

**Randolph Township Schools  
Randolph High School**

**Transitional English**

*“Tell me and I forget. Teach me and I remember. Involve me and I learn.”*

*– Benjamin Franklin*

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**Randolph Township Schools  
Department of Social Studies  
Transitional English**

**Table of Contents**

<b><u>Section</u></b>	<b><u>Page(s)</u></b>
Mission Statement and Education Goals – District	3
Affirmative Action Compliance Statement	3
Educational Goals – District	4
Introduction	5
Curriculum Pacing Chart	6
APPENDIX	32

## **Randolph Township Schools**

### **Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

### **Randolph Township Schools Affirmative Action Statement**

#### **Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

# **RANDOLPH TOWNSHIP BOARD OF EDUCATION**

## **EDUCATIONAL GOALS**

### **VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

**Randolph Township Schools**  
**Department of Humanities**  
**Transitional English**

**Introduction**

Transitional English is a full-year course designed to prepare students with the foundational reading, writing, speaking, and listening skills they need to succeed in a mainstream English Language Arts Classroom. The course includes a range of genres in speaking, reading and writing, covering purpose, structure, flow, and academic vocabulary and concepts that students need as they transition from the ESL classroom. By drawing connections thematically between various genres of reading and writing, and by regularly exposing students to the various types and purposes of communication through speaking and writing, students will gain a strong understanding of the structural differences between each; learn the key academic vocabulary and communication norms they will need for mainstream English classes, college and career; and will have continual exposure to diverse reading and writing tasks over time. This is an essential component of language acquisition and retention.

Some units may overlap as the ideas or skills taught between units are transferable, while others will largely adhere to a specific time frame and sequence.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Curriculum Pacing Chart**  
**Transitional English**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>3 weeks</b>	<b>I</b>	Essential Skills for College and Career
<b>10 weeks</b>	<b>II</b>	Non-Fiction: Expository and Persuasive Reading and Writing
<b>6 weeks</b>	<b>III</b>	Third Culture Research Project
<b>7 weeks</b>	<b>IV</b>	Fiction
<b>6 weeks</b>	<b>V</b>	The Novel
<b>4 weeks</b>	<b>VI</b>	Individualized Writing Instruction

# RANDOLPH TOWNSHIP SCHOOL DISTRICT

## Transitional English

### UNIT I: Essential Skills for College and Career

**TRANSFER:** Students will be able to access prior knowledge in order to converse, write, comprehend, and interpret written and spoken language by engaging in dialogue, letter, and narrative writing tasks that connect their life stories to their surroundings, identifying the tangible value of their diverse backgrounds.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
RL.9-10.1. Cite strong and thorough textual evidence 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.	Interpersonal communication is critical to assimilating in a new academic setting.	<ul style="list-style-type: none"> <li>● In addition to prior knowledge, how does an individual identify, navigate, and gather the resources he or she needs to be successful?</li> </ul>
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.	Successful participation in a U.S. school community requires the ability to speak, listen, read, and write in English and recognize resources, protocol, and academic conventions.	<ul style="list-style-type: none"> <li>● What is the role of the individual in defining and achieving success in a given context?</li> </ul>
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Knowledge of the language specific to the ELA classroom is important for academic success.	<ul style="list-style-type: none"> <li>● What is the use and purpose of academic or context specific language; how does context impact lexicon choices, linguistic style, and written conventions?</li> </ul>
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.	Cultural capital shapes our life experiences and is highly valued in the academic classroom and beyond.	<ul style="list-style-type: none"> <li>● What is the use of prior knowledge and <i>cultural capital</i>, and how does one capitalize on these resources?</li> </ul>
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>KNOWLEDGE</b>	<b>SKILLS</b>
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.	<b>Students will know:</b>	<b>Students will be able to:</b>

