



Technically Speaking, The Arts

Content Literacy for Technical Subjects

Creativity at the Core, Summer Institute
Loyola Marymount University
August 4-6, 2015



Mary Rice
California Department of Education



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Outcomes for Today



1. Explore the professional learning module which relates to the Visual and Performing Arts
2. Develop ways to use this module in your district/school
3. Network with other teachers and administrators to share resources



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CCSS Professional Learning Modules for Educators

Information about the Common Core State Standards (CCSS) professional learning modules.

The California Department of Education (CDE) worked with experts in the field to develop professional learning modules (PLMs) that support educators in delivering curriculum aligned to the CCSS to all pupils. The modules are housed on the Digital Chalkboard Web site (formerly Brokers of Expertise) and are available online at no cost. The modules were intended to be used by educators independently or as a face-to-face presentation. All materials are provided for either option and may be accessed on the Digital Chalkboard Web site. Please select the links below to view the modules.

- [Welcome to the California Common Core State Standards Professional Learning Modules](#)
- [Overview of the Common Core State Standards for California Educators](#)
- [Mathematics: Kindergarten through Grade Eight Learning Progressions](#)
- [Mathematics: Kindergarten through Grade Twelve Standards for Mathematical Practice](#)
- [English Language Arts: Informational Text—Reading](#)
- [English Language Arts: Writing to Inform, Argue, and Analyze](#)
- [Content Literacy for Technical Subjects](#)
- [Assessment Literacy](#)
- [Content Literacy in History/Social Studies, Kindergarten through Grade Five](#)
- [Content Literacy for Science](#)
- [Content Literacy for History/Social Studies, Grade Six through Twelve](#)
- [Getting Started with the California English Language Development Standards](#)
- [Multi-tiered System of Supports: A Comprehensive Framework for Implementing the California Common Core State Standards](#)
- [A Deeper Dive into the California English Language Development Standards](#)

<http://www.cde.ca.gov/re/cc/ccssplm.asp>



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Background

The Curriculum Support and Reform Act of 2011 (AB 250) requires the CDE to oversee the development of PLMs that support educators in delivering curriculum aligned to the CCSS to all pupils.

The legislation required that a task force develop criteria to guide the development of the PLMs to provide critical information and strategies as the CCSS are implemented. These criteria would be based on the *CA Standards for the Teaching Professions* and developed in consideration of the National Staff Development Council's *Standards for Staff Development*. The PLMs are to make use of and build on existing professional development programs.

[CCSS Professional Learning Modules Task Force Members](#)

The PLMs are charged with deepening educators' understanding of at least the following criteria:

- The CCSS.
- Instructional strategies to support the learning of all pupils, including English learners, pupils with disabilities, and underperforming pupils.
- Instructional strategies that promote creativity, innovation, critical thinking, problem solving, collaboration, and communication skills in all academic content areas.
- The integration of subject content knowledge.
- Instructional leadership and coaching.

Task force members were also charged with selecting the PLM topics.

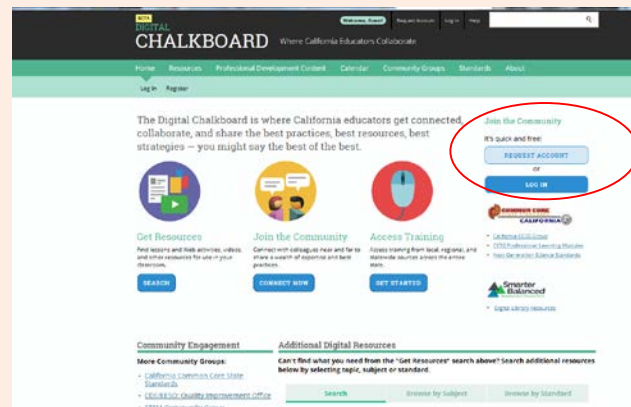
Questions: Literacy, History, and Arts Leadership Office | 916-323-6269



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How do I become a member of My Digital Chalkboard?

