



## In Your Dreams

The In Your Dreams unit is a series of inquiry-driven lessons designed to boost students' sophistication as nonfiction readers. The culminating zine project requires students to integrate information from multiple sources, selecting details to support a central idea. Students will also gain vocabulary skills, including the use of word roots and affixes and an awareness of words' connotations. Students will learn to "read like writers," which requires thinking about the choices authors have made in terms of content, format, and word choice.

### Unit Standards and Objectives

**Standard #1: Citizen Schools students will prepare a clear written communication.**

**Standard #2: CCSS.RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

**Standard #3: CCSS.RI.6.2: Determine a central idea of a text and how it is conveyed through details.**

**Standard #4: CCSS.RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings**

**Standard #5: CCSS.RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.**

Lesson Objectives:

- SWBAT identify the big idea of a text.
- SWBAT identify two details that support the big idea of a text.
- SWBAT provide a brief summary of the text.
- SWBAT read like a writer by thinking about why the author made the choices s/he did, and what the author is trying to get the reader to think, feel, or understand while they are reading.
- SWBAT select three details from a text to support a student-generated claim.
- SWBAT explain why a quote from the text supports his or her claim.
- SWBAT read text specifically to identify details that will support his or her claim.
- SWBAT create an infographic to capture and/or share important details that s/he reads in a text.
- SWBAT analyze a text to identify important details.
- SWBAT identify different types of details that an author uses within a text.
- SWBAT evaluate a text based on three-five characteristics of nonfiction writing.
- SWBAT compare and contrast two texts about lucid dreaming to recommend one to a friend to read.
- SWBAT use roots and context clues to guess at the meaning of unknown words when reading.
- SWBAT analyze the different connotations of synonyms.
- SWBAT identify the mood and/or purpose of a text by evaluating the connotation of various words used within.



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- SWBAT improve his or her writing by intentionally selecting synonyms based on connotation and what mood he or she wants to create.
- SWBAT create an article plan for his or her WOW! Zine article.
- SWBAT identify one big idea or claim and at least three supporting details in preparation for writing an article on dreams.
- SWBAT write a positive review of another student's article.
- SWBAT verbally encourage others to read his or her WOW! Zine.
- SWBAT celebrate the accomplishment of publishing an article in the WOW! Zine.
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### Essential Questions

- What do we learn about ourselves through reading and learning about dreams?
- How can we share ideas we have learned while reading nonfiction?

### Performance Task Assessment (WOW!)

Throughout the apprenticeship, students will be writing articles about dreams in their personal zines. They will learn the craft of zines along with nonfiction writing skills. For their final Performance Task Assessment and WOW! each student will create a nonfiction article for a WOW! Zine. While the students will determine the topics of their own articles, the WOW! Zine(s) will all be about the nonfiction content students have learned about dreams during the apprenticeship.

It is recommended that students are broken up into groups of four-five to create a WOW! Zine in a small group. Each article is two pages long, so the WOW! Zine will ultimately be eight-ten pages plus a cover and back page. Groups can be determined by ability level to allow for differentiated support or by topic to create "themed" WOW! Zines. Alternatively, all students' articles can be combined to make one large WOW! Zine. If the class has 15 students, the WOW! Zine will be 30 pages plus cover and back page.

Zines are inherently informal, artsy, and do not follow many of the typical rules of written English communication. Students' work should reflect these zine characteristics that they have learned. For example, zines will be handwritten, contain doodles, and contain scratch outs to fix mistakes. Instead of being written on straight lines, a zine article might be written diagonally or in a circle. Every aspect of the zine adds to what the author is communicating. The WOW! Zines will reflect these nontraditional communication expectations. When using the Written Communication Rubric to evaluate students' work, consider these zine characteristics when determining the appropriate level of formal English that should be used.



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WOW! Zines will be distributed according to a plan determined collaboratively by the CTs and students in Week 1 and prepared for in Week 8. Some possible options are for WOW! Zines to be distributed at a community event, a WOW! Showcase, or put in the teachers' mailboxes with a note from students. While distribution is a key component of this performance task, the method of distribution is less crucial.

