Arizona High School ELA Technical Standards Crosswalk for Early Childhood Education

Arizona's College and Career Ready English Language Arts-Early Childhood Education Career and Technical Education Standards Crosswalk

Arizona's College and Career Ready Standards CTE Early Childhood Education ELA Crosswalk

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Language Technical

Arizona HIGH SCHOOL ELA LANGUAGE Standards for Early Childhood Education

9-10.L.1.	CTE Standard/Measurement Criterion						
	9.1	12.2	12.3	12.4	12.5	12.6	12.7
	13.5	13.6	13.9	13.12	13.13	13.14	13.16

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use parallel structure.*

b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Application of ELA Standard

To develop student linguistic abilities using and modeling correct English grammar and syntax during implementation of pre-planned preschool instruction

To write a reflection on instructional strategies that are used to meet individual and group needs, using proper grammar and sentence structure

Students will present a speech that exhibits parallelism and command of the conventions of standard English

Example of ELA Standard in Early Childhood Education

Students will write a whole group circle time activity which explicitly instructs usage of the English language. Students will verbally model for preschoolers appropriate language patterns. For example, during a circle time activity with a friendship theme, the high school student might say: “My name is Mary and my best friend is Anne. I like Anne because she is never mean to me.” The high school student will give the “microphone” to each preschool student as the preschooler uses the language pattern that was modeled by the high school student. The high school student will not only have to be aware of his or her use of correct speech but be able to correct the speech of the preschool children as well.

The accuracy of language use of the high school student will be observed by the high school teacher and noted on a checklist during the time of oral teaching. The student will be scored based on the use of correct English grammar, syntax, and key vocabulary.

The high school student who presents the lesson will have his or her written plan evaluated by the high school teacher using a rubric. The rubric will be created by the high school students and will focus on the quality of language functions and forms of the activity.

Other high school students throughout the week will be required to evaluate the lessons presented, focusing on the oral presentation, and then to discuss their observations during the Friday morning staff and reflection meeting. Written notes, using a specific outline, will assist the high school students to remember what they observed during the lessons of their peers during the week.

Students write a reflective paragraph on the topic of inclusion and diversity in the preschool environment using techniques and information gained from the class textbook, in-class discussion, personal experience, and reliable sources from online databases.

Students peer edit one other student’s reflective paragraph with emphasis on Conventions and Sentence Fluency from the Six Trait Analytic Writing Rubric. The high school teacher will evaluate the final version of the written paragraph using the above traits from the Six Trait Analytical Writing Rubric.

Students will research an Early Childhood topic, using reliable sources. They will then write and present a speech on the topic. Suggested topics include the following:

- Vaccination controversy
- Breast feeding vs. bottle feeding
- Childhood obesity
- Child abuse laws and enforcement
- Confidentiality issues and how to handle them effectively
- The Quality First Initiative

The teacher and class members will evaluate the speech using a rubric that covers proper speech delivery, including eye contact and volume; use of time; and professional dress. The rubric will also address command of the conventions of standard English and use of parallel structure in presentation of the information.

11-12.L.1	CTE Standard/Measurement Criterion								
	9.1	12.2	12.3	12.4	12.5	12.6	12.7	13.5	13.9

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

Application of ELA Standard

To write and evaluate for conventions an argumentative composition regarding effective instructional strategies to meet individual and group needs

To use outside resources in editing an essay identifying characteristics of children with exceptionalities

To develop students' linguistic abilities, using and modeling correct English grammar and syntax and avoiding colloquialism, during implementation of pre-planned preschool instruction

Example of ELA Standard in Early Childhood Education

Students will write an argumentative composition on the topic of inclusion and diversity in the preschool environment, delineating effective instructional strategies to meet individual and group needs.

Students will peer edit for Conventions using the Six Trait Analytic Writing Rubric.

Students will write an expository essay defining and explaining examples of chronic illness (i.e. asthma, severe allergies, immune deficiencies, and diabetes) and accommodations for those illnesses. They will use outside resources (i.e. dictionary and thesaurus) to resolve any issues of usage in their writing. These alterations are recorded on a t-chart style handout which asks students to record the original word on the left and the updated word on the right.

The teacher will analyze the t-chart to assess students' effective use of the dictionary or thesaurus.

Students will write a whole group circle time activity that explicitly instructs usage of the English language. Students will verbally model for preschoolers appropriate language patterns, avoiding colloquialism. For example, during a circle time activity with a friendship theme, the high school student might say: "My name is Mary and my best friend is Anne. I like Anne because she is never mean to me." The high school student will give the "microphone" to each preschool student as the preschooler uses the language pattern that was modeled by the high school student. The high school student will not only have to be aware of his or her use of correct speech, including avoidance of colloquialism, but be able to correct the speech of the preschool children as well.

The accuracy of language use of the high school student will be observed by the high school teacher and noted on a checklist during the time of oral teaching. The high school student will be scored based on the use of correct English grammar, syntax, key vocabulary, and avoidance of colloquialism.

The high school student who presents the lesson will have his or her written plan evaluated by the high school teacher using a rubric based on the quality of usage.

Other high school students throughout the week will be required to evaluate the oral lessons presented and then discuss their observations during the Friday morning staff and reflection meeting. Upon discussion students will make points of resolutions, using various reference resources, as a model for future presentation.

9-10.L.2.	CTE Standard/Measurement Criterion		
	5.1	7.5	13.6

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

b. Use a colon to introduce a list or quotation.

c. Spell correctly.

Application of ELA Standard

To write grammatically correct reflective essays on safe and developmentally appropriate environments for preschool children

Example of ELA Standard in Early Childhood Education

Students will write a reflective essay on active supervision using correct grammar and spelling.

Peers will proofread essays, providing specific feedback. Essays will then be evaluated by the instructor for Conventions and Sentence Fluency using the Six Trait Analytic Writing Rubric.

11-12.L.2.	CTE Standard/Measurement Criterion		
	5.1	7.5	13.6

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Observe hyphenation conventions.

b. Spell correctly.

Application of ELA Standard

To write grammatically correct reflective essays on safe and developmentally appropriate environments for preschool children

Example of ELA Standard in Early Childhood Education

Students will write a reflective essay on active supervision using correct grammar and spelling.

Peers will proofread essays, providing specific feedback. Essays will then be evaluated by the instructor for Conventions using the Six Trait Analytic Writing Rubric.

9-10.L.6	CTE Standard/Measurement Criterion			
	12.8	13.2	13.7	13.11

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.

a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Application of ELA Standard

To create documents for parents of preschoolers, using MLA Handbook guidelines

Example of ELA Standard in Early Childhood Education

Students will create newsletters and brochures for parents of children in the preschool lab. The information and voice used in these documents will conform to the guidelines of MLA and be appropriate to this audience.

Brochures will then be evaluated by the instructor for Word Choice, Voice, and Conventions, using the Six Trait Analytic Writing Rubric. The instructor will evaluate the use of MLA format by referring to the MLA Handbook, Turabian's Manual for Writers, or the MLA Formatting and Style Guide at the Purdue University Online Writing Lab (OWL) at http://owl.english.purdue.edu/owl/resource/747/01/

9-10.L.3	CTE Standard/Measurement Criterion				
	11.1	11.2	11.3	11.4	13.2

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Application of ELA Standard

To accurately use key vocabulary in conversing with families, colleagues, and supervisors

To acquire and use general academic language while completing and analyzing anecdotal notes

Example of ELA Standard in Early Childhood Education

Students will practice speaking key vocabulary from the Arizona Early Learning Standards with a partner. They will practice again in small groups and are expected to use such terms when in dialogue with parents.

Students will be assessed using a checklist when explaining examples of developmentally appropriate practices to the instructor.

The high school students will be required to observe a preschool child in his or her natural play environment and record anecdotal notes. The high school student will review his or her notes to ensure that they are in formal anecdotal form, using proper preschool terminology. The student will then take the preschool Arizona state standards and evaluate what behaviors were observed according to the standards. Students will need to analyze, in paragraph form, using key vocabulary such as gross motor, fine motor, cognitive development, etc.

The accuracy of the observation will be evaluated by means of a rubric on true objective observation, avoiding opinions, and proper analysis of observation. In addition, the paragraph will be evaluated for Organization, Conventions, Word Choice, and Sentence Fluency using the Six Trait Analytic Writing Rubric.

9-10.L.6	CTE Standard/Measurement Criterion							
	12.8	13.2	13.3	13.6	13.7	13.10	13.11	13.12

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Application of ELA Standard

To accurately use key vocabulary in conversing with families, colleagues, and supervisors

To acquire and use general academic language while completing and analyzing anecdotal notes

Example of ELA Standard in Early Childhood Education

Students will discuss and use domain specific words and phrases in an interview transcript and in a reflective paragraph

Students will practice speaking key vocabulary from the Arizona Early Learning Standards with a partner. They will practice again in small groups and are expected to use such terms when in dialogue with parents.

Students will be assessed using a checklist when explaining examples of developmentally appropriate practices to the instructor.

The high school students will be required to observe a preschool child in his or her natural play environment and record anecdotal notes. The high school student will review his or her notes to ensure that they are in formal anecdotal form, using proper preschool terminology. The student will then take the preschool Arizona state standards and evaluate what behaviors were observed according to the standards. Students will need to analyze, in paragraph form, using key vocabulary such as gross motor, fine motor, cognitive development, etc.

The accuracy of the observation will be evaluated by means of a rubric on true objective observation, avoiding opinions, and proper analysis of observation.

Students will interview a preschool teacher in the field. The students will ask the teacher how he or she uses observations in his or her work. Possible questions include the following:

- What are the purposes of observations?
- What is the difference between subjective and objective observations?
- What words are best for writing observations?
- What are assumptions?
- How can assumptions be misleading?

Students will then create a transcript of the interview. At the end of the transcript, students will include a reflective paragraph or two about what new words and phrases they learned, as well as how they will use the new words in their Early Childhood Center work and written observations.

The reflective paragraph will be evaluated for Conventions and for Content and Ideas using the Six Trait Analytic Writing Rubric.

Reading Technical

Arizona HIGH SCHOOL ELA READING Standards for Early Childhood Education

9-10.RL.1.	CTE Standard/Measurement Criterion			
	5.8	5.9	5.10	9.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Application of ELA Standard

To create a poster that identifies and describes safety hazards in a preschool environment based on interpretation of explicit and inferred information in an article

To develop a graphic organizer noting both explicitly stated and implied textual information

Example of ELA Standard in Early Childhood Education

After a unit on safety for young children, students will read a variety of articles promoting safety awareness. Students will highlight, with a marker, the most important information and note inferences. Each student will create a poster promoting safety for a specific hazard (i.e. water, sun, allergies, danger/stranger and equipment). The poster should include both explicit and inferred information. Students will be divided into groups of four or five. Each student will share his or her poster with the peers in the group and explain the information in the articles, including possible inferences.

http://www.education.com/reference/article/safety-early-childhood-environments/

http://www.mentalhelp.net/poc/view_doc.php?type=doc&id=14303&cn=462

The listening students will evaluate the pictorial representation of the article using a checklist with components such as originality, neatness, and color harmony. Posters will be evaluated by the instructor by means of a rubric on proper interpretation of articles, use of references, grammar, and overall aesthetics of poster. Posters will then be displayed on classroom wall.

Students will read a chapter regarding cultural diversity in a textbook about preschool education selected by the teacher. Students will complete a graphic organizer noting main ideas both explicitly stated and implied.

Teacher will assess students' organizers for completeness using a checklist.

11-12.RL.1.	CTE Standard/Measurement Criterion			
	5.8	5.9	5.10	9.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Application of ELA Standard

To create a poster that promotes safety, based on interpretation of explicit and inferred information in an article, as well as information that might need further clarification

To develop a graphic organizer noting explicitly stated and implied textual information as well as areas where the text raises unanswered questions

Example of ELA Standard in Early Childhood Education

Students will read article promoting safety awareness, highlighting the most important information and noting possible inferences as well as information that might need further clarification. Each student will then create a poster that promotes safety for a specific hazard (i.e. water, sun, allergies, danger/stranger, equipment). Students will be divided into groups of four or five. Each student will share his or her poster with the peers in the group and explain the information in the articles, including possible inferences and unclear concepts.

http://www.education.com/reference/article/safety-early-childhood-environments/

http://www.mentalhelp.net/poc/view_doc.php?type=doc&id=14303&cn=462

The listening students will evaluate the pictorial representation of the article using a checklist with components such as originality, neatness, and color harmony. Posters will be evaluated by the instructor by means of a rubric on proper interpretation of article, grammar, and overall aesthetics of poster. Posters will then be displayed on classroom wall.

