



**Transitional Literacy**  
**Arkansas**  
**English Language Arts Standards**  
**2016**

Course Title: Transitional Literacy  
Course/Unit Credit: 1  
Course Number: 496040  
Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.  
Grades: 11-12

### Transitional Literacy

Transitional Literacy is a two-semester English language arts (ELA) course, designed to accelerate students' literacy skills essential for college and career readiness. In Transitional Literacy, students receive instruction in reading, writing, speaking and listening, and language, emphasizing literary and informational texts from diverse genres in print and digital formats. The texts selected for the course must be within the Grade 11-12 text complexity band and increase in complexity over time. The course closely examines unique characteristics of texts from each discipline and emphasizes the specific strategies needed to comprehend them. The course focuses on developing the requisite literacy skills for success in higher education and the workforce by incorporating texts from ELA, history/social studies, science, and technical subjects. The texts will also be used as models for student writing products, emphasizing both informative and argumentative types.

Arkansas Code Annotated (A.C.A.) § 6-15-2012(b) states, "(b) A high school shall provide for each student who does not meet the college and career readiness standards under the assessment: (1) One (1) or more transitional courses designed to help the student reach college and career readiness standards; and (2) Related strategies to allow for accelerated skill and knowledge development consistent with the college and career readiness standards." Arkansas schools may fulfill this requirement of providing a transitional course in literacy by offering Transitional Literacy.

It is suggested that students enrolling in this course meet the following criteria:

- be in the 11<sup>th</sup> or 12<sup>th</sup> grade and
- have scored below the literacy college readiness determination cut score on an Arkansas Department of Education (ADE) approved college readiness assessment, pursuant to ADE rules and Arkansas Higher Education Coordinating Board policy.

Schools offering Transitional Literacy as outlined above do not need to seek additional ADE approval. Transitional Literacy may be counted as an English language arts career focus elective under Smart Core.

Strand	Content Standard
Engaging the Reader	
	1. Students will become self-directed readers by engaging in literacy experiences relevant to college, career, everyday life, and personal experiences.
Reading	
	2. Students will read and comprehend a variety of informational and literary texts from English language arts, history/social studies, science, and technical subjects.
Writing	
	3. Students will write a variety of discipline-specific texts.
Speaking and Listening	
	4. Students will engage in various modes of verbal and non-verbal discourse.
Language	
	5. Students will increase knowledge and application of vocabulary and language structures used in English language arts, history/social studies, science, and technical subjects.

Notes:

1. Each level continues to address earlier Student Learning Expectations (SLEs) as needed.
2. Student Learning Expectations (SLEs) may be taught in any sequence.
3. Italicized words in this document appear in the glossary.
4. All items in a bulleted list are required to be taught.
5. The examples given (e.g.,) are suggestions to guide the instructor.

## How the Anchor Standards are Labeled

**R**

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**CCR**

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**1**

The letter in the first position of the anchor standard numbering system represents the strand:

- Reading (R)
- Writing (W)
- Speaking and Listening (SL)
- Language (L)

The symbol in the second position of the anchor standard numbering system represents college and career readiness.

The number in the third position of the anchor standard numbering system represents the standard.

## How the SLEs are Labeled

**D** . **10** . **DIII** . **2**

Letters in the first position represent the Strand name (e.g., Delivery).

Numbers in the second position represent the Standard number (e.g., Standard 10).

Symbols in the third position represent the Course name and level (e.g., Debate III).

Numbers in the fourth position represent the SLE number (e.g., SLE 2).

Strand: Engaging the Reader

Content Standard 1: Students will become self-directed readers by engaging in literacy experiences relevant to college, career, everyday life, and personal experiences.

		AR ELA Alignment
ER.1.TL.1	Set personal learning goals to develop silent reading fluency, reading stamina, and comprehension	SL.CCR.1, SL.CCR.6, L.CCR.1, L.CCR.2, L.CCR.3, L.CCR.6
ER.1.TL.2	Monitor progress toward established personal goals, adjusting strategies and approaches as needed to continue growth	W.CCR.6, W.CCR.9, SL.CCR.2, SL.CCR.4, SL.CCR.5, SL.CCR.6, L.CCR.1, L.CCR.6
ER.1.TL.3	Self-select real-world materials from multiple disciplines as an emerging adult reader	R.CCR.10
ER.1.TL.4	Participate in collaborative learning routines (e.g., blogging, extended discussion, Questioning the Author, Socratic Seminars), using diverse texts that offer multiple perspectives of real-world experiences between cultures and communities	R.CCR.1, R.CCR.2, R.CCR.3, R.CCR.4, R.CCR.5, R.CCR.6, R.CCR.7, R.CCR.8, R.CCR.9, R.CCR.10, W.CCR.4, W.CCR.6, W.CCR.7, W.CCR.8, W.CCR.9, W.CCR.10, SL.CCR.1, SL.CCR.2, SL.CCR.3, SL.CCR.4, SL.CCR.5, SL.CCR.6, L.CCR.1, L.CCR.2, L.CCR.3, L.CCR.4, L.CCR.5, L.CCR.6
ER.1.TL.5	Engage in real-world literacy practices (e.g., comparisons of opinion editorials, construction of <i>multimedia</i> presentations, creation of public service announcements, simulations of court and corporate environments)	R.CCR.7, W.CCR.4, W.CCR.6, W.CCR.7, W.CCR.8, W.CCR.9, W.CCR.10, SL.CCR.4, SL.CCR.5, SL.CCR.6

Strand: Reading

Content Standard 2: Students will read and comprehend a variety of informational and literary texts from English language arts, history/social studies, science, and technical subjects.

