

Hello Parents and Learners,

Learners are continuing to reflect on how they prefer to learn; how they like to access, engage and express information. In the last nonfiction essay unit, learners made choices in working independently, in collaborative groups or in a teacher seminar, to practice the AP Strategy SOAPSTONE. This strategy was used to help learners identify the central idea in the work. The voice and choice they had with the formative practice allowed for each learner to make choices that will continue to build upon his/her learning capacity. Just to clarify, formative work is the “practice” in order to prepare for the summative which is the final assessment that shows the learner meets a standard. Soon these reflections will be added to individual electronic portfolios. Today and next class I am conferencing one on one with each learner to go over his/her test and think about choices they will make in the next unit.

Our class is currently moving into the next unit of study where learners will answer the following question, “How is one influenced, impacted, and/or inspired by his/her community?” We will be reading and discussion Harper Lee’s classic novel, *To Kill a Mockingbird*. Each class period learners will begin with 10 minutes of choice book reading and 10 minutes of writing (dialogue journals) before moving into formative work. During work time students will have the opportunity to work independently, in collaborative groups or in a teacher seminar and their choice may change daily based on individual needs/preferences. Near the end of each block, we will come back together and discuss formative work as well as themes pulled from the novel.

To continue prioritizing personalizing the learning process students can read at different paces. We have a recommended reading pace, but many students will choose to read at a faster pace, while others may need to slow down. All learners will be writing a literary analysis (essay), but students will have choices with how they show evidence of meeting the other standards in this unit.

The standards, and class discussions topics as well as suggested reading pacing, are all in this document: [Treasure Island Unit Guide](#). One can see how learners will document and guide their progress in meeting the standards. Feel free to use the content in the document provided as a conversation starter at home. Also, one can observe a learner’s progress toward meeting the standards, as well as how they are engaging with the novel. All due dates can be found on page two of this document and here it is again: [DUE DATES](#) (subject to change and will be noted on document). Please contact us with any questions or concerns at anytime.

Thank you for reading,
Tricia Pettis and Michaela Loo