Students will read a chapter regarding cultural diversity in a textbook about preschool education selected by the teacher. Students will complete a graphic organizer noting main ideas both explicitly stated and implied, as well as areas where information is incomplete or leaves matters uncertain.

Teacher will assess students' organizers for completeness using a checklist.

9-10.RL.2.	CTE Standard/Measurement Criterion			
	4.4	7.7	12.5	12.6

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Application of ELA Standard

To analyze and compare the development of plot and theme in three versions of a folktale

Example of ELA Standard in Early Childhood Education

Students will be divided into three separate groups. Each group will read a variation of the folktale "Little Red Riding Hood." Students will discuss plot, point of view, setting, themes, and patterns, symbols, or recurring images. They will record their findings in their own notes and then, in a whole group setting, the students will evaluate and compare each of the three books using a graphic organizer (Venn diagram) for each point. Students will determine the central theme of each story and compare how the plots evolve. In addition, class discussion will be held to validate proper handling of books, the use of open-ended questions, and the importance of pre-reading literature for proper pronunciation and identifying new vocabulary words for preschool children. Each student will additionally write a 100-200 word summary of the variation he or she read and an analysis of the theme's development.

The Tale of Jemima Puddle-Duck written and illustrated by Beatrix Potter;

Lon Po Po: A Red-Riding Hood Story from China written and illustrated by Ed Young;

Brothers Grimm Little Red Riding Hood

Evaluation will be based on classroom discussion of the central ideas in literature, extending the discussion to the purpose of themed literature in the preschool classroom. In addition, there will be a check list based on proper techniques for reading literature to preschoolers that will include proper handling of the book; introduction of title, author, illustrator; picture walk; proper inflection; and the use of open-ended questions. The teacher will evaluate each student's summary for Ideas and Content using the Six Trait Analytic Writing Rubric.

9-10.RI.2.	CTE Standard/Measurement Criterion				
	2.1	11.1	11.3	13.4	13.6

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Application of ELA Standard

To analyze and write a summary of Harlow's research regarding attachment

Example of ELA Standard in Early Childhood Education

Students will be introduced to Harry Harlow's study through the text book The Developing Child. Then they will watch a You Tube video of his actual research and will read an article on his work. Students will write an essay analyzing and summarizing Harlow's findings, explaining the importance of attachment in a child's early years and identifying in the high school student's own life to whom he or she is most attached and why.

http://www.simplypsychology.org/attachment.html

http://psychology.about.com/od/historyofpsychology/p/harlow_love.htm

http://www.youtube.com/watch?v=OrNBEhzjg8I

Essays will be evaluated for Ideas and Content and Voice, using the Six Trait Analytic Writing Rubric.

11-12.RI.2.	CTE Standard/Measurement Criterion								
	2.1	2.2	2.3	10.5	11.1	11.3	13.2	13.4	13.6

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Application of ELA Standard

To analyze similarities and differences between research on attachment and research on nature vs. nurture

Example of ELA Standard in Early Childhood Education

After analyzing Harry Harlow's theory of attachment, students will read about Romanian orphanage studies, introducing nature vs. nurture. During classroom discussion the students will evaluate similarities and differences between the two pieces. Students will write a summary of each piece and will then write a nine sentence pledge indicating how they will be attentive in the life of a child.

http://www.center4familydevelop.com/helpromanian.htm

http://whyfiles.org/087mother/4.html

http://www.msnbc.msn.com/id/43061185/ns/health-childrens_health/t/harsh-life-romanian-orphans-damaged-their-dna/#.T9kNYsX5BEM

Students will peer-edit the sentences of their pledge and after instructor approval, the students will display their pledge artfully on 6 x 6 papers for their class peers to peruse. Teacher will evaluate summaries for Ideas and Content and Organization using the Six Trait Analytic Writing Rubric.

9-10.RI.3.	CTE Standard/Measurement Criterion							
	1.8	1.11	2.4	2.5	3.3	3.4	3.5	13.4

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Application of ELA Standard

To compare information on Genie, the Wild Child, through reading an article and watching a film to determine bias of information

To analyze a written and digital account of various developmental theorists by identifying key concepts from both mediums and determining the essential details

Example of ELA Standard in Early Childhood Education

Students will be introduced to the key vocabulary terms "nurture" and "nature." They will watch Secrets of a Wild Child with a guide that will help them answer important questions like "Is the author/speaker sympathetic to Genie's situation?" A class discussion on the guide will ensure that students have an accurate understanding of the movie. Students will then be given another guide and an article based on the same story. In small groups they will read the article, underlining key terms, thoughts and ideas. Based on the guided questions, the students will determine if the information in the article was portrayed with the same perspective/attitude as the movie. Students will select one or two presenters from each group to share their findings with the class. The assignment can be extended to a classroom debate to support students' understanding of the author's/director's purposes in relaying the information.

http://abcnews.go.com/Health/story?id=4804490&page=1#.T9kJb8X5BEM

http://highschoolbioethics.georgetown.edu/units/cases/unit3_4.html

Evaluation will be of answers to the guided questions.

Students will read about theorists such as Maslow, Erickson, and Piaget and their implications in social and emotional development in children. Using background knowledge students will then view a DVD which reflects each of the theorists and their model. Students will complete a viewing guide and then break into groups for a discussion about each of the theorists and the implications, comparing findings in both mediums.

The teacher will provide oral feedback to each group.

9-10.RI.2.	CTE Standard/Measurement Criterion						
	1.8	1.11	2.4	2.5	3.3	3.4	13.13

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Application of ELA Standard

To synthesize information on child abuse/neglect presented in different media and to write a summary of procedures to prevent and report child abuse

Example of ELA Standard in Early Childhood Education

Students will watch Secrets of a Wild Child and will read an article based on the same story. After analyzing the written and visual information about Genie, the students will determine if she was a victim of child abuse and neglect. Students will look up the meanings of "abuse" and "neglect," using a dictionary or other reliable source. In small groups they will create a written list of incidents/indications they believe would qualify as neglect and abuse. Students will also receive copies of the school policy on child abuse and the azdhs (on-line) rules on child

abuse. Once they have gathered the information, students will write a step-by-step procedural summary on what they would have done to prevent the alleged abuse referred to in the media and what steps will they take in the future if they are ever aware of the abuse of a child in their care.

http://abcnews.go.com/Health/story?id=4804490&page=1#.T9kJb8X5BEM

http://highschoolbioethics.georgetown.edu/units/cases/unit3_4.html

The summaries will be evaluated for Organization and Ideas and Content using the Six Trait Analytic Writing Rubric.

9-10.RI.8.	CTE Standard/Measurement Criterion		
	6.2	6.3	13.13

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Application of ELA Standard

To evaluate reasoning of arguments in text and write a summary in support or rejection of arguments

Example of ELA Standard in Early Childhood Education

Students will read an article on an overweight 8 year old boy placed in foster care. They will discuss the following questions:

1. What is the main issue?
2. Define major concepts discussed in the article
3. What are two important facts presented in the article?
4. Where could one verify the facts presented?
5. What conclusion does the author of the article reach about the main issue?
6. What are the REASONS given for the author's conclusions? Do the FACTS given support the reasons?

Based on these questions, students will write a summary statement that is a minimum of 500 words long in support or rejection of the child's placement in foster care. Students will have prior knowledge of the *"My Plate" nutritional criteria guide* and child abuse laws.

http://www.cbsnews.com/8301-504763_162-57331936-10391704/obese-third-grader-taken-from-family-did-state-go-too-far/

http://news.yahoo.com/obese-third-grader-taken-mom-placed-foster-care-201731761.html

http://tvnz.co.nz/world-news/obese-boy-taken-family-in-us-4575965

http://www.theglen.org/health/200-pound-8-year-old-boy-taken-away-from-family-renews-custody-debate.html

* http://www.choosemyplate.gov/

Summary statement will be evaluated for Ideas and Content and Conventions using the Six Trait Analytic Writing Rubric.

9-10.RST.6.	CTE Standard/Measurement Criterion
	13.16

Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

Application of ELA Standard

To evaluate the reasoning and purpose behind Arizona's Proposition 302 in 2010

Example of ELA Standard in Early Childhood Education

Students will read the claims regarding First Things First and the Proposition 302 initiative of 2010. Students will evaluate whether the funds should go back to Arizona's general fund or whether First Things First should remain in place. Students will visit the First Things First web-site and other reliable sources to determine if the funds are being used to help children and will discuss the importance of the Quality First Initiatives.

After some class discussion, students will be aware of the outcome of the vote. They will write a statement about whether they believe state legislators had the best interest of children in mind in proposing Proposition 302 or not.

http://www.arizonaeducationnetwork.com/2010/08/first-things-first-and-proposition-302-your-questions-answered/

http://phoenix.about.com/b/2010/09/22/arizona-election-2010-proposition-302-arizona-first-things-first-program-repeal.htm

http://www.azftf.gov

Statements will be evaluated for Ideas and Content and Voice using the Six Trait Analytic Writing Rubric.

Reading

Arizona HIGH SCHOOL ELA READING Standards for LITERACY IN SCIENCE AND TECHNICAL SUBJECTS for Early Childhood Education

9-10.RST.2.	CTE Standard/Measurement Criterion							
	1.3	1.4	1.6	1.7	1.9	1.10	1.12	1.13
	3.1	3.2	3.3	3.4	3.5	13.4	13.4	13.12

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

Application of ELA Standard

To analyze age-appropriate toys and their safety, providing evidence from technical texts

To analyze an article on principles of child-centered education, identifying specific textual evidence

Example of ELA Standard in Early Childhood Education

Students will listen to a guest speaker from the fire department inform kids about safety and young children. Students will then be directed to the websites below to research choosing appropriate toys for children. Each student will be given a specific toy to research, and students will record their findings on a guided form provided by the teacher, citing textual evidence and noting any inconsistencies among their researched sources. Using the information found during their research the students will determine if the toy is safe and appropriate. The form will require students to list three supporting facts with citations in MLA format and a Works Cited/References page. Students may use guest speaker as a resource.

http://www.cpsc.gov/cpscpub/prerel/category/toy.html

http://toysafety.org/toyHazards.shtml

http://kidshealth.org/parent/firstaid_safe/home/safe_toys.html

http://www.nncc.org/health/toy.safety.html

http://www.safekids.org/safety-basics/safety-resources-by-risk-area/toy/

http://citationmachine.net/index2.php

Evidence of accuracy will be in the proper completion of the guided form. The instructor will evaluate the citations and reference page using the MLA Formatting and Style Guide at the Purdue University Online Writing Lab (OWL) at

http://owl.english.purdue.edu/owl/resource/747/01/

Students will read an article (see link below) and establish an opinion regarding content. Students will first summarize their viewpoint and then find examples from the text which support their views of the guiding principles of child-centered education, citing at least three specific instances.

The teacher will evaluate the summary for Ideas and Content, using the Six Trait Analytic Writing Rubric. The teacher will assess the students' ability to cite specific textual evidence using a rubric or the MLA Formatting and Style Guide at the Purdue University Online Writing Lab (OWL) at http://owl.english.purdue.edu/owl/resource/747/01/

Child-Centered Education (Education.com)

9-10.RST.2.	CTE Standard/Measurement Criterion					
	7.1	8.2	9.1	10.5	11.1	11.3

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

Application of ELA Standard

To write a summary of a selection on play and learning, identifying and tracing the development of key ideas

To determine and summarize the central idea or conclusion of a reading on childhood obesity

Example of ELA Standard in Early Childhood Education

Students will write an expository essay determining the central ideas and summarizing the information of a textbook section on supporting children's play and learning.

After reading a case study on childhood obesity the students will determine whether or not childhood obesity can be considered child abuse. Students will summarize each paragraph with a statement about that paragraph. Students will then summarize the entire reading based on the individual statements. Students will put their statements into question form to "quiz" a neighbor for accuracy of the summary.

http://www.cbsnews.com/8301-504763_162-57331936-10391704/obese-third-grader-taken-from-family-did-state-go-too-far/

http://news.yahoo.com/obese-third-grader-taken-mom-placed-foster-care-201731761.html

http://tvnz.co.nz/world-news/obese-boy-taken-family-in-us-4575965

http://www.theglen.org/health/200-pound-8-year-old-boy-taken-away-from-family-renews-custody-debate.html

Evaluation will be of the student's accuracy in summarizing each paragraph and the article as a whole. The summary will be graded for Ideas and Content using the Six Trait Analytic Writing Rubric.

9-10.RST.3.	CTE Standard/Measurement Criterion						
	4.1	4.2	4.4	7.1	7.2	7.7	9.1
	10.4	12.4	12.7	13.1	13.4	13.5	13.6

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.

