

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

ENGLISH & ENGLISH AS A SECOND LANGUAGE DEPARTMENT

TRANSITIONAL ENGLISH 4

Grade Level: 12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 25, 2008

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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Course Philosophy

The goal of the Freehold Regional High School District is to prepare students for the literacy demands of the world at large. The greatest responsibility for English and ELL teachers is to strengthen each student's ability to process and communicate information. As stated by the National Council of Teachers of English, the priority of English instruction is to ensure that all students are offered the opportunities, the encouragement, and the vision to develop the language skills they need to pursue life goals.

In order to prepare students more effectively to pursue life goals, the English and ELL programs' learning objectives are based upon the New Jersey Department of Education Core Content Standards for Language Arts Literacy. The ultimate purpose is to make ELL students literate readers, writers, and speakers in Standard American English as well as astute listeners and viewers.

To this end, the curriculum has been designed to make it more relevant and accessible to the students by focusing each literary unit around essential questions or overarching or enduring understandings. The essential questions are the starting points to the curriculum model utilized for this guide and espoused by Grant Wiggins and Jay McTighe. Each unit is based upon the facets of learning, which are a logical progression of thinking strategies employed to teach the learning objectives and the NJDOE Core Content Standards. They are developed to enable the students to gain a deeper understanding of the material. Rather than teach a series of lessons that solely address the content of a literary piece, all the activities in this guide are developed to foster an enduring understanding of a lesson that will allow the students to make connections to other disciplines, their lives, or the world in general. The curriculum establishes definite essential, guiding/topical questions for each unit and activities that promulgate reading, writing, speaking, listening and viewing. Teachers are invited to write and/or revise them to suit the needs of their students. It is one of the goals of this curriculum model to exchange ideas regarding the teaching of the content standards through the core literature. This guide will be on the Freehold Regional High School District website so that teachers can cut and paste activities directly into their lesson plans. However, if an individual teacher designs a unit plan that he or she feels will enrich the curriculum guide, he or she should feel free to share it with his or her colleagues via the FRHSD website.

Course Description

Transitional English IV models itself after the Academic English IV curriculum in that it explores literature from world cultures. It provides valuable insight into literature and writing skills while exploring cultural diversification. Each unit focuses on a multitude of Core Content Curriculum Standards in reading, writing, speaking, and listening. Literature selections include *Night* by Elie Wiesel, *The House on Mango Street* by Sandra Cisneros, and various shorter fiction and non-fiction passages.

**Freehold Regional High School District
Curriculum Map**

Transitional English IV

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
3.1C, 3.1F 3.2C	Language has structure.	<p>How does the structure of American English compare/contrast to the student's own native language(s)?</p> <p>How do writers use the structure of American English to convey their message?</p> <p>How do word relationships and word origins aid students in deriving meaning?</p> <p>How do context clues help a reader derive meaning?</p>	Pre-test Writing sample ACCESS for ELLs March HSPA results	Reflective piece on short answer open-ended response Reflection on a multi-paragraph essay or response	Short answer open-ended responses Multi-paragraph essays/ responses
3.2A, 3.2B, 3.2D	Writing allows people to express themselves.	<p>How does word choice affect the meaning of writing?</p> <p>How do writers use language to achieve their purpose?</p> <p>How does the writing process assist a student in producing a well crafted piece of writing?</p> <p>How do literary and stylistic devices affect a writer's message?</p>	Pre-test Writing sample ACCESS for ELLs March HSPA results	Reflective pieces on writing samples Timed writing activities	Persuasive essay Narrative story Expository essay Short answer open-ended responses
3.1A, 3.1D, 3.1E, 3.1G, 3.1H 3.5A, 3.5B, 3.5C	Reading helps people understand the world around them.	<p>What reading strategies can help a person understand a specific type of text?</p> <p>How do writers give insight into the human experience through their writing?</p>	Pre-test Writing sample ACCESS for ELLs March HSPA results	Reflective pieces on student writing Timed reading activities	Persuasive essay Narrative story Expository essay Short answer open-ended responses Research Project

¹ Including computer / information literacy, cross content work place readiness standards, and other relevant content area standards

