

# **Building Academic Skills in Context: Embedding Literacy in Career and Technology Education**



**Hilton Garden Inn  
Columbia, South Carolina  
September 29-30, 2008**

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# Agenda



## **Building Academic Skills in Context: Embedding Literacy in Career and Technology Education Columbia, South Carolina September 29-30, 2008**

**Workshop Leaders:** Debbie Hall (SREB)

This workshop will help equip Career and Technical Education (CTE) teachers with tools to develop instructional plans and incorporate literacy strategies to advance students' understanding of technical material.

**Target Audience for the Strand:** This workshop is for CTE teachers interested in incorporating literacy strategies into their instruction to advance student ability to read, comprehend, think critically and solve problems in the 21<sup>st</sup> Century.

### **Participants should bring**

- ✓ Your primary textbook
- ✓ A copy of READER'S DIGEST
- ✓ A copy of a trade publication
- ✓ A hard-to-teach lesson.

### **As a result of this workshop, participants will**

- ✓ Understand the importance of reading procedural manuals;
- ✓ Develop lesson plans that engage CTE students in reading, interpreting, demonstrating and understanding technical materials;
- ✓ Identify the literacy study skills that students will be expected to apply in advancing their mastery of academic and technical content and skills;
- ✓ Develop how CTE faculty will engage students with literacy strategies and technical content and the use of technology and tools embedded in Authentic Integrated Project Units; and
- ✓ Practice instructional strategies they can systematically use to engage students in reading, writing and using the language of their CTE field:

Data on Display

Think/Pair/Share

Four Corners Activity

Mnemonics

Structured Overview

Textbook Treasure Hunt

Think-Pair-Share

Gallery Walk

Post-graphic Organizer

Guided Reading Procedure (GRP)

Exit Slips

Possible Sentences

Process Writing

INSERT

Jigsaw

Cornell/Two-Column Notes

Cloze

RAFT Activity

Monday, September 29, 2008

- 9:00 a.m.—9:45 a.m.** *Welcome, Icebreaker and Orientation to the Goals of the Workshop* Using **Data on Display**, **Turn and Talk**, a **Four Corners Activity** and **Mnemonics**, participants will develop a rationale for procedural reading and establish workshop goals.
- 9:45 a.m.—10:30 a.m.** *Preparation (before) activities connect students to prior knowledge and provide internal motivation for reading new material. Assistance (during) activities help students to engage with the text while they are reading. Reflection (after) activities help students to process and question what they have learned.* Participants will view a **Structured Overview** and engage in a **Textbook Treasure Hunt** they can adapt for student use with any textbook or trade magazine. They will also participate in a **Think-Pair-Share** activity that incorporates cooperative learning, observing, writing, and speaking. Participants will use the Procedural Planning Template to create a Textbook Treasure Hunt.
- 10:30 a.m.—10:45 a.m.** **BREAK**
- 10:45 a.m.--Noon** *Lesson planning and revision.* Participants will use a **Gallery Walk** to share their work and **Question Praise and Polish (QPP)**.
- Noon** **LUNCH (provided)**
- 1:00 p.m.—2:30 p.m.** *Individual comprehension strategies can address all three stages of procedural reading.* Participants will use an **Anticipation Guide** and **Interactive Notation System for Effective Reading/Thinking (INSERT)** to read a passage from a lesson in Family and Consumer Science/Parenting and Child Care. They will create/adapt a lesson for their CTE area using this strategy and do a **Wows and Wonders** activity for reflection.
- 2:30 p.m.—2:45 p.m.** **BREAK**
- 2:45 p.m.— 3:30 p.m.** *Regardless of the content, students must read critically to determine main and subordinate ideas and organize these ideas in a manner that has meaning for them.* Participants will create **Possible Sentences** to learn technical vocabulary. They will also participate in a **Guided Reading Procedure (GRP)** to organize and remember the information they read in a building trades/landscaping article.
- 3:30 p.m.—4:15 p.m.** *Literacy includes reading, writing, speaking, listening and observing..* Participants will **Jigsaw** chapters from LITERACY ACROSS THE CURRICULUM and prepare to present them to the class using **Cornell Notes**.
- 4:15 p.m.—4:30 p.m.** *Debriefing and homework.* Reflection is an important and often neglected part of procedural reading. Participants will complete an **Exit Slip** as a form of reflection on the day's work. For homework, they will create a lesson plan for a GRP or Possible Sentences.

