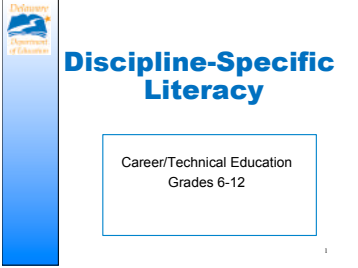
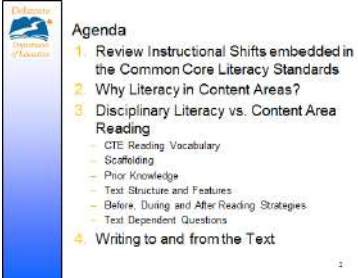
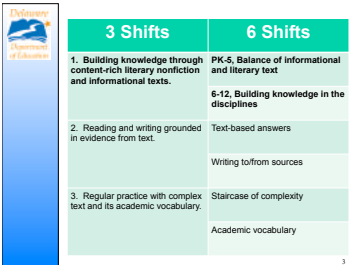
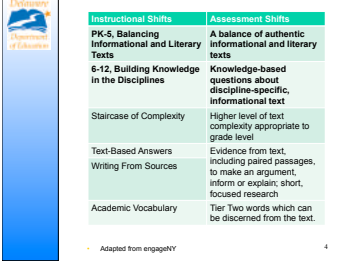




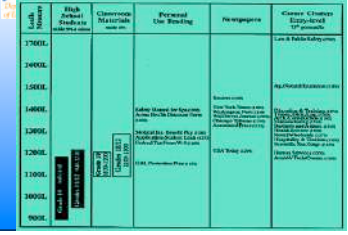

**ELA Common Core Overview: Module 3, CTE Literacy**

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p><b>Discipline-Specific Literacy</b></p> <p>Career/Technical Education Grades 6-12</p>	<p>Discipline-Specific Literacy for Career and Technical Education</p>	<ul style="list-style-type: none"> <li>• Welcome! This module was created as part of a series of training for CCSS literacy.</li> <li>• Check the materials list well in advance of completing or using this module for training.</li> </ul>	<ul style="list-style-type: none"> <li>• Module Overview</li> <li>• Module PPT for Note-taking</li> <li>• CTE Text</li> <li>• DSL CTE Graphic Organizer</li> <li>• Copies of Articles</li> <li>• Copies of Listen Read Discuss Handout</li> <li>• Copies of Reading Comprehension Summarizing Handout</li> <li>• Poster Board for Gallery Walk</li> <li>• Markers</li> <li>• Pens or pencils</li> </ul>	<p>Whole Group</p>
<p>Slide2</p>  <p>Agenda</p> <ol style="list-style-type: none"> <li>1 Review Instructional Shifts embedded in the Common Core Literacy Standards</li> <li>2 Why Literacy in Content Areas?</li> <li>3 Disciplinary Literacy vs. Content Area Reading <ul style="list-style-type: none"> <li>- CTE Reading Vocabulary</li> <li>- Scaffolding</li> <li>- Prior Knowledge</li> <li>- Text Structure and Features</li> <li>- Before, During and After Reading Strategies</li> <li>- Text Dependent Questions</li> </ul> </li> <li>4 Writing to and from the Text</li> </ol>	<p>Review why literacy instruction is important in CTE and explore what does discipline-specific literacy look like in the CTE classroom.</p>	<p>Share agenda with participants</p>	<ul style="list-style-type: none"> <li>• PPT for note-taking</li> </ul>	<p>Whole Group</p>