- Goal: Students will each create a nonfiction article about dreams for the apprenticeship's WOW! Zine.
- Role: Students will be non-fiction zine authors.
- Audience: Students will decide where to distribute their WOW! Zine in Weeks 1 & 8. Their work will be shared at the campus' WOW!, at the school, or in the community. While it is key that the WOW! Zine have a predetermined distribution plan to an authentic audience, the actual method or location of distribution is not crucial.
- Situation: Students create individual zines throughout the apprenticeship and for their performance task will create a polished article to be published in the apprenticeship's WOW! Zine.
- Product: Students will write an article for the apprenticeship's WOW! Zine.
- Standards: Students will use a checklist to evaluate their own work and that of their peers. Additionally, students will be evaluated by teachers using the [Citizen Schools Written Communication Rubric](#).

**Lesson Plans At-A-Glance**

Lesson Plans are available [here](#).

Week	Lesson Objectives	Agenda	Outcomes & Work Products
1	<ul style="list-style-type: none"> <li>● SWBAT identify the big idea of a text.</li> <li>● SWBAT identify two details that support the big idea of a text.</li> </ul>	<ul style="list-style-type: none"> <li>● Hook: Guess the Gist</li> <li>● Content: Summarize</li> <li>● Activity I: Dare to Dream</li> <li>● Activity 2: What is a Zine?</li> <li>● Activity 3: Our Publishing House</li> <li>● Assessment: Exit Ticket</li> </ul>	Students will identify the key idea and details and write a summary of a short nonfiction text.
2	<ul style="list-style-type: none"> <li>● SWBAT identify the big idea of a text.</li> <li>● SWBAT provide a brief summary of the text.</li> </ul>	<ul style="list-style-type: none"> <li>● Hook: Hidden Wishes</li> <li>● Content: Read like a Writer</li> <li>● Activity 1: Dream On</li> </ul>	Students will explain the role of a particular detail in a short nonfiction text.



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	<ul style="list-style-type: none"> <li>● SWBAT read like a writer by thinking about why the author made the choices s/he did, and what the author is trying to get the reader to think, feel, or understand while they are reading.</li> </ul>	<ul style="list-style-type: none"> <li>● Activity 2: Ask the Author</li> <li>● Activity 3: Zine Time!</li> <li>● Assessment: Exit Ticket</li> </ul>	
3	<ul style="list-style-type: none"> <li>● SWBAT select three details from a text to support a student-generated claim.</li> <li>● SWBAT explain why a quote from the text supports his or her claim.</li> <li>● SWBAT read text specifically to identify details that will support his or her claim.</li> </ul>	<ul style="list-style-type: none"> <li>● Hook: Do Dreams Have Meaning?</li> <li>● Content: Prioritizing Details</li> <li>● Activity 1: Identify Relevant Details</li> <li>● Activity 2: Choose Top Three</li> <li>● Activity 3: Persuade the Judges</li> <li>● Activity 4: Zine Time!</li> <li>● Assessment: Exit Ticket</li> </ul>	Students will write a paragraph explaining their opinion of dreams' significance, using evidence from texts they have read.
4	<ul style="list-style-type: none"> <li>● SWBAT create an infographic to capture and/or share important details that s/he reads in a text.</li> <li>● SWBAT analyze a text to identify important details.</li> <li>● SWBAT identify different types of details that an author uses within a text.</li> </ul>	<ul style="list-style-type: none"> <li>● Hook: Dream Superlatives</li> <li>● Content: Analyze Details</li> <li>● Activity 1: Reader's Choice</li> <li>● Activity 2: Infographic</li> <li>● Activity 3: Zine Time!</li> <li>● Assessment: Exit Ticket</li> </ul>	Students will identify the kinds of details used in a text and the most appropriate kind of details for a specific context.
5	<ul style="list-style-type: none"> <li>● SWBAT evaluate a text based on three-five characteristics of nonfiction writing.</li> <li>● SWBAT compare and contrast two texts about lucid dreaming to recommend one to a friend to read.</li> </ul>	<ul style="list-style-type: none"> <li>● Hook: In Control</li> <li>● Content: Evaluating Nonfiction</li> <li>● Activity 1: Lucid Dreaming</li> <li>● Activity 2: You Be the Judge!</li> <li>● Activity 3: Zine Time!</li> <li>● Assessment: Exit Ticket</li> </ul>	Students will choose one of three articles to recommend and will explain their choice in a paragraph.
6	<ul style="list-style-type: none"> <li>● SWBAT use roots and context clues to guess at the meaning of unknown words when reading.</li> </ul>	<ul style="list-style-type: none"> <li>● Hook: Animal Dreams</li> <li>● Content: Use Roots and Affixes</li> <li>● Activity 1: Kitten Nightmares</li> <li>● Activity 2: Do Animals Dream?</li> <li>● Activity 3: Zine Time!</li> <li>● Assessment: Exit Ticket</li> </ul>	Students will use Greek and Latin roots to decipher the meaning of scientific vocabulary in a paragraph.
7	<ul style="list-style-type: none"> <li>● SWBAT analyze the different connotations of synonyms.</li> <li>● SWBAT identify the mood and/or purpose of a text by evaluating the connotation of various words used within.</li> <li>● SWBAT improve his or her writing by intentionally selecting synonyms based on connotation and what mood he or she wants to create.</li> </ul>	<ul style="list-style-type: none"> <li>● Hook: Sleepwalk with Me</li> <li>● Content: Consider Connotation</li> <li>● Activity 1: Would you Rather...?</li> <li>● Activity 2: Capturing the Mood</li> <li>● Activity 3: Zine Time!</li> <li>● Assessment: Exit Ticket &amp; Quickwrite Revision</li> </ul>	Students will analyze the connotations of their own word choice and revise a paragraph based on that analysis.
8	<ul style="list-style-type: none"> <li>● SWBAT create an article plan for his or</li> </ul>	<ul style="list-style-type: none"> <li>● Hook: Need To Know</li> </ul>	Students will complete an article plan,



