



CTE Literacy: Introduction to Common Core Literacy for the CTE Classroom



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11/4/14

Why CTE Literacy?



Why CTE Literacy?

SmartBrief We read everything.
You get what matters.

"In my experience working with hundreds of schools, the easiest way to improve student performance at scale is by having students write in every class. This is a recognized necessity in English and reading, but when writing takes place in every classroom, across every subject, students develop the ability to apply critical reasoning and effectively express ideas across subjects. Simply put, the practice deepens learning across the board."

"More than 30 years of research from the University of Chicago shows teaching analytical reading and writing across disciplines is the most important thing we can do to improve our students' college and career readiness. Students who wrote regularly in each of their classes showed consistent improvements in math and science courses as well, not just English."

-Katherine McKnight

Why CTE Literacy?



"The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K-5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6-12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well."

Why CTE Literacy?

ACHIEVETHECORE.ORG

- This interdisciplinary approach to literacy stems from extensive research establishing the need for college and career ready students to be proficient in reading complex informational texts, independently, in a variety of content areas.
- Most of the required reading in college and workforce training programs is informational in structure and challenging in content.
- Postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K-12 schools and comparatively little scaffolding.
- The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

Why CTE Literacy?

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Instructional Shifts Mean a Change in Practice!

From ..

Content knowledge primarily from teacher-led lecture



To...

Content knowledge comes from a balance of reading, writing, lecture, and hands-on experience

Why CTE Literacy?



**"Think Alouds: Unpacking the Standards"
(Video from Teaching Channel)**

Why CTE Literacy?

- What does literacy mean in your discipline?
- How do professionals in your field use reading and writing skills in a real-world setting?



Why CTE Literacy?

- Many of the standards correlate with instructional best practices that are not exclusive to the ELA classroom
- You are probably already addressing at least a few Common Core literacy standards in your classroom and don't even realize it!
- Let's find out what you're already doing, and build on that foundation as we move forward...



Assessing Texts

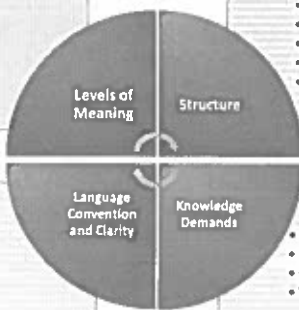


- Quantitative measures
- Qualitative values
- Task and Reader considerations

Grade band	CCSS 2010	Revised CCSS 2011	ATOS	DRP	FK	SR	RM
K-1	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2-3	450-790	420-820	2.75-5.14	42-54	1.98-5.34	0.05-2.48	3.53-6.13
4-5	770-980	740-1010	4.97-7.03	52-60	4.51-7.73	0.84-5.75	5.42-7.92
6-8	955-1155	925-1185	7.00-9.98	57-67	6.51-10.34	4.11-10.66	7.04-9.57
9-10	1080-1305	1050-1335	9.67-12.01	62-72	8.32-12.12	9.02-13.93	8.41-10.81
11-CCR	1215-1355	1185-1385	11.20-14.10	67-74	10.34-14.2	12.30-14.50	9.57-12

- Lexile: Lexile (MetaMetrics)
 ATOS: Accelerated Reader (Renaissance Learning)
 DRP: Degrees of Reading Power (Questar)
 FK: Flesch-Kincaid
 SR: Source Rater (Educational Testing Service)
 RM: Pearson Reading Maturity Metric (Pearson Education)

- Density and Complexity
- Figurative Language
- Purpose



- Genre
- Organization
- Narration
- Text Features
- Graphics

- Standard English
- Variations
- Register

- Background
- Prior
- Cultural
- Vocabulary

Levels of Meaning and Purpose

- Density and complexity
- Figurative language
- Purpose

Levels of Meaning and Purpose

*Is it about talking animals,
or the USSR?*

*Is it entertainment,
or political satire?*

*Is it straightforward,
or ambiguous?*



Structure

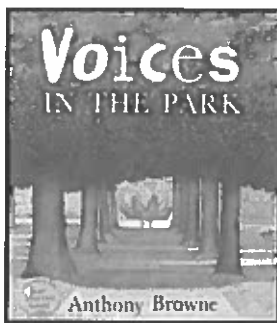
- Genre
- Organization
- Narration
- Text features and graphics