## ELA Common Core Overview: Module 3, CTE Literacy

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
<p>Slide 3</p>  <p><b>3 Shifts</b></p> <ol style="list-style-type: none"> <li>Building knowledge through content-rich literary nonfiction and informational texts.</li> <li>Reading and writing grounded in evidence from text.</li> <li>Regular practice with complex text and its academic vocabulary.</li> </ol> <p><b>6 Shifts</b></p> <ul style="list-style-type: none"> <li>PK-5. Balance of informational and literary text</li> <li>6-12. Building knowledge in the disciplines</li> <li>Text-based answers</li> <li>Writing to/from sources</li> <li>Staircase of complexity</li> <li>Academic vocabulary</li> </ul>	Review the literacy shifts in CCSS.	Emphasize building knowledge in the disciplines; CCSS calls for all content areas to gain knowledge through interacting with texts.	<ul style="list-style-type: none"> <li>PPT for note-taking</li> </ul>	Whole Group
<p>Slide 4</p>  <p><b>Instructional Shifts</b></p> <ul style="list-style-type: none"> <li>PK-5. Balancing Informational and Literary Texts</li> <li>6-12. Building Knowledge in the Disciplines</li> <li>Staircase of Complexity</li> <li>Text-Based Answers</li> <li>Writing From Sources</li> <li>Academic Vocabulary</li> </ul> <p><b>Assessment Shifts</b></p> <ul style="list-style-type: none"> <li>A balance of authentic informational and literary texts</li> <li>Knowledge-based questions about discipline-specific, informational text</li> <li>Higher level of text complexity appropriate to grade level</li> <li>Evidence from text, including paired passages, to make an argument, inform or explain, short, focused research</li> <li>Tier Two words which can be discerned from the text.</li> </ul> <p>Adapted from engageNY</p>		<p>This is the focus of the session.</p> <ul style="list-style-type: none"> <li>Note that the balance of informational and literary text reflects all reading done in all courses.</li> <li>Building knowledge in the disciplines is a major focus of CCSS.</li> <li>In order to build knowledge in the disciplines, students must be able to interact effectively with the types of texts used by the discipline.</li> </ul>	<ul style="list-style-type: none"> <li>PPT for note-taking</li> </ul>	Whole Group
Slide 5	Recommended balance of informational and literary text	<ul style="list-style-type: none"> <li>Reading in CTE is part of the informational text required for all students.</li> </ul>	<ul style="list-style-type: none"> <li>PPT for note-taking</li> </ul>	Whole Group

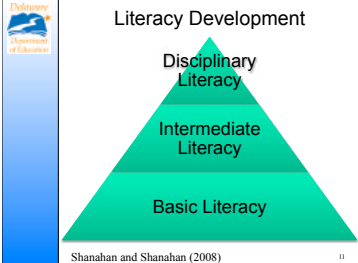
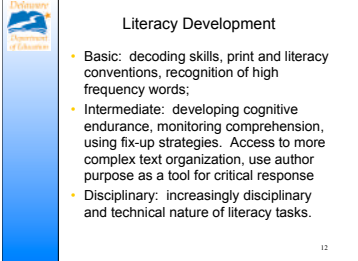
## ELA Common Core Overview: Module 3, CTE Literacy

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS																				
 <p><b>Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework</b></p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Literary</th> <th>Informational</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>8</td> <td>45%</td> <td>55%</td> </tr> <tr> <td>12</td> <td>30%</td> <td>70%</td> </tr> </tbody> </table> <p><small>Source: National Assessment Governing Board (2009). Reading framework for the 2009 National Assessment of Educational Progress. Washington, DC: U.S. Government Printing Office.</small></p> <p>*The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.</p>	Grade	Literary	Informational	4	50%	50%	8	45%	55%	12	30%	70%												
Grade	Literary	Informational																						
4	50%	50%																						
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<p>Slide 6</p>  <p><b>Text Book Lexile Levels</b></p> 	<p>Lexile levels for common CTE texts.</p>	<ul style="list-style-type: none"> <li>Note the high lexile levels of common CTE texts. Many of the texts used in CTE classrooms are written for post-secondary study. Texts on the high school level do not exist for many vocational areas.</li> </ul>	<ul style="list-style-type: none"> <li>PPT for note-taking</li> </ul>	<p>Whole Group</p>																				
<p>Slide 7</p>  <p><b>Text Complexity Bands</b></p> <table border="1"> <thead> <tr> <th>Common Core Band</th> <th>Flesh-Kincaid</th> <th>Lexile Framework</th> <th>Reading Maturity (Pearson)</th> <th>Source Rate (ETS)</th> </tr> </thead> <tbody> <tr> <td>6-8</td> <td>6.51-10.34</td> <td>925-1185</td> <td>7.04-9.57</td> <td>4.11-10.66</td> </tr> <tr> <td>9-10</td> <td>8.32-12.12</td> <td>1050-1335</td> <td>8.41-10.81</td> <td>9.02-13.93</td> </tr> <tr> <td>11-12</td> <td>10.34-14.2</td> <td>1185-1385</td> <td>9.57-12.00</td> <td>12.30-14.50</td> </tr> </tbody> </table>	Common Core Band	Flesh-Kincaid	Lexile Framework	Reading Maturity (Pearson)	Source Rate (ETS)	6-8	6.51-10.34	925-1185	7.04-9.57	4.11-10.66	9-10	8.32-12.12	1050-1335	8.41-10.81	9.02-13.93	11-12	10.34-14.2	1185-1385	9.57-12.00	12.30-14.50	<p>Revised Text Complexity Bands</p>	<ul style="list-style-type: none"> <li>Compare the lexile levels from the previous slides to their placement on the text complexity band.</li> <li>Note that CTE texts are highly complex texts. Students need support in learning how to properly interact with them.</li> </ul>	<ul style="list-style-type: none"> <li>PPT for note-taking</li> </ul>	<p>Whole Group</p>
Common Core Band	Flesh-Kincaid	Lexile Framework	Reading Maturity (Pearson)	Source Rate (ETS)																				
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<p>Slide 8</p>	<p>Emphasizing shared responsibility</p>	<ul style="list-style-type: none"> <li>ELA teachers are not equipped to teach students how to handle CTE texts.</li> <li>The CTE instructor as the expert in the</li> </ul>	<ul style="list-style-type: none"> <li>PPT for note-taking</li> </ul>	<p>Whole group</p>																				