- Go to <https://www.mydigitalchalkboard.org/>
- Look in upper right corner for ***Join the Community***
- Click on ***Request Account***
- Complete the form and submit
- OR Next to the search box at the top of the page, click on ***Help, Quick Guides, Table of Contents***





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Provided by:

[California Common
Core State Standards:
Professional Learning
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Summary / About

Bookmarks (1)

[CCSS Literacy Resources](#)

Welcome

Welcome to Content Literacy for the Technical Subjects

View the video on the right and then review instructions below to get started.



Important: In order to save your work, receive feedback to responses, and obtain a certificate of completion, you must [create an account](#) with Digital Chalkboard and log in each time you work within the module. If you do not log in prior to working through the module, your work will not be saved. Please create an account and log in to get started!

Downloads

All Participants:

- [California's Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects](#)
- [College and Career Readiness Anchor Standards](#)
- [Appendix A from the CCSS for ELA/Literacy](#)
- [User's Guide](#)

Group Facilitated Only:

- [PowerPoint Presentations](#)
- [PowerPoint Slides with Presenter Notes](#)
- [Participant Packet-Presentation Slides](#)
- [Participant Packet-Handouts](#)

Getting Started with the Online Module

Module Duration: 10 hours

- [View a short tutorial](#) to learn how to navigate through this online module.

For assistance using the site, please contact the Digital Chalkboard Helpdesk at webmaster@mydigitalchalkboard.org.

Previous Page: Content Home

Next Page: Module Overview



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The professional learning modules were developed to deepen the understanding of:

- Instructional strategies to support the learning of all pupils **in all content areas**
- Creativity, innovation, critical thinking, problem solving, collaboration, and communication skills **in all academic content areas**
- Instructional leadership and coaching



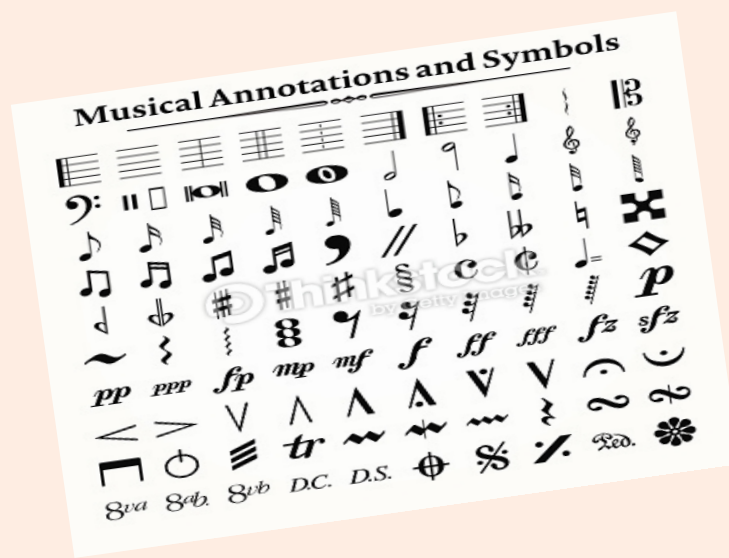


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Common Core Definition of the Arts



The CCSS define technical subjects as courses that are devoted to “a practical study, such as engineering, technology, design, business, or other workforce-related subject” and “a **technical aspect of a wider field of study, such as art or music**” ([CCSS for ELA/Literacy: Appendix A](#)).

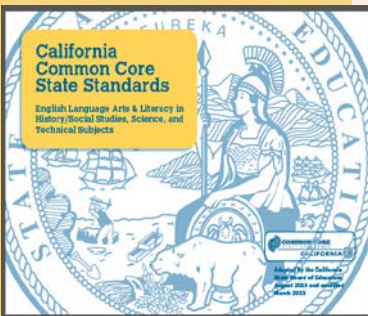




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Note on range and content of student reading, (Page 80)

*“Reading is critical to building knowledge in history/social studies as well as in science and **technical subjects**. College and career ready reading in these fields requires an **appreciation of the norms and conventions of each discipline**, such as the kinds of evidence used in history and science; an understanding of **domain-specific words** and phrases; an attention to **precise details**; and the **capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions** of events and concepts.*