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	<p>her WOW! Zine article.</p> <ul style="list-style-type: none"> <li>● SWBAT identify one big idea or claim and at least three supporting details in preparation for writing an article on dreams.</li> </ul>	<ul style="list-style-type: none"> <li>● Content: Integrate Information</li> <li>● Activity 1: Writing &amp; Dreaming</li> <li>● Activity 2: Article Plan</li> <li>● Activity 3: WOW! Prep: Distribution</li> <li>● Assessment: Zine Article Plans</li> </ul>	<p>selecting details to support a central idea.</p>
9	<ul style="list-style-type: none"> <li>● SWBAT write a zine article using correct English grammar as appropriate to the zine.</li> <li>● SWBAT write a zine article on dreams that incorporates a big idea or student claim, at least 2 supporting details from other articles, a closing statement, and at least one infographic.</li> </ul>	<ul style="list-style-type: none"> <li>● Hook: Deadlines</li> <li>● Content: Write Informative Text</li> <li>● Activity 1: Article Writing</li> <li>● Activity 2: Zine Titles</li> <li>● Activity 3: Graphic Design</li> <li>● Activity 4: WOW! Prep: Signs/Advertisements</li> <li>● Assessment: Completed Article</li> </ul>	<p>Students will select and organize details to support a central idea, writing their article for the WOW! Zine.</p>
10	<ul style="list-style-type: none"> <li>● SWBAT write a positive review of another student's article.</li> <li>● SWBAT verbally encourage others to read his or her WOW! Zine.</li> <li>● SWBAT celebrate the accomplishment of publishing an article in the WOW! Zine.</li> </ul>	<ul style="list-style-type: none"> <li>● Hook: Zinefest</li> <li>● Content: Writing Reviews</li> <li>● Activity 1: Zine Mashup</li> <li>● Activity 2: Zine Review</li> <li>● Activity 3: Final WOW! prep</li> <li>● Assessment: Completed Review</li> </ul>	<p>Students will write a review of a classmate's article in which they analyze the student author's use of details to communicate a central idea.</p> <p>Students will write a review of a classmate's article in which they analyze the student author's use of details to communicate a central idea.</p>