Application of ELA Standard

To follow and evaluate multiple procedures when performing the technical task(s) of modeling literacy for young children

To read and analyze a complex, multi-step lesson plan that includes adaptations/modifications for special populations

Example of ELA Standard in Early Childhood Education

Students will read and analyze a multi-step, detailed lesson plan. This lesson plan will be specific to a developmental domain (i.e. cognitive, physical, emotional, and social) and/or curriculum areas (i.e. science, language arts, social studies, and math) and will include adaptations/modifications for special populations. In an essay students will critique the effectiveness of the steps in the lesson plan.

The teacher will assess the students' critique for Ideas and Content using the Six Trait Analytic Writing Rubric.

As part of literacy in early childhood, students will be taught the series of steps for proper book handling and storytelling: parts of a book, title, author, illustrator, picture walk, and asking open-ended questions. Each student will receive a picture book to review and then read to the class with accuracy in order and procedure, with correct pronunciation of vocabulary, and with expression of voice.

http://www.eric.ed.gov/PDFS/ED366157.pdf pages 24-27

http://shankerinstitute.org/Downloads/Early%20Childhood%2012-11-08.pdf pages 4-8

Students will critique classmates' demonstration of reading during story time in the preschool classroom based on a checklist that includes ability to follow proper procedures, use of correct pronunciation, and ability to read with inflection.

9-10.RST.4.	CTE Standard/Measurement Criterion			
	5.1	13.1	13.6	13.17

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 9–10 texts and topics.

Application of ELA Standard

To define and determine the applications of key terms and other domain-specific words and phrases in a licensing document

Example of ELA Standard in Early Childhood Education

Students will be asked to record key terms in their journal. Students will then read a licensing document identifying these key terms and further explain how they are used within the context of the agreement.

Students should discuss domain-specific words and phrases as they are used in the preschool setting.

Teacher will assess correct usage of these terms by auditory means and will provide feedback as necessary.

9-10.RST.5.	CTE Standard/Measurement Criterion							
	1.9	1.10	3.3	7.7	8.2	12.3	12.4	12.5
	12.6	12.7	12.9	13.1	13.2	13.3	13.5	

Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

Application of ELA Standard

To relate concepts from reading into well-structured lesson plan formats for the preschool curriculum

Example of ELA Standard in Early Childhood Education

Based on provided resources (i.e. curriculum books, websites) students will write whole group thematic lesson plans (transportation, pets, shapes, etc.) and activities that are developmentally appropriate for preschool age children. Whole group lesson plans will include story time, craft, music and movement, etc.

http://www.everythingpreschool.com/themes/allthemes.htm

http://www.theeducationcenter.com/tec/af/nl/tec/core/search/companionSearchResult.do?type=9

Evaluation will be based on the student's ability to relate the theme throughout a variety of activities in written format and to implement the plans in the preschool classroom.

9-10.RST.6.	CTE Standard/Measurement Criterion				
	9.1	10.5	11.3	12.1	13.13

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Application of ELA Standard

To determine and summarize the central ideas or conclusions of articles reporting on childhood obesity

Example of ELA Standard in Early Childhood Education

After reading a case study and reliable articles on childhood obesity, the students will conclude whether or not childhood obesity can be considered child abuse based on the authors' claims. Students will use two separate highlighters to highlight facts and opinions. Students will then, in whole group discussion, determine if the authors' information provides enough evidence for the claims. The students will also determine if the proper steps were taken by placing the child in foster care. This information will be based on a prior guest speaker's information on mandated reporting.

http://www.cbsnews.com/8301-504763_162-57331936-10391704/obese-third-grader-taken-from-family-did-state-go-too-far/

http://news.yahoo.com/obese-third-grader-taken-mom-placed-foster-care-201731761.html

http://tvnz.co.nz/world-news/obese-boy-taken-family-in-us-4575965

http://www.theglen.org/health/200-pound-8-year-old-boy-taken-away-from-family-renews-custody-debate.html

The evaluation of the students will be based on coherent input that is supported by reliable evidence during participation in class discussion.

9-10.RST.7.	CTE Standard/Measurement Criterion					
	1.1	1.10	7.4	7.5	7.7	13.2

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

Application of ELA Standard

To translate into visual images informational text regarding developmentally appropriate materials for a day care center

To translate data from observing children's behaviors into chart or graph format

Example of ELA Standard in Early Childhood Education

Students will read information about developmentally appropriate materials for a child care center. Students will use the information to create a digital image of a classroom or specific area of a classroom that includes developmentally appropriate materials.

Students' ability to translate technical information into visual form will be assessed by the instructor using a checklist. After assessment, these visual charts will be shared with the whole class, thus generating discussion about developmentally appropriate materials for the classroom.

Students will collect observational data by recording child behaviors on a handout: students will then convert the frequency of the behaviors into a chart and/or graph format.

Students' ability to translate quantitative data into visual form will be assessed by the instructor using a checklist.

9-10.RST.8.	CTE Standard/Measurement Criterion				
	9.1	10.5	11.3	12.1	13.13

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

Application of ELA Standard

To assess an author's claims or recommendations on child abuse and how care givers can handle it

Example of ELA Standard in Early Childhood Education

After reading a case study on childhood obesity, students will conclude whether or not childhood obesity can be considered child abuse based on the author's claims. The students will use highlighters to note facts about childhood obesity in relation to claims that it is child abuse. The students will transfer the highlighted information to a t –graph. One side of the graph will have claims; the other side will have verification of the claims based on credible evidence (i.e. mandated reporting guest speaker, Child Family Services guest speaker, professional articles). Students will collaborate in groups to discuss their findings and individually claim a stance. Students will then write a reflective narrative citing why they believe their view and provide factual evidence to support their conclusion.

http://www.cbsnews.com/8301-504763_162-57331936-10391704/obese-third-grader-taken-from-family-did-state-go-too-far/

http://news.yahoo.com/obese-third-grader-taken-mom-placed-foster-care-201731761.html

http://tvnz.co.nz/world-news/obese-boy-taken-family-in-us-4575965

http://www.theglen.org/health/200-pound-8-year-old-boy-taken-away-from-family-renews-custody-debate.html

The teacher will use the Ideas and Content area of the Six Trait Analytic Writing Rubric to evaluate students on their ability to support their view with evidence from the readings and other reliable sources to validate their claims.

9-10.RST.9.	CTE Standard/Measurement Criterion							
	1.1	1.2	1.3	1.4	2.1	2.2	3.1	4.1

Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Application of ELA Standard

To compare and contrast readings on controversial issues in early childhood education

Example of ELA Standard in Early Childhood Education

Students will find two conflicting points of view on an early childhood development topic (i.e. formula vs. breast milk). Students will search for credible sources and compare findings in a graphic organizer like a Venn Diagram. Students will then write a persuasive essay to support their findings, using citations. Students will include a Works Cited/References page. http://citationmachine.net/index2.php

The teacher will evaluate persuasive essays for Ideas and Content, Organization, Word Choice, and Conventions using the Six Trait Analytic Writing Rubric. The instructor will evaluate the citations and reference page using the MLA Formatting and Style Guide at the Purdue University Online Writing Lab (OWL) at http://owl.english.purdue.edu/owl/resource/747/01/

9-10.RST.10.	CTE Standard/Measurement Criterion								
	1.1	1.2	1.5	1.8	1.9	1.11	1.12	1.13	2.1
	2.2	2.3	2.4	3.1	3.2	3.3	3.5	4.2	5.7

By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

Application of ELA Standard

To read grade level text The Developing Child independently and proficiently

To independently and proficiently comprehend early childhood development texts which are written at a 9th-10th grade complexity

Example of ELA Standard in Early Childhood Education

Students will read the text book The Developing Child independently and annotate key information via journaling or graphic organizer.

Evidence of accuracy will be in pre-reading and post- reading quizzes evaluating students' knowledge, recall, and synthesis, as well as accurate information listed on the graphic organizers.

Students will read from a grade-level appropriate supplemental text book/resource book. Students will independently read a unit focusing on positive ways to support children's social and emotional development.

Teacher will assess student's ability to independently comprehend age-appropriate text by student's score on a multiple-choice assessment.

9-10.RST.10.	CTE Standard/Measurement Criterion						
	1.3	1.4	1.6	1.7	1.9	1.10	1.12
	1.13	3.1	3.2	3.3	3.4	3.5	

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

Application of ELA Standard

To analyze age-appropriate toys and their safety, providing evidence from technical texts

Example of ELA Standard in Early Childhood Education

Students will listen to a guest speaker from the fire department inform kids about safety and young children. Students will then be directed to the websites below to research choosing appropriate toys for children. Each student will be given a specific toy to research, and students will record their findings on a guided form provided by the teacher, citing textual evidence and noting any inconsistencies among their researched sources. Using the information found during their research the students will determine if the toy is safe and appropriate. The form will require students to list three supporting facts with citations in MLA format and a Works Cited/References page. Students may use guest speaker as a resource.

http://www.cpsc.gov/cpscpub/prerel/category/toy.html

http://toysafety.org/toyHazards.shtml

http://kidshealth.org/parent/firstaid_safe/home/safe_toys.html

http://www.nncc.org/health/toy.safety.html

http://www.safekids.org/safety-basics/safety-resources-by-risk-area/toy/

http://citationmachine.net/index2.php

Evidence of accuracy will be in the proper completion of the guided form. The instructor will evaluate the citations and reference page using the MLA Formatting and Style Guide at the Purdue University Online Writing Lab (OWL) at http://owl.english.purdue.edu/owl/resource/747/01/

11-12.RST.12.	CTE Standard/Measurement Criterion					
	7.1	8.2	9.1	10.5	11.1	11.13

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Application of ELA Standard

To write a summary of a selection on play and learning, paraphrasing key ideas

To determine and summarize the central idea or conclusion of a reading on childhood obesity

Example of ELA Standard in Early Childhood Education

Students will write an expository essay paraphrasing and summarizing the key ideas from a textbook section on supporting children's play and learning.

After reading a case study on childhood obesity the students will determine whether or not childhood obesity can be considered child abuse. Students will summarize each paragraph with a statement about that paragraph. Students will then summarize the entire reading based on the individual statements. Students will put their statements into question form to "quiz" a neighbor for accuracy of the summary.

http://www.cbsnews.com/8301-504763_162-57331936-10391704/obese-third-grader-taken-from-family-did-state-go-too-far/

http://news.yahoo.com/obese-third-grader-taken-mom-placed-foster-care-201731761.html

http://tvnz.co.nz/world-news/obese-boy-taken-family-in-us-4575965

http://www.theglen.org/health/200-pound-8-year-old-boy-taken-away-from-family-renews-custody-debate.html

Evaluation will be of the student's accuracy in summarizing each paragraph and the article as a whole.

The summary will be graded for Ideas and Content using the Six Trait Analytic Writing Rubric.

11-12.RST.3.	CTE Standard/Measurement Criterion							
	4.1	4.2	4.4	7.1	7.2	7.7	9.1	10.4
	12.4	12.5	12.6	13.1	13.3	13.5	13.6	

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

Application of ELA Standard

To follow and evaluate multiple procedures when performing the technical task(s) of modeling literacy for young children

To teach and assess a complex, multi- step lesson plan

Example of ELA Standard in Early Childhood Education

As part of literacy in early childhood, students will be taught the series of steps for proper book handling and storytelling: parts of a book, title, author, illustrator, picture walk, and asking open-ended questions. Each student will receive a picture book to review and then read to the class with accuracy in order and procedure, with correct pronunciation of vocabulary, and with expression of voice.

http://www.eric.ed.gov/PDFS/ED366157.pdf pages 24-27

http://shankerinstitute.org/Downloads/Early%20Childhood%2012-11-08.pdf pages 4-8

Students will critique classmates' demonstration of reading during story time in the preschool classroom based on a checklist that includes ability to follow proper procedures, use of correct pronunciation, and ability to read with inflection.

Students will follow a step-by-step procedure in teaching a detailed lesson plan that is specific to a developmental domain (i.e. cognitive, physical, emotional, and social) and/or curriculum areas (i.e. science, language arts, social studies, and math). After teaching the lesson, students will write a reflection on the effectiveness of the lesson plan.

The teacher will assess the students' reflection for Ideas and Content using the Six Trait Analytic Writing Rubric.

11-12.RST.4.	CTE Standard/Measurement Criterion			
	5.1	13.1	13.6	13.17

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.

Application of ELA Standard

To define and determine the applications of key terms and other domain-specific words and phrases in a licensing document

Example of ELA Standard in Early Childhood Education

Students will be asked to record key terms in their journal. Students will then read a licensing document identifying these key terms and further explain how they are used within the context of the agreement.

Students should discuss domain-specific words and phrases as they are used in the preschool setting.

