

11-12 ELA Standards: Technical Professions

ELA Reading Standards for Technical Professions

RT.11-12.1 Cite specific textual evidence to support analysis of technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

RT.11-12.2 Determine central ideas or conclusions of a text and analyze their development; summarize the complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RT.11-12.3 Follow precisely a complex multistep procedure when carrying out processes, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RT.11-12.4 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 11-12 texts and topics.

RT.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RT.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing a process in a text, identifying important issues that remain unresolved.

RT.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RT.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RT.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

RT.11-12.10 By the end of grade 12 read and comprehend technical texts in the grades 11-12 text complexity band independently and proficiently.

ELA Writing Standards for Technical Professions

WT.11-12.1 Write arguments focused on discipline-specific content.

WT.11-12.2 Write informative/explanatory texts including technical processes.

WT.11-12.3 Narrative writing is incorporated effectively into arguments and informative/explanatory texts through precise descriptions of the step-by-step procedures and processes.

WT.11-12.4 Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience.

WT.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WT.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WT.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WT.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WT.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WT.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ELA Speaking and Listening Standards for Technical Professions

SLT.11-12.1 Initiate and participate effectively in a range of *collaborative discussions*

- one-on-one
- in groups
- teacher-led

with diverse partners on Grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SLT.11-12.2 Integrate multiple sources of information that is gained by means other than reading (e.g., interviews, texts read aloud; oral presentations of charts, graphs, diagrams; speeches) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SLT.11-12.3 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SLT.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SLT.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SLT.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of standard and/or formal English when indicated or appropriate.

ELA Language Standards for Technical Professions

LT.11-12.1 Demonstrate command of the conventions of standard English grammar and usage.

LT.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LT.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LT.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

LT.11-12.5 Demonstrate understanding of word relationships and nuances in word meanings.

LT.11-12.6 Acquire and use accurately a range of grade-appropriate general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

English 11/12: Technical Reading and Writing for Trade and Industry Professions

(0.5 Credit)

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COURSE

Course Umbrella:	Technical Professions
Title of the Course:	English 11/12: Technical Reading and Writing for Trade and Industry Professions
Course Code Number:	418220
Licensure Codes:	Link to ADE Data Center: Course Code Management System
Course Description:	A study of trade and industry texts as related to a specified field. Students interpret texts (e.g., words, symbols, blueprints) to perform tasks and learn processes for writing authentic and precise technical procedures.

Overview of Essential Questions	
Communication	<ul style="list-style-type: none"> • How can you use language to empower yourself? • How is language used to manipulate and persuade? • How do our values and beliefs shape who we are as individuals and influence our communication behaviors?
Literature	<ul style="list-style-type: none"> • What is literature supposed to do? • How does literature reveal the values of a given culture or time period? • How can literature serve as a vehicle for social change?
Technical Professions	<ul style="list-style-type: none"> • How does technology shape and form our identities? • What purpose or function do ethics / philosophy have in governing technological advances? • What roles do chaos and order play in society through technological advances?

DISCLAIMER: All curriculum materials (e.g., texts, authors) should be properly vetted and approved by the school district.

Course Level Essential Questions:

- How can I interpret texts (e.g., words, symbols, blueprints) to perform tasks?
- How can I write authentic, precise technical procedures?
- How can I organize and communicate tasks?

READING

Essential Vocabulary

Specific to Technical Area

Extended Texts

Standards		2 Extended Texts	Text Type	Example Texts & Resources	Text Complexity
Reading Standards	Language Standards	Handbook	Informational	<ul style="list-style-type: none"> • Building Construction Handbook by Roy Chudley and Roger Greeno • Arkansas Fire Prevention Code, Volumes 1-3 • Arkansas Contractors Licensing Board 	Text Complexity Example
1	R.11-12.2 R.11-12.3 R.11-12.4 R.11-12.6 R.11-12.7 R.11-12.8 LL.11-12.3 LL.11-12.4 LL.11-12.5 LL.11-12.6				
2	R.11-12.1 R.11-12.2 R.11-12.3 R.11-12.4 R.11-12.5 LL.11-12.3 LL.11-12.4 LL.11-12.5 LL.11-12.6	Manual	Expository	<ul style="list-style-type: none"> • Training Manual for Organic Agriculture by Food and Agricultural Association of the United Nations • Car Manuals • HVAC Design Manual by Department of Veteran Affairs, Office of Construction and Utilities Management 	

