

A decorative graphic in the top-left corner consisting of a network of interconnected nodes and lines. Some nodes are solid blue circles, while others are hollow blue circles. The lines are thin and grey.

Transitional English

April 26th - May 31st

3:30 - 4:30 p.m.


Anji Garza, Director of Professional Learning; ROE 47

A decorative graphic in the bottom-right corner, mirroring the one in the top-left, with a network of nodes and lines in blue and grey.



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

BREAKOUT ROOM ACTIVITY

Groups of 5-6

7 minutes

When the timer ends, please finish your thought and return to the main room within 1 minute.

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





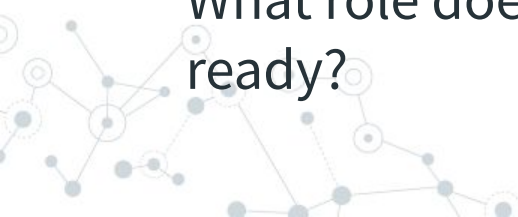
Framing & Reflective Questions



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**.

Postsecondary & Workforce Readiness Act

Statewide Transitional English
Course Parameters, Competencies, and Policies

January 2021

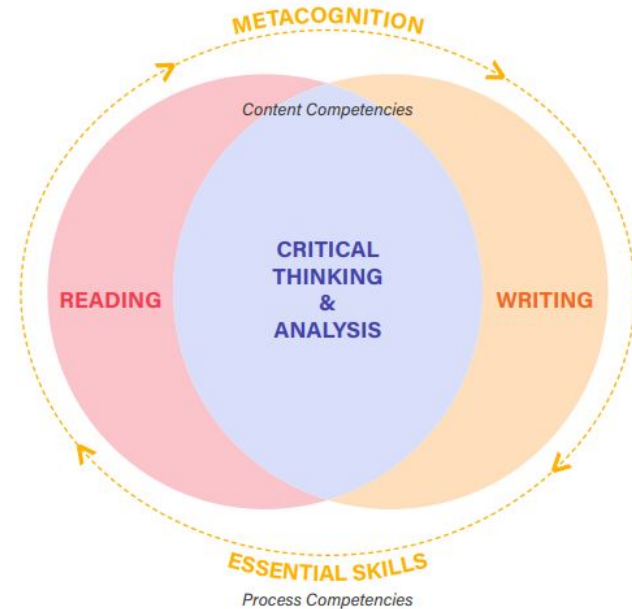


Shifts Outlined In Competencies & Policies

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.