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*In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate **primary and secondary sources**. When reading scientific and technical texts, students need to be able to gain knowledge from **challenging texts** that often make extensive use of **elaborate diagrams and data** to convey information and illustrate concepts.*

*Students must be able to read **complex informational texts** in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be **sophisticated nonfiction**.*

*It is important to note that these Reading **standards are meant to complement** the specific content demands of the disciplines, **not replace** them.*



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*What does it mean for all teachers
to share the responsibility for
literacy in all subjects?*

Think in relation to arts literacy...



Get on the arts literacy bus...



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The Pre-Assessment

Take this now

Pre-Assessment

1. Which of the following most accurately describes the intent of this module covering literacy in the Technical Subjects?

- ☐ Literacy in the content areas applies to reading a wide range of texts.
- ☐ Literacy in the content areas is the job of the ELA teachers.
- ☐ All students will be college and career ready by being literate in multiple content areas.
- ☐ All students will be able to read music as a graduation requirement.

2. When content area teachers develop a writing task for their students, they should consider development of: (check all that apply)

- ☐ Discipline-specific content and vocabulary
- ☐ Introducing and supporting a claim
- ☐ What the standards tell them about how to write
- ☐ Discipline-specific writing to inform/explain, provide evidence, or technical processes

3. When selecting texts for students, teachers should consider: (check all that apply)

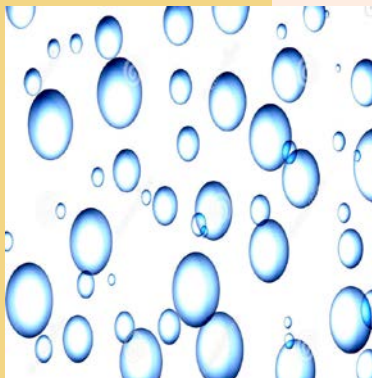
- ☐ A wide range of types of texts to build knowledge in the technical subjects
- ☐ Primary sources
- ☐ Both print and digital resources
- ☐ Text types which contain specific technical information and graphic representations

4. Which statements are false? (check all that apply)

- ☐ In K-5, students read mainly fictional texts.
- ☐ The K-5 standards include expectations for reading, writing, speaking and listening, and language to develop foundational knowledge across the curriculum.
- ☐ K-5 teachers should only be responsible for developing literacy in ELA.
- ☐ In K-5, writing is used only to convey real and imagined experiences and events.

5. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking and listening, and language in their respective fields.

- ☐ True
- ☐ False





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- Unit 1: College and Career Readiness in the Technical Subjects
- Unit 2: Content Literacy in the Technical Subjects: K-5
- Unit 3: Building Content Literacy in the Technical Subjects: 6-12 Reading
- Unit 4: Building Content Literacy in the Technical Subjects: 6-12 Writing
- The module also begins with a welcome, overview, and pre-assessment and concludes with a summary, post-assessment, and resources section.



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What is covered in the module?

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 - ☐ 📁 Module Overview
 - 📄 Teaching Literacy in the Technical Subjects
 - 📄 Metacognitive Journal
 - ☐ 📁 Pre-Assessment
 - ❓ What Do You Know?
 - ☐ 📁 Unit 1: Career and College Readiness in the Technical Subjects
 - ☐ 📁 1.1 What Makes a "College and Career Ready" Student?
 - 📄 1.1.1 Nurturing Innovation, Imagination, and Creativity
 - 📄 1.1.2 CCSS Descriptors of College and Career Ready Students
 - ☐ 📁 1.2 What Is College and Career Ready?
 - 📄 1.2.1 The Demands of a Global Economy
 - 📄 1.2.2 Standards and Individual Students
 - 📄 1.2.3 Attributes of a College and Career Ready Student
 - ☐ 📁 1.3 Standards for Career Ready Practice
 - 📄 1.3.1 A Plan for Your School
 - 📄 1.4 Unit Summary