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Supporting Texts

Standards		6-10 Supporting Texts	Text Type	Example Texts & Resources	Text Complexity
Reading Standards	Language Standards	Safety	Informational	<ul style="list-style-type: none"> • Worker Safety Series: Construction by OSHA • Medical and Dental Offices by OSHA • “Infographic: A Mechanic’s Guide to Shop Safety” by Automotive Training Centres 	Text Complexity Example
1	RT.11-12.2 RT.11-12.6 LT.11-12.3 LT.11-12.4 LT.11-12.5 LT.11-12.6				
2	RT.11-12.2 RT.11-12.4 RT.11-12.5 RT.11-12.6 LT.11-12.3 LT.11-12.4 LT.11-12.5 LT.11-12.6	Instructions	Informational	<ul style="list-style-type: none"> • “how-to Install a Car Stereo” by Walmart Ideas Editors • Lego Building Instructions • IKEA Assembly Instructions (product page links to instructions) example • “User Manual Template Case Study: Startup Creates a Compliant Manual” by Ferry Vermeulen • “how-to design better instructions for manuals to create, build or assemble a furniture or product.” by Guillem Ferran 	
3	RT.11-12.2 RT.11-12.4 RT.11-12.5 RT.11-12.6 RT.11-12.7 LT.11-12.3 LT.11-12.4 LT.11-12.5 LT.11-12.6	Trade Magazines	Informational	<ul style="list-style-type: none"> • Popular Mechanics • Electrical Contractor • Construction Dive • Ratchet and Wrench 	
4	RT.11-12.2 RT.11-12.4 RT.11-12.5 LT.11-12.3 LT.11-12.4 LT.11-12.5	How-To Videos	Informational	<ul style="list-style-type: none"> • Crafted Workshop • DIY Creators • House Improvements 	

	RT.11-12.6 RT.11-12.7	LT.11-12.6			<ul style="list-style-type: none"> • eHow Garden • how-to Automotive 	
5	RT.11-12.1 RT.11-12.2 RT.11-12.4 RT.11-12.5 RT.11-12.6	LT.11-12.3 LT.11-12.4 LT.11-12.5 LT.11-12.6	Gardening, Agriculture	Informational	<ul style="list-style-type: none"> • “Undersown Cover Crops Have Limited Weed Suppression Potential When Reducing Tillage Intensity in Organically Grown Cereals” by J. Salonen, E. Ketoja • Organic Agriculture by United States Department of Agriculture • Gardening by Country Living • “how-to Plan for Agriculture” by Farmland Information Center • Small Scale Livestock Production by Margo Hale, Linda Coffey, Terrell Spencer, and Andy Pressman, NCAT Agriculture Specialists 	
6	RT.11-12.1 RT.11-12.2 RT.11-12.4 RT.11-12.5 RT.11-12.6	LT.11-12.3 LT.11-12.4 LT.11-12.5 LT.11-12.6	Restoration	Expository	<p>Buildings</p> <ul style="list-style-type: none"> • “Facade Restoration” by Modern Contractor’s Solutions • “Restoring a Historic House: 8 Tips and Tricks Before Getting Started” by Robert Khederian <p>Cars</p> <ul style="list-style-type: none"> • “Classic Car Restoration” • “how-to Restore a Classic Car on a Budget” <p>Furniture & Art</p> <ul style="list-style-type: none"> • “6 Steps to Restoring Old Furniture” by Everyday Health • “Antique Furniture Restoration” • “Painting Conservation, Step by Step” by Art-Care <p>Land</p> <ul style="list-style-type: none"> • Restoring Damaged Lands by American Forest Foundation • Restoring Degraded Landscapes by 	