<p>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.</p> <p>L.9-10.6. Acquire and use accurately 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.</p> <p>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.</p>	<p>Domain-specific language is needed to navigate, participate, and communicate successfully in a school community.</p> <p>Success is linked to communication abilities – speaking, listening, reading, and writing.</p> <p>Cultural norms for classroom behavior differ around the world, and sometimes from one subject or teacher to another.</p>	<p>Create a written plan that identifies domain specific (ELA) personal goals and steps required to achieve them.</p> <p>Use Standard English conventions, including syntax, transitions, grammar, and quotations, in order to write effectively.</p> <p>Demonstrate, in writing, their initial competency in punctuation, grammar, and spelling conventions.</p> <p>Use techniques to communicate important information in English while speaking to the class using sentence starters/frames.</p> <p>Communicate verbally in English, practicing the ability to participate in a variety of discussions in an academic setting.</p> <p>Write a creative piece as a form of personal narrative.</p> <p>Write a letter of personal introduction using the proper conventions and mechanics of English.</p> <p>Listen to a speaker and write reflections that recognize similarities between their own experiences and those of the speaker.</p> <p>Conduct themselves in a responsible manner during school emergencies and throughout the day.</p>
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	<p>Procedures and policies exist for emergency drills, hallway conduct, unit-lunch, homework, Genesis, and Blackboard protocol; standards exist regarding responsible conduct for use of school technology.</p> <p><b>VOCABULARY / KEY TERMS:</b> Metacognition, business letter and associated terms (address line, salutation, introduction, body, conclusion), genre, point of view, writing process and associated terms (draft, edit, revise, publish), cultural capital</p>	<p>Review through speaking and listening the essentials of navigating campus life, comparing policies and procedures to their country of origin or prior school and community experiences.</p> <p>Use school technology to write a business letter of introduction which includes proper mechanics, syntax, and organization; pay attention to formatting and multiple submission techniques, including digital.</p> <p>Assess the validity of online translators by comparing results through reading; discuss idioms and multiple-meaning words.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Outlining, drafting, revising and editing a letter of personal introduction and orally presenting it to the class; the final product will be a summative assessment.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Students will draft a letter of personal introduction as a formative assessment.</li> <li>• Students will read and annotate non-fiction, identifying the traits of successful people as a formative reading assessment.</li> <li>• Students will identify their own specific purpose and objectives related to English language development using a graphic organizer.</li> <li>• Students will write a creative piece as a form of personal narrative (identity poem or personal essay).</li> </ul>		

- Students will utilize their own pocket vocabulary journal to develop social and academic English skills.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Transitional English**  
**Unit I: Essential Skills for College and Career**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	<p>Writing Purposes: P.I.E.</p> <ul style="list-style-type: none"> <li>● Persuade</li> <li>● Inform</li> <li>● Entertain</li> </ul> <p>Nonfiction skills:</p> <ul style="list-style-type: none"> <li>● Executive function</li> <li>● Academic goals</li> <li>● Text features</li> <li>● Letter of introduction</li> </ul> <p>Multiple selections, including:</p> <ul style="list-style-type: none"> <li>● “What it takes to be great” by Geoffrey Colvin  <a href="http://www.cnusd.k12.ca.us/cms/lib/CA01001152/Centricity/Domain/1962/ERWC_WhatItTakesToBeGreat.pdf">http://www.cnusd.k12.ca.us/cms/lib/CA01001152/Centricity/Domain/1962/ERWC_WhatItTakesToBeGreat.pdf</a></li> </ul> <p>Fiction/Narrative skills:</p> <ul style="list-style-type: none"> <li>● Vocabulary related to fiction</li> <li>● Author’s purpose</li> <li>● Text features</li> </ul> <p>Multiple selections, including:</p> <ul style="list-style-type: none"> <li>● “My Name” by Sandra Cisneros</li> <li>● “Theme for English B” by Langston Hughes</li> <li>● “Preparing to Network in English,” online course:  <a href="https://www.edx.org/course/preparing-to-network-in-english">https://www.edx.org/course/preparing-to-network-in-english</a></li> </ul>	<p>“Sacrifice for Success,”  <a href="https://www.youtube.com/watch?v=pH3QZvBfZeY">https://www.youtube.com/watch?v=pH3QZvBfZeY</a></p> <p>SOAPStone analysis questions  <a href="https://www.albert.io/blog/soapstone-analysis-guide-for-ap-exams/">https://www.albert.io/blog/soapstone-analysis-guide-for-ap-exams/</a></p> <p>Exemplar letter of introduction for close-reading and modeling.</p> <p>Non-fiction article: “The Power of Talk: Who Gets Heard and Why”  <a href="https://hbr.org/1995/09/the-power-of-talk-who-gets-heard-and-why">https://hbr.org/1995/09/the-power-of-talk-who-gets-heard-and-why</a></p> <p>Texts:</p> <ul style="list-style-type: none"> <li>● <i>Edge Fundamentals</i> - Level B</li> <li>● <i>National Geographic Learning</i></li> <li>● “Narrative Presentations” (World Languages Dept.)</li> </ul> <p>Graphic organizers:</p> <ul style="list-style-type: none"> <li>● KWL chart</li> <li>● Academic goal-setting template</li> <li>● Introduction letter template (differentiated)</li> </ul>