## ELA Common Core Overview: Module 3, CTE Literacy

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p>Shared Responsibility</p> <p>“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 <b>while at the same time recognizing that teachers in other areas must have a role in this development as well.</b>”</p> <p><small>from the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, page 4.</small></p>		<p>field needs to make sure that students can be life long learners in that field.</p>		
<p>Slide 9</p>  <p>All Teachers Support Literacy</p> <p>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.</p> <p>Most of the <b>required reading</b> in college and workforce training programs is <b>informational in structure and challenging in content</b></p> <p>Postsecondary education programs typically provide students with both a <b>higher volume of such reading</b> than is generally required in K–12 schools and <b>comparatively little scaffolding</b>.</p> <p>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.</p> <p><small>Achievethecore.org</small></p>	<p>Shared responsibility, continued.</p>	<p>Students going into apprenticeships or community college for certification after high school need the literacy skills specific to their vocational area to succeed</p>	<ul style="list-style-type: none"> <li>• PPT for note-taking</li> </ul>	<p>Whole group</p>
<p>Slide 10</p>  <p>According to Langer (2011), “subject-area teachers, who are disciplinary experts, need to guide, model, and provide opportunities for students to try out and step into the ways of thinking that are appropriate to that discipline” (p. 14).</p> <p>As teachers invite students to become learners in academic disciplines, they need to provide discipline-specific strategy instruction, increased opportunities to read, differentiated reading materials, and literacy assessment.</p> <p style="text-align: right;"><small>10</small></p>	<p>Role of CTE instructor</p>	<p>To prepare students for post-secondary employment or training, CTE instructors need to train students in discipline-specific literacy.</p>	<ul style="list-style-type: none"> <li>• PPT for note-taking</li> </ul>	<p>Whole Group</p>
<p>Slide 11</p>	<p>Three tiers of literacy development</p>	<p>Components broken down in next slide</p>	<ul style="list-style-type: none"> <li>• PPT for note-taking</li> </ul>	<p>Whole Group</p>