Structure

*Changes in narration,
point of view*

*Changes in font signal
narration changes*

Complex themes



Language Conventions

- Standard English and variations
- Register

Language Conventions

Non-standard English usage

"Out in the hottest, dustiest part of town is an orphanage run by a female person nasty enough to scare night into day. She goes by the name of Mrs. Sump, though I doubt there ever was a Mr. Sump on accounta she looks like somethin' the cat drug in and the dog wouldn't eat."

(Stanley, 1996, p. 2)




Knowledge Demands

- Background knowledge
- Prior knowledge
- Cultural knowledge
- Vocabulary

Knowledge Demands

Domain-specific vocabulary
(radioactive, acidity, procedure, vaccination)

Background knowledge
(diseases, safety risks, scientific experimentation)



Close Reading & Annotation

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RST.11-12.10

By the end of grade 12, **read and comprehend** science/technical texts in the grades 11-CCR text complexity band **independently and proficiently.**

CCSS.ELA-LITERACY.CCRA.1.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.


Close Reading & Annotation

Sample: Quick Annotation Strategy

- ? = Ask a question
- "The text mentions a DNA study. What does DNA stand for?"
- !!! = Note an interesting passage
- "I didn't realize that tapeworms can grow to 23 meters!"
- C = connection to another text or piece of evidence
- "The Ebola virus is like the AIDS virus we read about yesterday because..."
- ✓ (check) = Access prior knowledge; I already knew that!
- "I knew that photosynthesis required water."
- X = Challenge your own thinking, new information
- "I had no idea that Nobel invented dynamite."
- * = Reason that looks important
- "I'll need this piece of evidence about Triceratops to support my thesis."
- "Bee it" = Remember words you don't know, are repeated, or you just like
- "I've seen the word ignominious several times, and I need to look it up."

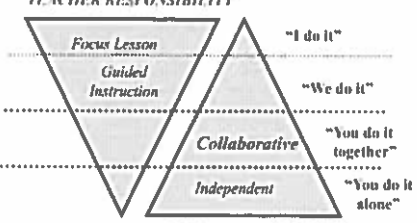
Close Reading & Annotation

Let's watch this Science teacher model his own close reading and annotation process for his students using the think aloud technique:



Gradual Release of Responsibility

TEACHER RESPONSIBILITY



STUDENT RESPONSIBILITY

A Model for Success for All Students

Fisher, D. & Frey, N. (2008). *Helping learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development

Close Reading & Annotation

Vale Middle School Articles of the Week

<http://vms.vale.k12.or.us/articles-week>

Now let's try this text annotation strategy with the article, "Reading in Every Classroom, Every Day" by Douglas Fisher and Nancy Frey.

Text Annotation Strategy

Instructions: COMPLETE ALL QUESTIONS AND ANSWER NOTES using the CLOSE reading strategies practiced in class. This requires reading of the article ["Close Reading"](#).

Step 1: Show the article using these symbols as you read

(+) agree, (I) disagree, (!) important, (?) surprising, (?) wondering

Step 2: Number the paragraphs. Read the article carefully and make notes in the margin.

Notes should include:

•Comments that show that you understand the article (A summary or statement of the main idea or important sections may serve this purpose.)

•Questions you have that show what you are wondering about as you read

•Notes that differentiate between fact and opinion

•Observations about how the writer's strategies (organization, word choice, perspective, support) and their effect affect the article

Step 3: A final quick read noting anything you may have missed during the first two reads.

