

Common Core State Standards

English Language Arts: Content Literacy for Technical Subjects

User's Guide



California Department of Education
Sacramento, California

CCSS ELA: Content Literacy for the Technical Subjects
User's Guide

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Background Information for Facilitator(s)

Prior to conducting a group-facilitated session:

- Complete the Common Core State Standards (CCSS) English Language Arts (ELA): Content Literacy for Technical Subject Module online module; available on the Brokers of Expertise Web site at <http://www.myboe.org/portal/default/Content/Viewer/Content?action=2&scld=505198&scild=13936>
- Be familiar with your specific California technical subject content standards or California CTE Model Curriculum Standards. <http://www.cde.ca.gov/be/st/>

This module is comprised of four units:

Unit 1: College and Career Readiness in the Technical Subjects

Unit 2: Content Literacy in the Technical Subjects: K-5

Unit 3: Building Content Literacy in the Technical Subjects: 6-12 Reading

Unit 4: Building Content Literacy in the Technical Subjects: 6-12 Writing

The module also begins with a welcome, overview, and pre-assessment and concludes with a summary, post-assessment, and resources section.

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Group Facilitator's Guide: Preparation Notes

For each session, have the following available:

- Chart paper and markers (optional, but charting will enhance discussions, visual learners, and act as a memory trigger when beginning a new session)
- Computer (with Flash player capability: test in advance)
- LCD projector
- Large screen
- Speakers for video
- Internet connection (access to YouTube, Vimeo, etc. if applicable)
- Table supplies (e.g., pens, pencils, highlighters, Post-it notes)
- Note-taking support: Either ask participants to bring what they prefer to use for note taking (e.g., notebook or notepad, or a computer/tablet with an application such as *Evernote*), or prepare PowerPoint slides with note-taking options-for example, the 3 slides per page option.

Prepare/Download Videos by Unit:

Access videos through links provided in the facilitator's notes section on PowerPoint slides or through the PLM on Brokers of Expertise. Participant packets also include video links on pdf copies of slides for future reference. Videos are found in the following locations:

Welcome

Unit 1: Three videos

Unit 2: Two videos

Unit 3: Four videos

Unit 4: Ten videos

Note: All videos are also accessible through the online module on the Brokers of Expertise Web site at <http://www.myboe.org/portal/default/Content/Viewer/Content?action=2&scld=505198&scild=13660>).

Technology Considerations:

- Verify Internet connection
- Verify access to YouTube, Vimeo, etc.,
- Verify access to embedded videos (requires Flash)

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Group Facilitator's Guide: Presentation Options

Facilitators should consider the makeup of the group participating in the module. Considerations include but are not limited to such attributes as grade levels, subject areas, student grade level groupings within class or course and other factors. Facilitators may conduct a series of group workshops for the entire module or facilitate a hybrid model where group learning is blended with independent, small group or extended learning. If the hybrid model is chosen, the facilitator should determine the appropriate areas for group facilitation and for independent use.

Possible Modifications Based on Group Make Up

1. If you have a mixed group of K-5 multiple subject educators combined with K-5 and secondary technical subject educators, do all of Unit 1 as a group. This unit provides the foundation for CCSS – content literacy for technical subjects, introduces the idea of career and college readiness in the technical subjects, and examines the attributes of well-prepared “college and career” ready students. You may wish to divide up into grade/subject alike groups and offer in alternate sessions Units 3 and 4 to be able to address audience needs. K-5 multiple subject teachers could be offered Units 3 and 4 as optional or extended learning.
2. Unit Two: K-5
 - 2.1. If the audience is 6- 12, this unit could be assigned as extended learning for secondary educators, as it focuses on K-5, the shared responsibility of both the multiple subject K-5 teacher and specialist teachers and instructional design considerations of an integrated model literacy.
 - 2.2. If the audience is mainly K-5 or technical subject teachers teaching within K-5 grade spans, this should be done as a group.
3. If only K-5 multiple subject teachers are in the group, Units 3 and 4 could be generally introduced and then assigned as optional extended learning.
4. In Units 3 & 4 activities should be tailored to the group(s). Both units call for examination of examples of instructional ideas, call for development of classroom ideas, and review assessment practices. The activities follow the same format, so after the first set, instructions could be kept to reminders with review as necessary. Participants may complete some of these activities independently outside of the group session and prepare for discussion and reflection at subsequent face-to-face meetings in grade span groups or with the whole group.

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Possible Presentation Options

The following options are based on the assumption of an entire group working through the module together. These are only a few possible formatting options. Please see above for possible modifications you may wish to make. All session times are estimated for facilitated sessions and do not include time for additional independent or extended learning activities. They also do not account for meal or refresh breaks that may be needed.

Option 1 (Hybrid Model) – Four facilitated sessions for a total of 10 hours.

This option requires participants to review, adapt, and develop lesson templates outside of the group session.

- Session 1: Unit 1 (2 hours)
- Session 2: Unit 2 (2 hours)
- Session 3: Unit 3 (3 hours)
- Session 4: Unit 4 (3 hours)

Option 2 – Three 6-hour sessions for a total of 18 hours

This option allows time for participants to collaborate on assessment and lesson development, give peer feedback on ideas, and have more time to explore concepts during the workshop.

- Session 1: Unit 1 and 2
- Session 2: Unit 3
- Session 3: Unit 4

Option 3 – Eight 90 minute sessions for a total of 12 hours.