**ELA Common Core Overview: Module 3, CTE Literacy**

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p>Literacy Development</p> <p>Disciplinary Literacy</p> <p>Intermediate Literacy</p> <p>Basic Literacy</p> <p>Shanahan and Shanahan (2008) 11</p>				
<p>Slide 12</p>  <p>Literacy Development</p> <ul style="list-style-type: none"> <li>Basic: decoding skills, print and literacy conventions, recognition of high frequency words;</li> <li>Intermediate: developing cognitive endurance, monitoring comprehension, using fix-up strategies. Access to more complex text organization, use author purpose as a tool for critical response</li> <li>Disciplinary: increasingly disciplinary and technical nature of literacy tasks.</li> </ul> <p>12</p>	<p>Literacy Development, continued</p>	<p>Basic: decoding skills, print and literacy conventions, recognition of high frequency words (learning to read)</p> <ul style="list-style-type: none"> <li>Intermediate: more sophisticated skills develop – not as widely applicable: developing cognitive endurance to maintain attention to extended discourse, monitoring comprehension, using fix-up strategies. Access to more complex text organization, use author purpose as a tool for critical response (general comprehension)</li> <li>Disciplinary: advanced literacy instruction embedded within content areas, engages learners with content in</li> </ul>	<ul style="list-style-type: none"> <li>PPT for note-taking</li> <li>CCSS Appendix A, pp. 33-34</li> </ul>	<p>Whole Group</p>



**ELA Common Core Overview: Module 3, CTE Literacy**

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
		ways that mirror experts in that content area do to inquire and gain understanding in their disciplines		
<p><b>Slide 13</b></p>  <p>Content Area Reading</p> <ul style="list-style-type: none"> <li>Began in 1920s</li> <li>Many secondary teachers have training in content area reading</li> <li>Many resources available</li> <li>Comes from field of reading education</li> <li>Every teacher is a teacher of reading</li> <li>Major focus is on teaching general reading strategies or skills that can be adapted and applied to distinct reading situations (focus is on learning)</li> <li>Has a positive research base, but not a very successful history in schools.</li> </ul> <p><small>Source: Shanahan, Timothy (2013). <i>Achieving Disciplinary-Specific Literacy</i>. 13</small></p>	Content Area Reading versus Discipline-specific literacy	The purpose of this slide and the one that follows is to explain the difference between reading in the content area and discipline-specific reading. Teachers might feel that they have been “doing this” for years, but between the two slides participants should come to realize there is a difference	<ul style="list-style-type: none"> <li>PPT for note-taking</li> </ul>	Whole Group
<p><b>Slide 14</b></p>  <p>Disciplinary Reading Instruction</p> <ul style="list-style-type: none"> <li>Not the same as content area reading</li> <li>Each discipline has its own language, purposes, and ways of using texts that students need to be introduced to</li> <li>There are special skills and strategies needed for students to understand texts from disciplines</li> <li>Instruction needs to assist student understanding of what it means to read disciplinary texts</li> </ul> <p><small>Source: Shanahan, Timothy (2013). <i>Achieving Disciplinary-Specific Literacy</i>. 14</small></p>	Content Area Reading versus Discipline-specific literacy	Explain that in the past, all teachers used generic strategies that were applied to all content areas. Those strategies are still useful, but teachers also need to address the specific skills and vocabulary necessary to read in their content area. Students need different skills in science and technical courses than they do in ELA.	<ul style="list-style-type: none"> <li>PPT for note-taking</li> </ul>	Whole Group
Slide 15	A discussion of what it means to read in a CTE classroom	Go over these characteristics of CTE texts. Texts are not narrative, are very objective, depend heavily on cause/effect text structure, and have complex sentences hard for students to understand.	<ul style="list-style-type: none"> <li>PPT for note-taking</li> </ul>	Whole Group