Teacher will assess correct usage of these terms by auditory means and will provide feedback as necessary.

11-12.RST.5.	CTE Standard/Measurement Criterion								
	1.8	1.9	1.10	3.3	4.5	7.5	7.7	7.8	12.3
	12.4	12.5	12.6	12.7	12.9	13.1	13.2	13.3	13.5

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

Application of ELA Standard

To analyze text information regarding similarities and differences in fine motor development between age groups

To relate concepts from reading into well-structured lesson plan formats for the preschool curriculum

Example of ELA Standard in Early Childhood Education

Students will read information about early childhood fine motor development in an article or textbook. Students will compare and contrast fine motor development in the 3 year old and in the 4-5 year old age groups by creating a graphic organizer.

Teacher will assess the accuracy of the graphic organizer to determine student understanding.

Based on provided resources (i.e. curriculum books, websites, library databases) students will write small group thematic lesson plans and activities that are developmentally appropriate for preschool age children. Center activities should include science experiments, literacy enrichment, math activities, etc.

http://www.everythingpreschool.com/themes/allthemes.htm

http://www.theeducationcenter.com/tec/af/nl/tec/core/search/companionSearchResult.do?type=9

Evaluation will be based on the student's ability to relate the theme throughout a variety of activities in written format and successful implementation in the preschool classroom.

11-12.RST.6.	CTE Standard/Measurement Criterion				
	9.1	10.5	11.3	12.1	13.13

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remains unresolved.

Application of ELA Standard

To determine and summarize the central ideas or conclusions of articles reporting on childhood obesity

Example of ELA Standard in Early Childhood Education

After reading a case study and reliable articles on childhood obesity, the students will conclude whether or not childhood obesity can be considered child abuse based on the authors' claims. Students will use two separate highlighters to highlight facts and opinions. Students will then, in whole group discussion, determine if the authors' information provides enough evidence for the claims. The students will also determine if the proper steps were taken by placing the child in foster care. This information will be based on a prior guest speaker's information on mandated reporting.

http://www.cbsnews.com/8301-504763_162-57331936-10391704/obese-third-grader-taken-from-family-did-state-go-too-far/

http://news.yahoo.com/obese-third-grader-taken-mom-placed-foster-care-201731761.html

http://tvnz.co.nz/world-news/obese-boy-taken-family-in-us-4575965

http://www.theglen.org/health/200-pound-8-year-old-boy-taken-away-from-family-renews-custody-debate.html

The evaluation of the students will be based on coherent input that is supported by reliable evidence during participation in class discussion.

9-10.RST.8.	CTE Standard/Measurement Criterion				
	1.8	2.4	3.3	9.1	10.5
	11.3	12.1	13.4	13.12.	13.13

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

Application of ELA Standard

To evaluate developmental theories using real world examples that allow students to verify data and corroborate conclusions in a group setting

To assess an author's claims or recommendations on child abuse and how care givers can handle it

Example of ELA Standard in Early Childhood Education

Students will complete a project based on early childhood education theorists. After reading about Erickson, Piaget, Vygotsky, Maslow, and Brofenbrenner, students will observe preschool children, looking for the real life demonstrations of those philosophies in the students being observed.

Students will record the modeled behaviors of the preschoolers in their notebook. Students will then compile their information with a partner, using the data to corroborate their notions of child behavior.

The theories and examples will then be submitted to the teacher and assessed based on the students' understanding of the theorist and the observed behavior.

After reading a case study on childhood obesity, students will conclude whether or not childhood obesity can be considered child abuse based on the author's claims. The students will use highlighters to note facts about childhood obesity in relation to claims that it is child abuse. The students will transfer the highlighted information to a t –graph. One side of the graph will have claims; the other side will have verification of the claims based on credible evidence (i.e. mandated reporting guest speaker, Child Family Services guest speaker, professional articles). Students will collaborate in groups to discuss their findings and individually claim a stance. Students will then write a reflective narrative citing why they believe their view and provide factual evidence to support their conclusion.

http://www.cbsnews.com/8301-504763_162-57331936-10391704/obese-third-grader-taken-from-family-did-state-go-too-far/

http://news.yahoo.com/obese-third-grader-taken-mom-placed-foster-care-201731761.html

http://tvnz.co.nz/world-news/obese-boy-taken-family-in-us-4575965

http://www.theglen.org/health/200-pound-8-year-old-boy-taken-away-from-family-renews-custody-debate.html

The teacher will use the Ideas and Content area of the Six Trait Analytic Writing Rubric to evaluate students on their ability to support their view with evidence from the readings and other reliable sources to validate their claims.

11-12.RST.9.	CTE Standard/Measurement Criterion							
	1.1	1.2	1.3	1.4	2.1	2.2	3.1	4.1

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.

Application of ELA Standard

To synthesize information found in reliable, research-based sources of controversial early childhood topics

Example of ELA Standard in Early Childhood Education

Students will be grouped according to topic to synthesize readings to produce one coherent understanding reflected in a brochure. Topic examples include bottle feeding vs. breast feeding, childhood vaccinations, organic baby food vs. conventional baby food, home birth vs. hospital birth, family bed vs. separate beds etc.) The brochure will include citations and a Works Cited/References page.

http://citationmachine.net/index2.php

The brochure will be evaluated for reliable content and students' ability to collaborate as a team, keeping only relevant information. Brochures will be evaluated for Word Choice and Organization using the Six Trait Analytic Writing Rubric. The instructor will evaluate the citations and reference page using the MLA Formatting and Style Guide at the Purdue University Online Writing Lab (OWL) at http://owl.english.purdue.edu/owl/resource/747/01/

11-12.RST.10.	**CTE Standard/Measurement Criterion**							
	1.1	1.2	1.5	1.8	1.9	1.10	1.11	1.12
	1.13	2.1	2.2	2.3	2.4	3.1	3.2	3.3
	3.5	4.1	4.2	4.3	4.4	54.5	5.7	

By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.

Application of ELA Standard

To read grade level text The Developing Child independently and proficiently

To independently and proficiently comprehend early childhood development texts which are written at an 11th-12th grade complexity

Example of ELA Standard in Early Childhood Education

Students will read the text book The Developing Child independently and annotate key information via journaling or graphic organizer.

Evidence of accuracy will be in pre-reading and post- reading quizzes evaluating students' knowledge, recall, and synthesis, as well as accurate information listed on the graphic organizers.

Students will read from a grade-level appropriate supplemental text book/resource book. Students will independently read a unit focusing on positive ways to support children's social and emotional development.

Teacher will assess student's ability to independently comprehend age-appropriate text by student's score on a multiple-choice assessment.

Speaking & Listening

Arizona HIGH SCHOOL ELA SPEAKING AND LISTENING Standards for Early Childhood Education

9-10.SL.1.	CTE Standard/Measurement Criterion												
	1.9	2.1	2.2	2.3	2.4	2.5	3.3	3.5	4.1	5.9	5.10	6.3	6.5
	6.6	6.8	6.10	7.5	7.7	7.8	8.3	9.1	9.3	9.4	10.2	10.3	10.4
	10.5	10.6	11.3	12.1	12.7	13.2	13.9	13.10	13.11	13.12	13.13	13.14	

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Application of ELA Standard

To discuss definitions and self-created examples in a one-on-one setting

To discuss concepts from an article on child-centered education within a small group setting

To discuss as a whole class observations seen among preschool-level children

To explain, describe, and problem-solve through discussions using purposeful and logical justification, building on others' points of views

To lead a discussion on an assigned early childhood topic

Example of ELA Standard in Early Childhood Education

During Brain Starters (a bell work activity), students will routinely turn to each other and discuss the concept presented. One example may be that students will discuss the concept of sexism and pair/share examples of sexist toys in the preschool setting.

Students will share these examples with the class as the teacher provides oral feedback.

Students will read an article on child-centered education. Using a reading guide, in small group discussion format students will share their opinions about child-centered activities. Each group will contribute sample activities that would promote physical and sensory development in preschoolers. This assignment may also be repeated for social and emotional development, cognitive development, and language and literacy development.

The teacher will monitor the discussion, providing oral feedback.

Using anecdotal notes, students will observe specific children with whom they are unfamiliar, looking for critical areas of development. Students will then discuss their findings as a whole class.

The class will contribute to the discussion as the teacher monitors comments.

Students will be introduced to a new vocabulary word, "separation anxiety," in the Developing Child text book. Students will then view A Place of Our Own – Behavior and Emotions, DVD (PBS). During the video students will use a graphic organizer to take notes. A tri-fold graphic organizer will be labeled Fact – Behavior – Solutions. Students will, in groups, review key points of the video. Students will then be given an index card with phrases like the following: clinging to mother's leg - right/wrong way, a child screaming at the window watching parent walk away - right/wrong way, or a child sitting in a corner crying uncontrollably – right/wrong way. Each group will get a different scenario with the right or the wrong way. The groups will then create a one scene skit to portray what the index card dictates.

At the conclusion of each skit, there will be a discussion as to whether the skit portrayed the correct way or the wrong way to handle separation anxiety. Students must justify their claims with support from previous readings or information from the video. Students will also have input as to what they would have done differently in a similar situation.

Students will, at the conclusion of all the groups, write a summary about separation anxiety defining what it is, how a child might behave when experiencing it, and the proper procedures to ease anxiety in children. In the summary the students are required to cite one of the groups' portrayals as an example of a right or wrong way to deal with separation anxiety. The summary will provide evidence (i.e. inclusion of ideas and examples from peers) that students can listen to and apply ideas from other students.

The summary will be evaluated by the instructor for the above requirements and for Ideas and Content and Conventions using the Six Trait Analytic Writing Rubric.

Each student will take a turn leading a discussion on an assigned or student-selected topic. The goal will be to have various early childhood topics discussed in a large group with one of the students leading the discussion. The student discussion leader will prepare questions that will spur the discussion and incorporate his/her peers into the process. The leader will summarize the points of agreement and disagreement, clarifying the ideas that are discussed and challenging the ideas and perspectives of the other students involved in the discussion.

The "leader" student will be evaluated by the instructor on the effectiveness of the discussion, using a rubric that focuses on the above criteria.

11-12.SL.1.	**CTE Standard/Measurement Criterion**										
	1.9	2.1	2.2	2.3	2.4	3.3	4.1	7.5	7.7	9.1	9.3
	10.1	10.2	10.3	10.4	10.6	12.1	12.2	12.8	13.10	13.11	

Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Application of ELA Standard

To discuss definitions and self-created examples in a one-on-one setting

To discuss concepts from an article on child-centered education within a small group setting

To discuss as a whole class observations seen among preschool-level children

To apply research-based knowledge of positive guidance techniques during class discussion and lab participation

Example of ELA Standard in Early Childhood Education

During Brain Starters (a bell work activity), students will routinely turn to each other and discuss the concept presented. One example may be that students will discuss the concept of sexism and pair/share examples of sexist toys in the preschool setting.

Students will share these examples with the class as the teacher provides oral feedback.

Students will read an article on child-centered education. Using a reading guide, in small group discussion format students will share their opinions about child-centered activities. Each group will contribute sample activities that would promote physical and sensory development in preschoolers. This assignment may also be repeated for social and emotional development, cognitive development, and language and literacy development.

The teacher will monitor the discussion, providing oral feedback.

Using anecdotal notes, students will observe specific children with whom they are unfamiliar, looking for critical areas of development. Students will then discuss their findings as a whole class.

The class will contribute to the discussion as the teacher monitors comments.

The students will read about positive reinforcement in the Developing Child text. Students will also search the library databases for research-based information regarding positive guidance techniques. In addition, students will watch a short clip from the A Place of Our Own (PBS) video series. The students will then be placed into collaborative groups; each group will be given a scenario depicting a child in need of guidance. The students will discuss answers to the following points:

- What are the problems?
- What is the proper way to handle the situation?
- Why would you handle the situation in this manner?
- What does the research-based information state about handling the situation?

Students will then orally present to the class a summary of the scenario assigned to their group and their recommendations for resolving the situation.

The instructor will evaluate the oral presentations using a checklist or a rubric found on a site such as http://www.readwritethink.org/files/resources/lesson_images/lesson416/OralRubric.pdf.

In addition, the high school students will then demonstrate their use of positive guidance in the preschool lab on a daily basis. This will be assessed by a checklist/rubric that will be filled out by the high school teacher each day the students are in the preschool lab.