**Tuesday, September 30 2008**

- 9:00 a.m.—9:15 a.m.**      *Feedback from the Previous Day’s Work.* Participants will complete an **Admit Slip**. Presenter will share a **Post-graphic Organizer** and **Exit Slips** from the previous day as a form of review and reinforcement of prior learning.
- 9:15 a.m.—10:15 a.m.**      *Reading the equivalent of 25 books per year across the curriculum is one of HSTW’s literacy goals.* Participants will begin their presentations on chapters from LITERACY ACROSS THE CURRICULUM and take **Cornell Notes** as they listen to presentations. They will also participate in **Carousel Brainstorming** to develop CTE resource lists.
- 10:15 a.m.—10:30 a.m.**      **BREAK**
- 10:30 a.m.—11:00 A.M.**      *A literacy plan is an integral part of a school’s improvement strategies.* Participants will draft the first part of their school’s literacy plan.
- 11:00 a.m.—Noon**      *CTE classrooms can provide many opportunities for content writing.* Participants will see a **Structured Overview** of strategies that relate to three kinds of writing, use **GIST** to summarize a technical passage, participate in **Process Writing** and continue with group presentations.
- Noon—1:00 p.m.**      **LUNCH (provided)**
- 1:00 p.m.—1:45 p.m.**      *Writing daily in every class is the second literacy goal.* Teams will hear more group presentations and draft the second and third goals of their literacy plan.
- 1:45 p.m.—2:20 p.m.**      *Creating authentic integrated projects provides a vehicle for increasing rigor and student engagement school wide.* Teams will create interdisciplinary projects for their schools and draft the fourth goal of their literacy plan
- 2:20 p.m.—2:35 p.m.**      **BREAK**
- 2:35 p.m.—4:00 p.m.**      *Having a strong literacy team is essential to implanting a strong literacy plan.* Participants will reflect on their workshop activities and share their five-part literacy plans with the group. Teams will complete a **Role Audience Format Topic (RAFT)** activity to develop a redelivery vehicle for their training.
- 4:00 p.m.—4:30 p.m.**      *Reflections and evaluations.*

# READER'S DIGEST Treasure Hunt

There are many hidden treasures in READER'S DIGEST. After you have complete the path below, you will have discovered some of the features of this informative magazine.

1. Which issue are you scanning? → 2. What is the cost of the magazine? → 3. Judging by the table of contents, which section will you like best?
- \_\_\_\_\_

4. How much could you earn with a contribution to Campus Comedy? → 5. In which article or section might you find information related to this CTE area? → 6. What is the subject of this month's WORD POWER?
- \_\_\_\_\_

7. What is the title of an article in the MEDICINE section? → 8. What book is condensed in the book section? → 9. Who wrote the wisest comment in POINTS to PONDER?
- \_\_\_\_\_

10. What is your favorite line from QUOTABLE QUOTES?
- \_\_\_\_\_



## TEXTBOOK TREASURE HUNT

Welcome to LITERACY ACROSS THE CURRICULUM. Your new textbook holds many treasures. Complete the path below to discover some of them.

Chapter 1 lists *HSTW*'s five literacy goals. Which one will be the hardest to achieve? Why?

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According to Chapter 2, what is one reason students don't read?

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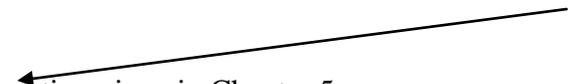


Which of the nine actions to launching a literacy team have you done? (Chapter 3)

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Name a literacy strategy from Chapter 4 that you have used successfully.

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What is one suggestion given in Chapter 5 for writing a good first draft?

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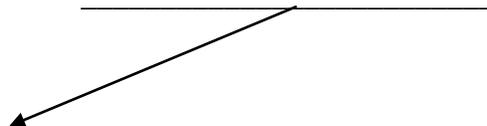


Do you think the title of Chapter 6 is a true statement? Explain.

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According to Chapter 7, what is one suggestion for a math research paper?

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What do you think Chapter 8 means by "Honors English"?