	AVID Strategies -- inquiry, Cornell Notes <a href="https://www.avid.org/">https://www.avid.org/</a>	
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Transitional English**  
**UNIT II: Non-Fiction: Expository and Persuasive Reading and Writing**

**TRANSFER:** Students will be able to interpret complex texts, recognize bias, determine central ideas and supporting details, and form and support opinions regarding real world current topics impacting society today.

<b>STANDARDS / GOALS:</b>  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.  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.9-10.3. 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.  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 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 rhetorical devices to advance that point of view or purpose.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Non-fiction speaking and writing help people comprehend the world.	<ul style="list-style-type: none"> <li>What are the features of non-fiction texts that help determine purpose and aid readers' comprehension and analysis?</li> </ul>
	Although some non-fiction texts are intentionally subjective, recognizing and avoiding bias, whether subtle or overt, is vital.	<ul style="list-style-type: none"> <li>How does one evaluate the purpose and validity of non-fiction texts?</li> </ul>
	Rhetoric can persuade others, offer new viewpoints, challenge ideals, and augment lasting change in society.	<ul style="list-style-type: none"> <li>What are the essential skills required in defense of rhetoric, as well as to employ in one's own speaking and writing?</li> </ul>
	KNOWLEDGE	SKILLS
	<b>Students will know:</b>  Specific conventions used by authors act as signals to the audience as to whether the text/speech is expository or persuasive in nature.	<b>Students will be able to:</b>  Differentiate between expository and opinion-based readings and apply that understanding to their own writing.  Write a clear and thorough summary using appropriate transitions and sequencing of events.  Identify an audience and write to address it appropriately.

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>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.</p> <p>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</p>	<p>The fundamentals of rhetoric and specific strategies used to persuade listeners can be incredibly powerful and useful but also deceptive.</p> <p>Both oral and written opinions must be supported with appropriate and relevant supporting evidence.</p> <p><b>VOCABULARY / KEY TERMS:</b>  P.I.E (persuade, inform, entertain), speaker, occasion, audience, purpose, subject, tone, main idea, supporting detail, counter argument, bias, sequence of events, transition words, call to action, controversy, cause and effect</p>	<p>Read to determine an author's purpose and evaluate stylistic choices.</p> <p>Use a variety of media to read and analyze complex, non-fiction texts.</p> <p>Write persuasively to support an assertion.</p> <p>Write their own arguments to support claims by providing valid reasoning and evidence.</p> <p>Distinguish fact from opinion and identify bias in written and spoken communication.</p> <p>Evaluate the validity of sources and consider counter arguments through speaking and writing.</p> <p>Engage in open discussion on a topic, using appropriate language and strategies to further the conversation and to agree or disagree with peers.</p>
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<p>on others' ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>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.</p> <p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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.</p> <p>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.</p> <p>L.9-10.6. Acquire and use accurately 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.</p>		
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>● Planning, writing, and presenting a current event position statement as a summative assessment; completing listening log responses to the presentations of peers, and engaging in a moderated debate or Socratic discussion of one controversial topic.</li> </ul>		

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Students will learn close-reading and annotation strategies, employing them through writing on articles of the week/current events, as a formative assessment.
- Students will take multiple choice and short response quizzes as a form of assessment and catalyst for reflection on learning.
- Students will identify the main idea and key supporting details from a multitude of articles both in writing and through speaking (interviews, group work, and presenting) as a form of formative and summative assessment throughout the year.
- Students will write well-structured, edited and revised summaries as a form of formative assessment.
- Students will write opinion statements, including a call to action, and present them to the class as a formative assessment tool.