This option is suited smaller groups participating in smaller segments of time such as early release, before or after school sessions, small learning community or department meetings. Additional sessions could be added for extended collaboration.

- Session 1: Unit 1, slides 1 – 11
- Session 2: Unit 1: slides 12 – 31
- Session 3: Unit 2: slides 1 – 10
- Session 4: Unit 2: slides 11 – 16
- Session 5: Unit 3 slides 1 – 13
- Session 6: Unit 3 slides 14 – 33
- Session 7: Unit 4 slides 1 – 16
- Session 8: Unit 4 slides 17 – 37

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Group Facilitator's Guide: Materials

Depending on the group's grade span and teaching context, not all materials are needed. As an example, if only doing Unit 1 and Unit 2 with K-5 educators, you will not need materials for Units 3 and 4.

Print or provide electronic copies in advance (available on the Brokers of Expertise Web site at

<http://www.myboe.org/portal/default/Content/Viewer/Content?action=2&scld=505198&scild=13660>).

- **PowerPoint Slide with Presenter Notes** (pdf of PowerPoint in “notes view”- copy for each facilitator only)
- **Participant Packet** - one for each person (print only the units and handouts you plan to cover in each session, or have participants download documents onto personal electronic devices in advance)
 - ✓ Participant Packet (pdf) Presentation Slides for each of the four Units
 - ✓ Participant Packet (pdf) Handouts for each of the four Units
- For Secondary: Participants should bring or facilitator should provide copies of California Content Standards or CA CTE Model Curriculum Standards for represented technical subject areas.
- For K-5 Elementary: Participants should bring or facilitator should provide copies of CA Visual and Performing Arts Content Standards
- Pre and Post Assessment copies

Note: Handouts have a series of numbers (and sometimes a letter) corresponding to the unit in the online version of the module and in order of appearance in the PowerPoint presentation and a shorten title. The first number is the unit. For example Handout 2_1a ReadingStandardfor infoTextK-5pgs7-9, is from Unit 2 and is the first handout in that unit.

Unit 1 Handouts

- 1_1 Pre-Requisite Skills and Capabilities for College and Career Readiness
- 1_1 Competency-Based Learning
- 1_1 Strengthening High School Teaching and Learning
 - 1_1_1 What Motivates the “Net” Generation
 - 1_1_1 Mastering Competencies of “Just in Time Learning”
 - 1_1_2 Common Core State Standards College and Career Descriptors
 - 1_1_2 A First Look at the Common Core College and Career Readiness
 - 1_2_1 Career Readiness Partner Council

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- 1_2_3 What Are the Four Keys to College and Career Readiness
- 1_2_3 What Isn't in the Definition of College and Career Readiness
- 1_3 CTE Model Curriculum Standards – Standards & Framework (CDE)
- 1_3 Standards for Career Ready Practice
- 1_3 1. Apply Appropriate Technical Skills and Academic Knowledge
- 1_3 2. Communicate Clearly, Effectively, and with Reason
- 1_3 3. Develop an Education and Career Plan Aligned with Personal Goals
- 1_3 4. Apply Technology to Enhance Productivity
- 1_3 5. Utilize Critical Thinking to Make Sense of Problems and Persevere in Solving Them
- 1_3 6. Practice Personal Health and Understand Financial Literacy
- 1_3 7. Act as a Responsible Citizen in the Workplace and the Community
- 1_3 8. Model Integrity, Ethical Leadership, and Effective Management
- 1_3 9. Work Productivity in Teams While Integrating Cultural and Global Competence
- 1_3 10. Demonstrate Creativity and Innovation
- 1_3 11. Employ Valid and Reliable Research Strategies
- 1_3 12. Understand the Environment, Social, and Economic Impacts of Decisions

Unit 2 Handouts

- 2 VAPA Framework
- 2_1 Reading Standards for Informational Text K-5, pgs 7-9
- 2_1 Writing Standards for Informational Text K-5, pgs 15 – 20
- 2_1 Speaking and Listening Standards for K-5, pgs 22-25
- 2_1 Language Standards for K-5, pgs 27 – 35
- 2_1 Common Core Shifts for English Language Arts
- 2_2_1 College and Career Readiness Anchor Standards for Speaking and Listening K-5
- 2_3 Staying on Topic in a Grade Across Grades
- 2_4 College and Career Anchor Standards for Reading
- 2_4 College and Career Anchor Standards for Writing
- 2_4 Example 1, Dance Labanotation
- 2_4 Example 2/Dance, Choreographic Notes
- 2_4 Example 3, Music Notation
- 2_4 Example 4, Costume Design
- 2_4_1 Visual Arts Close Reading
- 2_4_1 Time 2 Extend: 5Ws of Theatre

Unit 3 Handouts

- 3 Reading Standards for Literacy in Science and Technical Subjects 6-12 pgs 78-79, CCR Anchor Standards for Reading pg 75
- 3_1 Comparing the CCR Anchor Standards for Reading with the CA CCSS Reading Standards for Literacy 6-12
- 3_1_1 Note on Range and Content of Student Reading