## ELA Common Core Overview: Module 3, CTE Literacy




TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p>CTE Reading</p> <ul style="list-style-type: none"> <li>• Technical, abstract, dense, tightly knit language (unlike the interpersonal style of other texts that use ordinary language)</li> <li>• Processes are turned into nouns</li> <li>• Readers need to focus on causation</li> <li>• Dense sentences with complex nouns</li> </ul> <p><small>Source: Shanahan, Timothy (2013). <i>Achieving Disciplinary-Specific Literacy</i>. 15</small></p>				
<p><b>Slide 16</b></p>  <p>CTE Reading</p> <ul style="list-style-type: none"> <li>• Must be able to translate the technical language</li> <li>• Pictures have a different role than in other texts</li> </ul> <p><small>Source: Shanahan, Timothy (2013). <i>Achieving Disciplinary-Specific Literacy</i>. 16</small></p>	Continued discussion on what it means to read in a CTE classroom	Terms and pictures matter in career texts. Pictures are necessary for understanding the concepts. This is not true in all content areas. For instance, in social studies or ELA, a picture can be included just to add interest, but the student does not need the picture to comprehend the text.	<ul style="list-style-type: none"> <li>• PPT for note-taking</li> </ul>	Whole group
<p><b>Slide 17</b></p>  <p>Discipline Specific Literacy: Vocabulary</p> <ul style="list-style-type: none"> <li>• For CTE, the focus is on memorization techniques: make connections among concepts, construct graphic organizers, brainstorm, semantic maps, word sorts, categorize or map words, develop synonym webs.</li> </ul> <p><small>Source: Shanahan, Timothy (2013). <i>Achieving Disciplinary-Specific Literacy</i>. 17</small></p>	Vocabulary in CTE classes	Knowing terms of the trade is important in career areas. Teachers need to focus on helping students put these important terms into their memory. Using strategies to help students with memorizing terms is an important part of the career class.	<ul style="list-style-type: none"> <li>• PPT for note-taking</li> </ul>	Whole Group
<p><b>Slide 18</b></p>	Need to actively teach vocabulary	In addition to career terms, there are words that students will not know. If these	<ul style="list-style-type: none"> <li>• PPT for note-taking</li> <li>• Discipline-Specific Literacy CTE</li> </ul>	Collaborative Pairs Whole group

### ELA Common Core Overview: Module 3, CTE Literacy




TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p>Teach Vocabulary</p> <ul style="list-style-type: none"> <li>Text difficulty can arise from unfamiliar vocabulary</li> <li>Words with more than one meaning can pose problems</li> <li>Look for particularly challenging and essential vocabulary</li> </ul> <p><small>Source: Shanahan, Timothy (2013). <i>Achieving Disciplinary-Specific Literacy</i>. 18</small></p>		<p>words have context clues to help them understand what they mean, students can often figure out their definitions. However, too many unknown words that do not have context clues in the text can make reading a text difficult for a student. If a word is important to understanding the text and the definition is not included in the text, that word will need to be defined if students are going to comprehend the text.</p> <p>Participants should fill out the vocabulary section of the graphic organizer for the selected text. Brief discussion should follow.</p>	<p>Graphic Organizer</p> <ul style="list-style-type: none"> <li>CTE Text</li> </ul>	<p>Discussion</p>
 <p>Slide 19 Scaffolding Challenging Text</p> <ul style="list-style-type: none"> <li>To address the needs of students, the teacher needs to assist them with working through the information being presented, the essential vocabulary, the text structure, and the way that data is presented.</li> </ul> <p><small>Source: Shanahan, Timothy (2013). <i>Achieving Disciplinary-Specific Literacy</i>. 19</small></p>	<p>Need to teach students how texts in the content area are organized</p>	<p>Every discipline organizes information in different ways. Teaching students to use context clues, recognize text structures such as cause/effect, and know how information is presented in a CTE text helps students to become more independent readers in that area.</p>	<ul style="list-style-type: none"> <li>PPT for note-taking</li> </ul>	<p>Whole Group</p>
<p>Slide 20</p>	<p>Need to build prior knowledge when none exists</p>	<p>In order to learn a new concept, learners need to be able to link the new content to something they already know. This is how</p>	<ul style="list-style-type: none"> <li>PPT for note-taking</li> </ul>	<p>Whole Group</p>