9-10.SL.2.	CTE Standard/Measurement Criterion					
	1.2	1.3	1.4	2.1	2.2	3.1

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Application of ELA Standard

To evaluate through research and debate guest speakers' information on nursing

Example of ELA Standard in Early Childhood Education

Students will review The Developing Child text information concerning breast feeding and bottle feeding. The students will use a graphic organizer to compare two separate guest speakers' presentations. One guest speaker will be from La Leche League and the other from the local WIC department. Students will then use a computer lab to further research the topic they support and to find evidence that validates the guest speaker's lecture. Students will orally present their argument for one of the sides. Students will debate their classmates using the information they have found that supports their position, citing their sources.

The instructor will evaluate the effectiveness of the debate using a rubric such as http://www.csun.edu/~ds56723/phil338/hout338rubric.htm

11-12.SL.2.	CTE Standard/Measurement Criterion						
	1.2	1.3	1.4	2.1	2.2	3.1	6.3

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Application of ELA Standard

To provide information for a new mother to make an informed decision regarding breast feeding vs. bottle feeding her infant

Example of ELA Standard in Early Childhood Education

Students will choose which organization most supports their view on infant nutrition. Using online information, including articles from reliable sources, along with information from guest speakers and facts from the text book, students will collaborate in groups of four or five to create a Public Service Announcement in favor of La Leche League or WIC. The PSA will be geared toward a new mother who needs support and guidance about the nutritional needs of her new infant. The PSA can be in the form of a poster, video commercial, or brochure. Students must use research-based information from reliable sources that are referenced using correct MLA format, including citations and a reference page.

The instructor will evaluate the accuracy and effectiveness of the PSA using a rubric such as the following: http://www.wvcpd.org/images/PSARubric2010.pdf. The instructor will evaluate the citations and reference page using the MLA Formatting and Style Guide at the Purdue University Online Writing Lab (OWL) at http://owl.english.purdue.edu/owl/resource/747/01/

9-10.SL.3.	CTE Standard/Measurement Criterion			
	2.5	9.2	9.4	9.5

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Application of ELA Standard

To evaluate speech/guest speaker's point of view on technology and children in order to distinguish reliable and unreliable information

Example of ELA Standard in Early Childhood Education

Students will use a graphic organizer to evaluate a You Tube video on social media. In addition, a guest speaker from Amberly's Place will present the effects of sexting and cyber-bullying. During the presentation, with prior approval from the speaker, students will be encouraged to challenge the presented information through questioning and seeking clarification. The students will summarize and evaluate the research-based facts presented.

http://www.youtube.com/watch?v=kb4ZS_t4hzQ

http://www.youtube.com/watch?v=UFq csOx_x6I&feature=related

Student's summary will be evaluated using the Six Trait Analytic Writing Rubric with emphasis on Ideas and Content, Voice, and Organization. Student's challenging or clarification questioning of the guest speaker will be evaluated with a checklist

9-10.SL.4.	CTE Standard/Measurement Criterion							
	1.9	1.10	3.3	4.1	7.5	7.7	8.1	8.2
	10.1	12.4	12.5	12.6	13.1	13.2	13.3	13.6

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Application of ELA Standard

To orally present to peers and instructor a preschool-level activity

To deliver developmentally appropriate instruction for preschool-age students in a clear and logical sequence using academic language appropriate for preschool children

Example of ELA Standard in Early Childhood Education

Students will present a preschool-level activity to their peers based on specific common interests of children, justifying their rational for the activity.

Peers and the instructor will evaluate the students during the presentation using a rubric which addresses developmental appropriateness, interests, and thoroughness.

Students will write and deliver a developmentally appropriate lesson plan for preschool-age children. The topic will relate to an early childhood concept/theme (i.e. shapes, numbers, colors, all about me, etc.). For example, the student might develop a lesson on colors. In the lesson plan format, students will need to organize time and

materials in a developmentally appropriate way for preschool children, including children with exceptional needs. After delivering the lesson, students will write a self-reflective summary of their plan.

Evaluation will be in the successful outcome of the lesson and the organization of the written plan. The instructor will assess the student's self-reflective summary for Content and Ideas and Conventions using the Six Trait Analytic Writing Rubric. The instructor will assess the lesson plan for effective teaching/planning techniques using a rubric such as that found on http://rubistar.4teachers.org/

11-12.SL.4.	CTE Standard/Measurement Criterion									
	8.1	8.2	10.1	12.4	12.5	12.6	13.1	13.2	13.3	13.6

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 or formal and informal tasks.

Application of ELA Standard

To deliver a preschool whole group activity, in a clear and logical sequence, using academic language appropriate for preschool children

Example of ELA Standard in Early Childhood Education

Students will write an organized lesson plan that helps children identify primary colors. The student will write, in sequential order, the steps to delivering the lesson plan with the appropriate dialogue for preschool children's understanding. The students will deliver the lesson plan in an organized fashion to engage children in recognizing and learning basic colors. Students will write a self-reflection on how their lesson can be improved

Evaluation will be in the successful outcome of the lesson and the organization of the written plan. The instructor will assess the student's self-reflection for Content and Ideas and Conventions using the Six Trait Analytic Writing Rubric. The instructor will assess the lesson plan for effective teaching/planning techniques using a rubric such as that found on http://rubistar.4teachers.org/

9-10.SL.5.	CTE Standard/Measurement Criterion									
	7.5	7.7	7.8	8.1	10.4	11.1	11.3	12.2	12.4	12.6

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

Application of ELA Standard

To demonstrate an ability to incorporate technology into lesson plans for preschool-age students to enhance the children's understanding of material given

To use technology to facilitate and enhance the importance of a parent's role in a child's life

Example of ELA Standard in Early Childhood Education

Students will create a variety of lesson plans which incorporate power point presentations, smart board activities, or other appropriate technology to enhance the preschoolers' understanding of specific curriculum and developmental domains.

The lesson will be evaluated by the high school students. The teacher then will assess the lesson plan using a lesson plan rubric. Rubric could be constructed by the individual teacher or found on a website such as http://rubistar.4teachers.org/

Students will write a persuasive speech on the importance of parental involvement in the life of a child and present their speech using a PREZI or Voice-thread format presentation. The speech must have three components: research-based information citing at least two sources, the influence of their own parents, and the role (pledge) they will have in the future life of a child and why. The presentation must include at least six to eight slides, including the title slide and the Works Cited slide.

*PREZI presentation on-line http://prezi.com/ or Voice thread http://voicethread.com/#q.b908650.i4836721

(Students can upload a PowerPoint presentation and then record their voice for each slide.)

The written version of the speech will be evaluated for Conventions, Voice, and Ideas and Content using the Six Trait Analytic Writing Rubric. The PREZI or Voice-thread presentation will be evaluated with a rubric such as http://www.readwritethink.org/files/resources/lesson_images/lesson416/OralRubric.pdf. The instructor will evaluate the citations and Works Cited slide using the MLA Formatting and Style Guide at the Purdue University Online Writing Lab (OWL) at http://owl.english.purdue.edu/owl/resource/747/01/

11-12.SL.5.	**CTE Standard/Measurement Criterion**									
	7.5	7.7	7.8	8.1	10.4	11.1	11.3	12.2	12.4	12.6

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

Application of ELA Standard

To demonstrate an ability to incorporate technology into lesson plans for preschool-age students to enhance the children's understanding of material given

To use technology to facilitate and enhance the importance of a parent's role in a child's life

Example of ELA Standard in Early Childhood Education

Students will create a variety of lesson plans which incorporate power point presentations, smart board activities, or other appropriate technology to enhance the preschoolers' understanding of specific curriculum and developmental domains.

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(Students can upload a PowerPoint presentation and then record their voice for each slide.)

The written version of the speech will be evaluated for Conventions, Voice, and Ideas and Content using the Six Trait Analytic Writing Rubric. The PREZI or Voice thread presentation will be evaluated with a rubric such as http://www.readwritethink.org/files/resources/lesson_images/lesson416/OralRubric.pdf. The instructor will evaluate the citations and works cited slide using the MLA Formatting

9-10.SL.6.	CTE Standard/Measurement Criterion							
	9.2	9.4	9.5	10.1	10.2	12.1	13.1	13.3

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)

Application of ELA Standard

To adapt and alter tone, body language, and speech for age-specific audience and situation

Example of ELA Standard in Early Childhood Education

Students will be given examples of how to interact with preschoolers during a variety of situations. In a unit on guidance and discipline, scenarios will be provided in which students will practice their speech and instructions for preschoolers according to the situation.

Students will be given feedback from the teacher. While working with children directly during the preschool lab, students will be given ongoing feedback in the form of teacher observations, checklists, verbal comments, and discussions.

11-12.SL.6.	CTE Standard/Measurement Criterion							
	9.2	9.4	9.5	10.1	10.2	12.1	13.1	13.3

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

Application of ELA Standard

To adapt and alter tone, body language, and speech for age-specific audience and situation

Example of ELA Standard in Early Childhood Education

Students will be given examples of how to interact with preschoolers during a variety of situations. In a unit on guidance and discipline, scenarios will be provided in which students will practice their speech and instructions for preschoolers according to the situation.

Students will be given feedback from the teacher. While working with children directly during the preschool lab, students will be given ongoing feedback in the form of teacher observations, checklists, verbal comments, and discussions.

Writing

Arizona HIGH SCHOOL ELA WRITING Standards for Early Childhood Education

9-10.W.1.	CTE Standard/Measurement Criterion				
	1.1	1.2	3.1	13.9	3.14

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from and supports the argument presented.

Application of ELA Standard

To present arguments in writing about prenatal environmental hazards with logical evidence using appropriate phrases and clauses and text structure

To present persuasive arguments orally and in writing about confidentiality issues

Example of ELA Standard in Early Childhood Education

Write a public service announcement about prenatal environmental hazards (i.e. immunization, x-rays, illegal/prescription drugs, alcohol, etc.) claims and counterclaims with supplied evidence

The written evaluation will be scored according to the Six Trait Analytic Writing Rubric for Organization, Word Choice, and Voice. Emphasis is on organization and the student's ability to set up the claims/counter claims, using proper word choice to persuade the audience toward the bias.

Students will identify confidentiality issues and how to handle them by researching these issues and writing a persuasive speech. The topic will attempt to persuade the audience to agree with the views on confidentiality and how to handle them. Using valid reasoning and sufficient evidence, the speech will use at least three cited, reliable sources. The students will include a printed Works Cited/References page for the instructor and the class audience.

The students will present their speeches to the class, and the audience will determine which speech is the most convincing and why it is the most convincing by using a grid that rates the effectiveness and validity of the presented arguments.

The instructor will evaluate the written speech using the 6 Trait Analytic Writing Rubric with emphasis on the Ideas and Content and Organization areas of the rubric. The instructor will evaluate the citations and reference page using the MLA Formatting and Style Guide at the Purdue University Online Writing Lab (OWL) at http://owl.english.purdue.edu/owl/resource/747/01/

11-12.W.1.	CTE Standard/Measurement Criterion			
	1.1	1.2	3.1	13.9

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

Application of ELA Standard

To present arguments orally and in writing about prenatal environmental hazards with logical evidence using most appropriate phrases and clauses and text structure

Example of ELA Standard in Early Childhood Education

Write a public service announcement about prenatal environmental hazards (i.e. immunization, x-rays, illegal/prescription drugs, alcohol, etc.) claims and counterclaims with supplied evidence. The written PSA will be translated into an oral presentation.

The written evaluation will be scored according to the Six Trait Analytic Writing Rubric for Organization, Word Choice, and Voice. Emphasis will be on organization and the student's ability to set up the claims/counter claims, using proper word choice to persuade the audience toward the bias.

The oral presentation of the PSA will be evaluated on the accuracy of aligning the oral presentation with the written format using a rubric that compares the two formats and the effectiveness of the message conveyed in the PSA

9-10.W.2.	CTE Standard/Measurement Criterion							
	1.4	1.7	1.9	1.10	5.3	5.9	5.10	5.11
	5.12	7.5	7.7	10.1	12.4	13.1	13.3	

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Application of ELA Standard

To explain in writing the safety hazards that are presented in a variety of photos of various preschool areas

To write an expository essay focusing on examining the complex ideas related to the values and processes of children's play and learning

Example of ELA Standard in Early Childhood Education

Students will be given a photo representation of various preschool areas. Each area will have either a major or minor safety hazard. Using prior knowledge from previous lessons and research, the student will identify in a detailed written explanation the environmental hazards presented in each photo and what steps he or she would take to remove or correct the hazard. The student will also cite, in a recognized style format, valid sources that will support his/her explanation and will include a reference page.

http://www.azed.gov/wp-content/uploads/PDF/EarlyLearningStandards.pdf

http://www.isbe.net/earlychi/pdf/ecers_presentation.pdf

https://www.creativecurriculum.net/content/downloads/goals_objectives_at_a_glance.pdf

Evaluation will be of the student's ability to use technical language and to cite a variety of reference resources (ECCERS, ADHHS, etc.) in an appropriate manner. The evaluation will be scored for Ideas and Content and Word Choice using the Six Trait Analytic Writing Rubric. The citations and reference page will be scored using MLA Formatting and Style Guide at the Purdue University Online Writing Lab (OWL) at http://owl.english.purdue.edu/owl/resource/747/01/

At the conclusion of a unit on the importance of play, students will write an essay explaining the importance of play and model how they support it in the preschool environment.

