enunciation, inflection, tone, pace, comprehension, and articulation using Colorincolorado.org guidelines.
	<i>Technology Integration/Media Literacy Integration</i> • <u>Digital Composition</u>: Students will engage in a whole host of digital composition formats such as VoiceThread, screencasting, storyboarding, Padlet, Flipgrid, Canva, digital book trailers, WeVideo, and more. • <u>Digital Listening</u>: Students can listen to a variety of podcasts or audio files online (i.e. NPR, In Our Time, Listenwise.com, pop culture reviews, TED Talks, both professional and amateur podcasters, etc.) and critique the speaking and presentation skills of the hosts. Then students can pair up and record their own podcasts on a topic about which they are interested and knowledgeable. <i>Global Perspectives:</i> • <u>Culturally Responsive Teaching</u>: Students should be encouraged to respond to the readings and contribute to discussions with connections to their own personal experiences, backgrounds, cultures, and points of view. • <u>Translanguaging & Translations</u>: Students will be encouraged to listen to, translate & translanguange, and present on areas of

	study from home country perspective or in their dominant language. Instructional Focus: Accountable Listening. Students should listen to sound recording of professional readers reading literature. By reading along as they listen, students can hear the correct pronunciation of words, vocal tone and inflection in fluently spoken language. A large selection of audiobooks is available in the library and through interlibrary loan. Students can also use recording software, such as GarageBand to create their own audio readings of dramatic scenes, stories, poems, and speeches. Listening is evidenced in student ability to paraphrase, summarize, retell, and extend discourse. Strategic competency is assessed as well (i.e., awareness of tone and proper responsive reactions, eye contact, physical acknowledgements, and facial expressions). Sample Assessments: <i>Formative:</i> • <u>Annotations:</u> Students read, underline and annotate (RUA) a text and prepare comments and questions to be used in discussions. • <u>Notes:</u> Students will take active listening notes to demonstrate listening comprehension through cornell notes or sketch noting. • <u>Active Listening Tasks:</u> Students will paraphrase, summarize, or infer meaning from verbal stimulus to justify attentive listening. Students will also retell, offer excerpts they want to discuss, and/or respond to comprehension questions from peer presentations or digital recordings. <i>Summative:</i> • <u>Listenwise.com:</u> Students will engage in a Listenwise audio recording of a story or article and will answer comprehension and inference questions. • <u>AmericanRhetoric.com/TedTalks:</u> Students will listen to orated speeches on AmericanRhetoric.com and will assess the speaker's fluency, enunciation, inflection and tone.
--	--

	Instructional Strategies: <i>Interdisciplinary Connections:</i> • <u>Thematic Connections:</u> Students will choose from a variety of topics and/or speeches from across multiple disciplines (i.e. art, history, current events, global occurrences). • <u>Soft & Study Skills:</u> Students will practice soft and study skills that are applicable to success in all disciplines. <i>Technology Integration/ Media Literacy Integration</i> • <u>Digital Literacy:</u> Students will learn how to use, read, and engage with media sources to record, edit and post files of readings they create. <i>Global Perspectives:</i> • <u>Culturally Responsive:</u> Students will visit World Language classrooms to discuss thematic issues and practice English as they practice Spanish, French, or Chinese. • <u>Global Read Aloud:</u> Students can participate in Global Read Aloud which links schools across the US and abroad to discuss books like <i>Refugee</i> and <i>A Long Walk To Water</i>, <i>The Skin I'm In</i>, or <i>The Marrow Thieves</i>.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills • Integrity, ethical leadership, and effective management. 21st Century Themes (as applies to content area): • Financial, Environmental, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy

ANCHOR STANDARDS: LANGUAGE

Conventions of Standard English:

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use:

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Big Ideas: *Course Objectives / Content Statement(s)*

Effective communication in personal, academic, and professional settings is facilitated by the use of Standard English grammar and usage, mechanics (punctuation), and syntax (GUMS). Students will explore how different contexts require choices related to grammar, word choice, and usage. Students will understand how language can be powerfully and purposefully applied to reach an audience, as well as how as an audience we can be careful and critical interpreters of language. Additionally, students will become familiar with discourse markers, informal or “mortar” language, and modes of expression used cross-curricularly.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
● How can I determine the meaning of unfamiliar words in context? ● How does a writer choose the best word to convey an idea or image? ● How do different types of sentences and uses of syntax influence the effectiveness of a piece of writing? ● What does it mean to demonstrate command of the conventions of Standard English grammar and usage?	Students will understand that... There are many context clues within a piece of writing that can help us to understand the meaning and purpose of a particular word or phrase. Beyond collocations, students will analyze cognates and morphemes to make meaning. Effective writers understand the denotative and connotative meanings of words, and select words that create vivid concrete images for the audience. Effective readers have an awareness of a words etymological meanings, syntactical usages, limitations, and semantic meanings. GUMS (grammar, usage, mechanics, and syntax) have an impact on the clarity of their written work.