<p>3.1B 3.3A, 3.3B, 3.3C, 3.3D 3.4A, 3.4B 3.5A, 3.5B, 3.5C</p>	<p>Effective communication requires certain rules to be followed.</p>	<p>How does word choice and tone affect spoken communication?</p> <p>How do nonverbal clues affect communication?</p> <p>How do you combine effective listening and speaking to participate in a discussion?</p> <p>How does the use of technology affect a person's communication?</p>	<p>Question-and-answer sessions</p>	<p>Think-Pair-Shares</p> <p>Class Discussion</p> <p>Cooperative learning activities</p>	<p>Formal class discussions</p> <p>Debates</p> <p>Oral Presentations</p>
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**Freehold Regional High School District
Course Proficiencies and Pacing**

Transitional English IV

Unit Title	Unit Understandings and Goal	Recommended Duration
Unit #1: Language Arts Literacy Skills Reinforcement	Language has structure. Writing allows people to express themselves. Reading helps people understand the world around them. <ol style="list-style-type: none"> 1. Students will prepare for the October administration of the New Jersey High School Proficiency Assessment while enhancing their skill base in reading, writing and communicating American English. 	4 weeks
Unit #2: The Student Review Assessment Process	Language has structure. Writing allows people to express themselves. Reading helps people understand the world around them. <ol style="list-style-type: none"> 1. Students will participate in the Student Review Assessment Process while enhancing their skill base in reading, writing and communicating American English. 	12 weeks
Unit #3: <i>Night</i>	Language has structure. Writing allows people to express themselves. Reading helps people understand the world around them. Effective communication requires certain rules to be followed. <ol style="list-style-type: none"> 1. Students will develop their understanding of American English in various reading, writing and communicative activities while exploring Elie Wiesel's <i>Night</i>. 	9 weeks
Unit #4: <i>The House on Mango Street</i>	Language has structure. Writing allows people to express themselves. Reading helps people understand the world around them. Effective communication requires certain rules to be followed. <ol style="list-style-type: none"> 1. Students will develop their understanding of American English in various reading, writing and communicative activities while exploring Sandra Cisneros' <i>The House on Mango Street</i>. 	9 weeks

Freehold Regional High School District
Transitional English IV
Unit #1: Language Arts Literacy Skills Reinforcement

Enduring Understandings: Language has structure.

Writing allows people to express themselves.

Reading helps people understand the world around them.

Essential Questions: How do context clues help a reader derive meaning?

How does word choice affect the meaning of writing?

What reading strategies can help a person understand a specific type of text?

How do writers give insight into the human experience through their writing?

Unit Goal: Students will prepare for the October administration of the New Jersey High School Proficiency Assessment while enhancing their skill base in reading, writing, and communicating in American English.

Duration of Unit: 4 weeks

NJCCCS: 3.1 Reading: D1; E1, 2; F1, 4, 5; G6, 9, 12, 13, 14, 16

3.2 Writing: A3, 4, 6, 8, 9; B3, 4, 5, 13; C1, 2, 4, 5, 6; D2, 5

3.3 Speaking: A2; B8; D3

3.4 Listening: A1, 4, 5; B5, 6

3.5 Viewing & Media Literacy: C1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How do you use Standard American English to persuade a reader?</p> <p>How does an author's word choice help convey the meaning of a text?</p> <p>How can revising writing improve word choice?</p> <p>How does an author's narrative convey a universal truth about humankind?</p> <p>How does a person choose the right words, Standard English conventions and syntax to express themselves in written language?</p> <p>How can reading the open-</p>	<p>Increase accuracy and speed while reading developmentally appropriate materials while using effective reading strategies.</p> <p>Use teacher generated graphic organizers and writing formulas for reading comprehension, memory retention and to organize writing.</p> <p>Determine meaning of new and specialized vocabulary through use of appropriate reference materials.</p> <p>Analyze and interpret how literary devices and an author's words create emotion, tone and mood.</p> <p>Identify and analyze setting, characterization and theme in literary passages.</p>	<p><i>Fascinating News Stories: A Reading Comprehension Skill Builder</i> (ISBN-13: 978-0825101076)</p> <p><i>Vocabulary for Achievement: Second Course</i> (ISBN-13: 978-0669517569)</p> <p><i>English Elements: Book 1</i> (ISBN-13: 978-0838823040)</p> <p><i>Find the Errors!: Proofreading Activities</i> (ISBN-13: 978-0825137242)</p> <p>Teacher generated writing formulas, graphic organizers and frameworks to assist students with writing and reading comprehension.</p>	<p>Persuasive Essay Topics: Examples: Should social security numbers be required for students who receive financial aid for college?</p> <p>Should you keep your values and morals when faced with peer pressure?</p> <p>Open-ended, textual analysis questions: Examples: What persuasive strategies does an author use to influence a reader's point of view?</p> <p>How does a character's actions and behaviors affect the conflict in a narrative story?</p> <p>Speculative Writing Prompt:</p>	<p>Think-Pair-Share</p> <p>Individual & group oral reading</p> <p>Persuasive essays</p> <p>Open-ended textual analysis responses</p> <p>Do Nows</p> <p>Class discussions</p> <p>Student-generated test questions</p> <p>Jigsaws – group writing activities and presenting positions on controversial issues</p> <p>Rubrics to help review and edit</p>