**Lesson Elements**

<p><b>Hook</b></p> <p>Opening ritual used each week to build excitement</p>	<p>Opening rituals will vary with each lesson and be aligned to the lesson content on dreams. Each hook will include a quickwrite to get students thinking - and writing - on the topic of the day.</p>
<p><b>Assessment</b></p> <p>How you will measure student learning (i.e., exit tickets, student writing, student presentations.)</p>	<p>Assessments will be primarily Exit Tickets. However, in certain weeks there will be a work product that students complete during class and turn in. Each hook is fun, interactive, and designed to grab the students' attention.</p>
<p><b>Structures</b></p> <p>Learning structures, tools or student grouping strategies</p>	<p>Students will complete their own zine of their dreams over the course of the apprenticeship. Students will collaborate on research of dreams and dream science and then write an article for the final WOW! Zine.</p>
<p><b>Procedures</b></p> <p>Special procedures used each</p>	<p>Each week during Zine Time!, students will work on their personal zines and/or review zines from the classroom Zine Library. Consider how you will have students get materials for these activities and plan time to teach these procedures in Week 1.</p>



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class (ie handing out folders, rearranging seating, etc.)	
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<b>Implementation Notes</b>	
<p><b>Supplies</b></p> <p>Materials, tools, technology</p>	<ul style="list-style-type: none"> <li>● Notebooks and pencils (one per student)</li> <li>● Basic school supplies (paper, markers, glue, etc.)</li> <li>● Sample zines - see the Zine Intro &amp; Resource Guide to the apprenticeship for resources</li> </ul>
<p><b>Budget</b></p>	<p>Total cost of apprenticeship: There may be some cost for putting together a zine Library the initial time your campus or region teaches this apprenticeship. Cost will vary based on shipping and which zines you select. See the Zine Intro &amp; Resource Guide for more information.</p> <p>Depending on your plan for distribution of the WOW! Zine, you might consider having a specialty printing--either color or using special paper to create a polished, professional feel. This cost is difficult to predict, but can be estimated locally.</p>
<p><b>Supporting Materials &amp; Resources</b></p> <p>handouts, books, materials</p>	<p>Plan to acquire 10-20 authentic zines. While many can be obtained from authors in your community, also consider ordering some online that target student interests. Further information and recommendations are included in the Zine Intro &amp; Resource Guide.</p> <p>Numerous articles are used for activities in Weeks 1-7. Plan to save these handouts for use in Weeks 8 and 9. Students will write their own articles for the WOW! Zine in Weeks 8 and 9, and will benefit from being able to look back through the texts to pull out details and quotes. Consider keeping a box for these resources throughout the apprenticeship. After each week you can add to the box and then redistribute as needed in Week 8.</p>
<p><b>Location</b></p> <p>Tables/desks, or classroom, gym, kitchen, outside, etc.</p>	<p>Ideally, students will be able to work collaboratively in table groups, but also have individual workspace. This apprenticeship will work well in a classroom with desks that can be grouped or separated as needed by the student for the various activities suggestions for groupings are listed in</p>



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	each lesson. The unit can, however, work well in most classroom setups.
<b>Choice and Voice</b>  <small>Key decisions students make</small>	In Week 1, students will collaboratively decide how their WOW! Zines should be distributed after Week 10. Additionally, in Weeks 8 and 9, students will make individual decisions, such as what to write about for their final WOW! Zine article and what infographics to use in their article.
<b>Modifications for Student Needs</b>  <small>Supports and changes to help meet the needs of all learners</small>	<p>Students who struggle in reading or writing will potentially struggle in this apprenticeship. Modifications can be made to articles and other texts that students read to help these students achieve success. Consider having the TL work closely with the student's teachers to learn what modifications would be appropriate.</p> <p>Additionally, in Week 9, students complete their WOW! zine article in one class. The atmosphere is designed to be frenetic and somewhat chaotic. Students who do not perform well under pressure also may need additional support. Consider assigning a co-teacher to work with these students in a separate classroom, or give them more time to complete their articles by assigning the article to complete at home after Week 8 or during another planned activity. See further notes and recommendations in the "Preparation" section of Lesson 9.</p>
<b>Student Background Knowledge and Skills Needed</b>  <small>Academic skills, social emotional skills or developmental milestones needed</small>	Students need to be able to read and write. While reading in English is preferred, CTs and TLs could provide translated copies of the articles and materials if necessary for a student who is learning English. These translations are not provided within the lessons.
<b>College and Career Readiness</b>  <small>Connections to college and career</small>	<p>Students will be learning and developing skills for reading and writing nonfiction. Students will also be exposed to a form of writing that they may never have seen before -- the zine. Both of these experiences provide students with opportunities to strengthen their reading and writing abilities in ways that will benefit them in whatever college or career path they choose.</p> <p>Through this apprenticeship, students will be exposed to the field of writing and publishing as a whole, in addition to the writing and publishing of zines.</p>
<b>Co-Teaching Roles</b>  <small>Recommendations for co-teaching and planning</small>	This apprenticeship will benefit by being taught by multiple co-teachers. Notes and recommendations are included throughout the lessons on co-teaching structures that are best suited to specific activities. Generally, though, co-teachers can be used to provide extra support to students who struggle with the content, likely because they are below grade level in reading and writing and/or have a reading or learning disability. Additionally, many activities can be taught using a parallel teaching structure or station teaching structure to give students more small group learning opportunities.
<b>Special Resources</b>	None are required, but if there is an individual or an organization in your community who authors, produces, publishes or distributes zines, it would be great to have them come in as a guest speaker.