The teacher will evaluate the essay for Content and Ideas, Organization, Sentence Fluency, Word Choice, Voice, and Conventions using the Six Trait Analytic Writing Rubric.

11-12.W.2.	**CTE Standard/Measurement Criterion**							
	1.9	1.10	3.3	4.1	7.5	7.7	8.1	8.2
	10.1	12.4	12.5	12.6	13.1	13.2	13.3	13.6

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Application of ELA Standard

To explain in writing environmental hazards that are presented in a variety of photos of various preschool areas

To write an expository essay focusing on examining the complex ideas related to the values and processes of children's play and learning

Example of ELA Standard in Early Childhood Education

Students will be given a photo representation of various preschool areas. The student is to explain in detail the environmental hazards presented in each photo, citing valid sources that support his or her explanation. A reference page should be included.

http://www.azed.gov/wp-content/uploads/PDF/EarlyLearningStandards.pdf

http://www.isbe.net/earlychi/pdf/ecers_presentation.pdf

https://www.creativecurriculum.net/content/downloads/goals_objectives_at_a_glance.pdf

Evaluation will be of the student's ability to use technical language and to cite a variety of reference resources (ECCERS, ADHHS, etc.) in an appropriate manner. The evaluation will be scored for Ideas and Content and Word Choice using the Six Trait Analytic Writing Rubric. The citations and reference page will be scored using MLA Formatting and Style Guide at the Purdue University Online Writing Lab (OWL) at http://owl.english.purdue.edu/owl/resource/747/01/

At the conclusion of a unit on the importance of play, students will write an essay explaining the importance of play and model how they support it in the preschool environment.

The teacher will evaluate the essay for Content and Ideas, Organization, Sentence Fluency, Word Choice, Voice, and Conventions using the Six Trait Analytic Writing Rubric.

9-10.W.3.	CTE Standard/Measurement Criterion				
	12.8	13.8	13.9	13.10	13.11

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Application of ELA Standard

To write a narrative based on an anecdotal observation to evaluate preschool students' social and academic development

Example of ELA Standard in Early Childhood Education

Students will observe a preschool child in the ECE lab and write anecdotal notes based on objective observations of a child. The high school student will refer to the AZ Early Childhood Standards or Creative Curriculum standards to analyze where the child falls in developmental milestones. Students will then use those notes to create a narrative of the observation, writing detailed descriptions and using precise terminology for early childhood. Technical language should be used in an objective, as opposed to a subjective, manner.

http://www.azed.gov/wp-content/uploads/PDF/EarlyLearningStandards.pdf

http://www.isbe.net/earlychi/pdf/ecers_presentation.pdf

https://www.creativecurriculum.net/content/downloads/goals_objectives_at_a_glance.pdf

The students will be evaluated on their ability to interpret the child's behavior based on the references consulted and on their use of precise terminology. The evaluation instrument will be the Six Trait Analytic Writing Rubric for Ideas and Content and Word Choice.

11-12.W.3.	**CTE Standard/Measurement Criterion**										
	1.8	1.9	2.4	3.3	4.1	4.2	7.2	7.5	10.4	12.4	12.5
	12.6	12.7	13.1	13.5	13.6	13.7	13.8	13.9	13.10	13.11	

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Application of ELA Standard

To provide a narrative of a preschool child's development by analyzing a variety of anecdotal notes in the child's file taken by other students and by creating and implementing any interventions needed for the identified child.

Example of ELA Standard in Early Childhood Education

The student will look through a preschool child's files and analyze written anecdotal notes. The student will look for commonalities among the different notes, identifying needs for growth or further assessment. The student will write a summary determining a plan or solution to assist the child in the deficient area. The summary must state the dates, the authors of the anecdotal notes, and the perceived struggle discovered during the observation. The student will then write a lesson plan to address the perceived struggle and implement the

plan on a daily basis. He or she will later conduct another observation to see if implementation of the plan was successful. The last summary will be a reflective narrative on his or her teaching and interactive methods, what he or she would change, and the observable growth of the child. The student will be required to include a time line or sequence of events that will help to determine a base line for any anomalies. This is a semester ongoing project.

The student's narrative will be evaluated for Organization on the Six Trait Analytic Writing Rubric, based on his or her ability to compile information in a time line.

9-10.W.4.	CTE Standard/Measurement Criterion				
	5.1	5.4	5.8	5.9	13.1

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Application of ELA Standard

To write clearly and coherently by using an appropriate organization, style, and voice that aids in the reader's understanding

Example of ELA Standard in Early Childhood Education

At the conclusion of a unit on safety, students will write an expository paragraph about active supervision that demonstrates their understanding of the concepts.

The teacher will grade the paragraph using a posted rubric in IDEAL at https://www.ideal.azed.gov/p/content/parent_course/Early_Childhood_Education_Child_Development_Associate_CDA_Pilot_Project or the Six Trait Analytic Writing Rubric focusing on Content and Ideas, Organization, and Voice.

11-12.W.4.	CTE Standard/Measurement Criterion				
	5.1	5.4	5.8	5.9	13.1

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Application of ELA Standard

To write clearly and coherently by using an appropriate organization, style, and voice that aids in the reader's understanding

Example of ELA Standard in Early Childhood Education

At the conclusion of a unit on safety, students will write an expository paragraph about active supervision that demonstrates their understanding of the concepts.

The teacher will grade the paragraph using a posted rubric in IDEAL at https://www.ideal.azed.gov/p/content/parent_course/Early_Childhood_Education_Child_Development_Associate_CDA_Pilot_Project or the Six Trait Analytic Writing Rubric focusing on Content and Ideas, Organization, and Voice.

9-10.W.6.	CTE Standard/Measurement Criterion				
	4.1	4.2	11.2	11.3	11.4

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically

Application of ELA Standard

To use appropriate technology to enhance parent communication in newsletter form

Example of ELA Standard in Early Childhood Education

The student will look for three reliable resources on the importance of reading to a child. The student will synthesize the information into one newsletter article for publication, citing sources of information using a recognized research style. The student will then place the article in correct format for publishing.

http://www.earlymoments.com/Promoting-Literacy-and-a-Love-of-Reading/Why-Reading-to-Children-is-Important/

http://www.familyresource.com/parenting/child-development/why-reading-is-so-important-for-children

http://www.med.umich.edu/yourchild/topics/reading.htm

The article will evaluated for Ideas and Content, Organization, Sentence Fluency, Voice, and Conventions using the Six Trait Analytic Writing Rubric and for the student's ability to synthesize information into one coherent article. Citations and reference page will be evaluated using MLA Formatting and Style Guide at the Purdue University Online Writing Lab (OWL) at http://owl.english.purdue.edu/owl/resource/747/01/

W.9-10.5.	CTE Standard/Measurement Criterion													
	1.8	2.4	3.3	4.5	5.1	5.5	5.7	5.9	5.10	5.12	6.2	6.3	6.7	7.5
	8.4	9.2	9.4	9.5	10.1	10.3	10.5	11.1	11.4	12.6	12.8	13.4	13.6	

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)

Application of ELA Standard

To improve and strengthen writing by editing and revising using given guidelines in a checklist format and using their peers' knowledge

Example of ELA Standard in Early Childhood Education

Following the guidelines determined by the CDA Council for Professional recognition, students will compose six competency goal statements that address the 13 functional areas in preparation for earning their CDA.

Students will trade statements with a peer to revise for clarity of concepts using a checklist available on the IDEAL website at https://www.ideal.azed.gov/p/content/parent_course/Early_Childhood_Education_Child_Development_Associate_CDA_Pilot_Project.

The teacher will grade the Competency Goal Statements using a rubric posted in IDEAL at https://www.ideal.azed.gov/p/content/parent_course/Early_Childhood_Education_Child_Development_Associate_CDA_Pilot_Project.

W.11-12.5.	CTE Standard/Measurement Criterion													
	1.8	2.4	3.3	4.5	5.1	5.5	5.7	5.9	5.10	5.12	6.2	6.3	6.7	7.5
	8.4	9.2	9.4	9.5	10.1	10.3	10.5	11.1	11.4	12.6	12.8	13.4	13.6	

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)

Application of ELA Standard

To improve and strengthen writing by editing and revising using given guidelines in a checklist format and using their peers' knowledge

Example of ELA Standard in Early Childhood Education

Following the guidelines determined by the CDA Council for Professional recognition, students will compose six competency goal statements that address the 13 functional areas in preparation for earning their CDA.

Students will trade statements with a peer to revise for clarity of concepts using a checklist available on the IDEAL website at https://www.ideal.azed.gov/p/content/parent_course/Early_Childhood_Education_Child_Development_Associate_CDA_Pilot_Project.

The teacher will grade the Competency Goal Statements using a rubric posted in IDEAL at https://www.ideal.azed.gov/p/content/parent_course/Early_Childhood_Education_Child_Development_Associate_CDA_Pilot_Project.

11-12.W.6.	CTE Standard/Measurement Criterion		
	11.2	11.4	13.14

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.

Application of ELA Standard

To use appropriate technology to enhance parent communication through an ongoing blog

Example of ELA Standard in Early Childhood Education

Students will communicate with parents on the day to day activities in the preschool classroom and about early childhood topics. Students will be required to write an entry for the blog at least once a week and to add to or start a new conversation. Students will be required to use only research-based information and objective terminology. Students will be responsible for maintaining confidentiality of preschool children and demonstrate professionalism on the blog.

The Six Trait Analytic Writing Rubric will be used in grading the blog responses. Emphasis will be on Sentence Fluency, Word Choice, Voice, and Conventions.

9-10.W.10.	CTE Standard/Measurement Criterion			
	3.5	9.2	9.5	13.4

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Application of ELA Standard

To improve and strengthen writing which is done over extended time by using verbal and immediate feedback to students

Example of ELA Standard in Early Childhood Education

Students will respond to daily journal questions and assignments which reflect current classroom topics. Examples include the following:

- Draw and label the brain of an infant.
- What can a parent or teacher of infants do to stimulate brain development?
- Given Piaget's theory of cognitive development, name some kinds of play that would be unreasonable to expect of a three or four-year old child.
- How could you incorporate a Peace Table or Cozy Corner in a center and how would you monitor it?

The teacher will provide feedback in verbal discussions with the class. The teacher may also grade the journal for accuracy and completeness.

11-12.W.10.	CTE Standard/Measurement Criterion			
	3.5	9.2	9.5	13.4

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Application of ELA Standard

To improve and strengthen writing which is done over extended time by using verbal and immediate feedback to students

Example of ELA Standard in Early Childhood Education

Students will respond to daily journal questions and assignments which reflect current classroom topics. Examples include the following:

- Draw and label the brain of an infant.
- What can a parent or teacher of infants do to stimulate brain development?
- Given Piaget's theory of cognitive development, name some kinds of play that would be unreasonable to expect of a three or four-year old child.
- How could you incorporate a Peace Table or Cozy Corner in a center and how would you monitor it?

The teacher will provide feedback in verbal discussions with the class. The teacher may also grade the journal for accuracy and completeness.