**Transitional**  
**Unit II: Non-Fiction: Expository and Persuasive Reading and Writing**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>10 Weeks</b>	<p>Newsela</p> <p>Teacher Selections DACCA, Dreamers, Immigration</p> <p>NBLearn and other online media sources</p> <p>Student Choice Current Event articles from country of origin</p> <p>Article of the Week by Kelly Gallagher</p>	<p>Soapstone strategy</p> <p>Summary and Position paragraph frames</p> <p>Sentence starters</p> <p>AVID strategies: WICOR (writing, inquiry, collaboration, organization, reading)</p> <p>Vocabulary squares</p> <p>Teacher-made In-Context Grammar Worksheets and Handouts</p>

### UNIT III: Third Culture Research Project

**TRANSFER:** Students will be able to draw connections between their prior experience and new information in order to gain a broader perspective on a current task or bring their unique perspective to a new situation.

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.	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
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.	Having a rich multicultural background provides valuable perspective in and out of the classroom.	<ul style="list-style-type: none"><li>● What are the advantages of being a third culture kid?</li></ul>
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.	Bringing prior knowledge to bear on new information and situations leads to new understandings and enhances one’s value in social and professional contexts.	<ul style="list-style-type: none"><li>● How does one’s prior experience provide a context through which to build new understandings?</li></ul>
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.	Conducting and using research to augment prior knowledge, on one’s own, is an essential life skill that requires the synthesis of multiple competencies.	<ul style="list-style-type: none"><li>● What are the conventions for conducting, validating, and using research in an academic setting?</li></ul>
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>KNOWLEDGE</b>	<b>SKILLS</b>
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.	<b>Students will know:</b>  Appropriately drawing connections between their first culture and their second culture enhances their learning experience; connections exist between their own experiences and the experiences of others from diverse origins; and their unique experiences have value in the classroom and beyond.	<b>Students will be able to</b>  Draw connections in writing and through speaking, between multiple sources, including their own life experience, fiction, and non-fiction texts.
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.	Conducting research requires inquiry, deep thinking, and a thorough vetting of one’s sources.	Reflect in writing and through classroom discussions on the connections between their own life, their school, and their community (see Ecological Systems Theory).
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.		Conduct, vet, and read research using online and print resources.
W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each		Write a multiple page research paper; include a MLA works cited page and in-text citations.

<p>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).</p> <p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p> <p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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.</p>	<p>Presenting to an audience requires preparation and practice.</p> <p><b>VOCABULARY / KEY TERMS:</b>          MLA works cited, in-text citation, third culture, intro-body-conclusion, subtitle, perspective/point of view, cultural capital</p>	<p>Create a visual presentation aid using PowerPoint, Google slides, or other online presentation software; incorporate both self-created materials and proper citation of sources.</p> <p>Draft, revise, edit, respond to feedback, and present live to an audience with the help of digital tools.</p> <p>Engage in active listening, including writing main ideas and supporting details from an observed oral presentation.</p>
<p><b>ASSESSMENT EVIDENCE:</b> Students will show their learning by:</p>		

Presenting to an audience requires preparation and practice.

Create a visual presentation aid using PowerPoint, Google slides, or other online presentation software; incorporate both self-created materials and proper citation of sources.

Engage in active listening, including writing main ideas and supporting details from an observed oral presentation.

**ASSESSMENT EVIDENCE:** Students will show their learning by:

- As a summative assessment, students will write a research paper with a works cited, and give a supporting presentation to the class.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Students will read, annotate, and write a reflection on an article about the concept of third culture as a formative assessment.
- Students will research demographic information about their country and town of origin.
- Students will create a PowerPoint or other online software presentation using both outside sources as well as their own images as a learning task and formative assessment.
- Students will outline, draft, revise, and edit a research paper on their experience as a third culture kid.
- Students will present to the class as a formative assessment.
- Students will listen to presentations, finding key information and creating written reflections about what they hear.
- Students will create an MLA works-cited page.

**Transitional  
Unit III: Third Culture Research Project**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>6 Weeks</b>	<p>“Where is my Country” by Nellie Wong</p> <p>“Legal Alien” by Pat Mora</p> <p>“Third Culture Kid” article</p> <p>Online search: country of origin</p> <p>Current event articles on students’ countries of origin</p> <p>OWL Purdue MLA guide  <a href="https://owl.english.purdue.edu/owl/resource/747/01/?_ga=2.19623804.558179429.1522454400-1709346682.1522454400">https://owl.english.purdue.edu/owl/resource/747/01/?_ga=2.19623804.558179429.1522454400-1709346682.1522454400</a></p> <p><i>Evaluating Sources</i>  <a href="https://owl.english.purdue.edu/owl/resource/553/01/">https://owl.english.purdue.edu/owl/resource/553/01/</a></p> <p>Ecological Systems Theory  <a href="http://www.floridahealth.gov/AlternateSites/CMS-Kids/providers/early_steps/training/documents/bronfenbrenners_ecological.pdf">http://www.floridahealth.gov/AlternateSites/CMS-Kids/providers/early_steps/training/documents/bronfenbrenners_ecological.pdf</a></p>	<p>3rd Culture Survey (are you a third culture kid?)</p> <p>Exemplar passages/teacher modeling</p> <p>Paper outline</p> <p>Sentence frames</p> <p>Templates for online presentations</p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT  
Transitional**

