Transitional Literacy

English Language Arts Curriculum Framework

2015

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 dramatically 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
- be in the 11th or 12th 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.

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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. Student Learning Expectations may be taught in any sequence.
2. The examples given (e.g.,) are suggestions to guide the instructor.
3. Common Core State Standards (CCSS) alignment key, CCRA.R.1 = College and Career Ready Anchor Standard. Reading.1

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.

		CCSS Alignment
ER.1.TL.1	Set personal learning goals to develop silent reading fluency, reading stamina, and comprehension	R.11-12.10
ER.1.TL.2	Monitor progress toward established personal goals, adjusting strategies and approaches as needed to continue growth	R.11-12.10
ER.1.TL.3	Self-select real-world materials from multiple disciplines as an emerging adult reader	R.11-12.3, 4, 7, 10 SL.11-12.2
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.11-12.1, 3, 9 SL.11-12.1, 2, 4, 6
ER.1.TL.5	Engage in real-world literacy practices (e.g., comparisons of opinion editorials, construction of multimedia presentations, creation of public service announcements, simulations of court and corporate environments, WebQuests)	R.11-12.7 W.11-12.1, 2, 6 SL.11-12.5

Key: ER.1.TL.1 = Engaging the Reader.Content Standard 1.Transitional Literacy.1st Student Learning Expectation

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.

		CCSS Alignment
R.2.TL.1	Apply integrated comprehension strategies (e.g., analyze, determine central ideas, evaluate, infer, paraphrase, question, summarize, synthesize) to improve understanding of increasingly complex print, non-print, and digital texts during close reading	R.11-12.1, 2, 3, 10 W.11-12.9 SL.11-12.2 L.11-12.6
R.2.TL.2	Analyze texts using discipline-specific, teacher- and student-created, text-dependent questions	R.11-12.1, 7 L.11-12.6
R.2.TL.3	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.11-12.1, 2, 3, 10 W.11-12.9 L.11-12.6
R.2.TL.4	Apply knowledge of text features (e.g., bold headings, charts, graphs, hyperlinks, interactive diagrams, italicized words, pictures, sidebars, tables, Quick Response [QR] codes) to determine key ideas and details	R.11-12.1, 7 W.11-12.9 SL.11-12.2 L.11-12.6
R.2.TL.5	Analyze multiple text structures (e.g., chronological, compare and contrast, definition, problem/solution, procedural, question/answer) within a single text to clarify meaning	R.11-12.1, 5 W.11-12.9 L.11-12.6
R.2.TL.6	Use graphic organizers (e.g. concept maps, discussion webs, two-column notes) to organize, analyze, and evaluate important ideas in various formats	R.11-12.1, 3 W.11-12.2
R.2.TL.7	Summarize informational and literary texts by accurately and succinctly paraphrasing the key ideas and details that support the concepts, processes, or information	R.11-12.1, 2, 3, 10 W.11-12.9

Key: R.2.TL.1 = Reading.Content Standard 2.Transitional Literacy.1st Student Learning Expectation

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.

		CCSS Alignment
R.2.TL.8	Analyze informational texts for audience, purpose, and craft	R.11-12.4, 5, 6, 10 W.11-12.9
R.2.TL.9	Analyze informational and literary texts to comprehend explicit and inferred meaning	R.11-12.1, 10 W.11-12.9
R.2.TL.10	Analyze literary devices (e.g., allusion, extended metaphor, imagery, irony, paradox, satire) to develop deeper comprehension of informational and literary texts	R.11-12.1, 2, 4, 6 L.11-12.5
R.2.TL.11	Comprehend non-print text through analysis of devices (e.g., analogy, center of interest, composition, exaggeration, symbolism) used to convey meaning	R.11-12.4, 5 SL.11-12.3 L.11-12.5, 6
R.2.TL.12	Compare and contrast the style of prose among English language arts, history/social studies, science, and technical subjects	R.11-12.3, 5, 6, 7, 10 L.11-12.3, 5, 6
R.2.TL.13	Use sourcing, contextualization, and corroboration to evaluate print, non-print, and digital texts for bias, relevancy, credibility, reliability, validity, and authenticity	R.11-12.6, 10 SL.11-12.3 L.11-12.3, 4
R.2.TL.14	Synthesize information and ideas from multiple texts, including primary and secondary and other non-print and digital sources, to create meaning and combine knowledge	R.11-12.2, 7, 10 W.11-12.9 SL.11-12.2
R.2.TL.15	Read a range of texts that focus on the Grade 11-12 complexity band	R.11-12.10 L.11-12.6

Key: R.2.TL.8 = Reading.Content Standard 2.Transitional Literacy.8th Student Learning Expectation

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

		CCSS 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 multimedia texts, works of art), using a style manual for the specific discipline	R.11-12.1, 10 W.11-12.1, 2, 8, 9 L.11-12.1, 6
W.3.TL.2	Produce on-demand argumentative and informational texts that are supported by textual evidence cited from multiple sources, both previously studied and unfamiliar	R.11-12.1, 10 W.11-12.1, 2, 8, 9
W.3.TL.3	Write as a tool for learning (e.g., blogging, concept mapping, journaling, monitoring understanding, note-taking, reflecting, summarizing)	W.11-12.2, 6, 8, 9, 10
W.3.TL.4	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.11-12.1, 2, 4
W.3.TL.5	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.11-12.1, 2, 4, 5 L.11-12.3, 5
W.3.TL.6	Compare and contrast multiple viewpoints from literary and informational texts written for a broad audience, including historical and scientific texts	R.11-12.3, 9, 10 W.11-12.8, 9, 10