<p>ended/textual analysis questions before reading the text increase comprehension?</p>	<p>Analyze and revise writing to improve style, organization, mechanics and grammar.</p> <p>Use a rubric to improve own writing and the writing of others.</p> <p>Draft and support a thesis statement by crafting a range of multiparagraph essays utilizing strong organization, mechanics and complex syntax.</p> <p>Use Standard English conventions, syntax, transitional devices, and reference materials to craft writing.</p> <p>Create and defend an opinion or a position in a small-group activity.</p> <p>Paraphrase and clarify viewpoints presented by group members while demonstrating effective delivery strategies.</p> <p>Discuss, analyze and extend ideas heard orally for effective oral presentation.</p> <p>Follow oral directions effectively.</p> <p>Use a variety of media to explore the human experience.</p>	<p>Bilingual Dictionaries and Thesauri</p>	<p>Examples: Picture on page 177 in <i>Vocabulary for Achievement: Second Course</i> (ISBN-13: 978-0669517569)</p>	<p>work</p> <p>Use of rubrics to establish goals for improvement</p> <p>Timed reading and writing activities</p> <p>Four-corner vocabulary graphic organizer</p>
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Suggestions on how to differentiate in this unit:

- Use teacher-generated writing formulas and frameworks to assist students with writing and reading comprehension during diagnostic, formative, and summative assessments.
- Use group-generated writing responses.
- Assign different writing topics to groups based on ability level.
- Assign more advanced versions of literature (when available) to more proficient readers.
- Assign varying length expectations of written works as per ability level.

Freehold Regional High School District
Transitional English IV
Unit #2: The Student Review Assessment Process

Enduring Understandings: Language has structure.

Writing allows people to express themselves.

Reading helps people understand the world around them.

Essential Questions: How do writers use the structure of American English to convey their message?

How do literary and stylistic devices affect a writer’s message?

What reading strategies can help a person understand a specific type of text?

How do writers give insight into the human experience through their writing?

Unit Goal: Students will participate in the Student Review Assessment Process while enhancing their skill base in reading, writing and communicating American English.

Duration of Unit: 12 weeks

NJCCCS: 3.1 Reading: D1; E1, 2; F1, 4, 5; G6, 9, 12

3.2 Writing: A3, 4, 6, 7, 8; B3, 4, 9, 13; C1, 4, 6, 7; D2

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How do you use Standard American English to persuade a reader?</p> <p>How does the intended audience and writing format affect the language used in a piece of writing?</p> <p>How does a person choose the right words to express themselves in written language?</p> <p>What are different, effective pre-writing and revising strategies to craft writing?</p> <p>What pre, during, and post reading strategies help a reader understand a narrative or persuasive text?</p>	<p>Read developmentally appropriate materials while using effective reading strategies.</p> <p>Use teacher generated graphic organizers and writing formulas for reading comprehension, memory retention, organize writing, review and edit work.</p> <p>Increase vocabulary development by the use of word origins, word relationships, context clues and reference materials.</p> <p>Interpret how literary devices, word choices, tone and mood enhance the theme and purpose of a work.</p> <p>Use Microsoft Word to compose SRA tasks.</p>	<p>Review of teacher generated writing formulas and frameworks to assist students with writing and reading comprehension</p> <p>Bilingual dictionaries</p> <p>Microsoft Word</p>	<p>Persuasive Writing Topics: SRA Persuasive Writing Prompts</p> <p>Open-ended, textual analysis questions: SRA Open-ended Questions</p>	<p>SRA Persuasive Writing Prompts</p> <p>SRA Open-ended Questions</p> <p>SRA Rubrics</p>