Your margin notes at a part of your score for this assessment. Answer the questions carefully in appropriate sentences unless otherwise instructed.

Student _____

Class Period _____

ABC Summaries

WRITING EFFECTIVE SUMMARIES

A. Identify!

You may already know what an **introduction** is to a paragraph. The following checklist will help you identify the parts of a paragraph.

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B. Ticker to a Year!

Identify the parts of the paragraph.

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C. Check Your Thought!

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ABC Summaries

Sample summary of "Reading in Every Class, Every Day":

Nancy Frey and Douglas Fisher's article "Reading in Every Class, Every Day" asserts that effective schools practice expressive literacy throughout the school day, but implementation of such an expansive reading policy can be difficult. Independent reading, reciprocal teaching, and SQ3R are three practical strategies that can help teachers in any content area to incorporate literacy into their classes in a way that enhances core content instruction.

ABC Summaries

<p>CCSS.ELA-LITERACY.W.11-12.4 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>	<p>CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>CCSS.ELA-LITERACY.W.11-12.3 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>CCSS.ELA-LITERACY.W.11-12.3 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p>CCSS.ELA-LITERACY.W.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p>	<p>CCSS.ELA-LITERACY.W.11-12.2 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>CCSS.ELA-LITERACY.R.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</p>	
<p>CCSS.ELA-LITERACY.R.11-12.3 Analyze a text and its arguments, specific claims, and stances, as well as the methods and strategies the author uses in an argument or issue.</p>	
<p>CCSS.ELA-LITERACY.R.11-12.2 Analyze and evaluate the main ideas and supporting details presented in diverse media and formats, including visually and quantitatively as well as in electronically mediated texts.</p>	
<p>CCSS.ELA-LITERACY.R.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the argument.</p>	

Independent Reading

"There is evidence that when students are given time for independent reading of content-area-related texts, their performance improves."

Example of practices from the article:


- Ten minutes each day in class to read course-related content
- "Scientists read every day as part of their jobs, and I want my students to have that same experience"
- Magazines and other materials related to course standards
- Rotate selection of reading materials based on the current unit of study

Reciprocal Teaching

"As groups of students read and talk about what they read, they learn more."

Students work in groups, each taking on a specific role in the reading process:

- Predicting
- Questioning
- Summarizing
- Clarifying



Students stop at regular intervals (each paragraph, new heading, etc.) to discuss, each making unique contributions to the group's comprehension based on their individual jobs.

Desired Outcome: with frequent practice, students will incorporate these skills into their independent reading.

Reciprocal Teaching

<p>CCSS.ELA-LITERACY.RI.11.12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>CCSS.ELA-LITERACY.RI.11.12.3 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>CCSS.ELA-LITERACY.RI.11.12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</p> <p>CCSS.ELA-LITERACY.RI.11.12.6 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>CCSS.ELA-LITERACY.RI.11.12.5 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p>	<p>CCSS.ELA-LITERACY.W.11.12.1 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>CCSS.ELA-LITERACY.W.11.12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>CCSS.ELA-LITERACY.W.11.12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.W.11.12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-LITERACY.W.11.12.10 Write routinely over extended time frames (days for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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SQ3R

"Study skills are an important part of the secondary school curriculum. One of the ways that we can help students learn to study while reading is through the SQ3R process."

1. Survey: skim text for headings and charts
2. Question: turn headings into questions
3. Read: read to answer questions
4. Recite: answer questions and make notes
5. Review: reread for details and unanswered questions.

SQ3R

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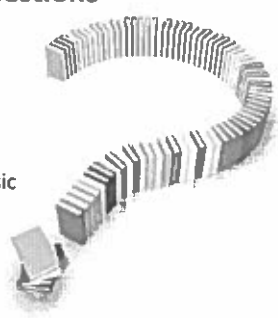
SQRQCQ

The math version of SQ3R

1. Survey: skim the text to get the main idea of the problem
2. Question: ask the question that is stated in the problem
3. Reread: identify the information and details provided
4. Question: ask what operation must be performed
5. Compute: solve the problem
6. Question: ask whether the answer makes sense.