	Language is learned laterally and is form-focused. Command of English grammar and usage is knowledge of form and meaning at the sentence and discourse levels.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: Vocabulary Acquisition Through close reading activities and high-frequency word lists, students can build vocabulary lists and create a “word wall” with new and interesting words. Students should work on creating tiered vocabulary lists in vocabulary journals (i.e. words they know and can use but can’t define; words they have heard of but can’t use in context; words they are unfamiliar with). Through evidenced-based vocabulary instruction, students will engage in daily explicit vocabulary instruction through words in context, vocabulary workshop workbook, and vocabulary.com. Sample Assessments: <i>Formative Assessments:</i> • <u>Vocabulary/Error Journals:</u> Students will create their own double-entry journals to track vocabulary words, meanings (connotative and denotative), etymology, morphemes, syntax, limitations, and collocations for context-based words and high-frequency word lists. • <u>Frayer Model:</u> Students may complete Frayer Model vocabulary graphic organizers for vocabulary. • <u>Print-Rich Environment:</u> Students may create a word wall with connected images to associate with vocabulary. • <u>Cognate Connections:</u> Students will hypothesize word meanings based on cognate connections between languages. <i>Summative Assessments:</i> • <u>Vocabulary Assessments:</u> Students will take online quizzes through Vocabulary.com, cloze sentence and completion quizzes, matching and context sentence mini-assessments as well as hands-on and realia-based vocabulary assessments. Instructional Focus: Knowledge of Language & MLA Citations. Through writing frequently in various genres, students will explore and question their
Conventions of Standard English	
L.9-10.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Use parallel structure. • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. L.9-10.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. • Use a colon to introduce a list or quotation. • Spell correctly.	
Knowledge of Language	
L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Vary word choice and sentence structure to demonstrate understanding of the influence of language.	
Vocabulary Acquisition and Usage	
L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. • Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	

• Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). • L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. • W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).	grammar in context. Students at advanced levels have an awareness of sophisticated verb tenses, but will learn to expand their linguistic repertoire by varying sentence lengths, starting sentences with gerund phrases, complicating one part of the simple English syntactic structure, SVO, and reaching for more precise and descriptive word choice. Students will also become proficient in the integration of parenthetical citations in MLA format. Sample Assessments: • <u>Vocabulary/Error Journals</u>: Students will create their own double-entry journals to track grammatical errors they make in their writing. • <u>Teach the Teacher</u>: Students will create their own assessments, tiered quizzes, or choice-driven quiz to “teach” the class a grammatical rule or revision strategy. • <u>Writing</u>: Students will practice proper quotation integration and MLA parenthetical citations in context. Students will also demonstrate range of grammatical forms in writing to deepen their mode of expression and artfully construct their claim. Instructional Strategies: <i>Interdisciplinary Connections</i> • <u>Word lists</u>: Vocabulary should be selected from various disciplines with an understanding of what the high-frequency words are in each course. Students should discern between subject-specific language (CALPS) and commonly used vocabulary (BICS). <i>Technology Integration</i> • <u>Reading Software</u>: Students will use a program such as ThinkCerca, Wordle.com, Hemingwayapp.com, lexical analyzers or others to manipulate and explore the uses or complexity of language in a piece of excerpted text. • <u>Editing Software</u>: Students will use a site such as NoRedInk.com or Grammarly to build and reinforce skills in grammar, syntax, and mechanics. <i>Global Perspectives</i> • <u>Comparative Study</u>: Compare texts from a variety of global perspectives (poems, proverbs, songs, speeches) and compare
--	---

	the use of certain words, images, euphemisms, idioms etc.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills • Integrity, ethical leadership, and effective management. 21st Century Themes (as applies to content area): • Financial, Environmental, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy

Course: Transition English
Unit Title: Narrative Reading & Writing
[5-6 weeks]