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## Think-Pair-Share

### My question

\_\_\_\_\_ Other than with my textbook, how might I use a Textbook Treasure Hunt in my classroom? \_\_\_\_\_

### Think

During the next 2 minutes, think about your answer to the question above. Write your response on the lines below:

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### Pair

Now, pair up with a partner to exchange ideas. What ideas did you have in common? Write those ideas below:

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### Share

Using your "Pair" ideas, decide upon one major idea to share with the whole class. Write that major idea below:

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Adapted from *Instructional Strategies for Engaging Learners*  
Guilford County Schools, 2002

## ***THINK PAIR-SHARE/TURN AND TALK***

**Directions:** Turn to the person sitting beside you and discuss how you might use a Textbook Treasure Hunt in your classroom. Make sure your partner also has a chance to share information in the allocated time.

### **STRATEGY OVERVIEW:**

**Purpose:** To engage students in discussion about a topic.

**Description:** During this activity, students will have individual time to think about a question related to the topic of study. They will then join a partner to share their thoughts. Finally, the pairs will select one major idea to share with the entire class.

### **Procedure:**

1. Generate a higher-level question related to the topic.
2. Group students into pairs.
3. Give a Think-Pair-Share worksheet to each student.
4. Give students 2 minutes to write down their individual thoughts in the "Think" section of the worksheet.
5. Then, in pairs, have students share their individual thoughts. Pairs should summarize their common thoughts in the "Pair" section of their worksheet.
6. Finally, pairs choose one major idea to share with the entire class. They should write this in the "Share" section of their worksheet.

Kagan, S. COOPERATIVE LEARNING. San Juan Capistrano, CA: Kagan Cooperative Learning, 1994.



**The Lesson:**

**Essential Question(s):**

**Preparation:** (Textbook Treasure Hunt)

**Assistance:**

**Reflection:** (Think/Pair/Share)

**The Lesson:** Introduction to *Literacy Across the Curriculum*

**Essential Question(s):** *How will I be able to use this text?*  
*Which chapters might be of most benefit to me? Why?*

**Preparation:** (Textbook Treasure Hunt)

1. Ask students to take out their copies of *Literacy Across the Curriculum* and scan the table of contents to see what the book contains. (two minutes)

**Assistance:**

2. Give students a copy of the Treasure Hunt and ask them to read the eight statements silently.
3. Direct students to use the book to answer the questions in the Treasure Hunt. (seven minutes)

**Reflection:** (Think/Pair/Share)

4. Ask students to think about how they might use a Textbook Treasure Hunt in their classroom and write down their thoughts on the Think-Pair-Share on the back of their Treasure Hunt (two minutes)
5. Ask students to turn to the person next to them and exchange ideas. What ideas do they have in common? They should write those items on their Think-Pair-Share. Be sure each person gets a chance to speak. (two minutes)
6. Partners should decide upon one major idea to share with the whole class and formulate that statement on the appropriate blank.
7. Give students an opportunity to share their major ideas with the class.
8. Appoint a scribe to write those ideas on the board or chart paper or a transparency.

## Parenting/Childcare Anticipation Guide

### Before Reading

### After Reading

- |   |        |
|---|--------|
| ___1. It is very important to stop a child's cough as soon as possible.             | 1. ___ |
| ___2. Orange juice is good for someone with a cough.                                | 2. ___ |
| ___3. Sugar is the main ingredient in cough drops.                                  | 3. ___ |
| ___4. A runny nose is a good thing.   | 4. ___ |
| ___5. Do not give milk to a child with a runny nose; the milk will increase mucus.  | 5. ___ |
| ___6. Call the doctor immediately if the child has fever, ear pain or a runny nose. | 6. ___ |
| ___7. Help a child "sweat out" a fever by covering him with lots of blankets.       | 7. ___ |
| ___8. Never use rubbing alcohol to reduce a fever.                                  | 8. ___ |

## ANTICIPATION GUIDE

Anticipation Guides, also called Reaction or Prediction Guides, prepare readers by asking them to react to a series of statements related to the content of the material. Because students have an opportunity to react to these statements, they anticipate what the actual content of the material will be. In this way they are predicting the content.