Writing Technical

Arizona HIGH SCHOOL ELA WRITING Standards for LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

9-10.WHST.1.	CTE Standard/Measurement Criterion				
	1.1	1.2	3.1	13.9	13.12

Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

Application of ELA Standard

To present arguments in writing comparing home births with a midwife or hospital births

Example of ELA Standard in Early Childhood Education

Students will have read and discussed "Who Will Deliver the Baby?" and "Where Will the Baby Be Born?" in The Developing Child textbook. Students will then research material from the Internet, library data bases, and interviews with medical professionals and will interview a mother about her hospital/birthing experience. Students will write an organized, data- based essay contrasting birthing situations and will express a position that supports either home birth with a midwife or a birth in a traditional hospital. Students will cite resources in their paper in support of their arguments and will include a Works Cited page.

http://www.babycenter.com/0_birth-centers-alternatives-to-hospitals_2007.bc

http://www.sheknows.com/parenting/articles/852209/birth-center-vs-hospital

http://www.pregnancyandchildren.com/pregnancy/pregnancy_birth_center.htm

Evaluation will be based on all components of the Six Trait Analytic Writing Rubric. The instructor will evaluate the citations and Works Cited page using the MLA Formatting and Style Guide at the Purdue University Online Writing Lab (OWL) at http://owl.english.purdue.edu/owl/resource/747/01/

11-12.WHST.1.	CTE Standard/Measurement Criterion				
	1.1	1.2	3.1	13.9	13.12

Write arguments focused on discipline-specific content.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarifies the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

Application of ELA Standard

To present arguments in writing comparing home births with a midwife or hospital births

Example of ELA Standard in Early Childhood Education

Students will have read and discussed "Who Will Deliver the Baby?" and "Where Will the Baby Be Born?" in The Developing Child textbook. Students will then research material from the Internet, library data bases, and interviews with medical professionals and will interview a mother about her hospital/birthing experience. Students will write an organized, data- based essay contrasting birthing situations and will express a position that supports either home birth with a midwife or a birth in a traditional hospital. Students will cite resources in their paper in support of their arguments and will include a Works Cited page.

http://www.babycenter.com/0_birth-centers-alternatives-to-hospitals_2007.bc

http://www.sheknows.com/parenting/articles/852209/birth-center-vs-hospital

http://www.pregnancyandchildren.com/pregnancy/pregnancy_birth_center.htm

Evaluation will be based on all components of the Six Trait Analytic Writing Rubric. The instructor will evaluate the citations and Works Cited page using the MLA Formatting and Style Guide at the Purdue University Online Writing Lab (OWL) at http://owl.english.purdue.edu/owl/resource/747/01/

9-10.WHST.2.	CTE Standard/Measurement Criterion									
	1.10	5.3	5.5	5.9	5.10	5.12	7.1	7.5	7.7	7.8

Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Application of ELA Standard

To explain or inform in writing the attributes of a developmentally appropriate preschool center

Example of ELA Standard in Early Childhood Education

Students with prior knowledge and understanding of developmentally appropriate practices will set up a preschool learning center model. They will use The Early Childhood Environment Rating Scale (ECCERCS), Creative Curriculum, Arizona Department of Childhood Licensing Guide, and the Quality First standards. Students will take a photo and write a narrative of the photo. In written detail they will describe the reasons for each item and its placement in the center. Students are required to cite, in MLA format, the ECCERS, Creative Curriculum, ADHS, or Quality First Standards while using technical terminology and to include a Works Cited page. Students will also summarize the importance of a developmentally appropriate learning center for preschool children.

The written narrative will be graded on all components of the Six Trait Analytic Writing Rubric. Students will also be graded on the accuracy of their technical knowledge of a developmentally appropriate learning center. The instructor will evaluate the citations and Works Cited page using the MLA Formatting and Style Guide at the Purdue University Online Writing Lab (OWL) at http://owl.english.purdue.edu/owl/resource/747/01/

11-12.WHST.2.	CTE Standard/Measurement Criterion									
	1.10	5.3	5.5	5.9	5.10	5.12	7.1	7.5	7.7	7.8

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Application of ELA Standard

To explain or inform in writing the attributes of a developmentally appropriate preschool center

Example of ELA Standard in Early Childhood Education

Students with prior knowledge and understanding of developmentally appropriate practices will set up a preschool learning center model. They will use The Early Childhood Environment Rating Scale (ECCERCS), Creative Curriculum, Arizona Department of Childhood Licensing Guide, and the Quality First standards. Students will take a photo and write a narrative of the photo. In written detail they will describe the reasons for each item and its placement in the center. Students are required to cite, in MLA format, the ECCERS, Creative Curriculum, ADHS, or Quality First Standards while using technical terminology and to include a Works Cited page. Students will also summarize the importance of a developmentally appropriate learning center for preschool children.

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9-10.WHST.4.	CTE Standard/Measurement Criterion				
	5.1	5.6	5.8	5.9	5.10

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Application of ELA Standard

To write a clear and coherent child safety manual for parents using organizational strategies and a style that aids the reader's understanding

Example of ELA Standard in Early Childhood Education

At the conclusion of a unit on safety, students will write a child's safety manual for parents about safety hazards, including water, sun, and heat precautions.

The teacher will grade the manual for Ideas and Content, Conventions, Organization, and Voice using the Six Trait Analytic Writing Rubric. Alternatively, the instructor will grade the manual using the rubric in IDEAL at https://www.ideal.azed.gov/p/content/parent_course/Early_Childhood_Education_Child_Development_Associate_CDA_Pilot_Project

11-12.WHST.4.	CTE Standard/Measurement Criterion				
	5.1	5.6	5.8	5.9	5.10

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Application of ELA Standard

To write a clear and coherent child safety manual for parents using organizational strategies and a style that aids the reader's understanding

Example of ELA Standard in Early Childhood Education

At the conclusion of a unit on safety, students will write a child's safety manual for parents about safety hazards, including water, sun, and heat precautions.

The teacher will grade the manual for Ideas and Content, Conventions, Organization, and Voice using the Six Trait Analytic Writing Rubric. Alternatively, the instructor will grade the manual using the rubric in IDEAL at https://www.ideal.azed.gov/p/content/parent_course/Early_Childhood_Education_Child_Development_Associate_CDA_Pilot_Project

9-10. WHST.5.	CTE Standard/Measurement Criterion													
	1.8	2.4	3.3	4.5	5.1	5.5	5.7	5.9	5.10	5.12	6.2	6.3	6.7	7.5
	8.4	9.2	9.4	9.5	10.1	10.3	10.5	11.1	11.4	12.6	12.8	13.4	13.6	

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.

Application of ELA Standard

To improve and strengthen writing by editing and revising using given guidelines in a checklist format and using their peers' knowledge

Example of ELA Standard in Early Childhood Education

Following the guidelines determined by the CDA Council for Professional recognition, students will compose six competency goal statements that address the 13 functional areas in preparation for earning their CDA.

Students will trade statements with a peer to revise for clarity of concepts using a checklist available on the IDEAL website at https://www.ideal.azed.gov/p/content/parent_course/Early_Childhood_Education_Child_Development_Associate_CDA_Pilot_Project.

The teacher will grade the Competency Goal Statements using a rubric posted in IDEAL at https://www.ideal.azed.gov/p/content/parent_course/Early_Childhood_Education_Child_Development_Associate_CDA_Pilot_Project.

11-12. WHST.5.	CTE Standard/Measurement Criterion													
	1.8	2.4	3.3	4.5	5.1	5.5	5.7	5.9	5.10	5.12	6.2	6.3	6.7	7.5
	8.4	9.2	9.4	9.5	10.1	10.3	10.5	11.1	11.4	12.6	12.8	13.4	13.6	

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.

Application of ELA Standard

To improve and strengthen writing by editing and revising using given guidelines in a checklist format and using their peers' knowledge

Example of ELA Standard in Early Childhood Education

Following the guidelines determined by the CDA Council for Professional recognition, students will compose six competency goal statements that address the 13 functional areas in preparation for earning their CDA.

Students will trade statements with a peer to revise for clarity of concepts using a checklist available on the IDEAL website at https://www.ideal.azed.gov/p/content/parent_course/Early_Childhood_Education_Child_Development_Associate_CDA_Pilot_Project.

The teacher will grade the Competency Goal Statements using a rubric posted in IDEAL at https://www.ideal.azed.gov/p/content/parent_course/Early_Childhood_Education_Child_Development_Associate_CDA_Pilot_Project.

9-10.WHST.6.	CTE Standard/Measurement Criterion			
	11.2	11.4	13.2	13.14

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Application of ELA Standard

To use appropriate technology to maintain an early learning center webpage with current progress and up-to-date photos and information

Example of ELA Standard in Early Childhood Education

On a rotation basis throughout the semester, students will be required to contribute relevant articles, pictures, tips, and miscellaneous early childhood information to a webpage similar to the one below. Students will need to use correct grammar, to demonstrate professionalism, and to maintain the confidentiality of the preschool children.

https://sites.google.com/a/yumaed.org/grhs-child-development/

Evaluation will be based on demonstrating proper procedures with links and citing of work posted.

Students will also be evaluated, using a rubric, on accurate use of technical terms and preschool concepts and the grammatical correctness of the webpage.

11-12.WHST.6.	CTE Standard/Measurement Criterion			
	11.2	11.4	13.2	13.14

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.

Application of ELA Standard

To use an early learning center webpage to communicate through a running blog on relevant preschool issues

Example of ELA Standard in Early Childhood Education

Students will participate in an ongoing blog linked to the early learning center webpage. They will be required to post or respond to the blog three times each quarter. Students will post only appropriate, researched, objective items. They will maintain the confidentiality of the preschool children and their families.

Students will be evaluated, using a rubric, on their accuracy of grammar and mechanics and the use of technical terms and preschool concepts in their posts.

9-10.WHST.9.	CTE Standard/Measurement Criterion				
	5.1	5.3	5.10	13.3	13.6

Draw evidence from informational texts to support analysis, reflection, and research.

Application of ELA Standard

To draw specific evidence from an informational article on a health and safety curriculum

Example of ELA Standard in Early Childhood Education

Students will read an article addressing principles for developing a safety and health curriculum. Students will write a reflective response supporting the importance of a safety and health curriculum, using evidence from the article and their own work with children.

The teacher will grade the responses for Ideas and Content and Voice using the Six Trait Analytic Writing Rubric.

11-12.WHST.9.	CTE Standard/Measurement Criterion				
	5.1	5.3	5.10	13.3	13.6

Draw evidence from informational texts to support analysis, reflection, and research.

Application of ELA Standard

To draw specific evidence from an informational article on a health and safety curriculum

Example of ELA Standard in Early Childhood Education

Students will read an article addressing principles for developing a safety and health curriculum. Students will write a reflective response supporting the importance of a safety and health curriculum, using evidence from the article and their own work with children.

The teacher will grade the responses for Ideas and Content and Voice using the Six Trait Analytic Writing Rubric.

9-10.WHST.10.	CTE Standard/Measurement Criterion				
	3.5	7.5	9.2	9.5	13.4

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.

Application of ELA Standard

To write regularly and consistently in student journals to reflect on classroom topics

Example of ELA Standard in Early Childhood Education

Students will respond to daily journal questions which reflect current classroom topics such as the following:

- Draw and label the brain of an infant. What can a parent or teacher of infants do to stimulate brain development?
- Given Piaget's theory of cognitive development, what kinds of play would be unreasonable to expect of a three or four-year old child?
- How could you incorporate a Peace Table or Cozy Corner in a center? How would you monitor it?

The teacher will provide feedback in verbal discussions with the class. The teacher may also grade the journal for accuracy and completeness.

11-12.WHST.10.	CTE Standard/Measurement Criterion				
	3.5	7.5	9.2	9.5	13.4

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.

Application of ELA Standard

To write regularly and consistently in student journals to reflect on classroom topics

Example of ELA Standard in Early Childhood Education

Students will respond to daily journal questions which reflect current classroom topics such as the following:

- Draw and label the brain of an infant. What can a parent or teacher of infants do to stimulate brain development?
- Given Piaget's theory of cognitive development, what kinds of play would be unreasonable to expect of a three or four-year old child?
- How could you incorporate a Peace Table or Cozy Corner in a center? How would you monitor it?

The teacher will provide feedback in verbal discussions with the class. The teacher may also grade the journal for accuracy and completeness.