IN READING

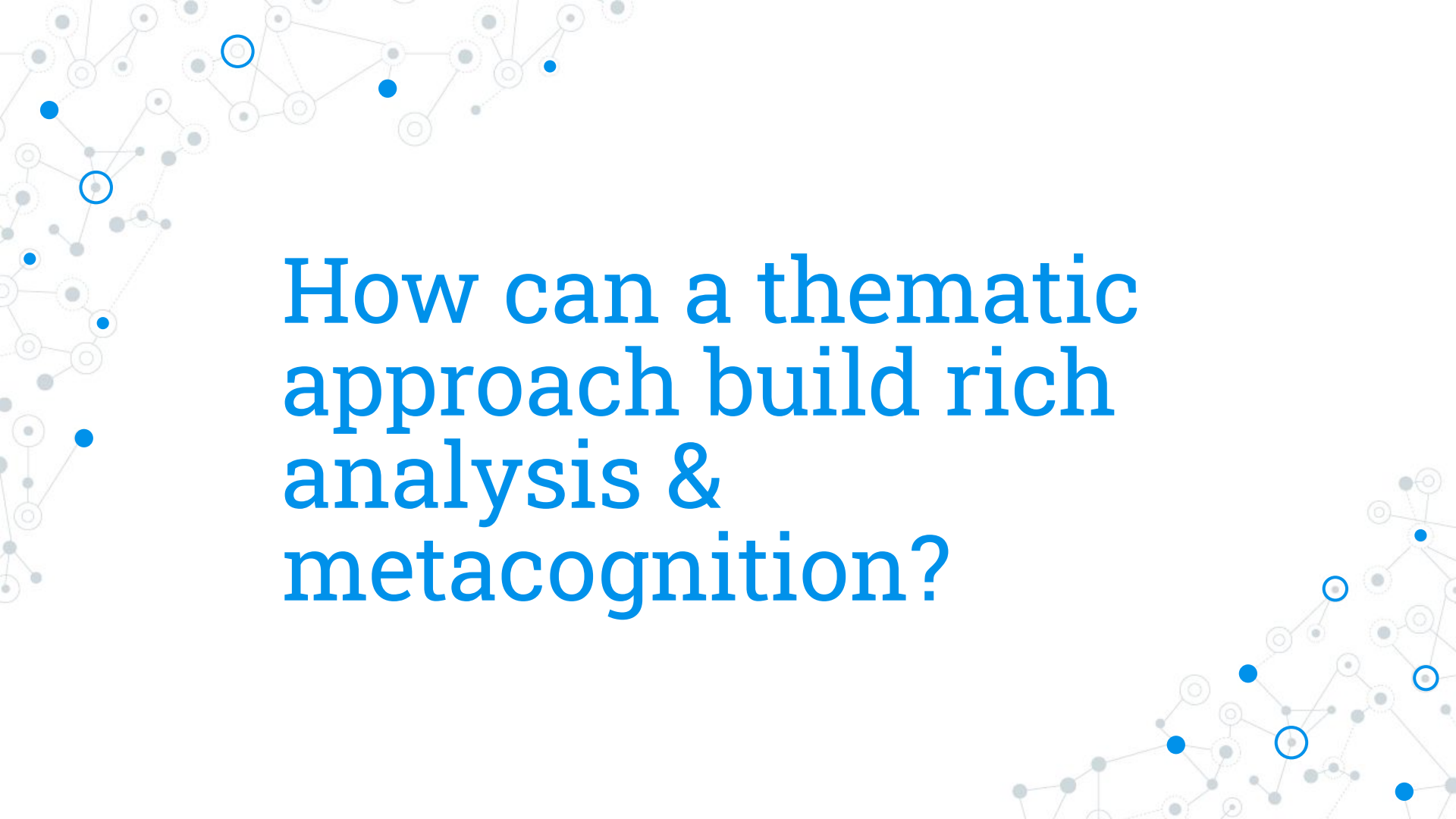
Students can apply and adjust active reading strategies to texts of similar rigor and structure as those they would likely encounter in a college or career setting.

- a. Employ appropriate pre-reading and active reading strategies to aid in comprehension and interpretation.
- 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.
- c. Use a text's structural characteristics (topic sentences and transitional words and phrases, introductions, conclusions, patterns of organization, etc.) to make meaning.

IN WRITING

Students can identify the audience, purpose, and context of any given writing task.

- a. Make choices about content based on audience and purpose.
- b. Make choices about organization based on audience and purpose.
- c. Make choices about development based on audience and purpose.
- d. Make choices about style and tone based on audience and purpose.

A decorative background featuring a network diagram with nodes and connecting lines. The nodes are represented by circles of varying sizes and colors, including light gray, dark gray, and blue. Some nodes are highlighted with a blue outline. The lines connecting the nodes are thin and light gray, creating a complex web-like structure. The diagram is positioned in the corners of the slide, with a larger concentration on the left side and a smaller one on the right side.

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?





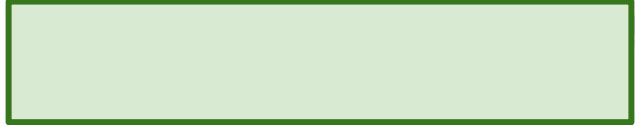
What makes a good
text?

What makes a good text?

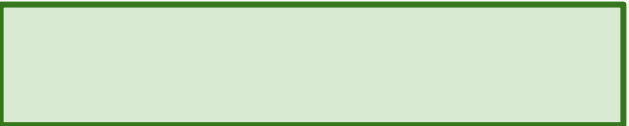


Provides students exposure to multidisciplinary near-college content

Provides students exposure to authors that reflect their identities and lived experiences