Text-Dependent Questions

- Answered through close reading
- Evidence comes from text, not information from outside sources
- Understanding beyond basic facts
- Not recall!
- Open-ended questions

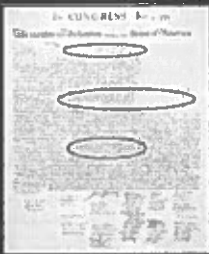


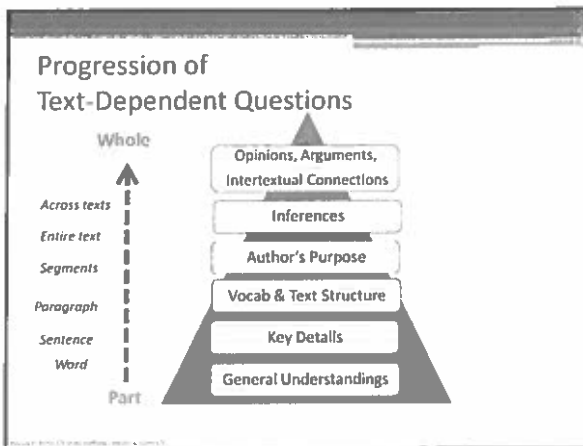
Which of the following questions require students to read the text closely?

1. If you were present at the signing of the Declaration of Independence, what would you do?
2. What are the reasons listed in the preamble for supporting their argument to separate from Great Britain?

1. If you were present at the signing of the Declaration of Independence, what would you do?

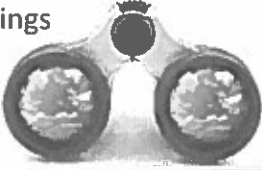
2. What are the reasons listed in the preamble for supporting their argument to separate from Great Britain?





General Understandings

- Overall view
- Sequence of information
- Story arc
- Main claim and evidence
- Gist of passage




CCSS.ELA-LITERACY.RST.11-12.2
Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CCSS.ELA-LITERACY.RST.11-12.3
Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.


General Understandings in Kindergarten

Retell the story in order using the words *beginning*, *middle*, and *end*.



Key Details

- Search for nuances in meaning
- Determine importance of ideas
- Find supporting details that support main ideas
- Answers who, what, when, where, why, how much, or how many.



CCSS.ELA-LITERACY.RST.11-12.1
Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

Key Details in Kindergarten

- How long did it take to go from a hatched egg to a butterfly?
- What is one food that gave him a stomachache?
- What is one food that did not give him a stomachache?

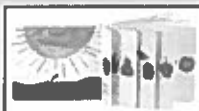


It took more than 3 weeks.
He ate for one week, and
then "he stayed inside [his
cocoon] for more than two
weeks."



Foods that did not give him a stomachache

- Apples
- Pears
- Plums
- Strawberries
- Oranges
- Green leaf



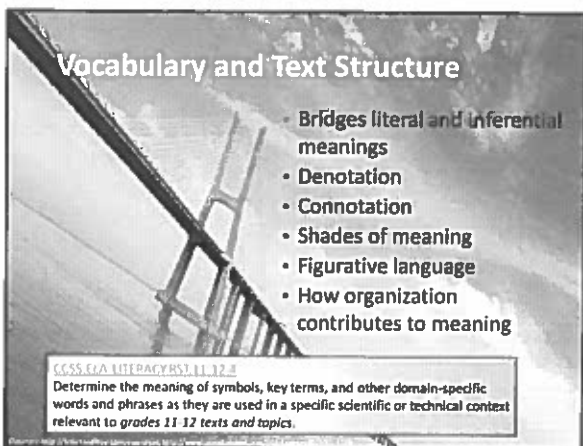
Foods that gave him a stomachache

- Chocolate cake
- Ice cream
- Pickle
- Swiss cheese
- Salami
- Lollipop
- Cherry pie
- Sausage
- Cupcake
- Watermelon

