

A decorative graphic in the top-left corner consisting of a network of interconnected nodes and 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.

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. It features a network of interconnected nodes and lines, with nodes in light gray, dark gray, and blue, and some nodes highlighted with a blue outline.

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

Breakout Room Activity

Groups of 5-6

5-8 minutes

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

Directions:

Review the resources to build a common vision and language that were introduced last session:

1. [Regional literacy practices survey](#)
2. Creating the vision: review of released items and OER samples
3. [Competency close reading reading activity](#)
4. [Competency/KPI Crosswalk](#)
5. [Draft competency rubric](#)

Discuss which tools you like the most & how they might benefit your work/partnership. Discuss additional tools you may be using.

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





Segment #5

Getting Started Part 2



Framing & Reflective Questions

In this segment, reflect on the following:

- ① How has my local work and/or partnership framed planning conversations? Where are we at with planning and implementation?
- ① Does my present work in Transitional English thoughtfully incorporate and address content competencies, process competencies, critical thinking, relevance, and metacognition in an intentional and cohesive fashion?
- ① How strong is my reading, writing, critical thinking connection?
- ① What high leverage instructional strategies am I using to increase success and confidence in my students?

Themes & Text Sets

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.

Themes & Text Sets

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Theme: Medical Ethics/Social Justice		
Candidate driving questions: Does the end justify the means? How do ethics play a role in advancing medical science?		
Text	Type (video, speech, picture, journal article, etc.)	Rationale
Excerpt from <i>The Immortal Life of Henrietta Lockett</i> by Rebecca Skloot	Nonfiction or HBO movie starring Oprah Winfrey and Rose Byrne	Social Justice, Morality,
Excerpt from <i>The Radium Girls</i> by Kate Moore	Nonfiction	Social Justice, Feminism, Ethics
Excerpt from <i>The Knife Man: Blood, Body Snatching, and the Birth of Modern Surgery</i> by Wendy Moore	Nonfiction	
Excerpt from <i>Autobiographies of a Black Couple of the Greatest Generation</i> by Norma L. Anderson and William G. Anderson, D.O.		William Anderson broke the color barrier to become a nationally recognized physician. He and his wife were civil rights activists and were instrumental in the Albany Movement, the first major "spontaneous and nonviolent" movement in the U.S.
Excerpt from <i>Stiff</i> by Mary Roach	Nonfiction	High interest. Section on fear of being buried alive and the extreme measures to ensure death had occurred before burial.
Excerpt from <i>Bedlam</i> by Catherine Arnold	Nonfiction	The treatment of the mentally ill in history--Excellent discussion tool, research etc.
Doctors as grave robbers	Video	
Excerpt from <i>Rosemary: The Hidden Kennedy Daughter</i> by Kate	Nonfiction	Unethical treatment of the mentally ill.



Reading & Writing Strategies

What reading and writing strategies will you use to promote access and differentiate instruction?

What graphic organizers or “thinking sheets/resources” will you agree to use?

What are some of your favorite strategies?



Frayer Models - Vocab

CRAAP test (sources)

Addressing Process Skills & Competencies

Planning and Monitoring

Questioning- Students work with question stems to create questions based on their readings and frequently reflect on complex issues through Mental Mondays activities to develop short writing prompts.

Reading- Beginning the first week, students slowly work on sustained reading. Moving from 5 to 10 and eventually to 15 minutes or more. Pre-reading strategies like TAG (Topic, audience, author, genre) and frames for argument essays which emphasize claims, choices, appeals, tone, and structure are used to help students annotate the texts effectively.

Writing- Before writing major essays, students learn various brainstorming techniques and analyze samples to see common structures and choices. They set goals using the skills we have discussed, based on teacher feedback on previous lessons. After writing, students reflect on their process using specific language from the rubric. This also includes reflection on their use of time during writing.

Addressing Process Skills & Competencies

Self Reflection

Students make connections between course materials and their own lived experiences in each unit. This is built into the Content Competencies and will be expected of students routinely. Because so much of the course requires students to evaluate and synthesize materials by other authors, students are constantly engaged in reflective practice. Using the They Say, I Say format by Gerald Graff is one way students will learn to do this. Major writing tasks in TELA require multiple drafts, which means students engage in reflection on their writing decisions as part of the process. Drafting/editing/revising thought processes will be extensively modeled by the teacher during the first unit, followed by the implementation of peer review and individual conferencing (student-led to the greatest possible extent) in subsequent units. Further, on major writing tasks, students will complete a writing process reflection provided by the teacher and will conference with the teacher about their written reflection.

Units of Instruction

Unit templates inspired by Building 21 units.