Unit Summary: Memoir/Personal Narrative in which students read how memoirs engage their readers, practice the writing process, and compose their own memoirs.	
Primary interdisciplinary connections: Interdisciplinary skills include undersing language distinctions, close reading skills, and application of the writing process across the curriculum	
Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)	
The unit on narrative writing is based on models of contemporary autobiographies. In particular, students will read excerpts from <i>Hunger for Memory</i> by Richard Rodriguez, a Mexican-American author who “achieves” a distinct “middle-class voice” as he explores the journey of his education. Students will determine and analyze the sequence of events, the voice, the theme of journey, how Rodriguez engages his audience, and they will determine the point of his work. As is appropriate for the age and learners, students will imitate his prose, track and examine vocabulary and word choice, and assess the works’ structure. Transfer of analysis will come through the drafting of their own narratives that discuss a personal journey. Students will apply lessons from their reading to their writing, will engage in social writing practices, will make strategic use of digital story-telling, and will reflect on their process. Students gain agency through writing groups and through the personal narrative topic. Finally, students make connections between themselves and the world through the anchoring archetype of journey inherent in the human condition within and across time.	
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	
Reading	• RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise). • RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
Writing	• W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Speaking & Listening	SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
Language	L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Essential Questions:	
Understandings: <i>Students will understand that...</i>	
- How do writers engage and hold the interest of their audience? - How does a writer identify his/her purpose? - What is the writing process? - What role does community play in writing? - How do readers make connections with a text? - To what extent does voice impact the content or concept of the work? - How is journey a recurring and essential motif in everyone's lives?	- Readers draw connections and ask questions to and about the text. - Readers analyze the form and function of the work. - Readers evaluate the style of the piece. - Writers know their audience and evoke emotions in their readers. - Writers select evidence related to their topic. - Voice has personality, is consistent, and impacts style through the arrangement of words. - Journey is a universal archetype.
Unit Learning Activities: <i>Students will...</i> - Read excerpts from <i>Hunger for Memory: The Education of Richard Rodriguez, an Autobiography</i> - Engage in a favorite passage discussion. - Complete textual annotations and discuss questions and comments with peers. - Question how Rodriguez develops his narrative (sequence, events, expression, etc.). - Participate in writing groups using the NWP protocol and model. - Understand that revision is social and strategic. - Deductively learn about voice through imitative writing of mentor texts. - Understand language by distinguishing between informal and formal language, BICS and CALPS, PJs, jeans, and suit language, brick and mortar words, colloquialism and discourse markers (and their impact). - Produce a personal narrative exploring a journey and one's voice. - Create a voice thread or stop motion digital telling of their narrative with images.	
Assessments	
Summative: - Voicethread or Stop motion video (Narrative) Memoir Writing	Formative: - Sketch noting - Mind map "Eavesdropping" Discrepancy Chart - Error & Vocabulary journals. - Language quiz

Course: Transition English
Unit Title: Contemporary Short Story
[5 weeks]

Unit Summary: Contemporary Short Story unit focusing on themes of absence and exploring the impact of global events on individual lives (or vice versa).
Primary interdisciplinary connections: Topics in Finance, Science, History, Art, Health etc.
Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)
The unit on contemporary short story is based on stories from Daniel Alarcon's, <i>War by Candlelight</i> . The collection bounces between time and locales (1970s-2002, Lima-NYC) to highlight the ways wars press people to migrate. Students will focus on the short story "Absence" as they consider the role absence has for

those who lose family members seeking refuge from war, the absence of identity migrants have in new cultures, and the absence of impact a new country's culturally significant events have on immigrants. The unit will conclude with an impact-analysis paper in which students consider and research an event or issue, evaluate its broader socio-political impacts, and discuss their personal opinions on the topic. Students might also engage in a more structured ortho-ethnographic study in which they consider a personal, local-level topic and how they have experienced it themselves. Cross-curricular connections will come through the generation of impact topics and through guidance with minor research. Engagement occurs through authentic student choice of writing topic as well as agency provided through writing group discussions and personal connections to the topic. Students will share their final summation through quick speeches which offer them a voice on contemporary issues.

Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)

Reading	- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text. - RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
Writing	W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Speaking & Listening	SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
Language	L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.