Vocabulary and Text Structure

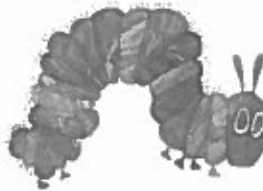
- Bridges literal and inferential meanings
- Denotation
- Connotation
- Shades of meaning
- Figurative language
- How organization contributes to meaning

CCSS.ELA-LITERACY.RST.11-12.2
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.




Vocabulary in Kindergarten

How does the author help us to understand what cocoon means?



There is an illustration of the cocoon, and a sentence that reads, "He built a small house, called a cocoon, around himself."



Author's Purpose

- *Genre*: Entertain? Explain? Inform? Persuade?
- *Point of view*: First-person, third-person limited, omniscient, unreliable narrator
- *Critical Literacy*: Whose story is *not* represented?

CCSS.ELA-LITERACY.RST.11-12.6
Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

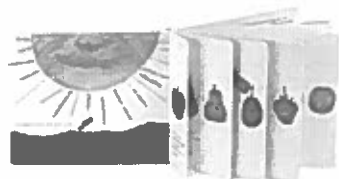


Author's Purpose in Kindergarten

Who tells the story—the narrator or the caterpillar?
How do we know?




A narrator tells the story, because he uses the words *he* and *his*. If it were the caterpillar, he would say *I* and *my*.



Opinions, Arguments, and Intertextual Connections

- Author's opinion and reasoning
- Claims
- Evidence
- Counterclaims
- Ethos, Pathos, Logos
- Rhetoric

Yes
 No



Links to other texts throughout the grades

Opinions, Arguments, and Intertextual Connections

- Author's opinion and reasoning
- Claims
- Evidence
- Counterclaims
- Ethos, Pathos, Logos
- Rhetoric



CCSS ELA-LITERACY.RST.11-12.7
 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CCSS ELA-LITERACY.RST.11-12.8
 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.


CCSS ELA-LITERACY.RST.11-12.9
 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Links to other texts throughout the grades

Opinions and Intertextual Connections in Kindergarten


<p style="text-align: center;">Narrative</p> <p>Is this a happy story or a sad one? How do you know?</p> 	<p style="text-align: center;">Informational</p> <p>How are these two books similar? How are they different?</p> 
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Develop Text-Dependent Questions for Your Text



- Do the questions require the reader to return to the text?
- Do the questions require the reader to use evidence to support his or her ideas or claims?
- Do the questions move from text-explicit to text-implicit knowledge?
- Are there questions that require the reader to analyze, evaluate, and create?

Online CTE Literacy Resources



USA Today Future Forward



Tools to fuel college and career readiness





Why USA Today Future Forward?

- Improves reading comprehension and critical thinking skills
- Integrates seamlessly into any classroom
- Designed specifically for CTE
- Offers easy online access
- Aligns with [Common Core State Standards](#)



Key Features:

- Content rich informational texts connect to learning with the real world
- Regular practice with complex text and academic vocabulary in a variety of content areas
- Screen lesson templates (10 for use with informative/persuasive texts; six designed to explicitly build vocabulary)
- Reading guides work with any text
- Mini assessments organized by career cluster
- Library of USA TODAY articles catalogued by 16 career clusters and updated monthly
- Articles include a Lexile measurement so teachers can differentiate instruction for students
- Career related RSS feeds



Future Forward articles generally score over 1000 in Lexile measurement, meeting or exceeding the Common Core test complexity guidelines for grades 9 CCR (College and Career Ready)

