Transitional English

April 26th - May 31st
3:30 - 4:30 p.m.

Anji Garza, Director of Professional Learning; ROE 47
Welcome!
We are SO happy you are here!

- Please sign in
- Link to slides
- All resources are archived here

Navigating Zoom
- Video Controls
- Microphone
- Chat
- Breakout Rooms
Shared Norms

- Use the chat to provide feedback & interact (back channel)
- Unmute yourself to share during designated times
- Make your video available during small group break outs
- Be comfortable with feeling uncomfortable
- Use equity of voice
- Keep your mind & heart open
- Be future focused
Our Agenda

- **April 26th** - Segment #1: Overview of the PWR Act; Transitional English Philosophy; Competencies & Policies Document

- **May 3rd** - Segment #2: Community College Partnerships, Approval Process & Documentation for Transitional English

- **May 17th** - Segment #3: Instructional Shifts

- **May 24th** - Segment #4: Getting Started: Part 1

- **May 31st** - Segment #5: Getting Started: Part 2
Steps to Implementation – so far....

From Segment One:
Read Competencies & Policies document
Establish a vision for the course
Understand how TELA fits into larger College & Career Readiness systems
Identify the pathway(s) you will offer and the implementation year.
Identify who will be teaching the course

From Segment Two:
Establish your partnership with post-secondary and document the partnership through an MOU
Determine scope & sequence, course materials, syllabus
Identify students for the course and how to market
Complete Content Competencies spreadsheet
Prepare portability submission to LAP (MOU, syllabus, cover page, and spreadsheet)
CC will submit to state portability panel
Steps to Implementation – so far....

Segment Three:

Review State Transitional English resources on iltransitionalmath.org

Explore shifts in curriculum, assessment & instruction in relation to competencies & policies document

Consider the texts, opportunities for metacognition, and writing in your classroom. What needs to shift to align to Transitional English?

Assess your own professional learning needs
Directions:

1. Review the DRAFT document "What is Transitional English?"

2. Discuss: What things in this document squared with your thinking? What things made a point? What’s continuing to circle in your brain as you consider the work of your partnership?

Identify one person to write some takeaways in the chat upon return to whole group.
Segment #3

Instructional Shifts
Framing & Reflective Questions

What experiences should we provide as part of Transitional English?

How can a thematic approach build rich analysis & metacognition?

What makes a good text?

What role does writing play in developing students who are ready?
What experiences should we provide as part of Transitional English?
Competencies & Policies

In a Transitional English course, students engage with a variety of college level texts of different types, with a primary focus on non-fiction. Selected materials should be interesting to students, offering choice whenever possible to improve motivation and engagement and to better relate to students’ life and career goals.
Shifts Outlined In Competencies & Policies

Focus on **metacognition**, to support students to consider how, why, and when to employ various reading and writing strategies and processes.

**Essential skills**, relating to overall college readiness, employability, and life success.

**Critical Thinking & Analysis**
## Competencies & Policies

### READING & WRITING

**Content Competencies**

(1) Students can consider reading and writing tasks and adapt their approaches and strategies.

<table>
<thead>
<tr>
<th>IN READING</th>
<th>IN WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can apply and adjust active reading strategies to texts of similar rigor and structure as those they would likely encounter in a college or career setting.</td>
<td>Students can identify the audience, purpose, and context of any given writing task.</td>
</tr>
<tr>
<td>a. Employ appropriate pre-reading and active reading strategies to aid in comprehension and interpretation.</td>
<td>a. Make choices about content based on audience and purpose.</td>
</tr>
<tr>
<td>b. Recognize and use text characteristics (titles, headings, subtitles, illustrations, graphs, charts, visuals, glossaries, chapter summaries, bolded and italicized text, etc.) to preview a text to make meaning.</td>
<td>b. Make choices about organization based on audience and purpose.</td>
</tr>
<tr>
<td>c. Use a text’s structural characteristics (topic sentences and transitional words and phrases, introductions, conclusions, patterns of organization, etc.) to make meaning.</td>
<td>c. Make choices about development based on audience and purpose.</td>
</tr>
<tr>
<td>d. Make choices about style and tone based on audience and purpose.</td>
<td>d. Make choices about style and tone based on audience and purpose.</td>
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</tbody>
</table>
How can a thematic approach build rich analysis & metacognition?
From the Competencies & Policies Document...

“Course pedagogy and related text selections are organized around **themes, critical issues, or concepts** directing student focus to larger ideas that foster critical thinking, reading, and writing skills.” (p. 3)
Themes

Henrietta’s Dance

Students read both literary and informational texts to understand the importance of leaving a legacy and the myriad ways that we can leave a legacy through our language, our families, or even our cells. Students express understanding of an author’s purpose and perspective by evaluating Skloot’s approach to telling Henrietta Lacks’ story and exploring issues of ownership and ethics in medical research.

Rhetoric:

Students read literary and informational texts which use rhetoric to advance a point of view or purpose. Students understand the differences between argument, persuasion, and propaganda based on how authors use rhetoric to advance their perspective or purpose and the impact of rhetoric on the reader/listener. Students then express their understanding by evaluating the effectiveness of the unit texts and writing their own speech using rhetorical devices.
Themes

Defining Success

Students will consider the factors that contribute to success and identify examples of what success looks like in order to decide what they believe constitutes success.

Compelling Questions to be Answered:
What does it mean to be successful?
What role does failure play in success?
Reflect & Connect

- Why “thematic” approach?
- How does this match with your work and thinking?
What makes a good text?
# What makes a good text?