Essential Questions:

- What do readers do when they don't understand what they are reading?
- What are the different literary genres (types) and modes of expression (forms)?
- What techniques/strategies do authors use to effectively communicate meaning made?
- What is the writing process?
- What role does community play in writing?
- How do writers craft in varied genres?
- Toni Morrison, Tommy Orange, and other authors have argued that in the absence of something, there is a thereness, a thing. What meaning can be made from something that is not there?
- Global events occur, but they have a direct impact on us, and experiences happen in our local spheres, but they have attachments to more matrixed top-down decisions. To what extent do we impact the larger world or to what extent does the larger world impact us?

Understandings:

Students will understand that...

- When having a difficult time comprehending, strong readers analyze word choice and vocabulary, sentence structure, and connotation, in order to determine the meaning of the words and the author's claims. Strong readers engage in conversations about the text to deepen personal readings, and strong readers read more about the text or author to bolster foundational understanding of the text's meaning and purpose.
- Writers will organize clear writing for the audience and to achieve their purpose.
- Writers engage their audience with vivid description, meaningful conflict, and a clear, confident voice.
- Writers select evidence that is connected to the central purpose or claim of a piece, and forego including extraneous or irrelevant information.
- Writers engage pre-writing/planning, drafting, re-reading, revising, editing, and publication as well as conferencing and dialogue to craft their writing.
- Writers understand the difference in tone and audience when writing in varied or uncomfortable genres. This includes understanding the difference in word choice and vocabulary usage.

	- Students will be able to discuss the ways absence has meaning for them. - Students will write about the ways seemingly disconnected and disparate forces impact them or the world.
Unit Learning Activities: <i>Students will...</i> - Read “Absence” from <i>War By Candlelight</i>. - Read excerpts from articles on “Absence” to fuel discussions of thematic concepts (absence, migration, trauma from war, etc.). - Engage in writing groups and “write with velocity” to cultivate a habit of writing forward. - Compose a one-pager from “Cult of Pedagogy” for every short story to demonstrate mastery of reading skills practiced and honed throughout the unit. - Share one-pagers on Padlet to provide visual evidence for varied readings of the same text and how readers reconcile their struggles as readers. - Speak formally and precisely about an issue of great personal or global impact. - Engage in word cloud and lexical analysis reader activities - Plot and define the writing process - Regularly engage in vocabulary and writing practice	
Assessments	
Summative: Expository - Impact Analysis Paper	Formative: - Reader One-pager assignment for Padlet - Listener paraphrase paragraph - Vocabulary and Error journal - Vocabulary.com quiz

Course: Transition English
Unit Title: Graphic Novel
[6 weeks]

Unit Summary: Biographical graphic novel study to engage in conversations about the form of the graphic novel as well as the topic of Holocaust literature.
Primary interdisciplinary connections: History/Social Studies, Art, Sociology, Psychology. Cross-curricular skills cultivated include: analyzing various perspectives of the same event, making meaning from visual representations, writing frequently as a generative activity.
Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)
The unit on Art Spiegelman’s <i>Maus</i> is designed to unpack both the form and the function of the piece. As a form, students will analyze the graphic novel genre, they will imitate it themselves, and explore how images help make meaning or aid in supplemental meaning-making when used with words. The function of the piece will be explored through student conjectures about the historical aspects of Nazi Germany that allowed for WWII and the persecution and extermination of Jews throughout Europe. Students will continuously compose reactions to the text and about their own experiences through journaling and Flipgrids. They will engage in a community of writers through writing group sharing and by using digital drafting software to improve the clarity of their prose (GUMS). The unit is made meaningful by compositions about familial diaspora or persecution, personal reactions to crimes against humanity, and/or through choice of supplemental materials which deepen their contextual understanding. Interdisciplinary connections are addressed through reading about historical events and political and economic analysis.
Standards: (Note: Although the unit may address many standards, include here those which you will focus <u>instruction for assessment</u>)