Common Core Band	Lexile Range	Program of Reading Percent	Lexile Range	The Lexile Framework®	Future Forward Reading/Listening	Substrate
1 st - 2 nd	3.75 - 5.54	42 - 64	3.00 - 5.34	420 - 620	3.50 - 6.10	0.00 - 2.40
3 rd - 5 th	6.97 - 7.86	53 - 60	6.31 - 7.73	740 - 900	6.42 - 7.92	0.00 - 5.70
6 th - 8 th	7.80 - 9.08	57 - 67	6.53 - 10.34	850 - 1200	7.06 - 9.57	4.11 - 10.64
9 th - 10 th	9.67 - 12.03	67 - 73	8.32 - 12.13	1000 - 1300	8.43 - 10.61	9.03 - 13.93
11 th - CCR	11.20 - 14.16	67 - 74	10.14 - 14.2	1200 - 1300	9.37 - 12.00	11.00 - 14.50




USA TODAY
A GANNETT COMPANY



USA Today Future Forward Walkthrough:





Lesson Plan #3: Analyzing a Text

Standards Addressed:


Range of Reading and Level of Text Complexity

CCSS.ELA-LITERACY.CC.11-12.1
By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Key Ideas and Details


CCSS.ELA-LITERACY.CC.11-12.1.1
Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CCSS.ELA-LITERACY.CC.11-12.1.2
Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.



Implementation Strategies


- Use Future Forward materials to begin or end class sessions (bellwork, exit slip, etc.)
- Use a Future Forward article as a springboard for a class discussion
- Use Future Forward articles to supplement existing lesson plans and make meaningful real-world connections with course content
- Use ready-made Future Forward assessments as pre- and post-tests to formatively assess literacy skills in the context of your CTE class
 - Use Future Forward lessons in between assessments to boost literacy skills and increase student growth



Implementation Strategies

- Pair Future Forward with other instructional best practices for literacy (think aloud, reciprocal teaching, think-pair-share, SQ3R, text annotation, etc.)
- Leave an article and a Future Forward lesson as a sub plan
- Use Future Forward lessons with other texts, such as more recent articles from USA Today, or texts from other sources, such as trade magazines, technical manuals, professional journals, newspapers, etc.
- Use Future Forward lessons with articles from websites like Newsela and ThinkCERCA

Newsela and ThinkCERCA




Pros

- Great sources for up-to-date, authentic news articles related to various content areas
- Aligned with Common Core text complexity
- Generally more current than Future Forward
- Common Core-aligned online quizzes
- Can be incorporated into larger lessons or used as standalone activities
- Can be used in conjunction with Future Forward lessons

Cons

- Many features available in free versions, but full versions are expensive
- Free versions assess Common Core literacy skills, but do little to teach or reinforce them
- Free versions do not address writing standards

Newsela




Pros

- New content posted daily (M-F)
- Daily e-mails highlight new texts
- Find articles by topic, grade level, standard, or by keyword search
- Every article offered at multiple Lexile levels
- Ability to print articles

Cons


- Quizzes not available for all articles
- No discussion prompts

ThinkCERCA



Pros	Cons
<ul style="list-style-type: none">• New content posted frequently• E-mails highlight new content and cluster• Quizzes and discussion prompts for every article• Vocabulary and audio support• Multimedia texts	<ul style="list-style-type: none">• Articles only sorted by grade band; no search function• Cannot print articles• Only one Lexile version of texts• Not as much new content as Newsela

Writing Strategies for CTE



Looking for a great way to address Common Core writing standards?



Build a RAFT!