Making an anticipation guide takes some thought, but it becomes easier with practice. Herber (1973), Readance, Bean and Baldwin (1931), as well as several others, have described the basic steps for constructing an anticipation guide.

- Read the content passage and identify the major concepts the students should learn.
- Decide which concepts are most important to stimulate student background and beliefs.
- Write three to five statements based on each concept. These statements should reflect student background and be thought provoking. Generic statements rather than statements related specifically to the content work best. Famous quotations and idioms are also successful.
- Display the guide on the chalkboard, overhead or handouts.
- Conduct class discussion based on the statements. If everyone agrees with a statement, there is no need to discuss it. Students must argue for their responses.

It is best to return to the anticipation guide after students read the material. In this way students can compare their first responses to their new information.

## Pediatricians' Best Cold and Flu Remedies

Have you ever wondered what the doctor does when his own child has a nasty cold?

### **A cough and sore throat**

Coughing clears the throat and lungs of mucus and germs; don't suppress it unless it interferes with the child's sleep or he's genuinely bothered by it.

- Bring on the liquids. All that hacking irritates and dries the child's throat, making it hurt even more. Keep his throat moist by giving him cooled de-caffeinated herbal tea with honey (skip the honey for kids 1 and under) or any drink he likes at a comfortable temperature. Don't give him citrus drinks, which can irritate inflamed throats, says Betti Hertzberg-Ressler, M.D. from the pediatrics department of Miami Children's Hospital.
- Cough drops are a great fix, but they can be a choking hazard for kids under 4. Leanna Wiley, M.D., a pediatrician in North Carolina, gives her kids one-half to one teaspoon of corn syrup—the key ingredient in cough drops—instead. “It coats the throat and is really soothing.”
- A cough can be a sign of a sinus infection or other illness, so call the doctor if the child is hacking nonstop, can't catch his breath, or has trouble swallowing. If throat pain is severe, ask the doctor about a strep test.

### **Nasal Congestion**

It is often best to leave a stuffy nose alone, or treat it gently. “Most cold viruses hang out in the nose and thrive at body temperature,” explains Dr. Anthony Mishik. “Nasal congestion is the body's way of fighting the virus because it raises the temperature of the nose.” Even a child's runny nose is a good thing—the germ-filled mucus is leaving! Decongestants may interfere with these healing processes and can cause side effects.

- Keep the child's mucous membranes moist, thin secretions, and replenish fluids by giving him a lot to drink. Contrary to popular myth, milk is fine. “I give it to my kids—it only produces mucus in children who are allergic to it,” says Dr. Mishik.
- Moisten and flush the child's nose with saline nose drops or sprays, or mix one teaspoon of salt into eight ounces of warm water. For infants, place a drop in each nostril, wait a few seconds, and then use a suction bulb. Or, hold the baby on your shoulder after using the drops. The irritation usually makes him sneeze, and the mucus will run out.”
- Call the doctor if the child's nose is still running after three to five days or if he has ear pain that persists for more than a day or two.

### **Fever**

Letting a fever run its course can actually shorten a cold. That's because raising the body temperature creates a less hospitable environment for viruses. Kids can often tolerate temperatures up to 102° F, so don't treat a fever unless the child is uncomfortable.

- It is a myth that a child can “sweat out” a fever. Covering him in blankets will make him feel worse, increasing the fever and possibly bringing on febrile seizures. Instead, strip the child down to his underwear and keep him in a room with a comfortable temperature.
- Sponge the child in tepid water to dissipate his body heat. Never use rubbing alcohol to reduce fever; it can be absorbed through the skin, which can lead to poisoning.
- The dehydrating effects of fever can cause headaches and body aches, so make sure the child has plenty to drink. Give him acetaminophen or ibuprofen if he is uncomfortable.

Mlyniec, Vicky. “Pediatricians Best Cold and Flu Remedies.” PARENTS December 2007: 82-86.

**The Lesson:**

**Essential Question(s):**

**Preparation:** (Anticipation Guide)

**Assistance:**

**Reflection:**

**The Lesson:** Pediatricians' Best Cold and Flu Remedies

**Essential Question(s):** What are some of the myths about treating colds and flu?  
How should parents treat the symptoms of upper respiratory infection?  
When would it be appropriate to call in a medical professional?