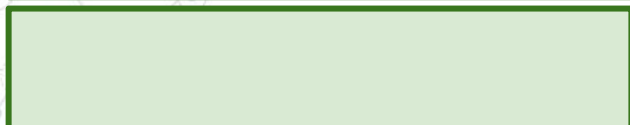
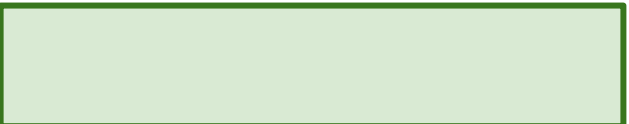
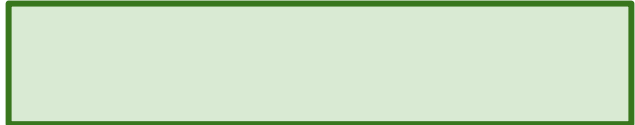
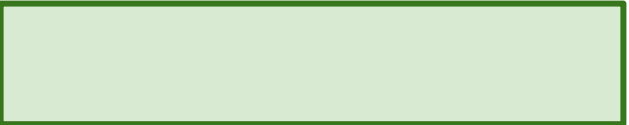
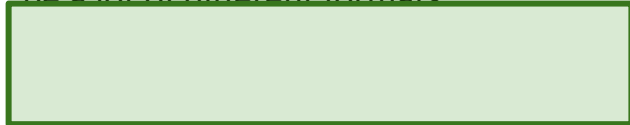
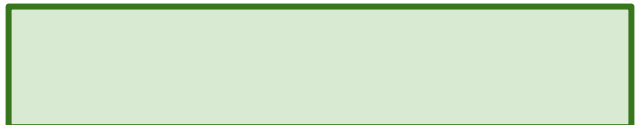
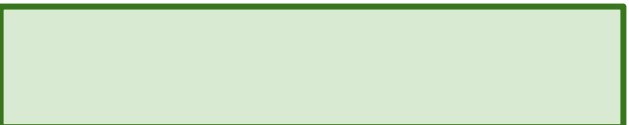


Challenging, but related to students' own experiences



Ability to connect with students

A "text" that makes students realize the different meanings of "text"--can be a lot of different formats



Engaging for the reader



Label A

Nutrition Facts

Serving Size 1 cup (245g)
Servings Per Container

Amount Per Serving

Calories 80 **Calories from Fat** 0

% Daily Value*

Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 5mg	2%
Sodium 105mg	4%
Total Carbohydrate 12g	4%
Dietary Fiber 0g	0%
Sugars 12g	

Protein 8g

Vitamin A 10% • Vitamin C 0%

Calcium 30% • Iron 0%

* 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: 2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:

Fat 9 • Carbohydrate 4 • Protein 4

Label B

Nutrition Facts

Serving Size 1 cup (244g)
Servings Per Container

Amount Per Serving

Calories 120 **Calories from Fat** 45

% Daily Value*

Total Fat 5g	8%
Saturated Fat 3g	15%
Trans Fat 0g	
Cholesterol 20mg	7%
Sodium 100mg	4%
Total Carbohydrate 11g	4%
Dietary Fiber 0g	0%
Sugars 11g	