## UNIT IV: Fiction

**TRANSFER:** Literature provides insight to the human condition, and close examination of a text will help one gain literary knowledge, cultural knowledge, and the skills necessary to surmount the challenges posed by complex texts.

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p>RL.9-10.1. Cite strong and thorough textual evidence 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.</p>	<p>Authors make choices to leave readers with a specific impression. Recognizing those choices is essential to understanding the piece, in the same way that reflecting on life leads to understanding and emotional and social maturity.</p>	<ul style="list-style-type: none"> <li>Why do short stories matter; how does literature reflect, relate to, and influence life?</li> </ul>
<p>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.</p>	<p>By knowing which elements or features of a text to examine, readers can comprehend meaning that is insightful and useful.</p>	<ul style="list-style-type: none"> <li>How does one apply strategies or literary elements to more deeply comprehend a work of fiction?</li> </ul>
<p>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.</p>	<p>Writers begin with intended purpose, and organize their writing using detail and elaboration to make their ideas clear to their intended audience.</p>	<ul style="list-style-type: none"> <li>How does one appropriately analyze and evaluate fiction through writing?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
<p>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).</p>	<p><b>Students will know:</b></p> <p>Universal themes are often applicable to the author's specific era and provide insight into that period. The theme may also have lasting implications across time and culture.</p>	<p><b>Students will be able to:</b></p> <p>Draw connections through group discussion, the use of graphic organizers, and writing, between the text and the historical context in order to enhance their analysis.</p>
<p>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).</p>	<p>In prose as well as poetry, authors employ literary elements to convey themes and to challenge readers to interpret messages on multiple levels.</p>	<p>Identify and analyze, through discussion and in writing, the use and impact of literary devices.</p>
<p>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.</p>		<p>Select and analyze evidence that supports a statement of author's purpose.</p>

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>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.</p> <p>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.</p>	<p>Topics and themes addressed in narrative mirror and provide insight about real world human issues.</p> <p><b>VOCABULARY / KEY TERMS:</b> analyze/analysis, character development, infer, ambiguity, conflict (internal and external), plot curve, resolution, topic, theme, figurative language, narrative, compare/contrast</p>	<p>Integrate textual evidence into complete sentences.</p> <p>Make predictions in writing based on genre, foreshadowing, and other text features.</p> <p>Compare character motives using graphic organizers such as T-Charts and Venn Diagrams.</p> <p>Identify and evaluate the methods used in a story that build suspense.</p> <p>Students will compare the treatment of similar topics and themes across genres and media such as poetry, art, or current events.</p>
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<p>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.</p> <p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>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.</p> <p>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.</p> <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.6. Acquire and use accurately 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</p>		
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>As a summative assessment, demonstrating an understanding of the features of narrative that contribute to purpose or theme by collaborating in small groups to diagram key elements of a story, identifying supporting detail or textual evidence to support a theme statement, and presenting their findings on a visual chart.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p>		



- Students will read, annotate, and develop a collaborative analysis in writing of multiple short stories as a formative reading comprehension assessment.
- Students will respond to short answer analysis questions on both formative and summative assessments.
- Students will write predictions, reflections, and journal responses to prompts that are thematically relevant to the literature as a formative assessment.
- Students will have collaborative discussions in order to determine and write evidence to support claims as formative assessment.
- Students will explore through narrative writing the ways in which their own choices as an author impact theme.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Transitional**  
**Unit IV: Fiction**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
7 Weeks	<p>“The Most Dangerous Game” by Richard O’Connell</p> <p>“The Interlopers” by Saki</p> <p>“The Lady or the Tiger” by Frank R. Stockton</p> <p>“The Necklace” by Guy de Maupassant</p> <p>Other selected short stories</p> <p>Langston Hughes resource:  <a href="http://larryferlazzo.edublogs.org/2018/02/01/langston-hughes-was-born-on-this-day-in-1902-here-are-two-good-lessons-for-ells-using-his-poetry/">http://larryferlazzo.edublogs.org/2018/02/01/langston-hughes-was-born-on-this-day-in-1902-here-are-two-good-lessons-for-ells-using-his-poetry/</a> </p>	<p>R.A.C.E (Repond, answer all parts of the question, cite or paraphrase, explain how the evidence supports your assertion)</p> <p>YouTube</p> <p>Pixar Shorts</p> <p>“The Birds”</p> <p>Pinocchio selection</p> <p>Say-Mean-Matter (evidence analysis) charts</p> <p>Triple Entry Journals</p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Transitional**  
**UNIT V: The Novel**