					CGIAR <ul style="list-style-type: none"> • 5 Realities of Farmland Restoration by Karen Lanier 	
7	RT.11-12.1 RT.11-12.2 RT.11-12.9	LT.11-12.3 LT.11-12.4 LT.11-12.5 LT.11-12.6	Leadership	Informational	<ul style="list-style-type: none"> • “From Apprentice to Project Manager” by The New Construction Leader • “5 Leadership Lessons that Fixing Cars Taught Me” by Mark Woodward • “Leader – Manager: The New Definition of Leadership in Construction Contracting” by Matt Stevens • “How-to Be a Leader Your Construction Workers Want to Follow” by George Hedley • “Sowing the Seeds: What Gardening Teaches About Leadership” by Chris Comparato 	
8	RT.11-12.1 RT.11-12.2 RT.11-12.10	LT.11-12.3 LT.11-12.4 LT.11-12.5 LT.11-12.6	Legal	Informational	<ul style="list-style-type: none"> • NHSTA Laws & Regulations <ul style="list-style-type: none"> ○ NHSTA Regulations • “Federal Environmental Requirements for Construction” by EPA • U.S. Food & Drug Administration 	

WRITING

Essential Vocabulary

Extended Process Papers

Standards		2 Extended Process Papers ¹	Text Type	Examples	Instructional Focus ²
Writing Standards		Review of Manual or Handbook	Informational	<ul style="list-style-type: none"> The student will analyze the overall effectiveness of a selected manual or handbook. <ul style="list-style-type: none"> Does the manual or handbook address the needs of the users? Are the instructions understandable? To what extent? What would improve the readability of the manual or handbook? Are their visuals? If so, are they used effectively? What visuals would enhance the reader's understanding? 	Ideas, Organization, Voice, Word Choice
Language Standards					
1	WT.11-12.1 WT.11-12.2 WT.11-12.5 WT.11-12.8 WT.11-12.9 WT.11-12.10	LT.11-12.1 LT.11-12.2 LT.11-12.3 LT.11-12.6			
	WT.11-12.1 WT.11-12.2 WT.11-12.8 WT.11-12.9	LT.11-12.1 LT.11-12.2 LT.11-12.3 LT.11-12.6	Analysis of Instructions for Similar Tasks	Informational	<ul style="list-style-type: none"> The student will review multiple sets of instructions for the same task (e.g., changing a tire, changing oil, installing a fan). The student will analyze the effectiveness of the

¹ 2-4 pages

² Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, Presentation

	WT.11-12.10				instructions by evaluating the strengths and weaknesses. The student will include a reflection regarding what he or she would do differently if he or she were to write a set of instructions.	
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Analysis Writing

Standards		8-12 Analysis Papers ³	Text Type	Examples	Instructional Focus ⁴
Writing Standards	Language Standards	Safety Regulations	Informational	<ul style="list-style-type: none"> The student will determine what safety regulations are a priority in his or her respective field. The student will write an informational handout that would be posted in a work space with an overview of the most important regulations of which employees need to be reminded. 	Organization, Conventions
1	WT.11-12.4 WT.11-12.9 WT.11-12.10 LT.11-12.1 LT.11-12.2 LT.11-12.3 LT.11-12.6				
2	WT.11-12.2 WT.11-12.5 LT.11-12.1 LT.11-12.2 LT.11-12.3 LT.11-12.6	Instructional Manual	Informational	<ul style="list-style-type: none"> The student will develop and write an instructional manual for a specified task. The student may include images. 	Ideas, Organization, Word Choice
3	WT.11-12.2 WT.11-12.3 WT.11-12.4 LT.11-12.1 LT.11-12.2 LT.11-12.3 LT.11-12.6	Description of a System or Process	Informational	<ul style="list-style-type: none"> The student will describe a system or process (e.g., HVAC, specific car system, agriculture process). 	Word Choice, Sentence Fluency
4	WT.11-12.1 WT.11-12.4 LT.11-12.1 LT.11-12.2 LT.11-12.3 LT.11-12.6	Analysis of How-To Video	Informational	<ul style="list-style-type: none"> The student will review a how-to video. <ul style="list-style-type: none"> What are its strengths? Weaknesses? Is it accurate? To what extent? 	Ideas, Organizations