Protein 8g

Vitamin A 10% • Vitamin C 0%

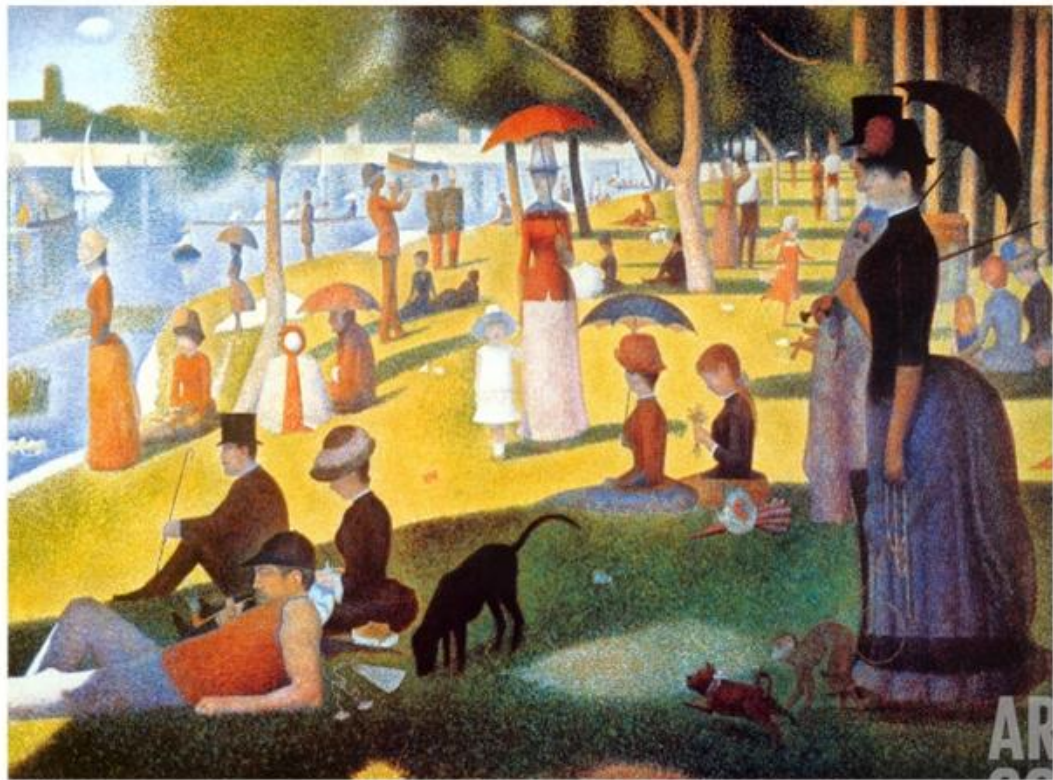
Calcium 30% • Iron 0%

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

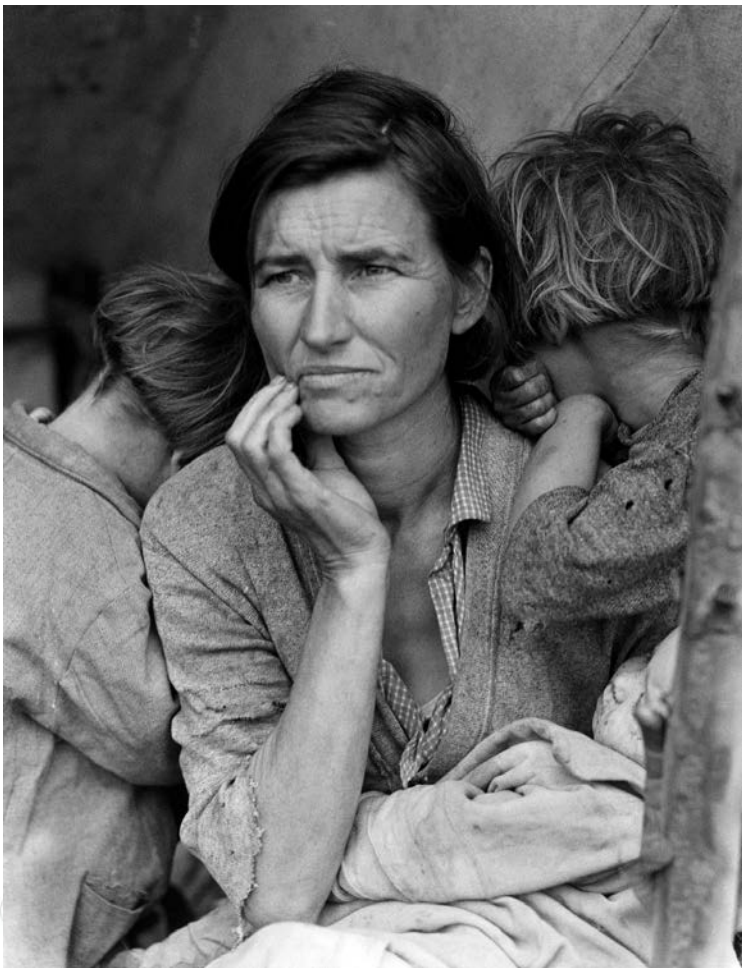
		Calories: 2,000	2,500
Total Fat	Less than	65g	80g
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Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:

Fat 9 • Carbohydrate 4 • Protein 4



ART.
COM



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.

Readers
Annotate *their texts*

Underline unfamiliar words.

Draw arrows  to show related ideas.

Number

1. steps
2. lists
3. details

? Jot questions and confusions in the margin.

* Label important ideas.

! Note ideas that you disagree with in the margin.

LOL Mark humorous ideas.

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Asking Good Questions...

Who is the author, and what is the point of view? *How do words and phrases impact the meaning?*

In what ways does the structure help us understand the text?

What are our informed judgments about this text?

<i>Key Ideas and Details: Themes and Ideas</i>	<i>Key Ideas and Details: Idea Development over Time</i>	<i>Craft and Structure: Diction, Meaning, and Tone</i>	<i>Craft and Structure: Structural Analysis</i>	<i>Craft and Structure: Point of View, Content, and Style</i>	<i>Integration of Knowledge and Ideas: Integrating Diverse Media</i>	<i>Integration of Knowledge and Ideas: Arguments, Claims, Relevance and Evidence</i>	<i>Integration of Knowledge and Ideas: Comparing Texts and Approaches</i>
CRITICAL READING	CRITICAL READING	INTERPRETATION	INTERPRETATION	INTERPRETATION	EVALUATION	EVALUATION	EVALUATION
2	3	4	5	6	7	8	9

What is this text about? *What are the key ideas/details that help us unlock the meaning?*

I ❤️ close reading. *I ❤️ complex texts.*

Illustration by Darin Johnson. See chapter 2 of *Close Reading and Writing from Sources* (2014) by Douglas Fisher and Nancy Frey for additional information.