Reading	● RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. ● RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
Writing	● W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Speaking & Listening	● SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. ● NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Language	● L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Essential Questions:	
Understandings: <i>Students will understand that...</i>	
● What do readers do when they don't understand what they are reading? ● What are the different literary genres (types) and modes of expression (forms)? ● What role does community play in writing? ● How do writers craft writing in various genres and mediums? ● To what extent do stories "bear witness" to the past and document essential memories for future generations? ● How and why do people maintain humanity when confronted with marginalization, disenfranchisement, racism, derision, nationalism, and/or prejudice (extreme or not)? ● What motivates perpetrators to reify and act on their ideological and/or misguided beliefs?	● When having a difficult time comprehending, strong readers analyze images, word choice and vocabulary, sentence structure, and connotation, in order to determine the meaning of the words and the author's claims. Strong readers engage in conversations about the text to deepen personal readings, and strong readers read more about the text or author to bolster foundational understanding of the text's meaning and purpose. ● Writers use images to convey or supplement meaning-making in a story. Writers have both a reader's and writer's sense of how artful punctuation helps convey meaning. ● Writers write routinely in informal spaces to establish the generative process of writing and to share experiences with peers in writing groups. ● Writers compose and respond to texts in varied digital formats like storyboardthat.com and flipgrid.com, and they use tools like NoRedInk and Grammarly to revise their prose. ● Students examine stories about historical events like the Holocaust to ensure it does not happen again. Students will understand that by reading about perpetrator and victim experiences, there is a continued (and essential) necessity for the documentation and teaching of Holocaust literature.
Unit Learning Activities: <i>Students will...</i> ● Read <i>Maus</i> by Art Spiegelman ● Read excerpted articles on Holocaust literature: (i.e., "How Should Children's Books Deal With the Holocaust," <i>Secondhand Time</i>, and <i>Man's Search for Meaning</i>) ● Analyze the graphic novel form and try to imitate it with a memory or interview of their own. ● Journal about sections of the reading, personal memories, and interviews with family members about their history, culture, migration (diaspora), or experiences. ● Discuss journal entries with peer writing groups.	

• Listen to historical fiction or non-fiction texts on Listenwise.com about WWII and the Holocaust and answer comprehension questions. • Analyze the Holocaust through Facinghistory.org's multiple perspectives and representations to question the varied social, economic, political, and emotional thoughts of the time. • Regularly engage in vocabulary and writing practice	
Assessments	
Summative: • Journal writing	Formative: • Storyboardthat.com story • Flipgrid responses to <i>Maus</i> reading sections. • Vocabulary and Error journal • Listenwise.com article and comprehension quiz.

Course: Transition English
Unit Title: Extensive Reading
 [4 weeks]

Unit Summary: Independent reading using personal choice texts and conferencing to build reading stamina.			
Primary interdisciplinary connections: Interdisciplinary connections are made by building reading communities beyond the classroom and by developing personal successful processes for reading and writing. Also, students will develop vocabulary learning strategies.			
Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)			
The unit on extensive reading is meant to establish a metacognitive awareness of personal reading (and writing). Students will consider what books they like, explore their pace and how it changes over time, discuss their books, employ word-level reading strategies to unpack unfamiliar vocabulary and concepts, become articulate about their own reading preferences, and share their preferences with their reading community through book trailers, recommendations, and book talks. Students will also engage in peer writing groups to confer with them as readers of their own writing. Students will analyze their writing process as they analyzed their reading process. Students will visit the library and hear book talks from librarians to connect with a broader school reading community. Students will maintain engagement through personal choice of book and through the exercise of thinking about how they best read and write.			
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)			
Reading	• RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text. • RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.		
Writing	• W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. • W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.		
Speaking & Listening	• SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. • Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
Language	• L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Essential Questions:</td> <td style="width: 50%;">Understandings:</td> </tr> </table>		Essential Questions:	Understandings:
Essential Questions:	Understandings:		

		<i>Students will understand that...</i>
• What do readers do when they don't understand what they are reading? • What role does community play in writing? • How does reading extensively increase pace, prosody, comprehension, fluency, articulation, vocabulary and stamina? • What do students individually do to develop their writing or improve their reading? • How can understanding of word parts and meanings, cognates, and co-locations help in meaning making while reading independently.		• When having a difficult time comprehending, strong readers analyze images, word choice and vocabulary, sentence structure, and connotation, in order to determine the meaning of the words and the author's claims. Strong readers engage in conversations about the text to deepen personal readings, and strong readers read more about the text or author to bolster foundational understanding of the text's meaning and purpose. • Writers engage in communities as readers. Writers will have ample opportunities to read peer work and mentor texts and to discuss and self-assess the informal and formal writing (on first semester writing or writing about their independent reading). • Reading independently and a lot will improve reading in various skills through pace setting, record keeping and reading tracking, visiting the library, teacher conferencing, reading aloud, and discussing books with peers. • Reflection about one's own reading and writing processes is essential to success in reading and writing across disciplines. Through a meta-analysis of personal process, students will distill how they best read and write. • Language follows distinct patterns, many words are similar across languages, words are made up of morphemes that can be applied to other words, and high-frequency words are usually paired with similar words in writing (collocations).
Unit Learning Activities: <i>Students will...</i> • Read an independent book choice • Read excerpts from <i>Bird by Bird</i> by Ann Lamott • Visit the library for Book Talks and choice selection day • Set pace and reading goals and monitor it digitally • Track what they have read, what they are reading, and what they plan to read as well as why they chose the book they did for the independent book study unit in their NEXT READS doc. • Assess and apply reading strategies that are effective for a variety of texts (e.g., previewing, generating questions, visualizing, monitoring, summarizing, evaluating). • Share reading and writing in writing groups and with teacher • Analyze and note their own reading processes and writing processes • Listen to peer book talks and take peer book recommendations • Listen to book reviews or books in home language and translate or translanguage it for the class. • Create a word wall and list high-frequency words from books and across the curriculum • Regularly engage in vocabulary and writing practice		
Assessments		
Summative: • Book Trailer • Book Recommendation report/mini-essay		Formative: • Book Talk • Reading Conference • Listening book summary response • Meta-Analysis process piece • Vocabulary and Error journal • Translate/Translanguaging task