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- 3_2_1 Text Dependent Questions: Using Evidence – Short Guide to Creating Text-Dependent Questions
- 3_2_1 Text Dependent Questions: Using Evidence – Complete Guide to Creating Text-Dependent Questions
- 3_2_1 Text Dependent Questions: Using Evidence – Checklist for Evaluating Question Quality
- 3_2_2 CCR Reading Standard 1: Grade 6, Dance, Artistic Perception, 1.5
- 3_2_2 CCR Reading Standard 1: High School Proficient Dance Standard, Aesthetic Valuing, 4.1
- 3_2_2 CCR Reading Standard 1: High School Advanced Dance Standard, Historical and Cultural Context, 3.1
- 3_2_2 CCR Reading Standard 1: Career Technical 9-12: Business and Finance
- 3_2_3 Action Plan Template
- 3_2_3 Sample Action Plan for Reading
- 3_2_3 What is Formative Assessment?
- 3_3_2 CCR Reading Standard 2: Grade 6, Visual Arts, Aesthetic Valuing, 4.1
- 3_3_2 CCR Reading Standard 2: High School Visual Arts Proficient, Artistic Perception, 1.3
- 3_3_2 CCR Reading Standard 2: High School Visual Arts Advanced, Artistic Perception, 1.1
- 3_3_2 CCR Reading Standard 2: Career Technical 9-12: Engineering and Architecture
- 3_3_3 Action Plan Template for Reading
- 3_3_3 Sample Action Plan for Reading
- 3_3_3 What is Formative Assessment?
- 3_4_1 CCR Reading Standard 3: Grade 7, Visual Arts, Creative Expression, 2.6
- 3_4_1 CCR Reading Standard 3: High School Proficient, Theatre, Creative Expression, 2.1
- 3_4_1 CCR Reading Standard 3: High School Advanced, Theatre, Historical and Cultural Context, 3.1
- 3_4_1 CCR Reading Standard 3: Technical Subject: World Languages, Gr. 11-12, Content, Stage 3, 3.0
- 3_4_2 Action Plan Template for Reading
- 3_4_2 Sample Action Plan for Reading
- 3_4_2 What is Formative Assessment?
- 3_5_3 CCR Reading Standard 4: Grade 6, Music Artistic Perception, 1.2
- 3_5_3 CCR Reading Standard 4: High School Proficient, Music, Artistic Perception, 1.1
- 3_5_3 CCR Reading Standard 4: High School Advanced, Music, Artistic Perception, 1.1
- 3_5_3 CCR Reading Standard 5: Grade 7, Theatre, Artistic Perception, 1.2
- 3_5_3 CCR Reading Standard 5: High School Proficient, Theatre, Historical and Cultural Context
- 3_5_3 CCR Reading Standard 5: High School Advanced, Theatre, Artistic Perception, 1.3
- 3_5_3 CCR Reading Standard 5: Career Technical 9-12: Transportation

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- 3_5_3 CCR Reading Standard 6: Grade 7, Visual Arts, Artistic Perception, 1.1
- 3_5_3 CCR Reading Standard 6: High School Proficient, Visual Arts, Artistic Perception, 1.3
- 3_5_3 CCR Reading Standard 6: High School Advanced, Visual Arts, Aesthetic Valuing, 4.2
- 3_5_3 CCR Reading Standard 6: Career Technical 9-12:Education, Child Development and Family Services
- 3_5_4 Action Plan Template for Reading
- 3_5_4 Sample Action Plan for Reading
- 3_5_4 What is Formative Assessment?
- 3_6_2 CCR Reading Standard 7: Grade 8, Theatre, Artistic Perception, 1.1
- 3_6_2 CCR Reading Standard 7: High School Proficient, Theatre, Creative Expression, 2.3
- 3_6_2 CCR Reading Standard 7: High School Advanced, Theatre, Creative Expression, 2.3
- 3_6_2 CCR Reading Standard 8: Grade 6, Visual Arts, Aesthetic Valuing, 4.1
- 3_6_2 CCR Reading Standard 8: High School Proficient, Visual Arts, Aesthetic Valuing, 4.3
- 3_6_2 CCR Reading Standard 8: High School Advanced, Visual Arts, Aesthetic Valuing, 4.4
- 3_6_2 CCR Reading Standard 9: Grade 8, Dance, Aesthetic Valuing, 4.2
- 3_6_2 CCR Reading Standard 9: Grades 9-12, Dance, Creative Expression, 2.5
- 3_6_2 CCR Reading Standard 9: Grades 11-12 Advanced, Dance, Aesthetic Valuing, 4.4
- 3_6_3 Action Plan Template for Reading
- 3_6_3 Sample Action Plan for Reading
- 3_6_3 What is Formative Assessment?
- 3_7 Appendix A of the CCSS for ELA-Literacy, pgs 4-10
- 3_7_1 Appendix B: Text Exemplars and Sample Performance Tasks
- 3_7_2 CCR Reading Standard 10: Grade 6, VAPA, Music, Artistic Perception, 1.4
- 3_7_2 CCR Reading Standard 10: Grades 9-12, VAPA, Music, Artistic Perception, Proficient, 1.3
- 3_7_2 CCR Reading Standard 10: Grades 9-12, VAPA, Music, Artistic Perception, Advanced, 1.3

Unit 4 Handouts

- 4 Writing Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects 6-12, pgs 79-83
- 4_1_2 Comparing Writing Standards Charts
- 4_3 Comparing Writing Standards Chart
- 4_4_1 CCR Writing Standard 1: Grade 8, Dance, Aesthetic Valuing, 4.3
- 4_4_1 CCR Writing Standard 1: Grade 9-10 Music, Aesthetic Valuing, 4.2
- 4_4_1 CCR Writing Standard 1: Grades 9-12, Aesthetic Valuing, 4.3
- 4_4_1 CCR Writing Standard 1: Career Technical 9-12: Agriculture and Natural Resources