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

Theme: The Landscape of Success or What creates an Outlier (People whose achievements/failure fall outside the normal limits)		
Candidate driving questions for this unit: How is failure essential to success? Is failure essential to success? What does it mean to be successful? Does society encourage or discourage outlier behavior? How does society respond to outlier behavior? How is genius/creativity/success defined? What is my mindset? How does time impact outlier perception?		
Text	Type (video, speech, picture, journal article, etc.)	Rationale
Excerpts from <i>Outliers</i> by Malcolm Gladwell	Nonfiction	High interest, thought provoking, excellent discussion tool.
"Grit: The Power of Passion and Perseverance" by Angela Duckworth	TED TALK	Discussion tool, addresses essential skills
Excerpt from "Unbroken" by Laura Hildebrand	Nonfiction reading or movie	Story of survival and resilience
<i>The Short Happy Life of Francis Macomber</i> by Ernest Hemingway	Fiction	Critical Analysis/What is success and/or happiness?
<i>Excerpt from: Be Free or Die: The Amazing Story of Robert Smalls' Escape From Slavery to Union Hero</i> by Cate Lineberry	Nonfiction	Overcoming tremendous odds
Temple Grandin: The World Needs All Kinds of Minds	TED Talk	Finding success in a male-dominated industry, and using your "disabilities" to your advantage.
Temple Grandin: CSU's One-of-a-kind Mind	University Spotlight Article/Nonfiction	Biography and continued information related to Temple Grandin and her legacy.