Key: W.3.TL.1 = Writing.Content Standard 3.Transitional Literacy.1st Student Learning Expectation

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

		CCSS Alignment
W.3.TL.7	Interpret recorded data and other information to address a question or to solve a problem through both short and sustained research	R.11-12.7, 10 W.11-12.7, 8, 9, 10
W.3.TL.8	Write to defend individual interpretations of texts	R.11-12.1, 7 W.11-12.9, 10
W.3.TL.9	Write to explain the author's point of view	R.11-12.1, 6, 7 W.11-12.9, 10
W.3.TL.10	Write to synthesize texts using a variety of sources and modes, integrating quotations, paraphrases, and summaries of source material appropriately and effectively	R.11-12.7, 10 W.11-12.7, 8, 9, 10
W.3.TL.11	Use technology, as available, to locate, evaluate, and organize information	W.11-12.6, 7, 8
W.3.TL.12	Utilize technology tools, as available, to write, revise, edit, and publish collaborative and individual products	W.11-12.5, 6, 10
W.3.TL.13	Revise writing products independently and with peers, using student- and teacher-created criteria	W.11-12.5 SL.11-12.1 L.11-12.3

Key: W.3.TL.7 = Writing.Content Standard 3.Transitional Literacy.7th Student Learning Expectation

Strand: Speaking and Listening

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

		CCSS Alignment
SL.4.TL.1	Prepare for meaningful discussions by reading, taking notes, annotating, summarizing, and developing and answering questions about the ideas presented in assigned and self-selected texts	R.11-12.1, 2, 10 W.11-12.9, 10 SL.11-12.1, 2
SL.4.TL.2	Engage in small and large group discussions, using a variety of discussion protocols (e.g., Fish Bowl, Jigsaw, Socratic Seminars, triads) appropriate for the text	R.11-12.10 SL.11-12.1, L.11-12.1, 6
SL.4.TL.3	Contribute to discussions by demonstrating active listening, providing meaningful responses, and building on ideas of others	SL.11-12.1, 3, 4 L.11-12.1
SL.4.TL.4	Participate actively and appropriately in discussions about literary and informational texts from English language arts, history/social studies, science, and technical subjects	R.11-12.1, 10 W.11-12.9 SL.11-12.1, 4 L.11-12.1, 6
SL.4.TL.5	Support claims with relevant evidence from multiple literary and informational sources (e.g., charts, graphs, print and multimedia texts, works of art) during discussions	R.11-12.1, 10 W.11-12.8, 9 SL.11-12.2, 3, 4, 5, 6 L.11-12.1, 5, 6
SL.4.TL.6	Demonstrate tolerance for differing points of view	SL.11-12.1

Key: SL.4.TL.1 = Speaking and Listening.Content Standard 4.Transitional Literacy.1st Student Learning Expectation

Strand: Speaking and Listening

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

		CCSS Alignment
SL.4.TL.7	Integrate multimedia and visual displays into various presentational formats to clarify information, strengthen claims and evidence, and add interest	W.11-12.9 SL.11-12.2, 4, 5, 6 L.11-12.1
SL.4.TL.8	Use knowledge of language and its conventions when speaking	SL.11-12.6 L.11-12.1
SL.4.TL.9	Adjust register (e.g., formal, informal) according to purpose, audience, and task when speaking	SL.11-12.6 L.11-12.1, 3, 6

Key: SL.4.TL.7 = Speaking and Listening.Content Standard 4.Transitional Literacy.7th Student Learning Expectation

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.

		CCSS 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.11-12.10 W.11-12.10 L.11-12.1, 3, 4, 6
L.5.TL.2	Apply knowledge of affixes, cognates, and roots (e.g., Greek, Latin) to determine meaning of new words	L.11-12.1, 4, 6
L.5.TL.3	Recognize that words have multiple meanings (e.g., oxymoron, palindromes, word play)	R.11-12.4 L.11-12.3, 4, 5
L.5.TL.4	Use denotation and connotation to select appropriate vocabulary for a particular purpose, audience, and task	SL.11-12.4 L.11-12.3, 5
L.5.TL.5	Apply appropriate academic and domain-specific vocabulary when responding to and discussing a wide range of literary and informational text	R.11-12.4 SL.11-12.1, 4 L.11-12.3, 6
L.5.TL.6	Analyze the contextual meaning of figures of speech (e.g., colloquialisms, idioms) as they influence meaning and tone	R.11-12.4, 6 SL.11-12.3 L.11-12.5

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Key: L.5.TL.1 = Language.Content Standard 5.Transitional Literacy.1st Student Learning Expectation

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.

		CCSS Alignment
L.5.TL.7	Improve syntax through correct coordination and subordination of phrases and clauses	W.11-12.4, 5 L.11-12.3
L.5.TL.8	Analyze syntactical structures to comprehend individual sentences and paragraphs within a text	R.11-12.5 W.11-12.4, 5 L.11-12.3
L.5.TL.9	Analyze transitional elements to identify text structures and relationships of paragraphs within larger sections of text	R.11-12.5 W.11-12.4, 5 L.11-12.3
L.5.TL.10	Analyze the impact of shifts in verb tense and mood on the message of a text	L.11-12.1
L.5.TL.11	Analyze pronoun use to determine point of view	R.11-12.6 L.11-12.1
L.5.TL.12	Use standard grammatical conventions	L.11-12.1, 2, 3

Key: L.5.TL.7 = Language.Content Standard 5.Transitional Literacy.7th Student Learning Expectation