## ELA Common Core Overview: Module 3, CTE Literacy

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS						
 <p><b>Build Prior Knowledge</b></p> <ul style="list-style-type: none"> <li>Readers build knowledge by attaching that information to what they already know</li> <li>If a text requires a particular type of background knowledge, it can be challenging for readers to comprehend.</li> <li>Teachers can assist students with using their related experiences to help them assimilate the new knowledge</li> </ul> <p><small>Source: Shanahan, Timothy (2013). <i>Achieving Disciplinary-Specific Literacy</i>. 20</small></p>		the brain stores information. If students do not have any prior knowledge to link to, a teacher has to create that knowledge								
<p><b>Slide 21</b></p>  <p><b>Assist students with use of text structure</b></p> <ul style="list-style-type: none"> <li>Texts can be structured in ways that confuse the reader</li> <li>Knowledge of text structure can help students navigate through the text. <ul style="list-style-type: none"> <li>-Need to teach students common text structures (compare/contrast, problem/solution, cause/effect, description, sequence)</li> <li>-Show students how to use headings and subheadings</li> <li>-If organization is important to understanding the text, need to help students navigate the structure</li> </ul> </li> </ul> <p><small>Source: Shanahan, Timothy (2013). <i>Achieving Disciplinary-Specific Literacy</i>. 21</small></p>	<b>Need to teach students common text structures in a content area</b>	Readers approach a cause/effect structure different than they do a description. If students learn to recognize different text structures and use their knowledge of that structure to help understand the text, they will find understanding the text easier. For instance, if a text structure is cause/effect, a student can look for the causes and look for the effects. This helps them focus on the important information and categorize it.	<ul style="list-style-type: none"> <li>PPT for note-taking</li> </ul>	<b>Whole Group</b>						
<p><b>Slide 22</b></p>  <p><b>Teaching Structures</b></p> <table border="1" data-bbox="157 1144 441 1323"> <thead> <tr> <th colspan="2">Structure (Organization)</th> </tr> </thead> <tbody> <tr> <td>Literary</td> <td>Informational</td> </tr> <tr> <td>           Story elements:            •Characters            •Setting            •Problem/solution            •Plot         </td> <td>           •Cause and Effect            •Sequence            •Problem/Solution            •Description            •Compare and Contrast         </td> </tr> </tbody> </table> <p><small>21</small></p>	Structure (Organization)		Literary	Informational	Story elements: •Characters •Setting •Problem/solution •Plot	•Cause and Effect •Sequence •Problem/Solution •Description •Compare and Contrast	<b>Text Structures</b>	<p>The text structures used in CTE texts are those that apply to informational text.</p> <p>Partners fill out the graphic organizer for background information needed and text structures. Whole group discussion follows.</p>	<ul style="list-style-type: none"> <li>PPT for note-taking</li> <li>Discipline-Specific Literacy CTE Graphic Organizer</li> <li>CTE Text</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative Pairs</li> <li>Whole Group Discussion</li> </ul>
Structure (Organization)										
Literary	Informational									
Story elements: •Characters •Setting •Problem/solution •Plot	•Cause and Effect •Sequence •Problem/Solution •Description •Compare and Contrast									
<b>Slide 23</b>	<b>Text Features</b>	Text features help students to organize	<ul style="list-style-type: none"> <li>PPT for note-taking</li> </ul>	<b>Whole Group</b>						