		AR ELA Alignment
R.2.TL.1	Apply integrated comprehension strategies (e.g., analyze, determine central ideas, evaluate, infer, paraphrase, question, summarize, <i>synthesize</i> ) to improve understanding of increasingly complex print, non-print, and digital texts during close reading	R.CCR.1, R.CCR.2, R.CCR.3, R.CCR.4, R.CCR.5, R.CCR.6, R.CCR.7, R.CCR.8, R.CCR.9, R.CCR.10
R.2.TL.2	Use fix-up strategies (e.g., chunking text, predicting, rereading, slowing down, visualizing) to self-monitor comprehension and repair or maintain understanding of text	R.CCR.10, W.CCR.10, L.CCR.3, L.CCR.4, L.CCR.6
R.2.TL.3	Apply knowledge of text features (e.g., bold headings, charts, graphs, hyperlinks, interactive diagrams, italicized words, pictures, sidebars, tables) to determine key ideas and details	R.CCR.1, R.CCR.2, R.CCR.3, R.CCR.10
R.2.TL.4	Analyze multiple text structures (e.g., chronological, compare and contrast, definition, problem/solution, procedural, question/answer) to clarify meaning	R.CCR.5, R.CCR.10
R.2.TL.5	Summarize informational and literary texts by accurately and <i>succinctly</i> paraphrasing the key ideas and details	R.CCR.2, W.CCR.4, W.CCR.10, SL.CCR.4, SL.CCR.6, L.CCR.1, L.CCR.2, L.CCR.3, L.CCR.6
R.2.TL.6	Analyze informational and literary texts for audience, purpose, and <i>craft</i>	R.CCR.4, R.CCR.5, R.CCR.6, R.CCR.9
R.2.TL.7	Analyze informational and literary texts to comprehend explicit and inferred meaning	R.CCR.1, R.CCR.2, R.CCR.3
R.2.TL.8	Analyze literary devices (e.g., allusion, extended metaphor, imagery, irony, paradox, satire) to develop deeper comprehension of informational and literary texts	R.CCR.4, R.CCR.5, L.CCR.5
R.2.TL.9	Comprehend <i>multimedia</i> text through analysis of devices (e.g., analogy, center of interest, composition, exaggeration, symbolism) used to convey meaning	R.CCR.7, W.CCR.8, L.CCR.3, L.CCR.5

R.2.TL.10	Evaluate <i>multimedia</i> texts for bias, accuracy, and credibility	R.CCR.7, W.CCR.8, L.CCR.3, L.CCR.5
R.2.TL.11	<i>Synthesize</i> information and ideas from multiple texts, including primary, secondary, and <i>multimedia</i> sources	W.CCR.8, W.CCR.9, SL.CCR.2, SL.CCR.4, SL.CCR.5, L.CCR.1, L.CCR.2, L.CCR.3, L.CCR.5, L.CCR.6



Strand: Writing

Content Standard 3: Students will write a variety of discipline-specific texts.

		AR ELA Alignment
W.3.TL.1	Use the writing process to create formal argumentative and informational texts that are supported with relevant textual evidence, cited from multiple informational and literary sources (e.g., charts, graphs, print and <i>multimedia</i> texts, works of art), using a style manual for the specific discipline	W.CCR.1, W.CCR.2, W.CCR.4, W.CCR.5, W.CCR.6, W.CCR.7, W.CCR.8, W.CCR.9, W.CCR.10
W.3.TL.2	Produce <i>on-demand</i> , evidence-based writing as a tool for learning	W.CCR.4, W.CCR.6, W.CCR.7, W.CCR.9, W.CCR.10, L.CCR.3, L.CCR.6
W.3.TL.3	Write with clarity to achieve coherence by stating a main idea and establishing and maintaining an organizational structure within which information and ideas flow logically	W.CCR.4, W.CCR.5, W.CCR.6
W.3.TL.4	Write with clarity and coherence for a specific audience and purpose, developing an appropriate register (e.g., formal, informal) through voice, style, and tone	W.CCR.4, W.CCR.5, W.CCR.6, L.CCR.1, L.CCR.2, L.CCR.3
W.3.TL.5	Compare and contrast multiple viewpoints from literary and informational texts written for a broad audience, including historical and scientific texts	R.CCR.1, R.CCR.2, R.CCR.3, R.CCR.9
W.3.TL.6	Interpret recorded data and other information to address a question or to solve a problem through both short and sustained research	R.CCR.7, W.CCR.7, W.CCR.8, W.CCR.9, SL.CCR.2
W.3.TL.7	Write to defend individual interpretations of texts	W.CCR.1, W.CCR.4, W.CCR.5, W.CCR.6, W.CCR.7, W.CCR.8, W.CCR.9, W.CCR.10
W.3.TL.8	Write to explain the author's point of view	W.CCR.1, W.CCR.4, W.CCR.5, W.CCR.6, W.CCR.7, W.CCR.9

W.3.TL.9	Locate, evaluate, and organize information, using technology as available, to complete the writing process independently and with peers	R.CCR.7, W.CCR.4, W.CCR.6, W.CCR.8, SL.CCR.5
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Strand: Speaking and Listening

Content Standard 4: Students will engage in various modes of verbal and non-verbal discourse.