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- 4_4_2 Action Plan Template for Writing
- 4_4_2 Sample Action Plan for Writing
- 4_4_2 What is Formative Assessment?
- 4_5 Comparing Writing Standards Chart
- 4_5 CCSS for ELA/Literacy in the Technical Subjects, Appendix A
- 4_5_1 CCR Writing Standard 2: Grade 7, Visual Arts, Historical and Cultural Context, 3.2 & Grade 8, Visual Arts, Artistic Perception, 1.1
- 4_5_1 CCR Writing Standard 2: Grade 9-12, Dance, Creative Expression, 3.2
- 4_5_1 CCR Writing Standard 2: Grade 9-12, Advanced Music, Creative Expression, 2.6
- 4_5_1 CCR Writing Standard 2: Career Technical 9-12: Building and Construction Trades
- 4_5_2 Action Plan Template for Writing
- 4_5_2 Sample Action Plan for Writing
- 4_5_2 What is Formative Assessment?
- 4_6 Comparing Writing Standards Chart
- 4_6_2 CCR Writing Standard 4-6: Grade 6 Theatre Arts, Aesthetic Valuing 4.2
- 4_6_2 CCR Writing Standard 4-6: Grades 9-12 Proficient, Visual Arts, Artistic Perception, 1.1
- 4_6_2 CCR Writing Standard 4-6: Grade 11-12, Dance, Advanced, Aesthetic Valuing, 4.4
- 4_6_2 CCR Writing Standard 4-6: Career Technical 9-12 Fashion and Interior Design
- 4_6_2 CCR Writing Standard 4-6: Career Technical 9-12 Public Services
- 4_6_2 CCR Writing Standard 4-6: Career Technical 9-12 AME
- 4_6_2 CCR Writing Standard 4-6: Technical Subjects: World Languages, Communication, Stage 2, Gr. 9 Arabic
- 4_6_3 Action Plan Template for Writing
- 4_6_3 Sample Action Plan for Writing
- 4_6_3 What is Formative Assessment?
- 4_7 Comparing Writing Standards Chart
- 4_7_2 CCR Writing Standard 7-9: Grade 8, Music, Historical and Cultural Context, 3.4
- 4_7_2 CCR Writing Standard 7-9: Grade 9-12, Theatre Arts, Proficient, Connections, Relationships, Applications, 5.1
- 4_7_2 CCR Writing Standard 7-9: Grades 9-12, Visual Arts, Artistic Perception, Proficient, 1.3 & 4.3
- 4_7_2 CCR Writing Standard 7-9: Career Technical, 9-12: Marketing, Sales, and Service
- 4_7_2 CCR Writing Standard 7-9: Technical Subjects: Physical Education, Grade 6, Standard 2.8
- 4_7_2 CCR Writing Standard 7-9: Technical Subjects: Health Education. Gr. 7-8, Standard 2.1
- 4_7_3 Action Plan Template for Writing
- 4_7_3 Sample Action Plan for Writing
- 4_7_3 What is Formative Assessment?

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4_8 Comparing Writing Standards Chart

4_8_1 CCR Writing Standard 10: Grade 8, Dance, Connections, Relationships, Applications, 5.2

4_8_1 CCR Writing Standard 10: Grades 9-12, Proficient, Music, Artistic Perception, 1.4

4_8_1 CCR Writing Standard 10: Grade 9-12, Theatre, Advanced, Artistic Perception, 1.3

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Section Chart Notes

Section:	Introduction, Pre-Assessment
Slides/Pages:	1-3
Suggested Time:	10 min.
Intent: To provide an overview of the module and pre-assess user's knowledge.	
Module Goal: This module is designed to introduce educators to the intent and instructional implications of the California Common Core State Standards for English Language Arts & Literacy in History/ Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy) and how the standards impact instruction and learning in the technical subjects. Information and activities within the module support educators in integrating literacy instruction into technical subject content to support the learning of all students.	
The overarching goals of the “Content Literacy in the Technical Subjects” module are to enable educators to:	
<ul style="list-style-type: none">• Understand the intent and organization of the Standards for Literacy and how they specifically relate to the technical subjects• Understand how building literacy in the technical subjects improves learning and helps prepare students for college and career readiness• Understand the implications of literacy instruction in the technical subjects• Understand how to support the learning of all students	
Pre-assessment (5 minutes)	
Outline:	
This module contains five units:	
<ul style="list-style-type: none">• Unit 1: College and Career Readiness in the Technical Subjects (1 hour)• Unit 2: Content Literacy in the Technical Subjects: K–5 (1 hour)• Unit 3: Building Content Literacy in the Technical Subjects: 6–12 Reading (2 hours)• Unit 4: Building Content Literacy in the Technical Subjects: 6–12 Writing (2 hours)• Unit 5: Summary and Next Steps	
Presentation Note:	
<ul style="list-style-type: none">• Point of Use document: Pre-Assessment	