³ ½ page to 1 page

⁴ Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, Presentation

					<ul style="list-style-type: none"> ○ Does it include all of the necessary information? ○ How is the production quality of the video? 	
5	WT.11-12.1 WT.11-12.9	LT.11-12.1 LT.11-12.2 LT.11-12.3 LT.11-12.6	Necessary Leadership Qualities	Informational	<ul style="list-style-type: none"> ● The student will research and report on leadership qualities that are necessary within a respective field. 	Organization, Conventions, Presentation
6	WT.11-12.2 WT.11-12.3	LT.11-12.1 LT.11-12.2 LT.11-12.3 LT.11-12.6	Reflective Narrative, Problem Solving	Informational	<ul style="list-style-type: none"> ● The student will reflect on his or her own experience in problem solving (e.g., car repair, agriculture, construction). 	Presentation, Word Choice, Ideas
7	WT.11-12.1 WT.11-12.9	LT.11-12.1 LT.11-12.2 LT.11-12.3 LT.11-12.6	Analysis of Article	Informational	<ul style="list-style-type: none"> ● The student will analyze a self-selected article. <ul style="list-style-type: none"> ○ Is the information useful? ○ Is the information presented in a clear and concise way? ○ Is information not included that should be? 	Ideas, Organization, Conventions
8	WT.11-12.2 WT.11-12.5	LT.11-12.1 LT.11-12.2 LT.11-12.3 LT.11-12.6	Status Report	Informational	<ul style="list-style-type: none"> ● The student will write an example status report on a task (e.g., car repair, restoration process, animal care). 	Conventions, Word Choice, Sentence Fluency
9	WT.11-12.2 WT.11-12.5	LT.11-12.1 LT.11-12.2 LT.11-12.3 LT.11-12.6	Script or Talking Points for Instructional Video	Informational	<ul style="list-style-type: none"> ● The student will write a script and/or talking points in order to prepare for an instructional or how-to video. 	Ideas, Organization

Routine Daily Writing

Standards		Examples
Writing Standards	Language Standards	
WT.11-12.10	LT.11-12.1 LT.11-12.2 LT.11-12.3 LT.11-12.6	<ul style="list-style-type: none"> ● Brainstorming: Students list words or ideas in response to a provided a topic or question. ● Warm Ups: Students respond to a question or complete an activity to help prepare them for the upcoming lesson. ● Exit Tickets: Students respond to a question or reflect on their learning at the end of a lesson. ● Quick Writes: Students write short responses to questions about a wide range of topics. Frequently used strategy for helping students organize their thoughts before a discussion. ● Summaries: Students write a brief summary of what they have learned in the unit, using words from a vocabulary bank (co-created by the teacher and students to include the most important vocabulary terms). ● RAFT: Role, Audience, Format, Topic ● GIST: Students write a one sentence summary of a passage. ● Shrinking Notes: Students condense notes to most important facts. ● Note Taking: During close reading, students record information (e.g., summary notes, definitions for unknown words, comparisons, questions for the author, challenging ideas). ● Reaction Responses: Students write their opinions of a selected passages. ● Logbooks: Students catalogue their learning processes. ● Fact Collecting: Students write down facts. ● Journaling or Blog Posts: Students write informal responses to texts (e.g., photographs, artwork, video clips, films, poems, novels, articles). ● Reflections: Students write reflections on their learning (e.g., points of confusion, breakthroughs in understanding, goals for discussion). ● Sentence Frame: The teacher provides a sentence frame (for example, a thesis sentence with fill-in-the blank content). Students complete the sentence frame using their content and have it approved by the teacher before continuing to write the rest of the paragraph or essay.

RESEARCH

Note: Research opportunities could connect to or be in support of extended process papers and analysis writing.

Essential Vocabulary

Extended Research Opportunity

Standards	1 Extended Research Opportunity	Research Type ⁵	Examples	Research Component Focus ⁶
WT.11-12.6 WT.11-12.7 WT.11-12.8	Legal	Paper, Presentation	<ul style="list-style-type: none"> The student will research current legislation and/or lobbying groups within a selected area and report on findings. The student will interview a local professional in a selected field about what laws impact his or her profession. The student will report findings and research examples in the news where the identified laws were a factor. 	Research Question, Note Taking, Organization and Synthesis

⁵ Presentation, Project, Paper

⁶ Research Question, Selection of Sources, Note Taking, Organization and Synthesis, Citation / Documentation