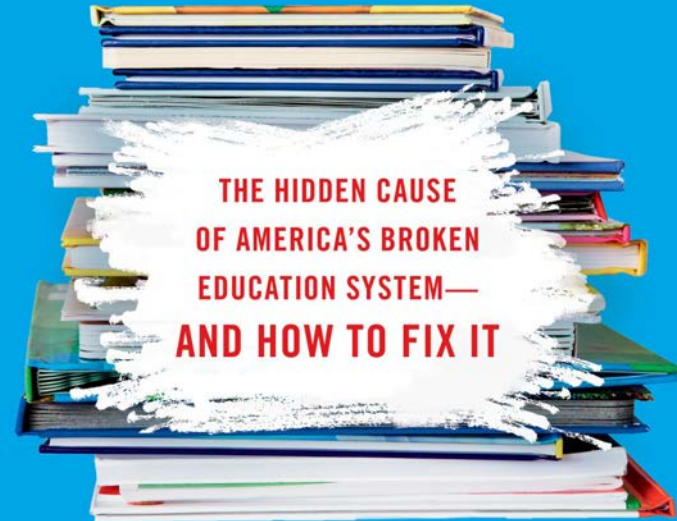
Building Knowledge

“...[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

The Knowledge GAP

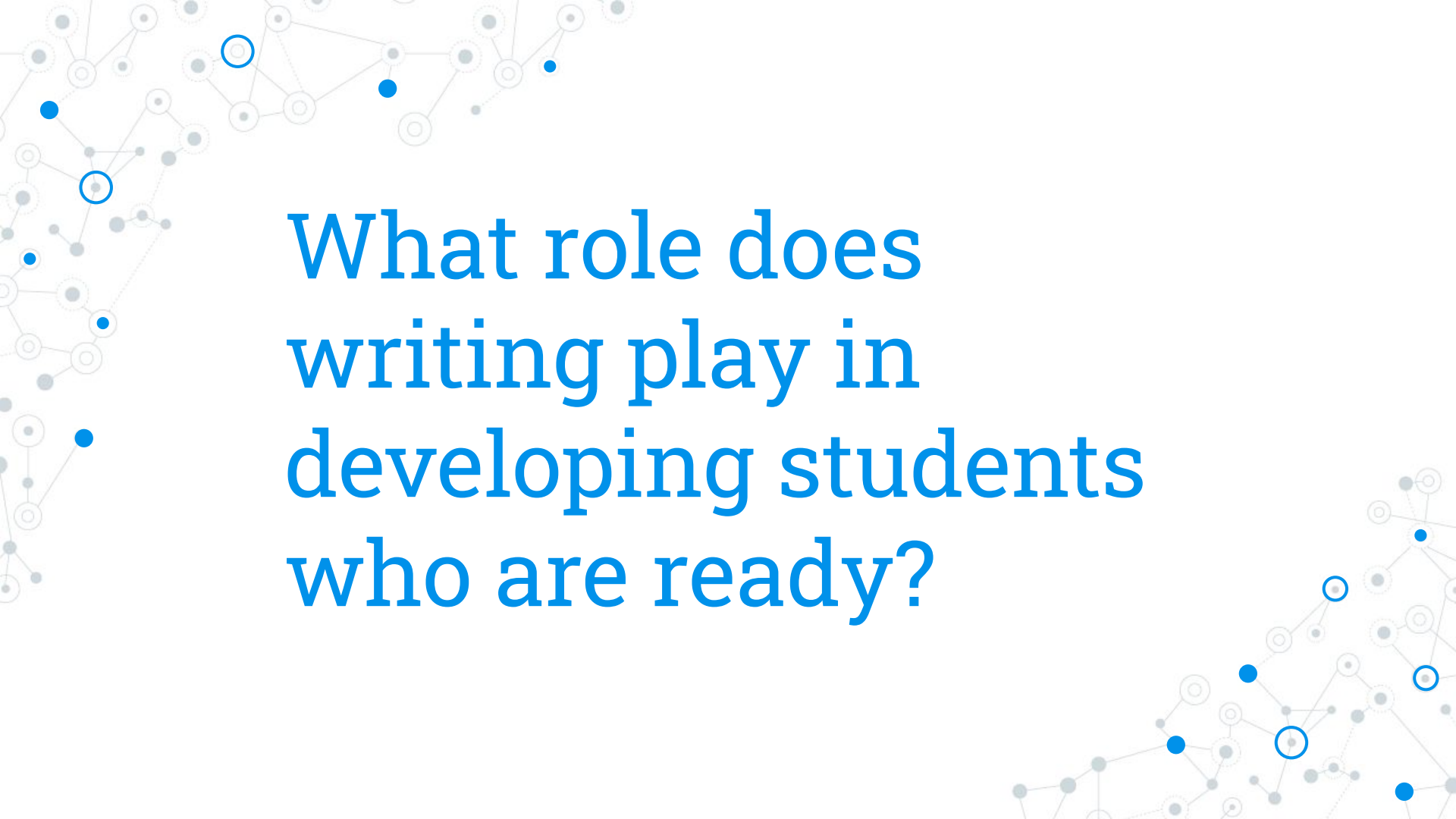


Natalie Wexler

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?



A decorative graphic consisting of a network of nodes and lines, resembling a molecular structure or a data network. The nodes are represented by small circles, some of which are highlighted in blue. The lines are thin and grey, connecting the nodes in a complex, interconnected pattern. This graphic is positioned in the corners of the slide, framing the central text.

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)

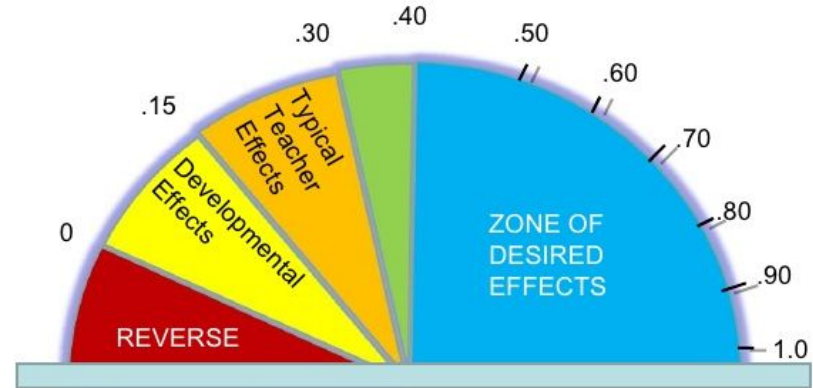
Pre-writing (Effect Size = 0.32)

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 Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools, commissioned by Carnegie Corporation of New York and published by the Alliance for Excellent Education, discusses eleven specific teaching techniques that research suggests will help improve the writing abilities of the country's 4th- to 12th-grade students.

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](#)

BREAKOUT ROOM ACTIVITY

Groups of 5-6

10 minutes

When the timer ends, please finish your thought and return to the main room within 1 minute.

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.