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<p>Field trips, excursions, guest speakers</p>	<p>Time is set aside in Weeks 4 and 6 to feature a publisher and an author to accommodate these guest speakers. Additionally or alternatively, it would also be valuable to have a guest speaker who specializes in dreaming. This could either be a researcher or a doctor who treats people with sleep disorders.</p>
<p><b>Road Map to WOW!</b> Visual overview for students of their 10 week apprenticeship</p>	<p>Note to CT/TL: Create a poster-sized visual of the information listed below, display and reference weekly in your classroom.</p> <p>Visual overview for students of their 10 week apprenticeship:</p> <p>Week 1: Get the Gist! Week 2: Read Like A Writer Week 3: Debating Dreams: Details Matter! Week 4: Infographics Week 5: Let's Get Lucid!: Comparing Texts Week 6: Science Writing: Roots and Affixes Week 7: Would You Rather...?: Connotations Week 8: Write Like a Reader: Zine Article Plans Week 9: The Newsroom: Writing Time! Week 10: Zinefest! WOW!</p>







**Co-Teaching Structures Guide**

Teaching Model	Description	Why should we use it?	When should we use it?
<p><b>Parallel Teaching</b></p> 	<p>Class is split into two (or more) small teams. <u>Same</u> content is taught to each team.</p>	<ul style="list-style-type: none"> <li>·Low student-teacher ratio</li> <li>·Greater proximity to high-risk students</li> <li>·Co-teachers have equal presence and responsibility in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>·We can plan effectively together to ensure we teach the same content to each group well.</li> <li>·Classroom's physical structure permits it.</li> <li>·Lessons with heavy independent work</li> <li>·Need to provide a lot of individual attention</li> </ul>
<p><b>Station Teaching</b></p> 	<p>Class is split into two (or more) small teams. <u>Different</u> material taught to each group simultaneously and then teams switch or teachers switch.</p>	<ul style="list-style-type: none"> <li>·Low student-teacher ratio</li> <li>·Co-teachers have equal presence and responsibility in the classroom.</li> <li>·More variety in teaching methods for teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>·When a lesson can be split into two mutually exclusive and equally timed parts (e.g. using a camera/critiquing a photo, chopping vegetables/measuring ingredients)</li> <li>·Classroom's physical structure permits it</li> <li>·Lessons with a lot of knowledge or skill-building</li> </ul>
<p><b>Team Teaching</b></p> 	<p>Both teachers actively teach the material taking turns during the lesson to lead teach. While one teacher is lead teaching the other goes around to groups or individual students.</p>	<ul style="list-style-type: none"> <li>·One teacher can pay attention to high-risks students while one teacher leads the full class.</li> <li>·Co-teachers have equal presence and responsibility in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>·When it's difficult to effectively split a lesson into two stations</li> <li>·When a lesson has lectures and independent practice time</li> <li>·If most SPED students can follow whole-group instruction</li> <li>·Best with well-developed co-teaching relationship</li> <li>·Lessons with a lot of group work</li> </ul>