**TRANSFER:** In addition to the application of techniques and skills applied to shorter works of literature, students will be able to organize their thoughts and ideas, and plan and monitor their own workload around longer, more complex texts as they progress toward college and career readiness.

<b>STANDARDS/GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p>RL.9-10.1. Cite strong and thorough textual evidence 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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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).</p> <p>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.</p>	Reading provides entertainment, improves cognitive ability, and provides essential information and wisdom.	<ul style="list-style-type: none"> <li>• How does a reader determine meaning in a longer text?</li> </ul>
	Reading across a wide range of genres is an essential tool in language acquisition that requires consistent practice.	<ul style="list-style-type: none"> <li>• What strategies do experienced readers use, and what does active reading look like?</li> </ul>
	Reading, writing, and speaking are closely linked skills; the ability to comprehend, speak, and write about literature enhances cognition and language acquisition.	<ul style="list-style-type: none"> <li>• How does one communicate effectively about a text through a variety of different media (spoken and written)?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b></p> <p>Reading longer texts requires additional strategies for both comprehension and task completion.</p>	<p><b>Students will be able to:</b></p> <p>Use a graphic organizer to plan and monitor a reading schedule that includes metacognitive strategies for checking comprehension.</p> <p>Identify passages in writing that require additional analysis, research, or outside assistance to improve comprehension or acquire a deeper understanding.</p> <p>Utilize strategies for managing a rigorous course load that require reading longer, complex texts and reading outside the classroom (annotate, take notes, conduct reading journals, question the text, dialectical journals and use other strategies</p>

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>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.</p> <p>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.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and</p>	<p>The ability to determine, state, and support a statement of the author's purpose is an essential skill in the mainstream ELA classroom.</p> <p>Different types of speaking and writing require different conventions; context of significant works impacts form, structure, and content.</p> <p><b>VOCABULARY / KEY TERMS:</b> Point of view, author's purpose, genre, textual evidence, literary analysis, integrated quotation, MLA works-cited, Intro-Body-conclusion (hook, claim, topic sentence, and other anatomical features of essay writing)</p>	<p>to monitor and improve reading comprehension of longer texts.)</p> <p>Distinguish between central and minor themes.</p> <p>Select and analyze appropriate textual evidence to support a claim.</p> <p>Form a claim of a text's central purpose that is supported by textual evidence and analysis.</p> <p>Communicate through speaking and writing about a variety of longer texts, using appropriate academic language.</p> <p>Determine the effects of context on the meaning of words, rereading difficult passages and seeking additional resources when necessary.</p> <p>Determine appropriate synonyms or word meanings based on context.</p> <p>Explain in writing the impact and purpose of stylistic and plot choices made by the author of a text.</p>
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<p>logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p> <p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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.</p> <p>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.</p> <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.6. Acquire and use accurately 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.</p>		
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>● Outlining, revising, editing, and writing a multiple paragraph literary analysis essay, the final draft of which will be a summative assessment.</li> <li>● Presenting a five-minute critique (live or via video) of a novel- or novella-length text that will be scored using a rubric, as a summative assessment.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p>		

- Students will read and annotate a novella.
- Students will create a quotation journal using the Say-Mean-Matter format (what does the text say, what does this mean, why does this matter/what are the implications for the lens we're using).
- Students will work in groups to create thoroughly supported short-answer responses in writing.
- Students will create their own weekly reading schedule and monitor their progress.
- Students will create written dialectical journals as a formative assessment.
- Students will craft written book buzz scripts / literature summaries and critiques as a formative assessment.
- Students will regularly conference with teacher, speaking about literature as a formative assessment.
- Students will improve their ability for silent, sustained reading (SSR) from 5 minutes to 15 minutes or more.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Transitional**  
**Unit V: Novel Unit**