**Preparation:** (Anticipation Guide)

1. Ask students to read the eight statements on page 8 of their planner and put a check in the blank under "Before Reading" if they think the statement is accurate. (3 minutes)
2. Allow students to work in small groups to discuss their ideas and come to consensus on which statements are accurate.
3. Ask one group to tell which items they checked. Discuss only the items on which there is disagreement.

**Assistance:**

4. Ask students to read the article on page 9. As they read, they should put a check in the "After Reading" blank if, according to the article, the statement is true.
5. They should also put the statement number by the line that refutes or substantiates it.

**Reflection:**

6. Students should return to their small groups and come to consensus on the items they believe to be accurate after reading the article.
7. Ask one group to share their answers with the class. Discuss those items on which there is no consensus.
8. As an Exit Slip, ask students to write what they learned about treating colds and flu and tell about any myths that were dispelled or treatments that they question.

## Wows and Wonders Working in Pairs

10 minutes – Wows:

- Each person will look at his colleague’s Anticipation Guide and plan.
- Each will read the passage the other has chosen.
- Each person will prepare a comment on the “Wows” and “Wonders” of the materials. This statement might address the choice and/or wording of the “Before Reading” statements, the number and depth of the statements, the choice of the reading passage, the grammar and mechanics of the guide and plan, etc. No one will make any marks on the guides or plans.
- One person will share his Wows with his colleague.
- The colleague will listen without comment and take appropriate notes.
- Participants will reverse roles.

5 minutes – Wonders:

- The first speaker will share his “Wonders” with his colleague. What could he have done to improve the choice and/or wording of the statements? Did he omit an important idea addressed in the passage? Are the statements engaging and thought provoking?
- The colleague will listen without comment and take appropriate notes.
- Participants will reverse roles.

5 minutes – Feedback:

- Each person will reflect on how he may use the comments provided by his colleague.
- Participants will take turns sharing their responses to the “Wows” and Wonders” and asking questions for clarification.

5 minutes – Debrief:

- Participants will reflect upon the Wows and Wonders protocol.
- They will take turns answering questions such as the following:
  - What was helpful about the protocol?
  - How else might it be used?
  - What was difficult?
  - What do we need to remember next time?
  - What did you learn about yourself and the way you plan?
- Participants will edit and revise their guides and plans based on the activity.

# Possible Sentences

capacity

equilateral

perimeter

rod

Possible Sentences	Real Sentences

## Perimeter, Area, and Volume

In technical shop and engineering problems, we often need to know the length, area, or volume (capacity) of an object. Instances of such problems include calculating the number of feet of fence necessary to enclose a construction project; determining the number of gallons of paint to cover a house exterior; calculating how much of a bolt's thread surface will support the weight of a bridge; and deciding whether a tank of a certain size will hold enough coolant to meet the requirements of a cutting machine.

This chapter gives the important formulas for calculating perimeter, area, and volume of two- and three-dimensional figures.

*Perimeter* refers to the combined lengths of the sides of a closed figure, such as a polygon. It is a linear measure, given in inches, feet, miles, kilometers, rods, and so on. A rod is a unit of linear measure equal to 16.5 feet.

The perimeter  $P$  of a polygon with  $n$  sides is found by adding the lengths of individual sides:

$$P_{\text{polygon}} = s_1 + s_2 + s_3 + \dots + s_n$$

where  $s_1, s_2, \dots, s_n$  are the individual lengths of each of the sides of the polygon. A square is an equilateral polygon; its sides are of equal length. Hence, a square's perimeter  $P$  is found by multiplying the length  $s$  of a side by 4, or  $P = 4s$ . In fact, the perimeter of  $P$  of *any equilateral polygon* is

$$P_{\text{regular polygon}} = ns$$

where  $n$  is the number of sides of the polygon and  $s$  is the length of any one side.

Achatz, Thomas. TECHNICAL SHOP MATHEMATICS. New York: Industrial Press, Inc., 2006.
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## Preface

### *Work-Based Learning: The Key to School-To-Work Transition*

We begin our discussion by raising suspicions about societies that maintain educational systems which nurture knowledge acquisition at the exclusion of knowledge application. This we believe to be the current status of the educational system in the United States, which has continued to pattern its system around a content-based process devoid of application. In fact, many in the past as well as present still look rather disdainfully on practical, applied learning that prepares one for work.