Short Research Opportunities

Standards		1-2 Short Research Opportunities	Research Type ⁷	Examples	Research Component Focus ⁸
1	WT.11-12.6 WT.11-12.7 WT.11-12.8	Career Research	Presentation	<ul style="list-style-type: none"> The student will research the various career opportunities within his or her profession of interest. 	Note Taking, Organization and Synthesis
2	WT.11-12.6 WT.11-12.7 WT.11-12.8	Innovations	Presentation, Paper	<ul style="list-style-type: none"> The student will research and report on technological and scientific innovations within a selected trade and industry. 	Selection of Sources, Citation / Documentation

⁷ Presentation, Project, Paper

⁸ Research Question, Selection of Sources, Note Taking, Organization and Synthesis, Citation / Documentation

SPEAKING AND LISTENING (COMMUNICATION)

Essential Vocabulary

Weekly Informal Communication

Standards		One-to-One	Speaking and Listening Skills	Non-Verbal Skills	
Speaking and Listening Standards Language Standards		Think-Pair-Share <ul style="list-style-type: none"> Students explore a question or topic, provide a written response, and partner with fellow classmates to discuss. 	<ul style="list-style-type: none"> Respond thoughtfully to diverse perspectives. Propel conversations by posing and responding to questions that probe reasoning and evidence. 	<ul style="list-style-type: none"> Demonstrate effective and appropriate proxemics. 	
1	SLT.11-12.1 SLT.11-12.6				LT.11-12.1 LT.11-12.6
2	SLT.11-12.1 SLT.11-12.3 SLT.11-12.6	LT.11-12.1 LT.11-12.6	Sage and Scribe <ul style="list-style-type: none"> Students partner up and one takes on the roll of the teacher while the other takes notes. Notetaker then provides feedback regarding shared information. 	<ul style="list-style-type: none"> Come to discussions prepared, having read and researched material under study. 	<ul style="list-style-type: none"> Demonstrate effective and appropriate proxemics. Demonstrate effective and appropriate eye contact, facial expressions, and posture. Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch,

					and/or rate of speech).
3	SLT.11-12.1 SLT.11-12.12 SLT.11-12.13 SLT.11-12.16 SLT.11-12.25	LT.11-12.1 LT.11-12.3 LT.11-12.6	Process <ul style="list-style-type: none"> Orally describe a process (simple task) to partner; partner successfully completes process from other's instruction 	<ul style="list-style-type: none"> Come to discussions prepared, having read and researched material under study Organize a topic substantively with appropriate style to match intended purpose and audience. Engage in a range of formal and informal tasks. Work with peers to promote civil, democratic discussions and decision making. Synthesize comments, claims, and evidence made on all sides of an issue. 	<ul style="list-style-type: none"> Demonstrate effective and appropriate proxemics. Demonstrate effective and appropriate eye contact, facial expressions, and posture. Demonstrate effective and appropriate diction and paralinguistics (e.g., intonation, pitch, and/or rate of speech).
4	SLT.11-12.3 SLT.11-12.6	LT.11-12.1 LT.11-12.6	Interview <ul style="list-style-type: none"> Students conduct peer interviews. Students interview peers regarding their thoughts and opinions on current scientific articles in relation to scientific principles. Students interview people outside of the classroom regarding their knowledge and expertise on STEM topics. 	<ul style="list-style-type: none"> Engage in a range of formal and informal tasks. Work with peers to promote civil, democratic discussions and decision making. 	<ul style="list-style-type: none"> Demonstrate effective and appropriate diction and paralinguistics (e.g., intonation, pitch, and/or rate of speech). Demonstrate effective and appropriate proxemics. Determine appropriate attire for a given occasion.