Course: Transition English
Unit Title: Newsworthy Essays & Speeches
 [5 weeks]

Unit Summary: Students will read and listen to a series of podcasts, Tedtalks, essays, speeches, and articles about contemporary and historical events and ideas.					
Primary interdisciplinary connections: Connections to History/Social Studies courses. Interdisciplinary skills such as public speaking, critical thinking and questioning about arguments, and analysis will be honed.					
Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)					
The unit on essays and speeches is designed to allow students experience with “reading” arguments in various modes. Through listening and reading to speeches and essays through TedTalks, podcasts, in print form, etc., students learn to analyze how effective arguments are made regardless of format, and how arguments capitalizes on a specific format (mode of transmission). Moreover, students will explore their own multimodal form of writing. Students will create either a hyperlinked article or essay on a topic of their choosing as well as confer in groups about their writing. The unit explores contemporary and historical issues and offers student’s choice to engage students and connect naturally with the world or other subjects.					
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)					
Reading	- RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. - RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. - RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).				
Writing	W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.				
Speaking & Listening	SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.				
Language	L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.				
<table border="1"> <tr> <th>Essential Questions:</th><th>Understandings: Students will understand that...</th></tr> <tr> <td> - What does a good listener listen and observe for? - What role does community play in writing? - How do writers craft in varied genres? - What does effective communication look and sound like? - How do good speakers express their thoughts and feelings? What makes a good speaker easy to follow? </td><td> - When having a difficult time comprehending, strong listeners consider word choice and vocabulary, sentence structure, and connotation, in order to determine the meaning of the words and the author’s claims. Strong listeners engage in conversations about the text to deepen personal readings, and strong readers read more about the text or author to bolster foundational understanding of the text’s meaning and purpose. Strong listeners take copious notes and organize </td></tr> </table>		Essential Questions:	Understandings: Students will understand that...	- What does a good listener listen and observe for? - What role does community play in writing? - How do writers craft in varied genres? - What does effective communication look and sound like? - How do good speakers express their thoughts and feelings? What makes a good speaker easy to follow?	When having a difficult time comprehending, strong listeners consider word choice and vocabulary, sentence structure, and connotation, in order to determine the meaning of the words and the author’s claims. Strong listeners engage in conversations about the text to deepen personal readings, and strong readers read more about the text or author to bolster foundational understanding of the text’s meaning and purpose. Strong listeners take copious notes and organize
Essential Questions:	Understandings: Students will understand that...				
- What does a good listener listen and observe for? - What role does community play in writing? - How do writers craft in varied genres? - What does effective communication look and sound like? - How do good speakers express their thoughts and feelings? What makes a good speaker easy to follow?	When having a difficult time comprehending, strong listeners consider word choice and vocabulary, sentence structure, and connotation, in order to determine the meaning of the words and the author’s claims. Strong listeners engage in conversations about the text to deepen personal readings, and strong readers read more about the text or author to bolster foundational understanding of the text’s meaning and purpose. Strong listeners take copious notes and organize				