## ELA Common Core Overview: Module 3, CTE Literacy



TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS																								
 <p><b>Teaching Features</b></p> <table border="1" data-bbox="163 440 436 589"> <thead> <tr> <th>Literary</th> <th>Informational</th> </tr> </thead> <tbody> <tr> <td>•Title</td> <td>•Title</td> </tr> <tr> <td>•Chapter Index (for Chapter Books)</td> <td>•Table of Contents</td> </tr> <tr> <td>•Illustrations</td> <td>•Index*</td> </tr> <tr> <td>•Bold Print</td> <td>•Photos</td> </tr> <tr> <td>•Continuous Text</td> <td>•Captions</td> </tr> <tr> <td>•Paragraphing</td> <td>•Diagrams</td> </tr> <tr> <td>•Dialogue</td> <td>•Glossary</td> </tr> <tr> <td></td> <td>•Date line (periodicals)</td> </tr> <tr> <td></td> <td>•Bold Print</td> </tr> <tr> <td></td> <td>•Headings</td> </tr> <tr> <td></td> <td>•Sub-titles</td> </tr> </tbody> </table> <p><small>*The more readers build up knowledge about these elements and underlying structures, the better they can use them as sources of information.</small></p> <p>22</p>	Literary	Informational	•Title	•Title	•Chapter Index (for Chapter Books)	•Table of Contents	•Illustrations	•Index*	•Bold Print	•Photos	•Continuous Text	•Captions	•Paragraphing	•Diagrams	•Dialogue	•Glossary		•Date line (periodicals)		•Bold Print		•Headings		•Sub-titles		<p>the information before and during reading. Students need to be taught how to use these features to assist with understanding.</p>		
Literary	Informational																											
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•Paragraphing	•Diagrams																											
•Dialogue	•Glossary																											
	•Date line (periodicals)																											
	•Bold Print																											
	•Headings																											
	•Sub-titles																											
 <p><b>Slide 24</b></p> <p>Guide Awareness of Data Presentation Devices</p> <ul style="list-style-type: none"> <li>Data presentation devices communicate ideas in ways that make them easier to understand</li> <li>Tables</li> <li>Charts</li> <li>Three-dimensional projections</li> <li>Graphics</li> <li>Formulas</li> </ul> <p><small>Source: Shanahan, Timothy (2013). <i>Achieving Disciplinary-Specific Literacy</i>. 24</small></p>		<p>CTE texts present information in sophisticated ways. Students must be able to read a diagram or use a graph or chart. Essential information is included in the graphics in career area texts. If students cannot read the graphics, they will not be able to completely understand the text.</p> <p>Pairs fill out graphic organizer for text illustrations/data presentations and then discuss results.</p>	<ul style="list-style-type: none"> <li>PPT for note-taking</li> <li>Discipline-Specific Literacy CTE Graphic Organizer</li> <li>CTE Text</li> </ul>	<p>Collaborative Pairs Whole group Discussion</p>																								
 <p><b>Slide 25</b></p> <p>Before, During, and After Reading Strategies: Listen Read Discuss</p> <p>What is it?</p> <ul style="list-style-type: none"> <li>Listen-Read-Discuss (LRD) (Manzo &amp; Casale, 1985) Listen: You present a lecture on the content of the reading. Include a graphic organizer of the information you discuss.</li> <li>Read: Students read the selection, guided by the idea that the reading may provide another understanding or interpretation of the content.</li> <li>Discuss: Lead a classroom discussion of the material. Encourage students to reflect on the differences between their reading of the content and your presentation.</li> </ul> <p>Rationale</p> <ul style="list-style-type: none"> <li>LRD is a powerful tool for engaging struggling readers in classroom discussions. Since the content is initially covered orally, students unable to read the entire text on their own are able to gain at least a surface level of understanding about the reading.</li> <li>Those students lacking prior knowledge about the content gain it during the listening stage, allowing them to more easily comprehend the text during the reading stage.</li> </ul> <p>25</p>	<p>Reading comprehension strategies still apply: Listen, Read, Discuss</p>	<p>This slide and the next two are included to reassure teachers that they still should use the strategies that have used in the past, but these strategies will only be a part of literacy instruction in their classes.</p> <p>This strategy works well with struggling students. Take participants through the process of LRD using the three handouts:</p>	<ul style="list-style-type: none"> <li>PPT for note-taking</li> <li>LRD Handouts: <ul style="list-style-type: none"> <li><i>Custom Painting and Body Design</i> article</li> <li>Reading Comprehension Summarizing Sections Handout</li> <li>Listen Read Discuss Instructions</li> </ul> </li> </ul>	<p>Whole Group</p>																								





### ELA Common Core Overview: Module 3, CTE Literacy

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
		<p>Using the Custom Painting and Body Design article, have participants complete the Before Reading protocol from the instruction sheet. Take them through the headings, subheadings, illustrations and captions, bold face vocabulary words to decide that the chapter is about painting a vehicle.</p> <p>Model the process of having students read a section of the article to each other and then summarize the information at the end of the section. Point out the Reading Comprehension Summarizing sheet is devised for this activity.</p> <p>After reading each section, students then discuss the major points in that section. The teacher records the findings during the discussion.</p> <p>Pairs then go on to the next section. When finished, students complete a text dependent question using evidence from the text to support their answer.</p>		
Slide 26	Reading Comprehension Strategies Still	These are the strategies that used to comprise the toolbox of the content area teacher. They are still useful, but there is	<ul style="list-style-type: none"> <li>PPT for note-taking</li> </ul>	Whole Group