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Section Chart Notes

Section:	Unit 1, College and Career Readiness in the Technical Subjects
Slides/Pages:	4-9, 10-16, 17-24, 25-28, and 29-31
Suggested Time:	2 hours (Or see Options, page 6.)
Intent: This unit discusses the importance of literacy instruction through the technical subjects in K–12, and provides an introduction to the concept of college and career readiness.	
This section includes: <u>Learning Objectives:</u> Throughout and upon the completion of Unit 1 you will: <ul style="list-style-type: none">• Understand how the CCSS prepares high school (20 minutes) students for graduation and entry into higher education and careers• Examine the attributes of well-prepared “college and career ready” students in the technical subjects (20 minutes)• Examine the differences and/or similarities between college readiness and career readiness (20 minutes)	
Preparation Note: <ul style="list-style-type: none">• Preview the video for content and to resolve possible technical issues.	
Presentation Note: <ul style="list-style-type: none">• Point of Use documents: Handouts:<ul style="list-style-type: none">1_1 Pre-Requisite Skills and Capabilities for College and Career Readiness1_1 Competency-Based Learning1_1 Strengthening High School Teaching and Learning<ul style="list-style-type: none">1_1_1 What Motivates the “Net” Generation1_1_1 Mastering Competencies of “Just in Time Learning”1_1_2 Common Core State Standards College and Career Descriptors1_1_2 A First Look at the Common Core College and Career Readiness<ul style="list-style-type: none">1_2_1 Career Readiness Partner Council1_2_3 What Are the Four Keys to College and Career Readiness1_2_3 What Isn't in the Definition of College and Career Readiness1_3 CTE Model Curriculum Standards – Standards & Framework (CDE)<ul style="list-style-type: none">1_3 Standards for Career Ready Practice<ul style="list-style-type: none">1_3 1. Apply Appropriate Technical Skills and Academic Knowledge1_3 2. Communicate Clearly, Effectively, and with Reason1_3 3. Develop an Education and Career Plan Aligned with Personal Goals1_3 4. Apply Technology to Enhance Productivity1_3 5. Utilize Critical Thinking to Make Sense of Problems and Persevere in Solving Them	

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- 1_3 6. Practice Personal Health and Understand Financial Literacy
- 1_3 7. Act as a Responsible Citizen in the Workplace and the Community
- 1_3 8. Model Integrity, Ethical Leadership, and Effective Management
- 1_3 9. Work Productivity in Teams While Integrating Cultural and Global Competence
- 1_3 10. Demonstrate Creativity and Innovation
- 1_3 11. Employ Valid and Reliable Research Strategies
- 1_3 12. Understand the Environment, Social, and Economic Impacts of Decisions

Videos

Slide 10:

- 1.1.1 "Creating Innovators: Book Trailer" at http://www.youtube.com/watch?v=3c6_Hzggfmg&feature=player_embedded

Slide 17:

- 1.2 "Data First Training: College and Career Readiness" at <http://vimeo.com/22656891>

Slide 22:

- 1.2.2 "Above and Beyond" at http://www.youtube.com/watch?v=7KMM387HNQk&feature=player_embedded

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Section Chart Notes

Section:	Unit 2, Content Literacy in the Technical Subjects: K–5
Slides/Pages:	1-16
Suggested Time:	2 hours (Or see Options, page 6.)
<p>Intent: The information presented in this unit will help educators gain a deeper understanding of the CCSS as they relate to literacy instruction and learning in the technical subjects in elementary school. The technical subjects in K–5 include VAPA, world language, physical education, technology, and others.</p> <p>Unit 2 Goals:</p> <ul style="list-style-type: none">• Understand the shared responsibility of both the multiple subject K–5 teachers and specialist teachers in developing their students' literacy and discipline-specific content competencies in the technical subjects (15 minutes)• Be introduced to the connections between the CA CCSS for ELA/Literacy, K–5 and the California Visual and Performing Arts Content Standards, Prekindergarten through Grade 12 (as an example of a technical subject)(15 minutes)• Be introduced to some of the K–5 instructional design considerations of an integrated model of literacy approach (15 minutes)• Explore technical subject teachers' emerging ideas about integrating the CA CCSS for ELA/Literacy, K–5 with the California VAPA Content Standards (15 minutes) <p>Preparation Note:</p> <ul style="list-style-type: none">• Preview videos for content and to resolve possible technical issues. <p>Presentation Note:</p> <ul style="list-style-type: none">• Point of Use documents: Handouts:<ul style="list-style-type: none">2 VAPA Framework2_1 Reading Standards for Informational Text K-5, pgs 7-92_1 Writing Standards for Informational Text K-5, pgs 15 – 202_1 Speaking and Listening Standards for K-5, pgs 22-252_1 Language Standards for K-5, pgs 27 – 352_1 Common Core Shifts for English Language Arts2_2_1 College and Career Readiness Anchor Standards for Speaking and	

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- Listening K-5
- 2_3 Staying on Topic in a Grade Across Grades
- 2_4 College and Career Anchor Standards for Reading
- 2_4 College and Career Anchor Standards for Writing
- 2_4 Example 1, Dance Labanotation
- 2_4 Example 2/Dance, Choreographic Notes
- 2_4 Example 3, Music Notation
- 2_4 Example 4, Costume Design
- 2_4_1 Visual Arts Close Reading
- 2_4_1 Time 2 Extend: 5Ws of Theatre

Videos:

Slide 8:

2.2 “Communication Through Movement & Dance” at
<https://www.teachingchannel.org/videos/teaching-non-verbal-communication>

Slide 12:

2.3.1 “Musical Interpretation of Poetry” at
<https://www.teachingchannel.org/videos/3rd-grade-poetry-lesson>

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Section Chart Notes

Section:	Unit 3, Building Content Literacy in the Technical Subjects: 6–12 Reading
Slides/Pages:	1 - 33
Suggested Time:	3 hours (Or see Options, page 6.)
Intent:	<p>This unit focuses on understanding the standards that support building content literacy within technical subjects through reading grades 6–12.</p>
Unit 3 Goals:	<ul style="list-style-type: none">• Examine the CCR Anchor Standards for Reading to understand how they define the literacy expectations for students entering college and careers, and provide the foundation for the Reading Standards for Literacy in Science and Technical Subjects 6–12. (30 minutes)• Understand the organizational structure, content, and intent of the Reading Standards for Literacy in Science and Technical Subjects 6–12. (30 minutes)• Understand that reading “texts” within the technical disciplines often goes beyond the written word. (20 minutes)• Explore teachers’ ideas of incorporating the Reading Standards for Literacy in Science and Technical Subjects 6–12 into lesson plans. (20 minutes)• Develop an action plan for incorporating the Reading Standards for Literacy in Science and Technical Subjects 6–12 in your content curriculum. (20 minutes)
Preparation Note:	<ul style="list-style-type: none">• Preview videos for content and to resolve possible technical issues.
Presentation Note:	<ul style="list-style-type: none">• Point of Use Documents: Handouts <p>3 Reading Standards for Literacy in Science and Technical Subjects 6-12 pgs 78-79, CCR Anchor Standards for Reading pg 75</p> <p>3_1 Comparing the CCR Anchor Standards for Reading with the CA CCSS Reading Standards for Literacy 6-12</p> <p>3_1_1 Note on Range and Content of Student Reading</p> <p>3_2_1 Text Dependent Questions: Using Evidence – Short Guide to Creating</p>

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Text-Dependent Questions
3_2_1 Text Dependent Questions: Using Evidence – Complete Guide to Creating Text-Dependent Questions
3_2_1 Text Dependent Questions: Using Evidence – Checklist for Evaluating Question Quality
3_2_2 CCR Reading Standard 1: Grade 6, Dance, Artistic Perception, 1.5
3_2_2 CCR Reading Standard 1: High School Proficient Dance Standard, Aesthetic Valuing, 4.1
3_2_2 CCR Reading Standard 1: High School Advanced Dance Standard, Historical and Cultural Context, 3.1
3_2_2 CCR Reading Standard 1: Career Technical 9-12: Business and Finance
3_2_3 Action Plan Template
3_2_3 Sample Action Plan for Reading
3_2_3 What is Formative Assessment?
3_3_2 CCR Reading Standard 2: Grade 6, Visual Arts, Aesthetic Valuing, 4.1
3_3_2 CCR Reading Standard 2: High School Visual Arts Proficient, Artistic Perception, 1.3
3_3_2 CCR Reading Standard 2: High School Visual Arts Advanced, Artistic Perception, 1.1
3_3_2 CCR Reading Standard 2: Career Technical 9-12: Engineering and Architecture
3_3_3 Action Plan Template for Reading
3_3_3 Sample Action Plan for Reading
3_3_3 What is Formative Assessment?
3_4_1 CCR Reading Standard 3: Grade 7, Visual Arts, Creative Expression, 2.6
3_4_1 CCR Reading Standard 3: High School Proficient, Theatre, Creative Expression, 2.1
3_4_1 CCR Reading Standard 3: High School Advanced, Theatre, Historical and Cultural Context, 3.1
3_4_1 CCR Reading Standard 3: Technical Subject: World Languages, Gr. 11-12, Content, Stage 3, 3.0
3_4_2 Action Plan Template for Reading
3_4_2 Sample Action Plan for Reading
3_4_2 What is Formative Assessment?
3_5_3 CCR Reading Standard 4: Grade 6, Music Artistic Perception, 1.2
3_5_3 CCR Reading Standard 4: High School Proficient, Music, Artistic Perception, 1.1
3_5_3 CCR Reading Standard 4: High School Advanced, Music, Artistic Perception, 1.1
3_5_3 CCR Reading Standard 5: Grade 7, Theatre, Artistic Perception, 1.2
3_5_3 CCR Reading Standard 5: High School Proficient, Theatre, Historical and Cultural Context
3_5_3 CCR Reading Standard 5: High School Advanced, Theatre, Artistic Perception, 1.3
3_5_3 CCR Reading Standard 5: Career Technical 9-12: Transportation
3_5_3 CCR Reading Standard 6: Grade 7, Visual Arts, Artistic Perception, 1.1