	<p>Use the provided SRA rubric to improve writing and responses.</p> <p>Draft and support a thesis statement by crafting a range of multiparagraph essays utilizing strong organization, mechanics and complex syntax.</p> <p>Use Standard English conventions, syntax, transitional devices, and reference materials to craft writing.</p>			
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Suggestions on how to differentiate in this unit:

- Use teacher-generated writing formulas and frameworks to assist students with writing and reading comprehension during diagnostic, formative, and summative assessments.
- Use group-generated writing responses.
- Assign different writing topics to groups based on ability level.
- Assign more advanced versions of literature (when available) to more proficient readers.
- Assign varying length expectations of written works as per ability level.

Freehold Regional High School District
Transitional English IV
Unit #3: *Night*

Enduring Understandings: Language has structure.
 Writing allows people to express themselves.
 Reading helps people understand the world around them.
 Effective communication requires certain rules to be followed.

Essential Questions: How do word relationships and word origins aid students in deriving meaning?
 How does the writing process assist a student in producing a well-crafted piece of writing?
 How do writers give insight into the human experience through their writing?
 How do nonverbal clues affect communication?
 How does the use of technology affect my communication?

Unit Goal: Students will develop their understanding of American English in various reading, writing and communicative activities while exploring Elie Wiesel’s *Night*.

Duration of Unit: 1 Marking Period (9 weeks)

NJCCCS: 3.1 Reading: C1; D1, 2; E1, 2, 3; F1, 4, 5; G4, 6, 9, 12, 13, 14; H1, 3, 7
 3.2 Writing: A2, 3, 4, 5, 6, 7, 8, 9; B3, 4, 5, 6, 10, 12, 13; C1, 2, 4, 5, 6, 7; D2, 3
 3.3 Speaking: A2, 3; B1, 2, 4, 6, 8, 9; C1; D1, 2, 3, 5
 3.4 Listening: A1, 3, 5; B1, 5, 6
 3.5 Viewing & Media Literacy: A1, 3; B4; C4

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How does the knowledge of regional and ethnic vocabulary assist in student understanding of environment or setting for the story?</p> <p>How does point of view help an author convey his or her message?</p> <p>How can the author’s real life experience be explored when it evokes intense emotion in the readers?</p> <p>How does an author’s choice to have characters remain silent increase a reader’s understanding of the story?</p>	<p>Decode new words using structural and contextual analysis.</p> <p>Use appropriate rhythm, flow and pronunciation when reading.</p> <p>Increase accuracy and speed while reading developmentally appropriate materials while using effective reading strategies.</p> <p>Use teacher generated graphic organizers and writing formulas for reading comprehension, memory retention and to organize writing.</p> <p>Analyze a text’s organizational structure and how it supports the text’s meaning or purpose.</p>	<p><i>Night</i> by Elie Wiesel, ISBN-13: 978-0553272536</p> <p>Graphic organizers: http://www.educationoasis.com/curriculum/graphic_organizers.htm</p> <p>The United States Holocaust Memorial Museum Website: http://www.ushmm.org</p> <p>Bilingual Dictionaries and Thesauri</p> <p>Teacher generated graphic organizers and writing formulas</p>	<p>Persuasive Writing Topics: Examples: Is the “survival of the fittest” philosophy ever justified?</p> <p>Regardless of the consequences, should the main character have fought for his family and himself?</p> <p>What would you do to survive and why?</p> <p>Open-ended, textual analysis questions: Examples: Why are human beings</p>	<p>Pre-Test: KWL chart on Darwin, Survival of Fittest, Holocaust. Revisit at end of unit for students to assess knowledge gained.</p> <p>Think-Pair-Share</p> <p>Individual & group oral reading</p> <p>Persuasive essays</p> <p>Open-ended textual analysis responses</p> <p>Do Nows</p> <p>Class discussions</p>