## ELA Common Core Overview: Module 3, CTE Literacy

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p>Teach Reading Comprehension Strategies</p> <ul style="list-style-type: none"> <li>• Previewing texts</li> <li>• Building prior knowledge</li> <li>• Set a purpose for reading</li> <li>• Monitoring comprehension</li> <li>• Asking questions</li> <li>• Summarizing</li> <li>• Visualizing</li> </ul> <p><small>Source: Shanahan, Timothy. (2013). <i>Achieving Disciplinary-Specific Literacy</i>. 27</small></p>	Apply	more to discipline-specific literacy than these strategies. This slide and the next two are included to reassure teachers that they still should use the strategies that have used in the past, but these strategies will only be a part of literacy instruction in their classes.		
<p>Slide 27</p>  <p>Content Area Reading</p> <p>Generalizable skills and activities that can be used in all or most reading:</p> <ul style="list-style-type: none"> <li>- KWL</li> <li>- SQ3R</li> <li>- Word Maps</li> <li>- Frayer Model</li> <li>- Summarization</li> <li>- QAR</li> </ul> <p><small>28</small></p>	Reading Comprehension Strategies Still Apply	<p>These are activities/strategies that apply to all content areas. Teachers still use them.</p> <p>Pairs record which strategies they might use for the selected text in the literacy strategies section on the graphic organizer. When finished, have all participants find three people with whom they did not work and share two strategies with each one.</p>	<ul style="list-style-type: none"> <li>• PPT for note-taking</li> <li>• Discipline-Specific Literacy CTE Graphic Organizer</li> <li>• CTE Text</li> </ul>	Collaborative Pairs Give Two, Get Two
Slide 28	Text Dependent Questions	The answers to questions must require that students read the text. If anyone can answer a question without reading the text, it is not text dependent. Notice that not all questions should be high level questions. Starting with the low level questions helps build the knowledge from	<ul style="list-style-type: none"> <li>• PPT for note-taking</li> <li>• Discipline-Specific Literacy CTE Graphic Organizer</li> <li>• CTE Text</li> <li>• Poster Board</li> <li>• Markers</li> </ul>	Collaborative Pairs Gallery Walk

### ELA Common Core Overview: Module 3, CTE Literacy

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p><b>Ask Text Dependent Questions</b></p> <ul style="list-style-type: none"> <li>Text dependent questions require that the students go back into the text in order to answer the question</li> <li>They can be high level or low level questions</li> <li>Low level questions are explicitly stated in the text</li> <li>High level questions require logic, inferences, or analysis of the text</li> <li>A mixture of high and low level questions leads to better comprehension</li> </ul> <p><small>Source: Shanahan, Timothy. (2013). <i>Achieving Disciplinary-Specific Literacy</i>. 29</small></p>		<p>the text to tackle the high level ones.</p> <p>Pairs create some text dependent questions for the text and post on poster board. Conduct a gallery walk.</p>		
<p><b>Slide 29</b></p>  <p><b>Writing to and from texts</b></p> <ul style="list-style-type: none"> <li>Students need to complete a written assignment to process the information from the text. Examples include:</li> <li>Proposals</li> <li>Business plans</li> <li>How to manuals</li> <li>Nursing plan</li> <li>Lesson plans</li> <li>Process analysis</li> </ul> <p><small>29</small></p>	Writing in CCSS	<p>Writing is an important component of CCSS. Students should be asked to create written responses that require using evidence from the text. Items on the list could be a way to transfer information from texts if the product requires that students refer to the text to create it. For instance, a nursing plan would work if students are including as a part of that plan information from one or more texts that talk about elements of the plan. Have participants fill out what written assessment they would use with the reading and share with a partner.</p>	<ul style="list-style-type: none"> <li>PPT for note-taking</li> <li>Discipline-Specific Literacy CTE Graphic Organizer</li> <li>CTE Text</li> </ul>	Think-Ink-Share
Slide 30	Sources	These are a list of resources that can provide more information on discipline-specific literacy.	<ul style="list-style-type: none"> <li>PPT for note-taking</li> </ul>	Whole Group



### ELA Common Core Overview: Module 3, CTE Literacy

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p>Resources</p> <ul style="list-style-type: none"> <li>• DOE CCSS Website               <ul style="list-style-type: none"> <li>- Literacy Concept Organizers for Social Studies and Science</li> <li>- Literacy Standards by Content Areas</li> <li>- AchievetheCore.org</li> <li>- Guide to the Shifts</li> <li>- HQPD Modules</li> </ul> </li> </ul>				