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☐ Unit 2: Content Literacy in the Technical Subjects, K-5

☐ 2.1 The Importance of Foundational Literacy Skills

☐ 2.2 Developing Content Literacy: A Shared Responsibility

☐ 2.2.1 Emphasizing Communication and Collaboration in K-5

☐ 2.3 Building Foundational Knowledge

☐ 2.3.1 Integrated Model of Literacy

☐ 2.4 Reading and Writing for Technical Subject Literacy

☐ 2.4.1 Increasing Rigor through Close Reading

☐ 2.5 Unit Summary: Review



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- ☐ 📖 Unit 3: Building Content Literacy in the Technical Subjects, 6–12 Reading
 - ☐ 📖 3.1 College and Career Readiness Anchor Standards for Reading
 - 📖 3.1.1 Reading Many Types of Texts in Technical Subjects
 - ☐ 📖 3.2 Reading Standard 1: Evidence, Inferences, and Conclusions
 - 📖 3.2.1 Reading Evidence and Text-Dependent Questions
 - 📖 3.2.2 Lesson Ideas in Technical Subjects, Standard 1
 - 📖 3.2.3 Action Plan for Standard 1
 - ☐ 📖 3.3 Reading Standard 2: Central Ideas and Summarizing
 - 📖 3.3.1 Finding Central Ideas
 - 📖 3.3.2 Lesson Ideas in Technical Subjects, Standard 2
 - 📖 3.3.3 Action Plan for Standard 2
 - ☐ 📖 3.4 Reading Standard 3: Multistep Procedures
 - 📖 3.4.1 Applying Reading Standard 3 to Technical Subjects
 - 📖 3.4.2 Action Plan for Standard 3



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☐ 3.5 CCR Anchor
Standards, Reading 4, 5, &
6

☐ 3.5.1 Discipline-
Specific Vocabulary

☐ 3.5.2 Analyzing the
Author's Purpose

☐ 3.5.3 Lesson Ideas in
Technical Subjects for
Standards 4, 5, and 6

☐ 3.5.4 Action Plan for
Standards 4, 5, and 6

☐ 3.6 Reading Standards
7, 8, and 9: Integration of
Knowledge and Ideas

☐ 3.6.1 Evaluating
Arguments

☐ 3.6.2 Lesson Ideas in
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☐ 3.6.3 Action Plan for
Standards 7, 8, and 9

☐ 3.7 Reading Standard
10: Text Complexity

☐ 3.7.1 Text Exemplars
and Sample
Performance Tasks

☐ 3.7.2 Lesson Ideas in
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Standard 10

☐ 3.8 Unit Summary



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Unit 4: Building Content

Literacy in the Technical

Subjects, 6–12 Writing

  4.1 College and Career
Readiness Anchor Standards
for Writing

 4.2 Writing in the
Technical Subjects in the
21st Century

  4.3 Writing Standard 1:
Arguments to Support
Claims

  4.4 Different Types and
Purposes of Writing

  4.5 Writing Standard 2:
Informative/Explanatory
Text

  4.6 Writing Standards
4, 5, and 6: Production and
Distribution of Writing

  4.7 Writing Standards
7, 8, and 9: Research to
Build and Present
Knowledge

  4.8 Writing Standard
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 4.9 Unit Summary:
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Jigsawing the module



- 4 groups
- Assign each one unit of the module
- Go through the activities in the unit
- Pick **5-6 new learnings** to share, your favorite video, and chart
- Brainstorm with your group on **2-3 ways you plan to use** “the plan” from the module activities with your school or district
- Chart these to share
- *Add a visual representation for your chart*



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Let's Take Some Time to Look At the Resources links

- Unit 1
- Unit 2
- Unit 3
- Unit 4
- Students with Disabilities
- English Learners



What were a couple of resources you
think you will use?



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What is your most important take-away from this module?





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How might you adapt this module for an arts teacher audience?





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Is there any topic you wish
had been in the module, or would
like to have more information
about?





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Please give us your feedback on the evaluation sheet...





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