<table>
<thead>
<tr>
<th>What makes a good text?</th>
<th>Provides students exposure to multidisciplinary near-college content</th>
<th>Provides students exposure to authors that reflect their identities and lived experiences</th>
<th>Ability to connect with students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides students exposure to multidisciplinary near-college content</td>
<td>Provides students exposure to authors that reflect their identities and lived experiences</td>
<td>Ability to connect with students</td>
<td></td>
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<tr>
<td>Challenging, but related to students’ own experiences</td>
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<tr>
<td>A “text” that makes students realize the different meanings of “text” -- can be a lot of different formats</td>
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<tr>
<td>Engaging for the reader</td>
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</tr>
</tbody>
</table>
## Label A

### Nutrition Facts

- **Serving Size**: 1 cup (245g)
- **Servings Per Container**:

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>80</td>
</tr>
<tr>
<td>Total Fat</td>
<td>0g</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0g</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>5mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>105mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
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<tr>
<td>Dietary Fiber</td>
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</tr>
<tr>
<td>Sugars</td>
<td>12g</td>
</tr>
<tr>
<td>Protein</td>
<td>8g</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>10%</td>
</tr>
<tr>
<td>Calcium</td>
<td>30%</td>
</tr>
<tr>
<td>Iron</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

Calories per gram:
- **Fat**: 9
- **Carbohydrate**: 4
- **Protein**: 4

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## Label B

### Nutrition Facts

- **Serving Size**: 1 cup (244g)
- **Servings Per Container**:

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
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</tr>
<tr>
<td>Total Fat</td>
<td>5g</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>3g</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>20mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>100mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>11g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>0g</td>
</tr>
<tr>
<td>Sugars</td>
<td>11g</td>
</tr>
<tr>
<td>Protein</td>
<td>8g</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>10%</td>
</tr>
<tr>
<td>Calcium</td>
<td>30%</td>
</tr>
<tr>
<td>Iron</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

Calories per gram:
- **Fat**: 9
- **Carbohydrate**: 4
- **Protein**: 4
\[ f(b) - f(a) = \int_{a}^{b} \frac{x + x^3}{ax^4 + \left[ \frac{x + 2x^3}{3x - x^4} \right]} \, dx \]
Texts in Transitional English

- Variety of **college level texts** of different types, with a primary focus on **non-fiction**.
- **Variety of modes**, which may include technical texts, pictures, journal articles, songs, research briefs, videos, and other nontraditional media.
- Materials should be **interesting** to students, offering **choice** whenever possible to improve motivation and engagement and to better relate to students’ life and career goals.
Text Complexity

1. Reader Considerations
2. Quantitative Considerations
3. Task Considerations
Engaging in the Text

◎ Model close reading.
◎ Create **interesting sequences** that draw students into the texts.
◎ Pre-teach **vocabulary** and/or background and scaffold the texts to make them accessible to students **without** pre-teaching the **content** of the texts.
◎ “Step back” and allow the readers space and time to **experience** the texts unmediated.
◎ Students have rich and rigorous **conversations** which are dependent on students reading a central text and/or text sets.
◎ Set up questions so each student has an opportunity to **draw their own conclusions** and back them up with **evidence from the text**.
Additional Considerations

- More instructional time spent outside the text means less time inside the text.
- Departing from the text in classroom discussion privileges only those who already have experience with the topic.
- It is easier to talk about our experiences than to analyze the text—especially for students reluctant to engage with reading.
Asking Good Questions…
**Text Sets**

A text set is a collection of related texts organized around a topic, theme, idea, or line of inquiry.

The anchor text is the focus of a close reading with instructional supports in the classroom.

Strong text sets also share common vocabulary, which helps bolster students’ vocabulary knowledge through repeated encounters with similar ideas.
Building Knowledge

“...[E]vidence from cognitive science shows that reading comprehension depends far more on how much knowledge the reader has about the topic than on abstract skills. The more general knowledge you have, the better you do on reading tests—and often, in life.”

Text Sets:

- Build prior knowledge and utilizes a range of text structures
- Help develop students’ critical thinking skills which allows for deeper learning
- Encourage teachers to use standards across content areas
- Encourage students understand information from multiple perspectives
Reflect & Connect

- What texts have you identified?
- Is there a focus on non-fiction/informational texts?
- What is the text complexity?
- Does the sequence of my texts build understanding?
- How does this match with your work and thinking?
What role does writing play in developing students who are ready?
Writing Next Report: Recommendations - 11 Key Elements of Effective Adolescent Writing Instruction

Writing Strategies (Effect Size = 0.82)
Summarization (Effect Size = 0.82)
Collaborative Writing (Effect Size = 0.75)
Specific Product Goals (Effect Size = 0.70)
Word Processing (Effect Size = 0.55)
Pre-writing (Effect Size = 0.32)
Inquiry Activities (Effect Size = 0.32)
Process Writing Approach (Effect Size = 0.32)
Study of Models (Effect Size = 0.25)
Writing for Content Area Learning (Effect Size = 0.23)
Writing Shifts & Considerations

◎ Writing that is adaptive to audience purpose & task
◎ Writing that incorporates relevant information from multiple and a variety of sources
◎ Use of evidence in writing (claim, evidence, reasoning)
◎ Evaluate source materials
◎ Respond to feedback and improve writing
  ○ SVCC Multiple Draft Guidance Document
Directions:
1. Please select one of the following resources to review:
   a. D100- Global Awareness
   b. Grant Community High School

2. Discuss evidence of the shifts that you see documented for the course.

Identify one person to write some takeaways in the chat upon return to whole group.