SUGGESTED	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
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TIME ALLOTMENT		
<b>6 Weeks</b>	<p>Sample texts:</p> <p><i>Tangerine</i> by Edward Bloor  <i>The Pearl</i> by John Steinbeck  <i>The House on Mango Street</i> by Sandra Cisneros</p> <p>Student Choice Novels: fiction or non-fiction</p>	<p>Reading calendar bookmarks</p> <p>Say-Mean-Matter Charts or triple-entry journals</p> <p>Essay outlines, sentence frames, and exemplars</p> <p>RHS writing outlines and rubrics</p> <p>Book Buzz Script</p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Transitional**  
**UNIT VI: Individual Writing Instruction**

**TRANSFER:** Students will be able to develop, edit, and revise written assignments, applying the fundamental elements of effective academic writing crafted for a specific audience.

STANDARDS/GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Communicating effectively requires careful consideration and use of grammatical and stylistic elements of the language.</p>	<ul style="list-style-type: none"> <li>• What does it take to be understood and to convey exactly what one intends to a specific audience?</li> </ul>
<p>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.</p>	<p><i>How</i> one writes and speaks is equally as important as <i>what</i> one is attempting to convey.</p>	<ul style="list-style-type: none"> <li>• How does one tailor a message to target a specific outcome?</li> </ul>
<p>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.</p>	<p>Learning a language is a lifelong process that requires taking control of one’s own education goals.</p>	<ul style="list-style-type: none"> <li>• How does one continue to develop language skills beyond the walls of the classroom?</li> </ul>
<p>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.</p> <p>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).</p> <p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single</p>	KNOWLEDGE	SKILLS
	<p><b>Students will know:</b></p> <p>Editing and revising are essential to the writing process of all genres.</p> <p>The essential elements of a sentence, and the impact of punctuation on meaning.</p>	<p><b>Students will be able to:</b></p> <p>Edit and revise their own work, specifically identifying areas for further review or outside assistance.</p> <p>Write and speak using descriptive language and original tone, while adhering to the written conventions of the writing task.</p> <p>Properly use punctuation when writing.</p> <p>Employ strategies for writing complex and compound sentences.</p>



<p>sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>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.</p> <p>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.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p> <p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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.</p> <p>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.</p> <p>L.9-10.6. Acquire and use accurately 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.</p>	<p><b>VOCABULARY / KEY TERMS:</b></p> <p>The academic language of writing (intro-body-conclusion; claim/assertion/thesis; topic sentence, textual evidence, etc.), transition and sequence of events, conjunction, clause, phrase, flow, syntax</p>	
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- As a summative assessment, students will teach a lesson to the class on a writing skill they identified as an area for improvement.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Students will take writing surveys based on teacher feedback on their writing, through which they will identify strengths and weaknesses in their own writing, as a formative assessment.
- Students will engage in Bell Ringer daily language skills problems as a formative assessment that troubleshoots issues specific to their writing.
- Students will research specific writing skills, individually selected for each student, based on areas of need, and create a presentation of those skills, as a formative assessment.
- Students will create their own problem set/quiz as a check for understanding of key writing concepts they are working on.
- Students will maintain a vocabulary pocketbook, creating a log for new vocabulary that they encounter and learn throughout their day.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Transitional**  
**Unit VII: Individual Writing Instruction**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	<p><i>English Essential, what everyone needs to know about grammar, punctuation, and usage</i> by John Langan and Beth Johnson</p> <p><i>Prentice Hall Writing and Grammar -- Grade Nine</i></p>	<p>FANBOYS</p> <p>The most common syntactic structures used in English</p> <p>Khan Academy</p> <p>Nomoredink.com</p>

#### APPENDIX ITEM 1: SUMMARY WRITING SCAFFOLD

Title: \_\_\_\_\_

Author:\_\_\_\_\_

Genre:\_\_\_\_\_

Based on the article title, introduction section, and conclusion section, the main idea of the article is\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Three details that support this statement of the main idea are:

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

Purpose?\_\_\_\_\_

Intended Audience\_\_\_\_\_

NOW put each sentence together into one paragraph.