• How are arguments developed? How can we evaluate the efficacy of an argument? • What is the writing process?	and prioritize what information is essential and what is not. Strong listeners can paraphrase, summarize or retell what they heard. • Writers engage in communities as interlocutors. Students will engage in writing groups to reflect on and share their thinking about speeches and essays. Students will help each other by building on one another's thinking and processing materials through another's eyes or in conversation with others. • Writers write digitally to hyperlink information, share films in writing pieces, use images to support writing, and verbally elaborate on ideas in multimodal texts. • Effective speakers convey their thoughts in an organized manner; main ideas are established, transition words are used, and research is presented. • Effective speakers and listeners have a strong pragmatic communicative competence in which they are sensitive to cultural references, figures of speech, dialects, registers in tone, heuristic functions, etc. • Effective communication involves both active listening and strong speaking skills (articulation, vocabulary, logic, etc.). Discussions work best when peers listen to one another and respond formally at the right time with strategic communicative competence (e.g., nominalists vs. essentialists) • Effective speakers and writers have a topic, make rhetorical appeals, provide relevant evidence, are aware of audience, and remain focused while employing personal voice. • Writers navigate through the writing process recursively and with an intent to revise deeply. Students will consider elaboration and precision in personal prose.
Unit Learning Activities: <i>Students will...</i> • Read and listen to sample essays and speeches from TedTalks, podcasts, historical documents, articles, and more to assess argument. (i.e. Evaluate the difference between the media TedTalk of Chimamanda Adichie and the written work of the speech) • Read and navigate multimodal texts like blogs, hyperlinked websites, and other digital texts to gain text familiarity. • Take listening notes and participate in ordering and rhetorical analysis activities. • Discuss materials studied with writing groups and reflect on materials with them as interlocutors. • Practice making inferences based on the material studied. • Gauge and chart misinformation, information, disinformation with justifications to evaluate what is essential and non-essential information. • Analyze the author's claims, sentences, paragraphs, and style to assess efficacy of argument. • Develop inquiry questions for written work. • Conduct short research projects to answer inquiry questions and provide evidence for summative written work. • Revise to elaborate in areas of their writing and to be more precise in other areas of their writing.	

Regularly engage in vocabulary and writing practice.	
Assessments	
Summative: Hyperlinked article or essay	Formative: - Verbal ordering task - Listening interpretive/inference task - Process writing benchmark checks - Accountable talk - Writing group meaning-making conversations

Course: Transition English
Unit Title: Film Study
[6 weeks]

Unit Summary: Using the documentary, <i>Human Flow</i> , students will analyze film as an essential story-telling medium as well as discuss the way countries can, do, and should address migration.	
Primary interdisciplinary connections: Connected disciplines include Science, History/Social Studies, Economics, Health, etc. Transferable skills include research, verbal presentation and oral speech practice, and critical film viewing skills.	
Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)	
The unit on <i>Human Flow</i> by Ai Weiwei is designed to offer students another way to “read,” as well as practice and hone their listening and speaking skills. Through note taking, annotations, research, and analysis, students will use the film to make claims about society’s obligations toward migrants. They will determine the film’s central thesis, and they will prepare and plan evidence and claims to guide them in a graded discussion (Socratic Seminar). While engaged in the formal accountable talk, students will use knowledge of forensic evidence and rhetoric to aid in their arguments, and they will reflect on the process independently. Moreover, students will use this unit to distill the nuanced ways in which film may make for a better medium to tell some stories. The unit connects to contemporary issues, to relevant personal topics prevalent in the national discourse, and calls on lessons from <i>Maus</i> and Jewish diaspora to offer a historical foundation and context for today’s motivations for migration.	
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	
Reading	- RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. - RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work
Writing	- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. - W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
Speaking & Listening	- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. - SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