However, with many students protesting the lack of relevance in their schooling, parents questioning what they are paying for, and larger numbers of our youth not being prepared for employment, the current pattern of schooling is encountering more and more criticism. The rapid change in technology that demands increasing numbers of the work force to be academically as well as technically prepared further challenges the educational system. We also know that a highly skilled and well-educated work force is the back bone of a globally competitive nation.

As a work-oriented society that believes everyone should be an independent self-supporting productive individual, it is time to totally change the paradigm of our educational system. We must now move from a knowledge-based learning system with little connection to the real world to a work-based learning system that is positively connected to preparing everyone to be a productive contributing member of society.

Our educational system should be about preparing everyone to make a smooth transition from school to work. This will mean developing an educational system that is career oriented and emphasizes **work-based learning**—*the knowledge/learning imparted to every student from the beginning of schooling which maintains a theme or focus that people work to live and that there is a positive connectedness between the schooling process and living productive lives.* This is our central theme.

This book is primarily about the philosophical changes and secondarily the processes and strategies we believe are required to change the paradigm of education. We are concerned that work-based learning and other work-oriented strategies will be seen and interpreted as only an upgrade of vocational education for non-college-bound students. As you read this book, it should become increasingly clear that we are talking about changing the educational system for *all students*. We do not just address the students who typically are in the general or vocational tack. One of our main points is that the ideas and concepts of work-based learning should pertain to all students. Additionally, they do not just pertain to high school and postsecondary levels. Make no mistake, we are talking about a change from kindergarten through postsecondary levels. We believe the main contribution of Work-Based Learning is the emphasis on systemic change for the whole schooling process. As you read this book keep that thought in mind.

Dr. James L. Hoerner and Dr. James B. Wehrley, 1995

**The Lesson:**

**Essential Question(s):**

**Preparation:** (Guided Reading Procedure)

1. Discuss title with students \_\_\_\_\_
2. Ask students what they know about water features—give examples. Go over italicized words and bold-faced sections with students:

**Assistance:**

3. Instruct students to read passage and to remember every detail they can.

**Reflection:**

4. Have students close their book.
5. Ask each student to remember something from the passage
6. Appoint two students as scribes to list items on board, VERBATIM.
7. When everyone has had an opportunity to submit a statement, discuss and edit each item, revisiting passage for clarification.
8. Have students add missing information
9. Divide the class into groups to put information into at least three categories, naming each category. (“Miscellaneous” is not allowed.)
10. Put all categories on the board and consolidate them into three.
11. Students will use the categories as they work in small groups to \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ email \_\_\_\_\_

**The Lesson:**

**Essential Question(s):**

**Preparation:** (Possible Sentences)

1. The teacher will choose 3-5 words which are defined within the context of the reading passage: \_\_\_\_\_
2. The teacher will put the words on the Possible Sentences template and give a copy to each student. He will also write the words on the board or separate sheets of chart paper.
3. Students will write a possible sentence for each key word. Teacher will explain that the student does not have to know what the word means to write a possible sentence.
4. In small groups, students will share their sentences and choose the best sentence in the group for each word.
5. On the board or chart paper, students will write the best sentence for each word from each group.
6. The teacher will read each sentence and make favorable comments.

**Assistance:**

7. Students will read the passage to learn the real meaning of each word.
8. Students will write real sentences that indicate they know the meaning of each word.
9. Students will share the real sentences with their group, choose the best sentence for each word from the group and write it on the board or chart paper.

**Reflection:**

10. The teacher will read each sentence and help the class determine if it indicates understanding of the meaning of the word. In cases where the word is still unclear, she will help the students to recast the sentence to properly indicate the meaning of the word.

# Possible Sentences

\_\_\_\_\_

Possible Sentences	Real Sentences

## Two-Column Notes

This form of note-taking, also called the Cornell method, can be used with a textbook or lecture. Two-column notes help students distinguish between main and subordinate ideas. Note-taking is an essential skill for students in high school and college and requires active learning and higher level thinking skills from the student.

