| Strand | Reading Standards for Literacy in Science and Technical Subjects |
|--------|-----------------------------------------------------------------
| Concept | A. Demonstrate comprehension of workplace words |
| Learning Targets | 1. Demonstrate comprehension of workplace words encountered in real life work and school-related work situations |

**Alignments:**
- CCSS: 9-10.RST.4
- Performance: 1.5, 1.6, 1.8, 1.10, 2.6, 3.5
- Knowledge: (CA) 3
- NETS: 5b
- DOK: 2

**Instructional Strategies**
- Through teacher guided practice and small group instruction, students will comprehend workplace words found when:
  - filing soda machines
  - performing school:
    - mailings
    - recycling tasks
  - job sampling in:
    - the community
    - classroom job modules

**Assessments/Evaluations**
- Teacher created worksheets over workplace words
- Teacher observation of student:
  - oral explanation of the comprehension of workplace words to the teacher
  - comprehension of workplace words by demonstrating job completion to the teacher

**Sample Assessment Questions**
- Demonstrate how to tri-fold a letter to fit into an envelope
### Instructional Resources/Tools
- Internet
- Real life job tasks and teacher created simulated job modules

### Literacy Connections
- 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 K-5 texts and topics

### Cross Curricular Connections
- Vocational Work Skills
## Strand | Number and Operations in Base Ten

**Concept**

B. Correctly solve job-related math problems

<table>
<thead>
<tr>
<th>Learning Targets</th>
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</thead>
<tbody>
<tr>
<td>1. Correctly calculate addition and subtraction problems necessary to complete a job-related task</td>
</tr>
</tbody>
</table>

### Alignments:
- CCSS: 2.NBT.5; 2.NBT.9; 6-8.RST.3; 6-8.RST.4
- Performance: 1.5, 3.4
- Knowledge: (CA) 3 (MA) 1
- NETS: N/A
- DOK: 2

### Instructional Strategies

- Through teacher modeling and guided practice, students will:
  - gather needed amount of material to complete a job-related task prior to beginning the task
  - calculate the amount of additional materials needed to complete a task when material supply is low prior to task completion
  - determine:
    - time worked on a job
    - payment for a job when earning an hourly wage

### Assessments/Evaluations

- Teacher created worksheets concerning simulated jobs requiring students to calculate hours worked and amount of pay
- Teacher observation of students:
  - gathering needed amount of materials prior to beginning a job-related task
  - calculating amount of needed material to complete a task when supply is low

### Sample Assessment Questions

- If you work for 8 hours in a day and earn $7.50/hr., how much do you earn for the entire day?

### Instructional Resources/Tools

- Teacher created simulated job tasks
- Real life job tasks
## Literacy Connections

- Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction
- Explain why addition and subtraction strategies work, using place value and the properties of operations
- Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks
- 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 K-5 texts and topics

## Cross Curricular Connections

- Vocational Work Skills
- Math: Calculating
<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Written communication of information</td>
<td>1. Correctly communicate information to others in writing by the use of emails, texts, memos, and directions</td>
</tr>
</tbody>
</table>

**Alignments:**

CCSS: 6-8.WHST.4  
Performance: 1.8, 1.10, 2.1-2.3, 2.6, 2.7  
Knowledge: (CA) 1,4  
NETS: 5b  
DOK: 2

**Instructional Strategies**

- Teacher modeling to communicate information to others through:  
  - emails  
  - texts  
  - memos  
  - directions  
- Teacher provided guided practice writing:  
  - emails  
  - texts  
  - memos  
  - directions  
- Student role play with teacher guidance writing:  
  - emails  
  - texts  
  - memos  
  - directions
### Assessments/Evaluations

- Teacher created simulated situations requiring students to write:
  - emails
  - texts
  - memos
  - directions
to communicate to others

### Sample Assessment Questions

- Send an email to a friend letting her know you will be 15 minutes late meeting her at the movie

### Instructional Resources/Tools

- Teacher created:
  - emails
  - texts
  - memos
  - directions
  
  used for modeling, small group instruction and student role-playing
- Internet
- Cell phones

### Literacy Connections

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

### Cross Curricular Connections

- Independent Living II
- Vocational Work Skills
- ELA: Writing
Strand | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

<table>
<thead>
<tr>
<th>Concept</th>
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<tbody>
<tr>
<td>D. Job application form</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Correctly complete a job application form</td>
</tr>
</tbody>
</table>

Alignments:
CCSS: 6-8.WHST.4
Performance: 1.5, 1.10, 2.6, 4.8
Knowledge: (CA) 1,4
NETS: 5b
DOK: 2

