

Strand	Reading Standards for Literacy in Science and Technical Subjects	
<p style="text-align: center;"><u>Concept</u></p> <p>A. Demonstrate comprehension of work place words</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> Demonstrate comprehension of work place words encountered in real life work and school-related work situations
<p>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</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Through teacher guided practice and small group instruction, students will comprehend workplace words found when: <ul style="list-style-type: none"> filing soda machines performing school: <ul style="list-style-type: none"> mailings recycling tasks job sampling in: <ul style="list-style-type: none"> the community classroom job modules 		
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> Teacher created worksheets over work place words Teacher observation of student: <ul style="list-style-type: none"> oral explanation of the comprehension of work place words to the teacher comprehension of work place words by demonstrating job completion to the teacher 		
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> 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
<p style="text-align: center;"><u>Concept</u></p> <p>B. Correctly solve job-related math problems</p>	<p style="text-align: center;"><u>Learning Targets</u></p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> • Correctly calculate addition and subtraction problems necessary to complete a job-related task
<p>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</p>	
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Through teacher modeling and guided practice, students will: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • time worked on a job • payment for a job when earning an hourly wage 	
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Teacher created worksheets concerning simulated jobs requiring students to calculate hours worked and amount of pay • Teacher observation of students: <ul style="list-style-type: none"> • 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 	
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> • If you work for 8 hours in a day and earn \$7.50/hr., how much do you earn for the entire day? 	
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> • 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

Strand	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	
<u>Concept</u>		<u>Learning Targets</u>
C. Written communication of information		1. <ul style="list-style-type: none">Correctly communicate information to others in writing by the use of emails, texts, memos, and directions
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		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none">Teacher modeling to communicate information to others through:<ul style="list-style-type: none">emailstextsmemosdirectionsTeacher provided guided practice writing:<ul style="list-style-type: none">emailstextsmemosdirectionsStudent role play with teacher guidance writing:<ul style="list-style-type: none">emailstextsmemosdirections		

Assessments/Evaluations

- Teacher created simulated situations requiring students to write:
 - emails
 - texts
 - memos
 - directionsto 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
 - directionsused 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	
<u>Concept</u>		<u>Learning Targets</u>
D. Job application form		1. <ul style="list-style-type: none">• Correctly complete a job application form
Alignments: CCSS: 6-8.WHST.4 Performance: 1.5, 1.10, 2.6, 4.8 Knowledge: (CA) 1,4 NETS: 5b DOK: 2		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none">• Through teacher modeling and guided practice, students will use:<ul style="list-style-type: none">• 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		
<u>Assessments/Evaluations</u>		
<ul style="list-style-type: none">• Teacher observation of student job application form completion		
<u>Sample Assessment Questions</u>		
<ul style="list-style-type: none">• Complete the following job application form		
<u>Instructional Resources/Tools</u>		
<ul style="list-style-type: none">• Internet• Real and simulated job application forms• SMART Board		
<u>Literacy Connections</u>		
<ul style="list-style-type: none">• 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

Strand	Reading Standards for Literacy in Science and Technical Subjects
<u>Concept</u>	<u>Learning Targets</u>
E. Appropriate body language on the job	1. <ul style="list-style-type: none"> Demonstration of correct eye contact, body position, and facial expressions during job-related tasks
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	
<u>Instructional Strategies</u> <ul style="list-style-type: none"> Through teacher modeling, role playing and guided practice, students will use correct: <ul style="list-style-type: none"> eye contact body position facial expression when communicating with another person in a simulated job environment 	
<u>Assessments/Evaluations</u> <ul style="list-style-type: none"> Teacher observation of student demonstration of correct: <ul style="list-style-type: none"> eye contact body position facial expression in real and simulated job tasks 	
<u>Sample Assessment Questions</u> <ul style="list-style-type: none"> 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 	
<u>Instructional Resources/Tools</u> <ul style="list-style-type: none"> 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

Strand	Measurement and Data
<p style="text-align: center;"><u>Concept</u></p> <p>F. Counting, sorting and assembling to complete a job</p>	<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> Demonstration of accurate counting, sorting and assembling skills needed to complete a job
<p>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</p>	
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Through teacher modeling and guided practice, students will: <ul style="list-style-type: none"> count sort assemble kits needed to complete a job 	
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> Teacher created hands-on quizzes involving: <ul style="list-style-type: none"> counting sorting assembling of teacher-given items 	
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> Sort the following items into the given categories 	
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> 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

Strand	Speaking and Listening	
<p style="text-align: center;"><u>Concept</u></p> <p>G. Verbally communicate information</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> Summarize information verbally, give directions verbally and relay messages verbally using simulated and real situations found in adult daily living
<p>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</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Through teacher modeling and guided practice, students will verbally: <ul style="list-style-type: none"> summarizing a message taken over the phone directions to someone while on the phone relaying information heard spoken to someone while on the phone <p>or face-to-face with another person using situations found in adult daily living</p>		
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> Teacher observation of student demonstration of giving verbal directions/messages after summarizing information 		
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> Verbally relay the information to your mother that you heard on the phone call from your doctor 		
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> 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