# **Applied Studies Curriculum Map (Accessible)**

# **Domain: English**

## Competency and Definition: Self Selected Reading/ Reading as Leisure (ENG-SSR)

The student identifies preferences and engages with text as an independent leisure activity

Workplace Readiness Skills:

### Level 1: Recognize and Recall

a) Sort preferred texts by type (book, magazine, electronic text, book on cd, brochure, menu, etc.)

b) Choose a text to read or have read to them

### Level 2: Identify and Comprehend

a) Compare & contrasts text types and gives examples of various text types

b) Consistently communicate preferences for specific texts, text types, and genres

c) Identify a specific text as being fiction or nonfiction

d) Demonstrate awareness of how and where to acquire preferred texts and text types

### Level 3: Interpret and Understand

a) Identify the genre of a selected fiction and nonfiction text (adventure, romance, science fiction, mystery, fables, drama, biography, self-help, travel, history, how-to books, etc.)

b) Independently acquire texts through one or more of the following means:

- *borrow from school or public library*

*- access online text*

*- make in store purchases*

*- trade texts with friends*.

### Level 4: Apply and Generalize

a) Compare & contrast genres and gives examples

b) Independently acquire texts through one or more of the following

means:

- *library, social media, Web site, borrowing from a friend*

*- maintain magazine/newspaper subscription*

*- make online purchases*

c) Use search engine or other resources to select needed text materials

d) Demonstrate an ability to generalize information

e) Discuss a chosen text with others

## Competency and Definition: Community Literacy (ENG-CL)

The student uses literacy skills and an understanding of various community texts to solve problems and meet needs of adult life.

Workplace Readiness Skills: 9, 10

### Level 1: Recognize and Recall

1. Recognize and find signs in the community
2. Recognize and find various community texts (menu, map, label, sign, etc.) when asked

### Level 2: Identify and Comprehend

1. Identify and respond appropriately to safety signs in the community
2. Identify a variety of resource texts used in the community & determine situations for using each. Examples may include electronic or printed texts (menu, map, labels, signs, etc.)

### Level 3: Interpret and Understand

1. Identify a need and the corresponding text that may provide needed information
2. Identify and locate needed text by function

### Level 4: Apply and Generalize

1. Independently fill a need or solve a problem using community texts
2. Use various resources (online, hardcopy, spoken language) to locate needed information, which may include

-*finding and using the contact information for a local business*

*-getting directions to a location*

*-utilizing the menu of a restaurant to make choices based on personal preference and budget*

*-finding times for events (movies, concerts, etc.)*

*-getting a local bus schedule*

## Competency and Definition: Comprehension (ENG-COMP)

The student demonstrates an understanding of fiction and non-fiction texts

Workplace Readiness Skills: 9,13

### Level 1: Recognize and Recall

1. Answer simple yes/no or true/false questions concerning a short passage that has been read
2. Sequence the beginning, middle, and ending events of a story or personal experience
3. Identify a favorite character from a story
4. Identify facts learned from a nonfiction text

### Level 2: Identify and Comprehend

1. Use pictures and information about a story to predict what will happen next
2. Answer content related questions after reading or listening to a passage
3. Use information in graphs, charts, and images to relay information
4. Retell a familiar story or experience using text
5. Make connections between character and self
6. Make connections between a nonfiction text and previously learned information
7. Use documents to complete single step activities

### Level 3: Interpret and Understand

1. Identify the main idea of a passage
2. Use cues within a text to make predictions about content
3. Answer who, what, where, when, and how questions after reading or listening to a short passage
4. Retell a story including characters, setting, and chronological

sequence of events

1. Use graphs, charts, and images to make predictions
2. Make connections between characters from different stories
3. Make connections between a nonfiction text and a fiction text
4. Use documents to complete multistep activities and routines

### Level 4: Apply and Generalize

1. Identify the main idea and several supporting details
2. Ask and answer who, what, where, when, and how questions after reading or listening to a short passage
3. Identify important themes from a story and examines from multiple points of view
4. Make connections between information in a nonfiction text and real life experiences
5. Utilize instructional documents to complete a novel series of steps.
6. Summarize nonfiction materials

## Competency and Definition: Written Correspondence (ENG-WC)

The student uses a variety of methods to deliver information through text

Workplace Readiness Skills: 9, 14, 17, 18, 19, 21

### Level 1: Recognize and Recall

1. Recognize a variety of means of written communication
2. Choose appropriate application (written note, formal letter, electronic mail, etc.) to send a message to a selected recipient
3. Recognize correspondence that is addressed to them by identifying the addressee

### Level 2: Identify and Comprehend

1. Access e-mail by logging in and selecting an e-mail to read
2. Mail letters/bills

### Level 3: Interpret and Understand

1. Compose a note or letter that includes the following parts: greeting, body, and signature
2. Read correspondence from another party and determines whether a reply is needed
3. Address letters and uses appropriate postage
4. Create an e-mail account
5. Take initiative to regularly check e-mail
6. Manage e-mail, text, and/or social media account by responding to messages and organizing mailbox
7. Practice internet safety, recognizes and avoids suspicious e-mails/links

### Level 4: Apply and Generalize

1. Compose a note or letter that includes the following parts: heading, greeting, body, closing, and signature
2. Utilize multiple features of email account in a variety of formats (mobile device, desktop)
3. Select a recipient and draft a message via text, e-mail, social media
4. Send and respond to e-mail by including the appropriate people (copy, blind copy)
5. Use appropriate language for audience, role, and relationship (personal vs. work, peer vs. supervisor)

## Competency and Definition: Composition (ENG-COMPOSE)

The student composes thoughts and ideas in written form using a writing utensil, keyboard, or other means. Writing is published and shared with others.

Workplace Readiness Skills: 9, 18, 19, 21

### Level 1: Recognize and Recall

1. Compose written work using letter approximations and/or symbols/pictures
2. Choose topics to write about
3. Provide additional details related to writing
4. Sequence real-life events

### Level 2: Identify and Comprehend

1. Use a variety of resources to compile relevant information
2. Organize information for a variety of purposes (persuasive, informative)
3. Share previous experiences through writing

### Level 3: Interpret and Understand

1. Utilize strategies to compose draft documents in a variety of forms
2. Communicate simple messages through writing (phone messages, personal notes, etc.)

### Level 4: Apply and Generalize

1. Compose a variety of written documents to include references
2. Adapt writing style to meet specific standards and purposes (technical documents, informative essays, explanation and defense)

## Competency and Definition: Documents and Forms (ENG-DOCS)

The student accurately completes forms and documents requiring personal information

Workplace Readiness Skills: 14, 19

### Level 1: Recognize and Recall

1. Communicate emergency contact information (full name, address, phone number)
2. Provide general information needed on a resume, and various applications

### Level 2: Identify and Comprehend

1. Write or type contact information (full name, address, phone number, DOB, parent/guardian names)
2. Write or type personal information that belongs on a resume

### Level 3: Interpret and Understand

1. Provide additional information (allergies, medications, family medical history, SS#, ID#, license, insurance)
2. Research and select a format for a resume
3. Complete a draft of a resume

### Level 4: Apply and Generalize

1. Accurately complete forms (applications, tax, DMV, etc.)
2. Complete written vs. online (dropdown box, form fields, etc.)
3. Protect identifying information and maintains confidentiality of sensitive personal information
4. Identify opportunities to make edits and revises resume when appropriate
5. Produce and deliver a complete resume
6. Write a cover letter for a resume. Language should be appropriate to the situation (job being pursued).