Small Group Communication

Standards		Small Group	Speaking and Listening Skills	Non-Verbal Skills	
Speaking and Listening Standards Language Standards		Small Group Research <ul style="list-style-type: none"> Work in small groups on assigned research topic. Students should review multiple sources of information and present findings. 	<ul style="list-style-type: none"> Set clear goals and deadlines. Determine what additional information or research is required to deepen the investigation or complete the task. Present information, findings, and supporting evidence. Establish individual roles as needed. 	<ul style="list-style-type: none"> Adapt nonverbal communication to audience. Demonstrate effective and appropriate proxemics. 	
1	SLT.11-12.1 SLT.11-12.2 SLT.11-12.4 SLT.11-12.6				LT.11-12.1 LT.11-12.2
2	SLT.11-12.1 SLT.11-12.4 SLT.11-12.5 SLT.11-12.6				LT.11-12.1
3	SLT.11-12.3 SLT.11-12.4	LT.11-12.1	Small Group Discussion <ul style="list-style-type: none"> Students are broken into small groups and assigned topic (can be the same or different for each group). Group members discuss topic and establish their opinion based on expertise. Come back 	<ul style="list-style-type: none"> Synthesize comments, claims, and evidence made on all sides of an issue. Propel conversations by posing and responding to questions that probe reasoning and evidence. Promote divergent and creative perspectives. 	<ul style="list-style-type: none"> Adapt nonverbal communication to audience. Demonstrate effective and appropriate eye contact, facial expressions, and posture.

			together as a whole class and share opinions.		
4	SLT.11-12.1 SLT.11-12.3 SLT.11-12.4	LT.11-12.3 LT.11-12.4	Trade and Industry Current Events Discussion <ul style="list-style-type: none"> Students are assigned a Trade and Industry current events text that has not been discussed in class previously. The same text could be given to each group or different texts could be distributed. Students then analyze the text within assigned parameters (e.g., word choice, ideas, claims, bias, logical process). Students could then present their analysis to the class. 	<ul style="list-style-type: none"> Work with peers to promote civil, democratic discussions and decision making. Organize a topic substantively with appropriate style to match intended purpose and audience. Present information, findings, and supporting evidence. 	<ul style="list-style-type: none"> Demonstrate effective and appropriate eye contact, facial expressions, and posture. Demonstrate effective and appropriate proxemics.

Whole Class Communication

Standards		Whole Class	Speaking and Listening Skills	Non-Verbal Skills
Speaking and Listening Standards	Language Standards	Panel Discussion <ul style="list-style-type: none"> Students prepare a pro or con argument in small groups and then send a representative to participate in a panel discussion. Students respond to commentary with further questions or 	<ul style="list-style-type: none"> Respond thoughtfully to diverse perspectives. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric. Assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used. 	<ul style="list-style-type: none"> Demonstrate effective and appropriate eye contact, facial expressions, and posture. Demonstrate effective platform
1	SLT.11-12.2 SLT.11-12.3 SLT.11-12.6			

			insights.	<ul style="list-style-type: none"> Propel conversations by posing and responding to questions that probe reasoning and evidence. 	<p>movement during delivery.</p> <ul style="list-style-type: none"> Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech).
2	SLT.11-12.4 SLT.11-12.5 SLT.11-12.6	LT.11-12.1 LT.11-12.2 LT.11-12.6	<p>Presentation and Q & A</p> <ul style="list-style-type: none"> Students present on an assigned topic from Research Expectations. During these presentations, the student audience provides feedback. 	<ul style="list-style-type: none"> Assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used. Organize a topic substantively with appropriate style to match intended purpose and audience. 	<ul style="list-style-type: none"> Demonstrate effective platform movement during delivery. Adapt nonverbal communication to audience. Wear appropriate attire. Evaluate the credibility and accuracy of each source.
3	SLT.11-12.1 SLT.11-12.6	LT.11-12.3 LT.11-12.6	<p>Instructor Presents Statement / Conclusion with Data and Reasoning</p> <ul style="list-style-type: none"> Students write their responses in each corner of the same paper, share merits of their ideas, and their consensus in the middle using a discussion diamond. 	<ul style="list-style-type: none"> Refer to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used. Synthesize comments, claims, and evidence made on all sides of an issue. 	<ul style="list-style-type: none"> Adapt nonverbal communication to audience. Demonstrate effective and appropriate proxemics.