		AR ELA Alignment
SL.4.TL.1	Engage in small and large group discussions using a variety of discussion formats (e.g., Fish Bowl, Jigsaw, Socratic Seminars)	SL.CCR.1, SL.CCR.2, SL.CCR.3, SL.CCR.4, SL.CCR.6, L.CCR.1, L.CCR.3, L.CCR.6
SL.4.TL.2	Participate actively and appropriately in discussions about literary and informational texts from English language arts, history/social studies, science, and technical subjects	SL.CCR.1, SL.CCR.2, SL.CCR.3, SL.CCR.4, SL.CCR.6, L.CCR.1, L.CCR.3, L.CCR.6
SL.4.TL.3	Support claims with relevant evidence from multiple literary and informational sources (e.g., charts, graphs, print and <i>multimedia</i> texts, works of art) during discussions	SL.CCR.2, SL.CCR.4, SL.CCR.5, SL.CCR.6, L.CCR.1, L.CCR.2, L.CCR.3, L.CCR.6
SL.4.TL.4	Integrate <i>multimedia</i> and visual displays into various presentational formats to clarify information, strengthen claims and evidence, and add interest	W.CCR.6, SL.CCR.5
SL.4.TL.5	Use knowledge of language and its conventions according to purpose, audience, and task when speaking	W.CCR.4, SL.CCR.4, L.CCR.1, L.CCR.2, L.CCR.3

Strand: Language

Content Standard 5: Students will increase knowledge and application of vocabulary and language structures used in English language arts, history/social studies, science, and technical subjects.

		AR ELA Alignment
L.5.TL.1	Use a variety of strategies and resources (e.g., contextual analysis, etymology, function, inflected forms, morphology, semantics, dictionaries, vocabulary notebooks) independently to examine various aspects of unfamiliar words to aid comprehension and acquisition of new vocabulary in context	R.CCR.4, L.CCR.4, L.CCR.6
L.5.TL.2	Apply knowledge of affixes and roots (e.g., Greek, Latin) to determine meaning of new words	L.CCR.4, L.CCR.6
L.5.TL.3	Use <i>denotation</i> and <i>connotation</i> to select appropriate vocabulary for a particular purpose, audience, and task	R.CCR.4, W.CCR.4, L.CCR.3, L.CCR.4
L.5.TL.4	Apply appropriate academic and domain-specific vocabulary when responding to and discussing a wide range of literary and informational text	L.CCR.3, L.CCR.4, L.CCR.5, L.CCR.6
L.5.TL.5	Analyze the contextual meaning of figures of speech (e.g., colloquialisms, idioms) as they influence meaning and tone	R.CCR.4, L.CCR.3, L.CCR.4, L.CCR.5, L.CCR.6
L.5.TL.6	Analyze syntactical structures in individual sentences and paragraphs within a text	R.CCR.5, W.CCR.9, SL.CCR.3, L.CCR.3
L.5.T.7	Analyze transitional elements to identify text structures and relationships of paragraphs within larger sections of text	R.CCR.4, R.CCR.5, L.CCR.3, L.CCR.5
L.5.T.8	Use standard grammatical and syntactical conventions: <ul style="list-style-type: none"> <li>● coordination and subordination of phrases and clauses</li> <li>● pronoun-antecedent agreement</li> <li>● shifts in verb tense and mood</li> <li>● subject-verb agreement</li> </ul>	W.CCR.4, SL.CCR.4, SL.CCR.6, L.CCR.1, L.CCR.3

## Glossary for Transitional Literacy

Connotation	The idea or feeling that a word invokes in addition to its literal meaning; the implied meaning
Craft	The literary elements and rhetorical devices an author uses to create a piece of writing
Denotation	The most specific or direct meaning of a word, in contrast to its figurative or associated meanings; dictionary meaning of a word
Fluency	The ability to read with appropriate speed, expression, and accuracy
Multimedia	Using, involving, or encompassing several media (e.g., photographs, films, art, music, digital productions)
On-demand writing	Writing for a specific purpose within a given amount of time, often scored with a rubric
Reading stamina	The ability to sustain a prolonged period of independent reading
Succinctly	Precisely concise
Synthesize	Combining two or more components to form a new whole. The “components” are the findings of the sources that are gathered and read; the “new whole” is the conclusion drawn from those findings.

## Contributors

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