<p>What makes a reliable Internet source for valid research information?</p>	<p>Increase vocabulary development by the use of word origins, word relationships, context clues and reference materials.</p> <p>Analyze how works and media of a given period reflect historical and social dynamics and conditions.</p> <p>Determine meaning of new and specialized vocabulary through use of appropriate reference materials.</p> <p>Analyze and interpret how literary devices and an author's words create emotion, tone and mood.</p> <p>Identify and analyze setting, characterization and theme in a literary work.</p> <p>After defining a research topic, use appropriate research tools including internet resources, produce a written document for oral presentation with graphics and citations, which demonstrates synthesis of informational and technological resources.</p> <p>Analyze and revise writing to improve style, organization, mechanics, grammar, and to exclude extraneous repetition and information.</p> <p>Use a rubric to improve own writing and the writing of others.</p> <p>Draft and support a thesis statement by crafting a range of multiparagraph essays utilizing strong organization, mechanics and complex syntax.</p> <p>Create a writing portfolio.</p> <p>Use Standard English conventions, syntax, transitional devices, and reference materials to craft writing.</p>		<p>inhumane to other human beings?</p> <p>How do the characters in the story become like animals?</p> <p>Research Topic: Examples: Life in the Nazi concentration camps The impact of World War II on the students' native countries</p>	<p>Informal debates</p> <p>Student-generated test questions</p> <p>Rubrics</p> <p>PowerPoint Presentations</p> <p>Oral Presentations</p>
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	<p>Evaluate the impact of an author's decision regarding tone, word choice, point of view and overall effectiveness.</p> <p>Create and defend an opinion or a position in a small-group activity.</p> <p>Paraphrase and clarify viewpoints presented by group members while demonstrating effective delivery strategies.</p> <p>Assume various roles in cooperative activities that involve speaking and listening.</p> <p>Discuss, analyze, extend and question ideas heard orally for effective oral presentation.</p> <p>Orally respond to audience questions following an orally presentation.</p> <p>Organize, give and follow oral directions and presentations effectively.</p> <p>Darwin's Theory of Evolution /Survival of the Fittest.</p> <p>World War II/ Holocaust/Concentration Camps/Ghettos.</p> <p>Elie Wiesel and other Holocaust survivors.</p>			
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Suggestions on how to differentiate in this unit:

- Use teacher-generated writing formulas and frameworks to assist students with writing and reading comprehension during diagnostic, formative, and summative assessments.
- Use group-generated writing responses.
- Assign different writing topics to groups based on ability level.
- Assign more advanced versions of literature (when available) to more proficient readers.
- Assign varying length expectations of written works as per ability level.

Freehold Regional High School District
Transitional English IV
Unit #4: *The House on Mango Street*

Enduring Understandings: Language has structure.
 Writing allows people to express themselves.
 Reading helps people understand the world around them.
 Effective communication requires certain rules to be followed.

Essential Questions: How does the structure of American English compare/contrast to the student’s own native language(s)?
 How do writers use language to achieve their purpose?
 What reading strategies can help a person understand a specific type of text?
 How does word choice and tone affect spoken communication?
 How do you combine effective listening and speaking to participate in a discussion?

Unit Goal: Students will develop their understanding of American English in various reading, writing and communicative activities while exploring Sandra Cisneros’ *The House on Mango Street*.

Duration of Unit: 1 Marking Period (9 weeks)

NJCCCS: 3.1 Reading: C1; D1, 2; E1, 2, 3; F1, 4, 5; G4, 5, 6, 7, 9, 10, 12, 13, 14; H1, 3, 7
 3.2 Writing: A1, 2, 3, 4, 5, 6, 7, 8, 9; B3, 4, 5, 6, 10, 12, 13; C1, 2, 4, 5, 6, 7; D2, 3
 3.3 Speaking: A2, 3; B1, 2, 3, 4, 6, 8, 9; C1; D1, 2, 3, 5, 6
 3.4 Listening: A1, 3, 5; B1, 5, 6
 3.5 Viewing & Media Literacy: A1, 3; B4

