

Statewide Manufacturing Curriculum Contextualized Reading Module

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>1. Preview industry-specific documents to determine prior knowledge</p> <p>2. Identify main idea and details of authentic industry-specific text materials</p>	<ul style="list-style-type: none"> • Examine title and captions • Examine vocabulary and graphics • Company policy statement • Employee Handbook • Employee memo • Safety and instruction manuals 	<ul style="list-style-type: none"> • Student uses <i>OSHA Safety Training Handbook</i> to examine section titles, subtitles and pictures. <ul style="list-style-type: none"> ○ Use: Outcome 1 Activity 1 • Student uses <i>Workplace Skills: Reading for Information Levels 3 and 4</i>. <ul style="list-style-type: none"> ○ Use: Outcome 2 Activity 2 • Students engage in jigsaw activity using <i>Trelleborg Sealing Solutions Streamwood Employee Handbook</i>. <ul style="list-style-type: none"> ○ Use: Outcome 2 Activity 3 ○ Use: PDF file Trelleborg Handbook. • Student engages in MSDS lesson activities. <ul style="list-style-type: none"> ○ Use: Outcome 2 Activity 4 ○ Use: PDF Files: ToolkitMSDS, MSDS data sheet. • Practice strategies for <i>Better Reading and Summarizing</i> www.tv411.org/reading/ • i-Pathways: <i>Language Arts: Reading</i>—Unit 1: Understanding Nonfiction—Lesson 3: Supporting Details • i-Pathways: <i>Language Arts: Reading</i>—Unit 1: Understanding Nonfiction—Lesson 4: Applying Ideas • CARS: <i>Reading</i>—Unit 3: Reading Comprehension Skills—Lesson 1: Main Idea & Lesson 2: Details 	<p>Oral responses to Question List</p> <p>Skill practice exercise completions</p> <p>Oral report on group topics</p> <p>Teacher observation</p>

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<p>3. Recognize details that are implied or suggested in reading</p>	<ul style="list-style-type: none"> • Handwritten communication: e.g., note • Electronic communication: e.g., memo, procedure, guideline, e-mail • Graphic communication 	<ul style="list-style-type: none"> • Student engages in lesson activities on the reading <i>Help Wanted on Factory Floor</i>. <ul style="list-style-type: none"> ○ Use: Outcome 3 Activity 5 • Student engages in lesson activities on safety at work. <ul style="list-style-type: none"> ○ Use: Outcome 3 Activity 6 	<p>Oral reports</p> <p>Exercise completions</p>
<p>4. Use a variety of strategies to identify key industry-specific terms within a document</p>	<ul style="list-style-type: none"> • Use context clues: e.g., Employee Performance Appraisal • Use restatement of term within a sentence 	<ul style="list-style-type: none"> • Student uses various websites to acquire new vocabulary. <ul style="list-style-type: none"> ○ Use: Outcome 4 Activity 7 ○ Use: file: Concept Map Organizer • Student engages in Employee Performance Appraisal lesson activities. <ul style="list-style-type: none"> ○ Use: Outcome 4 Activity 8 ○ Use: PDF file: Positive Negative Chart 	<p>Quadrant word cards</p> <p>Individual oral summary of performance standards</p>

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<p>4.(continued) Use a variety of strategies to identify key industry-specific terms within a document</p>	<ul style="list-style-type: none"> • Use familiar words to determine meaning of unfamiliar words: e.g., Job Description and HR forms • Use synonyms and antonyms 	<ul style="list-style-type: none"> • Student engages in “going green” lesson activities. <ul style="list-style-type: none"> ○ Use: Outcome 4 Activity 9 Parts I, II, III • Practice <i>Using Context Clues</i> www.tv411.org/reading/ 	<p>“Green” vocabulary activity completion</p>
<p>5. Define common industry-specific language</p>	<ul style="list-style-type: none"> • Abbreviations, Initialisms: e.g., PPE, MSDS, EPA • Acronyms: e.g., NAFTA, OSHA, CAD/CAM • Jargon: e.g., eco-friendly, biodegradable, LEED-certified 	<ul style="list-style-type: none"> • Student engages in abbreviations lesson activities. <ul style="list-style-type: none"> ○ Use: Outcome 5 Activity 10 	<p>Abbreviations log completion</p>

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<p>6. Examine the order of steps in a work process or procedure; Apply work instructions to follow the steps of a work task and to choose correct action when conditions change</p>	<ul style="list-style-type: none"> • Recognize a bulleted or numbered list: e.g., safety checklist; fire extinguisher operation • Recognize sequence words: e.g., equipment operation manual • Identify cause and effect relationships: e.g., safe forklift operation 	<ul style="list-style-type: none"> • Student follows directions in reading quiz activity. <ul style="list-style-type: none"> ○ Use: Outcome 6 Activity 11 • i-Pathways: <i>Language Arts: Reading</i>—Unit 2: Understanding Fiction—Lesson 4: Cause and Effect • CARS: <i>Reading</i>—Unit 4: Patterns of Organization—Lesson 3: Compare and Contrast 	<p>Application of directions</p>

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<p>7. Use various reading strategies to locate information and answer questions</p>	<ul style="list-style-type: none"> • Predict • Skim and scan • Classify • Use Table of Contents in Employee Handbook • Use Index and Glossary • Use product labels • Examine title and captions in <i>OSHA Safety Training Handbook</i> and MSDS 	<ul style="list-style-type: none"> • Student uses <i>Trelleborg Sealing Solutions Streamwood Employee Handbook</i> Table of Contents to locate information asked by a partner. <ul style="list-style-type: none"> ◦ Use: Outcome 7 Activity 12 • Practice <i>Scanning for Specifics</i> www.tv411.org/reading/ • CARS: <i>Reading</i>—Unit 1: The Reading Process—Lesson 1: What is Reading & Lesson 2: Pre-Reading & Lesson 3: During Reading & Lesson 4: After Reading 	<p>Oral responses to questions</p>
<p>8. Locate information through graphic sources; Locate information using an internet search and give an oral report on findings</p>	<ul style="list-style-type: none"> • Circle graph • Line graph • Bar graph • Chart and table • Diagram 	<ul style="list-style-type: none"> • Student locates information on graphs using <i>Workplace Skills: Locating Information Levels 3 and 4</i>. <ul style="list-style-type: none"> ◦ Use: Outcome 8 Activity 13 • Practice <i>Reading Charts and Graphs</i> www.tv411.org/reading/ • Student engages in Manufacturing Career Pathways lesson activities. <ul style="list-style-type: none"> ◦ Use: Outcome 8 Activity 14 • i-Pathways: <i>Mathematics</i>—Unit 2: Measurement and Data Analysis—Lesson 4: Tables and Charts • i-Pathways: <i>Mathematics</i>—Unit 2: Measurement and Data Analysis—Lesson 5: Graphs • CARS: <i>Math</i>—Appendix A: Reading Graphs and Charts 	<p>Skill practice exercise completions</p> <p>Oral report</p>