Instructional Strategies

- Through teacher modeling and guided practice, students will use:
  - a paper form or the Internet to complete a job application form
  - the SMART Board to indicate correct place to write information on a job application form

Assessments/Evaluations

- Teacher observation of student job application form completion

Sample Assessment Questions

- Complete the following job application form

Instructional Resources/Tools

- Internet
- Real and simulated job application forms
- SMART Board

Literacy Connections

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
## Cross Curricular Connections

- Vocational Work Skills
- ELA: Writing
<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
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</thead>
<tbody>
<tr>
<td>E. Appropriate body language on the job</td>
<td>1. Demonstration of correct eye contact, body position, and facial expressions during job-related tasks</td>
</tr>
</tbody>
</table>

**Alignments**

CCSS: 6-8.RST.3  
Performance: 1.10, 2.1, 2.3, 2.6  
Knowledge: (CA) 1,6,7 (SS) 6  
NETS: N/A  
DOK: 1

**Instructional Strategies**

- Through teacher modeling, role playing and guided practice, students will use correct:
  - eye contact
  - body position
  - facial expression
  when communicating with another person in a simulated job environment

**Assessments/Evaluations**

- Teacher observation of student demonstration of correct:
  - eye contact
  - body position
  - facial expression
  in real and simulated job tasks

**Sample Assessment Questions**

- Demonstrate how close to stand near a person when talking with that person on the job  
- Show how to make appropriate eye contact when asking for help on the job

**Instructional Resources/Tools**

- Internet
**Literacy Connections**

- Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks

**Cross Curricular Connections**

- Vocational Work Skills
- ELA: Speaking and Listening
### Job Readiness

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<th>Strand</th>
<th>Measurement and Data</th>
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<tbody>
<tr>
<td></td>
<td><strong>Concept</strong></td>
</tr>
<tr>
<td></td>
<td>F. Counting, sorting and assembling to complete a job</td>
</tr>
<tr>
<td></td>
<td><strong>Learning Targets</strong></td>
</tr>
<tr>
<td></td>
<td>1. Demonstration of accurate counting, sorting and assembling skills needed to complete a job</td>
</tr>
</tbody>
</table>

### Alignments
- CCSS: 1.MD.4; 6-8.RST.3; 6-8.RST.4
- Performance: 1.6, 1.10, 3.5
- Knowledge: (MA) 1,6 (H/P) 4
- NETS: N/A
- DOK: 2

### Instructional Strategies
- Through teacher modeling and guided practice, students will:
  - count
  - sort
  - assemble kits
  - needed to complete a job

### Assessments/Evaluations
- Teacher created hands-on quizzes involving:
  - counting
  - sorting
  - assembling
  - of teacher-given items

### Sample Assessment Questions
- Sort the following items into the given categories

### Instructional Resources/Tools
- Real and simulated items found in the work place
### Literacy Connections

- Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another
- Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks
- 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 K-5 texts and topics

### Cross Curricular Connections

- Vocational Work Skills
- Math:
  - Counting
  - Categorizing
- Physical Education:
  - Movement in a work environment
<table>
<thead>
<tr>
<th>Strand</th>
<th>Speaking and Listening</th>
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</thead>
<tbody>
<tr>
<td><strong>Concept</strong></td>
<td></td>
</tr>
<tr>
<td>G. Verbally communicate information</td>
<td><strong>Learning Targets</strong></td>
</tr>
<tr>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>• Summarize information verbally, give directions verbally and relay messages verbally using simulated and real situations found in adult daily living</td>
</tr>
</tbody>
</table>

**Alignments**

CCSS: 5.SL.2; 5.SL.3; 5.SL.4; 5.SL.6  
Performance: 1.10, 2.1, 2.3, 3.3, 4.1  
Knowledge: (CA) 1,6  
NETS: 5b  
DOK: 2

**Instructional Strategies**

• Through teacher modeling and guided practice, students will verbally:
  • summarizing a message taken over the phone  
  • directions to someone while on the phone  
  • relaying information heard spoken to someone while on the phone or face-to-face with another person using situations found in adult daily living

**Assessments/Evaluations**

• Teacher observation of student demonstration of giving verbal directions/messages after summarizing information

**Sample Assessment Questions**

• Verbally relay the information to your mother that you heard on the phone call from your doctor

**Instructional Resources/Tools**

• Telephone or cell phone
## Literacy Connections

- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence
- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations)

## Cross Curricular Connections

- Independent Living II
- ELA: Speaking and Listening