## QUICK REFERENCE GUIDE FOR WRITING

**1.Summary=** TAG+Main Idea + supporting detail w/transitions + audience & purpose

### 2.Transitions

Add to

detract from

In addition, / Also, / Furthermore, / What is more,	On the other hand, / However, /John says __, but according to __, __
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### 3. Sequence of events

First, Second, Next, Then, Following\_\_\_\_, Finally, In the end, Ultimately, In conclusion,

### 4. Sentence frames for evidence:

According to \_\_\_\_\_, \_\_\_\_\_.

The author states \_\_\_\_\_.

\_\_\_\_\_ shows \_\_\_\_\_ when she writes “\_\_\_\_\_.”

### 5. Analysis of evidence (limited usage in summarizing)

As a result of \_\_\_\_\_, it is clear that\_\_\_\_\_.

This evidence suggests that\_\_\_\_\_.

Despite \_\_\_\_\_, it is possible that\_\_\_\_\_.

Considering \_\_\_\_\_, it becomes clear that\_\_\_\_\_.

## APPENDIX ITEM 2: Opinion Statement Scaffold

## CREATING AN OPINION STATEMENT

Following your summary of the article, generate an Opinion Paragraph:

- Why is this issue important and to whom?
- Make clear that their or multiple opinions, and clarify your own stance (They say/I say)
- Give reasons why you believe you are correct
  - \*use counter-argument as well as specific evidence.
- End with a call to action: what should people do?

SENTENCE FRAMES (write out on your own).

This issue is important because \_\_\_\_\_. Although some people believe \_\_\_\_\_, \_\_\_\_\_. (I believe that) \_\_\_\_\_ because \_\_\_\_\_. Furthermore, \_\_\_\_\_. Some people might say \_\_\_\_\_, but \_\_\_\_\_. People who oppose \_\_\_\_\_ believe that \_\_\_\_\_; however, \_\_\_\_\_. It is important to \_\_\_\_\_. Therefore, (people/Americans/parents/...what specific group of people?) should \_\_\_\_\_ (CALL TO ACTION)

\*Consider the “They say...I say” technique: They say\_\_\_\_\_, but I say\_\_\_\_\_

## APPENDIX ITEM 3: Book Buzz Script and Rubric

Book Buzz - script

Title of work: \_\_\_\_\_ By: \_\_\_\_\_

Genre: \_\_\_\_\_

Rating (1 star low, 5 star a must read): \_\_\_\_\_

Summary (TAG line, basic situation, resolution, and who final statement about who would most enjoy this book / intended audience):

[illegible]

Excerpt/key lines (what would you hear in a promo/commercial for this book)

## Quote

## Analysis

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Finally, why does this book matter / why should people read it?

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BOOK BUZZ RUBRIC 38 points

INTRO +9

- Introduces the text +3
- Clarifies the genre(s) +3
- Rates the book +3

BACKGROUND +20

- Clear summary that gives an ordered account of the plot +10
- Clarifies the purpose of the story (themes/messages) +5
- Calls out a key line and it's meaning +5

CLOSING +3

- Predicts who would like this book and who might not +3

LANGUAGE +6

- Clear pronunciation and volume +2
- Good transitions/smooth conversation +2
- Correct use of vocabulary and literature terminology +2



**APPENDIX ITEM 4: Self-Managing Reading Bookmarks**



Book Mark for \_\_\_\_\_

Title of Book\_\_\_\_\_

COMPLETION DATE\_\_\_\_\_

Pages	Target Date
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## APPENDIX ITEM 5: Say-Mean-Matter Chart (sample)

### TOPIC: THE AMERICAN DREAM

Say	Mean	Matter
"I done a bad thing. I done another bad thing" (91)	This is the moment Lennie kills...  This means he will have to run away and hide in the brush.	This is significant to their dream because....
"Candy dropped his head and looked down at the hay. He knew" (94).	Candy realizes that they will not.....	The reader now knows too that the American Dream...
"'Never ast nobody's say-so...the little fat stove...an' the rain comin'" (96)	This means that the dream was very important to Candy.	Their dream, the American Dream, meant happiness, security, freedom, and home.
"Guys like us got no family" (104).	Their dream has value only because it is a shared vision.	The American Dream is a vision of home, and that includes <i>family</i> as well as security and freedom.

### Follow Up Questios:

**\*Why did George do it and was it the right thing to do?**

**\*Relate Steinbeck's opinion about whether or not the American Dream is possible, back to the title.**