RAFT Writing

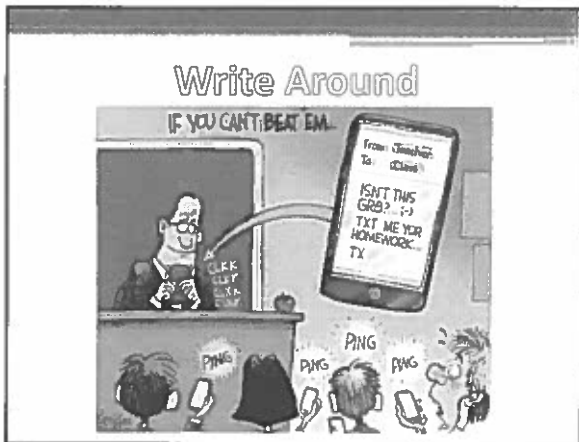
<p>Role of the writer:</p> <ul style="list-style-type: none"> • Auto mechanic <p>Audience:</p> <ul style="list-style-type: none"> • Customer <p>Format:</p> <ul style="list-style-type: none"> • Diagnostic report <p>Topic:</p> <ul style="list-style-type: none"> • Explain what is wrong with the vehicle and what the repair options are 	<p>Role of the writer:</p> <ul style="list-style-type: none"> • Police officer <p>Audience:</p> <ul style="list-style-type: none"> • Law enforcement officials, lawyers, judges, citizens <p>Format:</p> <ul style="list-style-type: none"> • Police report <p>Topic:</p> <ul style="list-style-type: none"> • A crime was committed. Summarize relevant facts that are currently known 	<p>Role of the writer:</p> <ul style="list-style-type: none"> • Mobile app designer <p>Audience:</p> <ul style="list-style-type: none"> • Potential customers <p>Format:</p> <ul style="list-style-type: none"> • Advertisement <p>Topic:</p> <ul style="list-style-type: none"> • Convince people that your mobile app is worth downloading
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RAFT Writing

<p>CCSS.ELA-LITERACY.RF.1.1.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</p> <p>CCSS.ELA-LITERACY.RF.1.1.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>CCSS.ELA-LITERACY.RF.1.1.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important ideas that explain a topic.</p> <p>CCSS.ELA-LITERACY.W.1.1.1 Write arguments focused on discipline-specific content.</p> <p>CCSS.ELA-LITERACY.W.1.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>	<p>CCSS.ELA-LITERACY.W.1.2.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.W.1.2.2 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CCSS.ELA-LITERACY.W.1.2.3 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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Write Around








Write Around


1. Divide students into groups of four
2. Have each student get a blank sheet of paper and put their name in the upper 5. left-hand margin
3. Assign a text or topic
4. After reading or thinking on the topic, students get out a sheet of loose leaf paper and write silently for about one minute, or until everyone has about 1/4 of a page written
 - They must write the whole time, but they can write about any aspect of the topic that interested them
 - They may write about what they agree/disagree with
5. They may write about questions they have
6. After one minute, students pass their papers to their left and receive papers from their right
7. Students read and respond to peers' writing for a couple of minutes, then pass and repeat until you're ready to stop and return the papers to their original owners
8. Afterwards, students read their papers and then proceed to have a lively, active discussion on the topic
9. Have students discuss in their groups and then report out to the class on their conclusions

Write Around

- What are some examples of how literacy is already a part of your classroom instruction?
- How can you envision integrating some of the strategies we've discussed so far today into what you already do?

eLearning Soft Skills Lessons



"Proving you have the know-how and education to do a job is pretty important, but there are social graces that employers say are equally vital in the workers they hire."

These "soft skills," such as work ethic, positive attitude, accountability, effective communication, time management, problem solving, teamwork, flexibility, dependability and motivation, can't necessarily be measured on a test. But Jackson area employers and companies who train workers say they can be learned and do go a long way toward increasing productivity and building harmony in the work place."

Leanne Smith, mlive.com reporter

eLearning Soft Skills Lessons



eLearning Soft Skills Lessons

Students can practice soft skills and literacy together by...

- ...using the online-based, interactive text to meet the multimedia portion of the reading standards
- ...completing a write around with classmates after they've all finished the soft skills lesson
- ...completing a Future Forward lesson to demonstrate understanding of the main idea and supporting details
- ...using a structured note-taking method, such as Cornell Notes, while watching the video
- ...building a RAFT based on a soft skills-related scenario