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- 3_5_3 CCR Reading Standard 6: High School Proficient, Visual Arts, Artistic Perception, 1.3
- 3_5_3 CCR Reading Standard 6: High School Advanced, Visual Arts, Aesthetic Valuing, 4.2
- 3_5_3 CCR Reading Standard 6: Career Technical 9-12:Education, Child Development and Family Services
- 3_5_4 Action Plan Template for Reading
- 3_5_4 Sample Action Plan for Reading
- 3_5_4 What is Formative Assessment?
- 3_6_2 CCR Reading Standard 7: Grade 8, Theatre, Artistic Perception, 1.1
- 3_6_2 CCR Reading Standard 7: High School Proficient, Theatre, Creative Expression, 2.3
- 3_6_2 CCR Reading Standard 7: High School Advanced, Theatre, Creative Expression, 2.3
- 3_6_2 CCR Reading Standard 8: Grade 6, Visual Arts, Aesthetic Valuing, 4.1
- 3_6_2 CCR Reading Standard 8: High School Proficient, Visual Arts, Aesthetic Valuing, 4.3
- 3_6_2 CCR Reading Standard 8: High School Advanced, Visual Arts, Aesthetic Valuing, 4.4
- 3_6_2 CCR Reading Standard 9: Grade 8, Dance, Aesthetic Valuing, 4.2
- 3_6_2 CCR Reading Standard 9: Grades 9-12, Dance, Creative Expression, 2.5
- 3_6_2 CCR Reading Standard 9: Grades 11-12 Advanced, Dance, Aesthetic Valuing, 4.4
- 3_6_3 Action Plan Template for Reading
- 3_6_3 Sample Action Plan for Reading
- 3_6_3 What is Formative Assessment?
- 3_7 Appendix A of the CCSS for ELA-Literacy, pgs 4-10
- 3_7_1 Appendix B: Text Exemplars and Sample Performance Tasks
- 3_7_2 CCR Reading Standard 10: Grade 6, VAPA, Music, Artistic Perception, 1.4
- 3_7_2 CCR Reading Standard 10: Grades 9-12, VAPA, Music, Artistic Perception, Proficient, 1.3
- 3_7_2 CCR Reading Standard 10: Grades 9-12, VAPA, Music, Artistic Perception, Advanced, 1.3

Videos

Slide 7:

3.1.1 "Literacy in Other Disciplines" at
http://www.youtube.com/watch?v=1zHWMfg_8r0&list=UUF0pa3nE3aZaFBMT8p_qM5PA

Slide 9

3.2.1 "Getting Ready to Write: Citing Textual Evidence" at
<https://www.teachingchannel.org/videos/teaching-about-textual-evidence>

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Slide 12:

3.3.1 “Thinking Notes: A Strategy to Encourage Close Reading” at
<https://www.teachingchannel.org/videos/student-annotated-reading-strategy>

Slide 20:

3.5.1 “Modern Dance: Three-Dimensional Vocabulary” at
<https://www.teachingchannel.org/videos/teaching-modern-dance-vocabulary>

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Section Chart Notes

Section:	Unit 4, Building Content Literacy in the Technical Subjects: 6–12 Writing
Slides/Pages:	1-37
Suggested Time:	3 hours (Or see Options, page 6.)
Intent: This unit focuses on understanding the standards that support building content literacy within technical subjects through writing grades 6–12.	
Unit 4 Goals: <ul style="list-style-type: none">• Understand the organizational structure and intent of the Writing Standards for Literacy in H/SS, Science, and Technical Subjects 6–12 (30 minutes)• Examine the ten Writing Standards for Literacy in H/SS, Science, and Technical Subjects 6–12 to understand how they develop and expand student literacy in the context of the technical subjects (30 minutes)• Understand writing within the technical disciplines goes beyond the common left to right standard English presentation of written text (20 minutes)• Explore emerging technical subject teachers' ideas on incorporating Writing Standards for Literacy in H/SS, Science, and Technical Subjects 6–12 within their technical subjects (20 minutes)• Develop an action plan for your educational setting (20 minutes)	
Preparation Note: <ul style="list-style-type: none">• Preview videos for content and to resolve possible technical issues.	
Presentation Note: <ul style="list-style-type: none">• Point of Use documents: Handouts<ul style="list-style-type: none">4 Writing Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects 6-12, pgs 79-834_1_2 Comparing Writing Standards Charts4_3 Comparing Writing Standards Chart4_4_1 CCR Writing Standard 1: Grade 8, Dance, Aesthetic Valuing, 4.34_4_1 CCR Writing Standard 1: Grade 9-10 Music, Aesthetic Valuing,4.24_4_1 CCR Writing Standard 1: Grades 9-12, Aesthetic Valuing,4.34_4_1 CCR Writing Standard 1: Career Technical 9-12: Agriculture and Natural	