The teacher should prepare two-column notes for the students in the beginning. As students become accustomed to the form, the teacher will leave out more and more information, allowing students to fill in the blanks. Ultimately, students should learn to make their own notes.

### Assistance

Using notebook paper, students should draw a vertical line 2 1/2 inches from the left side of the paper. As they listen to lecture, read in the textbook or watch a film, they list main ideas in the narrow column and supporting details in the large column. Students should write in phrase or paragraph form. They should not outline.

### Reflection

Students should reread their notes and highlight or draw a box around key words or phrases. They can fold the notes along the vertical line and study from one side or the other.

Main ideas Questions Graphics  During or after reading, viewing, listening	Subordinating details Answers Examples Bullets  During reading, viewing, listening
Summary: after class or during review	

## Why We Need an Across-the-Curriculum Emphasis on Literacy

Summary

# Why Students Don't Read and What Schools Can Do About It

Summary

## Getting Students to Read More: How Do You Do It?

Summary

# Writing Weekly

Summary

# Generating Interaction between Schemata and Text

## GIST

### Honda Fit Sport

Honda's smallest and cheapest car may be one of its best. It's fun to drive, reliable and, for its size, very roomy. Then there's the fuel economy: The Fit's mileage has been all over the map. Press gently on the gas pedal around town and set the cruise control to 60 mph on the freeway and the results are surprisingly Prius-like. But try to keep up with the rest of the manic traffic flow in Los Angeles and fuel economy can dip into the high 20's. That happens more often than not because the Fit has to use all of its 109 hp to merge onto the freeway. The swing in mileage from our best thankful to our worst was nearly 16 mpg—more than any other long-term test car in recent memory.

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Nonetheless, over the past 9000-plus miles, the Fit has been nearly bulletproof. Our only repair was the replacement of warped front brake rotors—the result of a frisky afternoon of canyon carving. We simply overheated the brakes and failed to cool them down properly. It was clearly our fault, yet the Honda dealership still replaced them under warranty.

Stewart, Ben. "Long-Term Test Cars." POPULAR MECHANICS June 2007: 58.

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## Writing Research Papers in All Classes

Summary

# Honors English for All Students

Summary

## The Big Six Reading Skills Linked to Literacy Across the Curriculum

<b>Skill</b>	<b>Teaching Strategy</b>	<b>Source</b>
<b>Summarizing</b>	<b>Jigsaw</b> <b>Paired Questioning</b> <b>GIST</b> <b>KWL</b> <b>Cornell Notes</b> <b>Reciprocal Teaching</b>	<b>Pg. 61</b> <b>Pg. 61</b> <b>Pg. 62</b> <b>Pg. 105</b> <b>Pg. 121</b> <b>Pg. 123</b>
<b>Paraphrasing</b>	<b>Jigsaw</b> <b>Paired Questioning</b> <b>KWL</b> <b>Cornell Notes</b>	<b>Pg. 61</b> <b>Pg. 61</b> <b>Pg. 105</b> <b>Pg. 121</b>
<b>Categorizing</b>	<b>KWL</b> <b>Graphic Organizers</b> <b>Concept Definition Map</b> <b>Fray Model</b> <b>Cornell Notes</b>	<b>Pg. 105</b> <b>Pg. 114</b> <b>Pg. 115</b> <b>Pg. 119</b> <b>Pg. 121</b>
<b>Inferring</b>	<b>RAFT</b> <b>Questioning the Author</b>	<b>Pg. 110</b> <b>Pg. 117</b>
<b>Predicting</b>	<b>KWL</b> <b>Story Impressions</b> <b>Anticipation Guides</b> <b>Visual Prediction Guide</b> <b>Reciprocal Teaching</b>	<b>Pg. 105</b> <b>Pg. 110</b> <b>Pg. 113</b> <b>Pg. 121</b> <b>Pg. 123</b>
<b>Recognizing academic vocabulary</b>	<b>Vocabulary Clues</b> <b>Concept Definition Map</b> <b>Mathematics Reading Keys</b> <b>Fray Model</b>	<b>Pg. 63</b> <b>Pg. 114</b> <b>Pg. 118</b> <b>Pg. 119</b>

School System:  School:

Planning Team Members:

<b>Literacy Goal:</b>	<b><i>I. Students will read the equivalent of 25 books per year across the curriculum</i></b>				
<b>Strategy/Activity</b> <i>(What steps will we take, including staff development?)</i>	<b>Time Line</b> <i>(When will we take this step?)</i>	<b>Person(s) Responsible</b>	<b>Support</b> <i>(What materials will we need? How will we get needed funding?)</i>	<b>Communication</b> <i>(What are our message points? Who are our audiences?)</i>	<b>Progress on/Status of this strategy</b>
<b>Accountability:</b> <i>How will we know when we meet the goal? What process will we use to measure our progress?</i>					

School System:  School:

Planning Team Members:

<b>Literacy Goal:</b> <i>II. Students will write weekly in all classes</i>					
<b>Strategy/Activity</b> <i>(What steps will we take, including staff development?)</i>	<b>Time Line</b> <i>(When will we take this step?)</i>	<b>Person(s) Responsible</b>	<b>Support</b> <i>(What materials will we need? How will we get needed funding?)</i>	<b>Communication</b> <i>(What are our message points? Who are our audiences?)</i>	<b>Progress on/Status of this strategy</b>
<b>Accountability:</b> <i>How will we know when we meet the goal? What process will we use to measure our progress?)</i>					

School System:  School:

Planning Team Members:

<b>Literacy Goal:</b>					
<b><i>III. Students will use reading and writing strategies to enhance learning in all classes</i></b>					
<b>Strategy/Activity</b> <i>(What steps will we take, including staff development?)</i>	<b>Time Line</b> <i>(When will we take this step?)</i>	<b>Person(s) Responsible</b>	<b>Support</b> <i>(What materials will we need? How will we get needed funding?)</i>	<b>Communication</b> <i>(What are our message points? Who are our audiences?)</i>	<b>Progress on/Status of this strategy</b>
<b>Accountability:</b> <i>How will we know when we meet the goal? What process will we use to measure our progress?)</i>					

School System:  School:

Planning Team Members:

<b>Literacy Goal:</b>					
<b>IV. Students will write research papers in all classes</b>					
<b>Strategy/Activity</b> <i>(What steps will we take, including staff development?)</i>	<b>Time Line</b> <i>(When will we take this step?)</i>	<b>Person(s) Responsible</b>	<b>Support</b> <i>(What materials will we need? How will we get needed funding?)</i>	<b>Communication</b> <i>(What are our message points? Who are our audiences?)</i>	<b>Progress on/Status of this strategy</b>
<b>Accountability:</b> <i>How will we know when we meet the goal? What process will we use to measure our progress?)</i>					

School System:  School:

Planning Team Members:

<b>Literacy Goal:</b>	<b><i>V. Students will complete a rigorous language arts curriculum taught like college-preparatory honors English</i></b>				
<b>Strategy/Activity</b> <i>(What steps will we take, including staff development?)</i>	<b>Time Line</b> <i>(When will we take this step?)</i>	<b>Person(s) Responsible</b>	<b>Support</b> <i>(What materials will we need? How will we get needed funding?)</i>	<b>Communication</b> <i>(What are our message points? Who are our audiences?)</i>	<b>Progress on/Status of this strategy</b>
<b>Accountability:</b> <i>How will we know when we meet the goal? What process will we use to measure our progress?)</i>					

## Evaluation and Reflection

**Session Title:** Building Academic Skills in Context: Embedding Literacy in CTE

**Presenter(s):** Debbie Hall

**Date/Time Session:** September 29-30, 2008

Indicate the degree to which the workshop met the following criteria by checking the appropriate box. Please rate each statement on a scale of 0-4, with 4 being *Strongly Agree* and 0 being *No Opinion*.

District Evaluation	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	No Opinion 0
My district provided me with the information I needed to prepare for this workshop.					
My district provided the presenter with the materials/equipment necessary for workshop.					
My district scheduled this workshop at an appropriate time and place					
Workshop Evaluation					
The information/materials provided will be helpful to me in my work.					
The presenter was well organized and prepared.					
The session increased my knowledge of the presentation content area.					
The presenter was responsive to questions.					

**Please complete one or more of the sentences below:**

- I especially liked...
- The information that was most helpful to me...
- I have questions regarding...
- As a result of this workshop, I will...
- Additional comments and suggestions...