Unit/Module Overview

Title	Social Injustice														
Competencies/ Concepts	Analyzing the ways that we in the United States (and elsewhere) have perpetuated a sense of “superiority” over races, peoples, religions, etc., over time, how to address these systemic issues in non-violent ways, and how to identify these issues in our society and societies outside of our borders.														
<i>What skills will be taught and assessed?</i>	Analysis of propaganda techniques, primary sources, rhetorical devices analysis, methods of persuasion, usage of history and historical contexts to cement and/or challenge the status quo in our and outside societies.														
Habits of Success Addressed	Check All That Apply: <table border="1" style="width: 100%;"> <tr> <td>X</td> <td>Growth Mindset</td> <td>X</td> <td>Collaboration with Others</td> </tr> <tr> <td></td> <td>Agency</td> <td>X</td> <td>Self Reflection</td> </tr> <tr> <td></td> <td>Work and Time Management</td> <td></td> <td></td> </tr> </table>			X	Growth Mindset	X	Collaboration with Others		Agency	X	Self Reflection		Work and Time Management		
X	Growth Mindset	X	Collaboration with Others												
	Agency	X	Self Reflection												
	Work and Time Management														
Length of Unit	16 Weeks														
Texts <i>Link in the texts that you will use</i>	<i>Letter from a Birmingham Jail</i> by Martin Luther King Jr. <i>March</i> by John Lewis (Top Shelf Productions) <i>An Archive of Hope: Harvey Milk’s Speeches and Writings</i> <i>Allegiance</i> by George Takei (musical) Humanrightswatch.org (contemporary non-fiction source) 1619 Project (New York Times Podcast series) “The Chimney Sweeper” by William Blake <i>A Modest Proposal</i> by Johnathan Swift <i>Thirteenth</i> Documentary-Netflix <i>The Triangle Shirtwaist Factory Fire</i> analysis (primary source/secondary source) <i>Just Mercy</i> Film/Book														

Additional Strategies to Promote Process Skills & Competencies

Think-Pair-Share

Give One, Get One

Concentric Circles

Chalk Talk

Fishbowl Strategy

Socratic Seminar

Question Formulation Technique

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. Using what you have learned in the past several sessions, review slides 17-25.
2. Discuss one or more of the following: How are the competencies & KPIs addressed? How does this unit align to planning consideration? What additional ideas, questions, or considerations do you have after reviewing? Where would these pieces live on the template?

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





Compelling or Essential Question

What does it mean to be successful?

What role does failure play in success?



Unit Overview & Relevance

Whereas Unit 1 tends to be focused primarily on the present (as if asking a student Who are you now?), Unit 2 looks forward and asks Who do you want to be?

Using a study of various perspectives and media, students analyze the concept of success from multiple angles. Their continuous reflections, analyses, and syntheses on/of these perspectives build a nuanced understanding that is ultimately expressed in a multi-draft essay.

Forward-thinking students with clear and confident visions of the future are more likely to set and achieve appropriate goals, manage their own lives/time successfully, advocate for themselves during times of trouble, and otherwise contribute productively to their worlds.

Content Competencies

Reading - 1a-b; 2a-b; 3a-b, e-f; 4a-f

Writing - 1a-d; 2a-d; 3a-e

Critical Thinking (Reading) - 1a-g; 2a-b

Critical Thinking (Writing) - 1a-h; 2a-b

Major Texts & Tools

- ◎ “A Man Who Ate His Own Head” by Paul Pedroza
- ◎ “The Hill We Climb” by Amanda Gorman
- ◎ Media and literature outlets including but not limited to BBC, Commonlit, CNN, Newsela, The New York Times, TED, and TIME, including op-eds and narrative nonfiction
- ◎ They Say / I Say by Gerald Graff
- ◎ Graphic Organizers for Reading
- ◎ Music by artists including but not limited to Kendrick Lamar, J. Cole, Elton John, Queen, Lin Manuel Miranda, and Marvin Gaye
- ◎ Outliers by Malcolm Gladwell
- ◎ Reading/Reflection journals (paper notebooks to be distributed by teacher)

Writing Progression

Because the nature of the Major Writing task for this unit relies extremely heavily on evidence from course texts, students are prepared for this in advance and begin synthesizing perspectives on success with the teacher's guidance and extensive modeling.

This is a new skill for students; Unit 1 involves a great deal of structured, scaffolded analysis of individual texts in isolation given the theme of identity.

In Unit 2, by contrast, students are regularly asked to pit authorial perspectives against one another and use evidence to make claims about which perspectives are best. In performing individual text analyses and multi-text syntheses, students take and refer to structured notes, again under the teacher's supervision and modeling.

Responses to individual texts become more independent on the part of students in this unit

Research

Success research project: Interview a successful figure in one's life

Success research project: Research a public figure

Major Writing Task

Process-Analysis Essay: What does it take to be successful?

Using examples from unit texts as the steps in your process, prioritize and describe what is required in order to be successful. Your process analysis should refer to at least three readings from the unit.

3 pages/750 words minimum.

Integration of Writing

For all Major Writing tasks, students are required to produce multi-draft essays. As such, each unit includes a direct focus on organizing, drafting, providing and receiving feedback, and editing (Writing 2a-d) in its concluding weeks.

These concepts become the subjects of informal Process Competency reflection between major writing tasks.

Throughout each unit, students produce short (roughly one page) responses to course text following structures from They Say, I Say. In doing so, they are required to make direct reference to and perform analysis of those course texts. As such, each unit includes repeated, scaffolded instruction on evidence selection, explanation, and citation (Writing 3a-e).

Integration of Writing

For all Major Writing tasks, students are required to synthesize evidence from multiple course texts of their choosing. In some cases, they may also conduct, evaluate, and reference information found in their own research. As such, each unit includes a direct focus on evidence selection, explanation, and citation (Writing 3a-e) in its concluding weeks.

State Resources Created to Date



[Transitional English Best fit Profile for Schools & Students](#)

[Annotated Unit Template](#)

[Text Set Guidance](#)

[Partnership Work Samples](#)

[Annotated Unit Template](#)



Coming:

LAP Checklist

Annotated Approved Course

Student Survey

Resource List