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How does the knowledge of regional and ethnic vocabulary, especially if it is a student’s native language, assist in creating the setting of the story and relating to the characters?</p> <p>How can literary devices be used in both prose and poetry?</p> <p>What reading strategies should be used for reading poetry?</p> <p>How does a person choose the right words to express themselves in spoken</p>	<p>Decode new words using structural and contextual analysis.</p> <p>Use appropriate rhythm, flow and pronunciation when reading.</p> <p>Increase accuracy and speed while reading developmentally appropriate materials while using effective reading strategies.</p> <p>Use teacher generated graphic organizers and writing formulas for reading comprehension, memory retention and to organize writing.</p> <p>Analyze a text’s organizational structure and how it supports the text’s meaning or purpose.</p>	<p><i>The House on Mango Street</i>, by Sandra Cisneros, ISBN-13: 978-1439500477</p> <p><i>The ESL Reader’s Companion to The House on Mango Street, 1st Edition</i> by Linda Butler, ISBN-13 9780070094291</p> <p>Graphic organizers: http://www.educationoasis.com/curriculum/graphic_organizers.htm</p> <p>Selected poems by Sandra Cisneros</p> <p>Bilingual Dictionaries and Thesauri</p>	<p>Persuasive Writing Topics: Examples: Should the environment you live in influence your beliefs?</p> <p>Should family and friends influence your values and behavior?</p> <p>Open-ended, textual analysis questions: Examples: How is Esperanza’s experience in her neighborhood similar to your experience in your neighborhood?</p> <p>How important is good self-esteem to achieving what you want in life?</p>	<p>Pre-Test: KWL chart on the Mexican-American experience/the immigration experience. Revisit at end of unit for students to assess knowledge gained.</p> <p>Think-Pair-Share</p> <p>Individual & group oral reading</p> <p>Persuasive essays</p> <p>Open-ended textual analysis responses</p> <p>Reading and writing poetry</p>

<p>language?</p> <p>How can you effectively listen and respond to spoken poetry?</p>	<p>Increase vocabulary development by the use of word origins, word relationships, context clues and reference materials.</p> <p>Analyze how works and media of a given period reflect historical and social dynamics and conditions.</p> <p>Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning.</p> <p>Review figurative language and reflect on its impact on prose and poetry.</p> <p>Engage in daily sustained writing.</p> <p>Determine meaning of new and specialized vocabulary through use of appropriate reference materials.</p> <p>Analyze and interpret how literary devices and an author's words create emotion, tone and mood.</p> <p>Identify and analyze setting, characterization and theme in a literary work.</p> <p>After defining a research topic, use appropriate research tools including internet resources, produce a written document for oral presentation with graphics and citations, which demonstrates synthesis of informational and technological resources.</p> <p>Analyze and revise writing to improve style, organization, mechanics, grammar, and to exclude extraneous repetition and information.</p> <p>Use a rubric to improve own writing</p>		<p>What causes an individual to have good or bad self-esteem?</p> <p>What is a word that represents the author's culture? Compare/contrast to a word that represents your culture.</p> <p>Research Topic: Examples: What impacts poor self-esteem? What impacts good self-esteem? What can happen as a result of good or poor self-esteem?</p>	<p>Do Nows</p> <p>Class discussions</p> <p>Informal debates</p> <p>Student-generated test questions</p> <p>Research project</p> <p>Rubrics</p> <p>PowerPoint Presentations</p> <p>Oral Presentations</p>
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	<p>and the writing of others.</p> <p>Draft and support a thesis statement by crafting a range of multiparagraph essays utilizing strong organization, mechanics and complex syntax.</p> <p>Create a writing portfolio.</p> <p>Use Standard English conventions, syntax, transitional devices, and reference materials to craft writing.</p> <p>Evaluate the impact of an author's decision regarding tone, word choice, point of view and overall effectiveness.</p> <p>Create and defend an opinion or a position in a small-group activity.</p> <p>Paraphrase and clarify viewpoints presented by group members while demonstrating effective delivery strategies.</p> <p>Assume various roles in cooperative activities that involve speaking and listening.</p> <p>Discuss, analyze, extend and question ideas heard orally for effective oral presentation.</p> <p>Organize, give and follow oral directions and presentations effectively.</p> <p>The Mexican-American experience/the immigration experience.</p> <p>Sandra Cisneros and the experiences of other Latino authors.</p>			
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Suggestions on how to differentiate in this unit:

- Use teacher-generated writing formulas and frameworks to assist students with writing and reading comprehension during diagnostic, formative, and summative assessments.
- Use group-generated writing responses.
- Assign different writing topics to groups based on ability level.
- Assign more advanced versions of literature (when available) to more proficient readers.
- Assign varying length expectations of written works as per ability level.