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Resources

- 4_4_2 Action Plan Template for Writing
- 4_4_2 Sample Action Plan for Writing
- 4_4_2 What is Formative Assessment?
- 4_5 Comparing Writing Standards Chart
- 4_5 CCSS for ELA/Literacy in the Technical Subjects, Appendix A
- 4_5_1 CCR Writing Standard 2: Grade 7, Visual Arts, Historical and Cultural Context, 3.2 & Grade 8, Visual Arts, Artistic Perception, 1.1
- 4_5_1 CCR Writing Standard 2: Grade 9-12, Dance, Creative Expression, 3.2
- 4_5_1 CCR Writing Standard 2: Grade 9-12, Advanced Music, Creative Expression, 2.6
- 4_5_1 CCR Writing Standard 2: Career Technical 9-12: Building and Construction Trades
- 4_5_2 Action Plan Template for Writing
- 4_5_2 Sample Action Plan for Writing
- 4_5_2 What is Formative Assessment?
- 4_6 Comparing Writing Standards Chart
- 4_6_2 CCR Writing Standard 4-6: Grade 6 Theatre Arts, Aesthetic Valuing 4.2
- 4_6_2 CCR Writing Standard 4-6: Grades 9-12 Proficient, Visual Arts, Artistic Perception, 1.1
- 4_6_2 CCR Writing Standard 4-6: Grade 11-12, Dance, Advanced, Aesthetic Valuing, 4.4
- 4_6_2 CCR Writing Standard 4-6: Career Technical 9-12 Fashion and Interior Design
- 4_6_2 CCR Writing Standard 4-6: Career Technical 9-12 Public Services
- 4_6_2 CCR Writing Standard 4-6: Career Technical 9-12 AME
- 4_6_2 CCR Writing Standard 4-6: Technical Subjects: World Languages, Communication, Stage 2, Gr. 9 Arabic
- 4_6_3 Action Plan Template for Writing
- 4_6_3 Sample Action Plan for Writing
- 4_6_3 What is Formative Assessment?
- 4_7 Comparing Writing Standards Chart
- 4_7_2 CCR Writing Standard 7-9: Grade 8, Music, Historical and Cultural Context, 3.4
- 4_7_2 CCR Writing Standard 7-9: Grade 9-12, Theatre Arts, Proficient, Connections, Relationships, Applications, 5.1
- 4_7_2 CCR Writing Standard 7-9: Grades 9-12, Visual Arts, Artistic Perception, Proficient, 1.3 & 4.3
- 4_7_2 CCR Writing Standard 7-9: Career Technical, 9-12: Marketing, Sales, and Service
- 4_7_2 CCR Writing Standard 7-9: Technical Subjects: Physical Education, Grade 6, Standard 2.8
- 4_7_2 CCR Writing Standard 7-9: Technical Subjects: Health Education. Gr. 7-8, Standard 2.1
- 4_7_3 Action Plan Template for Writing
- 4_7_3 Sample Action Plan for Writing

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- 4_7_3 What is Formative Assessment?
- 4_8 Comparing Writing Standards Chart
- 4_8_1 CCR Writing Standard 10: Grade 8, Dance, Connections, Relationships, Applications, 5.2
- 4_8_1 CCR Writing Standard 10: Grades 9-12, Proficient, Music, Artistic Perception, 1.4
- 4_8_1 CCR Writing Standard 10: Grade 9-12, Theatre, Advanced, Artistic Perception, 1.3

Videos:

Slide 11:

- 4.3.1 "Argument Clinic, Monty Python" at http://www.youtube.com/watch?v=f771wXxw2vs&feature=player_embedded

Slide 12:

- 4.3.2 "Writing to Inform and Make Arguments" at http://www.youtube.com/watch?v=Jt_2jl010WU&feature=player_embedded

- 4.3.2 "How to Write an Introduction to an Argumentative Essay" at http://www.youtube.com/watch?feature=player_embedded&v=zDUPpKDQZIE

Slide 23:

- 4.6.1 "Google Docs in the Classroom" at <https://www.teachingchannel.org/videos/fostering-student-collaboration>

- 4.6.1 "One World: Creating and Sharing Music" at <https://www.teachingchannel.org/videos/unique-high-school-music-program>

- 4.6.1 "Real-World Lesson: Designing a Video Game" at <https://www.teachingchannel.org/videos/project-management-technology-lesson>

Slide 28

- 4.7.1 "Real-World Problem Solving: Designing an iPad Case" at <https://www.teachingchannel.org/videos/high-school-engineering-lesson>

- 4.7.1 "Walls & Barriers: Using Art to Express Social Issues" at <https://www.teachingchannel.org/videos/art-and-express-social-issues>

- 4.7.1 "Record the World in Video Production Classes" at <https://www.teachingchannel.org/videos/video-production-class-overview>

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Independent User's Guide

Navigation Guide

Welcome to the *CCSS ELA: Content Literacy for Technical Subjects* module. This module is designed so that you can complete it in approximately eight to ten hours.

You are encouraged to become engaged and explore the literacy expectations for students entering college and careers, the organizational structure, content and intent of the CCSS as it applies to teachers of technical subjects, and in developing an action plan for incorporating the Reading and Writing Standards for Literacy in Science and Technical Subjects 6-12 in your content curriculum. Encourage colleagues to go through the module with you and after completing each unit, take time to discuss what you have learned.

The titles of the four units of this module are listed below with anticipated time to complete each:

Unit 1: College and Career Readiness in the Technical Subjects, 2 hours

Unit 2: Content Literacy in the Technical Subjects: K-5, 2 hours

Unit 3: Building Content Literacy in the Technical Subjects: 6-12 Reading, 3 hours

Unit 4: Building Content Literacy in the Technical Subjects: 6-12 Writing, 3 hours

The module begins with a welcome, overview, and pre-assessment and concludes with a summary, post-assessment, and resources section.

Ideally, go through each unit in the order presented. You may complete some units more rapidly, particularly if you are familiar with the concepts presented around college and career readiness. Some units that contain opportunities to create an action plan may take longer as you explore the possibilities for your students. Take time to explore other content area examples or grade spans as you may find helpful ideas or insights to apply to your specific educational context.

Each unit is self-navigating. Once you begin with Section 1 of each of the units, you will be directed and prompted through the unit.

Materials

- Computer or mobile device
- Speakers
- Internet Connection

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- Materials for taking notes or a technological tool such as *Evernote*

Additional Resources

Additional professional resources are included in the Resources section of the module found at:

<http://www.myboe.org/portal/default/Content/Viewer/Content?action=2&scId=505198&sciId=13967>