Language	L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.
Essential Questions:	Understandings: <i>Students will understand that...</i>
- What does a good listener listen and observe for? - What does effective communication look and sound like? - How do good speakers express their thoughts and feelings? What makes a good speaker easy to follow? - How are arguments developed? How can we evaluate the efficacy of an argument? - What are the factors that motivate migration? - What are our nation's moral or human rights obligations in regards to migration (offering refuge, supporting worn-torn nations, reconnecting families, etc.)? - In what ways is film a better medium for some stories than others? Why?	- When having a difficult time comprehending, strong listeners consider word choice and vocabulary, sentence structure, and connotation, in order to determine the meaning of the words and the author's claims. Strong listeners engage in conversations about the text to deepen personal readings, and strong readers read more about the text or author to bolster foundational understanding of the text's meaning and purpose. Strong listeners take copious notes and organize and prioritize what information is essential and what is not. Strong listeners can paraphrase, summarize or retell what they heard. - Effective speakers convey their thoughts in an organized manner; main ideas are established, transition words are used, and research is presented. - Effective speakers and listeners have a strong pragmatic communicative competence in which they are sensitive to cultural references, figures of speech, dialects, registers in tone, heuristic functions, etc. - Effective communication involves both active listening and strong speaking skills (articulation, vocabulary, logic, etc.). Discussions work best when peers listen to one another and respond formally at the right time with strategic communicative competence (e.g., nominalists vs. essentialists) - Effective speakers and writers have a topic, make rhetorical appeals, provide relevant evidence, are aware of audience, and remain focused while employing personal voice. - Understand some of the motivators for migration as discussed in the film, <i>Human Flow</i>. - Discuss in a formal accountable talk the moral obligations of nations to address migration on a global scale by citing anecdotal, statistical, and expert evidence. - Provide observational evidence for film as a more appropriate means for some stories than others.
Unit Learning Activities: <i>Students will...</i> - Watch <i>Human Flow</i> - Take annotation notes in preparation for formal discussion. - Discuss why the film telling of migration was a more purposeful medium than writing for this story. - Read about and discuss the forensic debate strategy for discussions. - Practice MLA citations and works cited formatting. - State claims about international and national obligations in regards to migration. - Research evidence to support claims to develop the fish-bowl discussion.	

• Watch a sample Socratic Seminar to deconstruct the process and assessment obligations. • Regularly engage in vocabulary and writing practice.	
Assessments	
Summative: • Socratic Seminar • Written research plan and evidence (MLA format)	Formative: • Forensic debate strategies, and rhetorical appeals graphic organizer • Listening stimulus response comprehension task based on Human Flow. • Accountable talk post-reflection • Vocabulary.com quiz

Course: Transition English
Unit Title: Literature Circles
[6 weeks]

Unit Summary: Students will work in small groups for their literature circle study. Groups will select texts <i>A Long Way Gone, A Child Called It, Educated, or Shout</i> . All non-fiction narratives explore a personal childhood hardship through carefully crafted prose.	
Primary interdisciplinary connections: Connected disciplines include Health, Sociology/Psychology, and Journalism. Transferable skills include language analysis, predictive reading and peer interactions.	
Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)	
In this unit, students will select non-fiction narratives on childhood trauma. Students will examine the ways authors recollect and write about trauma as well as consider how they overcame or coped with their trauma. Students will work collaboratively in literature circle groups to write a collective response to unit essential questions. Responses will demonstrate mastery over writing process, language usage, and writing form. Students will transfer this piece into a digital narrative that will be presented to the class at the end of the unit. Students hone 21st century skills like work management in a fully student-centered unit as well as learn interdisciplinary lessons about health and psychology.	
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	
Reading	• RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. • RL.9-10.3 Analyze how complex characters (e.g. those with multiple conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
Writing	• Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the argument presented.
Speaking & Listening	• SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Language	• L.9-10.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
Essential Questions:	
Understandings: <i>Students will understand that...</i>	

• How do readers make connections with a text? • How do writers engage and hold the interest of their audience? • What is the writing process? • How does a person use writing to overcome trauma? Does one ever fully recover from trauma? • How should children be treated? • How does autonomy or freedom impact one's sense of hope?	• Readers draw connections between their own lives and the texts they read, between one text and another, between a text and the time/place or historical context in which it was written. Good readers read beyond the socio-political connections, too, to make connections with the author's aesthetic and conceptual efforts. • Well told stories speak to the reader's emotions, have narrative momentum that moves the reader forward, and has a sense of wholeness and continuity (i.e. beginning, middle, and end). • Writers can independently move themselves through the process (prewriting/planning, drafting, revising, editing), the progress (communicating and feedback) and the product (completion, publication) of writing. • Trauma is a part of everyone's personal stories. They will learn signs of trauma and ways people cope with (positively or negatively) and manage trauma.
Unit Learning Activities: <i>Students will...</i> • Select and read literature circle books. • Complete KWL charts about books, key thematic concepts, and other background information. • Develop a reading calendar for group reading due dates. • Record and submit literature group conversations (digital and written). • Track evidence in journals for essential questions while reading. • Practice writing formula, transitions, and style (for sentences, paragraphs, and between claims) • Listen to peer book talks and screencasts	
Assessments	
Summative: • Screencastify.com story telling of a Write Around on trauma in the book.	Formative: • Written discussions • Group work • Recorded discussions • Read Alouds • One word/One phrase listening task