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<p><b>Alternative Teaching</b></p> 	<p>One teacher remediates a small group of students (pre-teach, re-teach, supplement, or enrich) and catches them up for the main lesson being taught by the other teacher.</p>	<ul style="list-style-type: none"> <li>·Low student-teacher ratio.</li> <li>·To remediate in class for a small group of students.</li> <li>·To catch students up who may not have understood/missed previous lesson</li> </ul>	<ul style="list-style-type: none"> <li>·When the benefits from a few minutes of remediation/ pre-teaching will pre-empt greater misunderstandings for the lesson.</li> <li>·Classroom's physical structure permits small group in one part of the room. (CTs should not be left alone in the classroom with students.)</li> </ul>
<p><b>One Teach, One Assist</b></p> 	<p>One teacher lead teaches the whole lesson and the other teacher works with individual students.</p>	<p>To redirect behavior from an especially low functioning student.</p> <p>To pay greater attention to a student who needs one-on-one interaction in order to keep up</p>	<ul style="list-style-type: none"> <li>·If there is a particularly high-needs student(s) in the classroom that need specific support.</li> <li>·During direct-teach sections of the lesson</li> </ul>



## The Pitch

- **Introduce** yourself and the apprenticeship.
  - Provide a student-friendly description of the apprenticeship, "In this apprenticeship, students will do two things: research dreams and create a zine. In researching dreams, students will explore lots of cool texts about dreams – why we dream, what dreams mean, and if we can control our dreams. Then, we'll work together to create a zine – a cool, hand crafted magazine with articles, notes, and pictures – to teach back our research at the WOW!"
- Start describing a sample dream.
  - For example, **you might say**, "Last night I had the craziest dream! I was dreaming about teaching this apprenticeship. First, I was running late to get to the school, and, when I arrived, I realized I was at the middle school I went to in Michigan. Then, as I was walking in from the parking lot, I tripped on the step and fell into an endless pit. As I fell – down, down, down... -- I realized I had on a parachute! I pulled the cord and floated to the bottom of the pit. At the bottom of the pit there was a little green door – about half my size -- and as I stepped forward and started to open the door, I woke up!"
- **Draw a picture** while you are describing the dream on the first page of the chart paper. Write a few notes and include details where relevant. This is the first page of the zine.
- **Turn to the second page of chart paper. Write** "what could it mean??" at the top of the paper.
- **Say:** Sometimes people think dreams have special meanings. **Ask:** What do you think this dream could possibly mean?
  - **Solicit two-three answers** and write them on the chart paper. Draw a sketch to keep the feel ziney.
- **Turn to the third page of chart paper. Write** "dreams" in the center and **ask** students for ideas of things that they could study with respect to dreams. **Write** their answers as offshoots of the central idea "dreams."
- Thank the students for their participation. Explain that this (what they have just collaborated on) is both an example of the WOW! product they will make in this apprenticeship AND the topic of much of the research that they will do in the apprenticeship.
- **Explain more about what a zine is** and how they will learn about dreams (i.e. via reading ) during this apprenticeship.
- Pass around the sample zines.

### Special Notes:

- The key here is to make sure students know that reading about dreams will be the primary way they will learn about dreams, but not to scare kids off by making it sound too much like a reading class.
- Talk up the zines, because they will be working on zine pages in every class, but be honest that there will be serious reading and writing involved.
  - For example, say "We'll read what scientific research says about dreams. We'll read what popular opinion says about dreams. From our research, we'll create cool zines to share what we've learned with other students and teachers at our school."



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### Materials Needed for Pitch Day

- Sample zines
- Three large pieces of chart paper for each group to which you're presenting
- An easel or wall to put the paper on while you are writing and presenting
- Several flipchart markers (Three colors)



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### **Apprenticeship in Action**

Coming In 2016!

### **Apprenticeship Description for WOW! Communications**

In this apprenticeship, students will research dreams and create a zine. In researching dreams, students explore lots of cool texts about dreams – why we dream, what dreams mean, and if we can control our dreams. Subsequently, they work together to create a zine – a cool, handcrafted magazine with articles, notes, and pictures – to teach back our research and learning. This WOW! Zine demonstrates what students learned about dreams, reading and writing nonfiction, and the unique zine medium.

### **Apprenticeship Acknowledgements**

"In Your Dreams" was developed, modified, and edited by Mandy Haeuser Gandin and Amy Hoffmaster as a second revision to the original Academic League ELA unit.

The first revision and conversion from an Academic League unit to an Apprenticeship unit was completed by Mandy Haeuser Gandin and Keely Ball. The original curriculum was compiled, written, and edited by Dr. Laura Jones with support from Keely Ball.