4	SLT.11-12.1 SLT.11-12.2 SLT.11-12.3 SLT.11-12.6	LT.11-12.3 LT.11-12.6	<p>Agree-Disagree Line</p> <ul style="list-style-type: none"> ● After participating in a classroom activity or reading current events article, the instructor posts signs representing different viewpoints. <ul style="list-style-type: none"> ○ Students move to viewpoint sign depending on whether they agree or disagree. ○ Students discuss their thinking with the group. ○ Students can move as they revise their thinking. ○ Students do at least two rotations before debriefing. 	<ul style="list-style-type: none"> ● Convey a clear and distinct perspective. ● Promote divergent and creative perspectives. ● Respond thoughtfully to diverse perspectives. ● Evaluate a speaker's perspective and use of evidence, reasoning, and rhetoric. 	<ul style="list-style-type: none"> ● Adapt nonverbal communication to audience. ● Demonstrate effective and appropriate proxemics.
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TEXT COMPLEXITY

<p>Extended Text Title: <u>Building Construction Handbook</u> by Roy Chudley and Roger Greeno</p>	
<p>Qualitative Measures</p>	
<p>Structure</p>	<p>Quantitative Measures</p>
<p>The text is structured as a topical manual. A table of contents clearly organizes construction topics and sub-topics. The structure is consistent, logical, and easy to follow. In each section, definitions are followed by detailed diagrams of the defined terms. Sections conclude with a narrative providing explicit instruction about the topic that has been thoroughly defined and illustrated.</p>	<p>Flesch-Kincaid Grade Level: 15.4 Lexile: 1210L-1400L</p>
<p>Language Conventionalty and Clarity</p>	<p>Reader-Task Considerations</p>
<p>The topical handbook is laden with technical vocabulary. Highly-technical and complex definitions are provided and followed by detailed technical sketches of the terms described in the definitions. Comprehending the text requires careful comparison between the text and the diagrams, but is achievable because the definitions and explanations are clearly illustrated in targeted visual representations.</p>	<p>This text will best serve students when assigned to learn the technical details for completing a specific, smaller construction task. It will provide in-the-moment answers for construction projects. This is not a text that should be assigned for general reading from page one to the end. It should be read in short excerpts at the point of need.</p>
<p>Knowledge Demands</p>	<p>Recommended Placement</p>
<p>Although the text includes many technical construction terms, the definitions and illustrations assume limited background knowledge. While the subject matter is complex, the explanations break the information down into smaller steps of action. The reader can follow each step sequentially to accomplish the task at hand.</p>	<p>This text best fits at the higher end of the grades 11-12 reading complexity range. The 15.4 Flesch-Kincaid level exceeds grade 12, and slightly exceeds grade 12 on the upper end of the Lexile range of 1385.</p>
<p>Purpose</p>	

<p>This text serves as a technical handbook for construction workers. It is particularly useful to find detailed instructions about how-to construct particular components with explanation of how the component fits with the whole.</p>	
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<p>Supporting Text Title: “Worker Safety Series” by OSHA.Gov</p>	
<p>Qualitative Measures</p>	
<p>Structure</p>	<p>Quantitative Measures</p>
<p>The text is structured by larger topics. Under each topic a particular hazard is listed and defined. A bulleted list of solutions follows the defined hazard.</p>	<p>Flesch-Kincaid Grade Level: 10.9 Lexile: 1010L-1200L</p>
<p>Language Conventionalty and Clarity</p>	<p>Reader-Task Considerations</p>
<p>The text includes a few longer sentences, but most of the text is broken into shorter bulleted statements. The text uses standard sentence structures and a great deal of passive voice. Sentences include descriptive detail that is easy to follow and logically ordered. The writing is clear and concise.</p>	<p>This text can serve as a comprehensive safety resource for students. This is not a text that should be read from page one to the end, but rather, it could best be studied in small excerpts by topic since the vocabulary load is dense with technical terms. This is a nice supplemental text that could be used throughout the course to remind students about the safety issues around their current construction projects.</p>
<p>Knowledge Demands</p>	<p>Recommended Placement</p>
<p>To understand the text, students must have a strong background in general academic language as well as domain-specific vocabulary.</p>	<p>Falling between 1010L-1200L, the text fits within the lower end of the grades 11-12 reading complexity band (1185-1385).</p>
<p>Purpose</p>	
<p>The purpose of the text is to increase construction worker safety by providing guidance regarding safe use and practices.</p>	