CTE ECE Standards

EARLY CHILDHOOD EDUCATION, 13.1210.00	
STANDARD 1.0 – ANALYZE THE CONTINUUM OF PHYSICAL AND SENSORY DEVELOPMENT OF YOUNG CHILDREN	
1.1	Analyze factors influencing prenatal development
1.2	Explain the general progression of physical and sensory development in infants (birth to 12 months)
1.3	Design activities that promote the physical and sensory development in infants (birth to 12 months)
1.4	Select equipment that promotes the physical and sensory development of infants (birth to 12 months)
1.5	Explain the general progression of physical and sensory development in toddlers (12 months to 36 months)
1.6	Design activities that promote the physical and sensory development in toddlers (12 months to 36 months)
1.7	Select equipment that promotes the physical and sensory development of toddlers (12 months to 36 months)
1.8	Explain the general progression of physical and sensory development in preschoolers (3 years to 5 years)
1.9	Design activities that promote the physical and sensory development in preschoolers (3 years to 5 years)
1.10	Select equipment that promotes the physical and sensory development of preschoolers (3 years to 5 years)
1.11	Explain the general progression of physical and sensory development in school-age children (5 years to 8 years)
1.12	Design activities that promote the physical and sensory development in school-age children (5 years to 8 years)
1.13	Select equipment that promotes the physical and sensory development of school-age children (5 years to 8 years)
STANDARD 2.0 – SUPPORT THE CONTINUUM OF SOCIAL AND EMOTIONAL DEVELOPMENT IN YOUNG CHILDREN	
2.1	Examine the importance of nurturance and attachment in children from birth to 8 years
2.2	Describe social and emotional development in infants (birth to 12 months)
2.3	Describe social and emotional development in toddlers (12 months to 36 months)
2.4	Describe social and emotional development in preschoolers (3 years to 5 years)
2.5	Describe social and emotional development in school-age children (5 years to 8 years)
STANDARD 3.0 – ANALYZE THE CONTINUUM OF COGNITIVE DEVELOPMENT IN YOUNG CHILDREN	
3.1	Examine cognitive development in infants (birth to 12 months)
3.2	Examine cognitive development in toddlers (12 months to 36 months)

3.3	Examine cognitive development in preschoolers (3 years to 5 years)
3.4	Examine cognitive development in school-age children (5 years to 8 years)
3.5	Demonstrate knowledge of brain research and its application as it relates to child development from birth to 8 years
STANDARD 4.0 – ANALYZE THE CONTINUUM OF LANGUAGE AND LITERACY DEVELOPMENT OF YOUNG CHILDREN	
4.1	Demonstrate knowledge of verbal and nonverbal communication development in children (birth to 8 years)
4.2	Compare and contrast the developmental stages of the pre-reading and reading processes
4.3	Identify the stages of writing development and how to support children (birth to 8 years) in moving through the continuum
4.4	Demonstrate book handling skills in small group, whole group, and individually
4.5	Integrate environmental print and visual representations as instructional tools to support language and literacy development across all subject areas
4.6	Compare and contrast phonemic awareness and phonics
STANDARD 5.0 – PRACTICE SAFE WORKPLACE PROCEDURES IN AN EARLY CHILDHOOD ENVIRONMENT	
5.1	Explain the responsibilities of professionals to implement and maintain a safe early childhood work environment
5.2	Identify and wear appropriate clothing and shoes to ensure personal safety
5.3	Explain the importance of compliance with the Arizona Department of Health Services Child Care Licensing Regulations and the OSHA (Occupational Safety and Health Administration) standards
5.4	Demonstrate proper storage of equipment, medication, supplies, and hazardous materials
5.5	Implement a plan for emergency procedures
5.6	Demonstrate basic First Aid and CPR techniques
5.7	Exhibit basic health practices and prevention procedures regarding childhood illness and communicable diseases
5.8	Describe water, sun, and heat safety and precautions
5.9	Identify possible safety hazards in and around the childcare setting
5.10	Explain safe maintenance of toys, equipment, and materials
5.11	Clean and sanitize facility and equipment
5.12	Identify conditions and practices that promote safe food handling
STANDARD 6.0 – ESTABLISH PRACTICES T0 SUPPORT GOOD HEALTH AND NUTRITION IN YOUNG CHILDREN	
6.1	Demonstrate proper hand washing procedures for adults and children

6.2	Explain the purpose of the food guide pyramid in identifying basic nutritional needs and the benefits of a balanced diet
6.3	Explain the consequences of an unbalanced diet relating to childhood obesity and oral health
6.4	Perform and document a daily health check
6.5	Recognize indicators of physical abuse
6.6	Complete injury and illness documentation
6.7	Plan nutritious food experiences that appropriately involve the participation of children
6.8	Explain how meal times can be used as learning opportunities
6.9	Recognize special dietary needs of children
6.10	Identify foods that may cause choking in young children
STANDARD 7.0 – ESTABLISH AND MAINTAIN AN ENVIRONMENT TO PROMOTE LEARNING AND DISCOVERY	
7.1	Arrange the physical environment to facilitate planned and spontaneous activities both indoors and outdoors for children (birth to 8 years)
7.2	Design a balanced daily schedule that meets the developmental needs of children, allows for teacher-directed and child-directed activities, and limits transitions
7.3	Design developmentally appropriate learning centers for infants (birth to 12 months) that include both indoor and outdoor environments
7.4	Design developmentally appropriate learning centers for toddlers (12 months to 36 months) that include both indoor and outdoor environments
7.5	Design developmentally appropriate learning centers for preschoolers (3 years to 5 years) that include both indoor and outdoor environments
7.6	Design developmentally appropriate learning centers for school-age children (5 years to 8 years) that include both indoor and outdoor environments
7.7	Utilize developmentally appropriate materials and tools to support learning
7.8	Evaluate appropriate use of technology and media resources to support learning
STANDARD 8.0 – PROMOTE OPPORTUNITIES TO STIMULATE CREATIVITY IN YOUNG CHILDREN	
8.1	Plan developmentally appropriate activities for visual art
8.2	Conduct creative movement and dramatic play using, music, rhythm, sound, language, space, and materials to promote creative expression
8.3	Evaluate creative expression
8.4	Differentiate between process art and product art
STANDARD 9.0 – PROVIDE OPPORTUNITIES FOR THE DEVELOPMENT OF A POSITIVE SENSE OF SELF AND INDEPENDENCE IN YOUNG CHILDREN	
9.1	Demonstrate respect for culture, language, and identity to establish a caring community of learners

9.2	Encourage children to identify, manage, and express their emotions in an appropriate manner
9.3	Design the classroom environment to promote pride and independence in young children
9.4	Recognize developmentally appropriate practices that promote self-regulation
9.5	Provide opportunities for children to demonstrate care of self, others, and the natural environment
STANDARD 10.0 – PROVIDE GUIDANCE TO PROMOTE PROSOCIAL BEHAVIOR IN YOUNG CHILDREN	
10.1	Encourage cooperation in play and learning activities that respects the rights and property of self and others
10.2	Demonstrate problem-solving and conflict resolution skills with children
10.3	Explain how transitions may affect a child's behavior
10.4	Develop transition techniques to maximize learning
10.5	Explain how changes in family issues may be reflected in a child's behavior
10.6	Practice positive guidance techniques
STANDARD 11.0 – DEMONSTRATE THE IMPORTANCE OF FAMILY ENGAGEMENT AND SUPPORT	
11.1	Identify the family's role in the education of their child
11.2	Demonstrate appropriate informal and written communication with family members
11.3	Identify ways the family can be involved in the education of their child
11.4	Use a variety of strategies to make all families feel welcome and engaged
STANDARD 12.0 – DEMONSTRATE EFFECTIVE CLASSROOM MANAGEMENT PRACTICES	
12.1	Practice problem-solving processes for an early childhood environment
12.2	Implement standards of practice for assisting children with routine and transition activities
12.3	Demonstrate the ability to conduct learning activities in small and whole group settings
12.4	Plan developmentally appropriate activities for children (birth to 8 years) for Social and Emotional Development; Language and Literacy; Mathematics; Science; Social Studies; Physical-Development, Health, and Safety; and Fine Arts
12.5	Conduct developmentally appropriate activities for children (birth to 8 years) for Social and Emotional Development; Language and Literacy; Mathematics; Science; Social Studies; Physical Development, Health, and Safety; and Fine Arts
12.6	Evaluate developmentally appropriate activities for children (birth to 8 years) from Social and Emotional Development; Language and Literacy; Mathematics; Science; Social Studies; Physical Development, Health, and Safety; and Fine Arts
12.7	Recognize the need to adapt instructional strategies to meet individual and group needs

12.8	Record behavior and development using anecdotal notes
12.9	Scaffold a play sequence
STANDARD 13.0 – DEMONSTRATE PROFESSIONALISM IN THE FIELD OF EARLY CHILDHOOD EDUCATION	
13.1	Demonstrate aptitude for working with children
13.2	Demonstrate positive interpersonal behaviors with children, families, colleagues, and supervisors
13.3	Participate in a variety of work-based experiences, paid or unpaid
13.4	Examine child development theories and their implications for early childhood education practices
13.5	Identify effective instructional strategies to meet educational needs of children birth to 8 years
13.6	Engage in self-reflective teaching practices
13.7	Explain how the Arizona Early Learning Standards for preschoolers (3 years to 5 years) may be used to guide development of learning activities and opportunities
13.8	Explain how the Arizona Academic Standards for school-age children (5 years to 8 years) may be used to guide development of learning activities and opportunities
13.9	Identify characteristics of children with exceptionalities
13.10	Identify reasons for observing young children
13.11	Analyze characteristics of quality anecdotal notes
13.12	Conduct formal/informal research on relevant Early Childhood Education topics
13.13	Explain state law in reporting suspected child abuse or neglect
13.14	Identify confidentiality issues and how to handle them effectively
13.15	Explain the role of the National Association for the Education of Young Children and other professional organizations to the work of an Early Childhood Education educator
13.16	Explain the role of the Quality First Initiative
13.17	Identify ways to seek employment opportunities in Early Childhood Education

Workplace Employability Standards

ARIZONA CTE CAREER PREPARATION STANDARDS & MEASUREMENT CRITERIA

WORKPLACE EMPLOYABILITY SKILLS	
1.0	**<u>COMPLEX COMMUNICATION</u>: Employs complex communication* skills in a manner that adds to organizational Productivity.** ***Complex Communication refers to the need to combine traditional communication skills with technical workplace content transmitted via rapidly evolving technologies to increasingly diverse audiences.**
1.A	Masters core communication skills for the workplace. • Delivers content accurately • Persuades others • Uses communication style appropriate to audience and situation • Listens actively • Resolves conflicts
1.B	Communicates effectively in a diverse work environment. • Communicates with diversity in mind
1.C	Uses technologies and social media for workplace communication. • Exercises competence in using technology • Upholds the brand • Follows applicable laws and regulations • Matches technology to content
✓	Foundational communication skill check points ✓ Writes in languages required by employer ✓ Speaks in languages required by employer ✓ Demonstrates reading comprehension ✓ Presents with confidence ✓ Practices interpersonal skills ✓ Uses workplace technologies
2.0	**<u>COLLABORATION</u>: Collaborates, in person and virtually, to complete tasks aimed at organizational goals.**
2.A	Commits to achieving collective goals. • Contributes personal strengths • Respects contributions of others • Contributes to an environment of collaboration • Ensures diversity in collaboration
2.B	Promotes an environment of trust. • Builds team relationships • Takes responsibility for role on team • Manages information with sensitivity
2.C	Optimizes technology to collaborate with others. • Adopts technology to promote collaboration

3.0	**<u>THINKING AND INNOVATION</u>: Integrates expertise in technical knowledge and skills with thinking and reasoning strategies to create, innovate, and devise solutions.**
3.A	Defines a problem in the workplace. • Describes • Diagnoses • Uses resources to define a problem
3.B	Practices inquiry and reflection (I/R) to take action in the workplace. • Maintains an attitude of openness • Explores for deeper understanding • Uses resources for inquiry and reflection (I/R) • Evaluates self
3.C	Takes action supported by evidence and reasoning to explain conclusions and accomplish work. • Composes a plan • Constructs a model (visual, symbolic, or linguistic) • Makes decisions • Uses tools strategically • Argues a case
3.D	Transfers knowledge and skills from one work situation to another. • Builds capacity to transfer skills
3.E	Creates/innovates to improve workplace productivity. • Builds capacity to create/innovate
4.0	**<u>PROFESSIONALISM</u>: Conducts oneself in a professional manner appropriate to organizational expectations.**
4.A	Adheres to organizational protocol related to behavior, appearance, and communication. • Communicates with technical language • Communicates according to organizational standards • Satisfies customers ✓ Professionalism Preliminary Checklist
4.B	Manages time in accordance with organizational expectations. • Uses time productively • Balances accuracy and speed • Organizes work for the allotted timeframe • Prioritizes tasks • Collaborates and works alone to deliver on time
4.C	Represents the organization in a positive manner. • Communicates mission and position • Aligns with organizational values • Manages resources to benefit the organization • Communicates core values of the profession
4.D	Performs assigned tasks with a “can do” attitude. • Performs work with a positive attitude
4.E	Behaves in a way that distinguishes between personal and work-related matters. • Demonstrates respect for personal and professional boundaries
4.F	Produces work that reflects professional pride. • Produces high quality work • Acts as a team member • Performs/produces with precision • Continues to develop skills and connections • Takes initiative to improve work

5.0	**<u>INITIATIVE AND SELF-DIRECTION</u>: Exercises initiative and self-direction in the workplace.**
5.A	Functions independently within the organizational structure. • Performs necessary tasks • Strives to improve personal delivery of services • Improves personal performance/ behaviors continuously ✓ Initiative & Self-Direction Preliminary Checklist
5.B	Adapts to changing conditions and expectations in the organization. • Adjusts to change • Cooperates respectfully with colleagues • Maintains productivity
5.C	Pursues career advancement opportunities within an organization or field. • Articulates requirements for job openings • Prepares for career advancement • Pursues formal learning opportunities • Builds learning relationships • Applies new resources
5.D	Generates innovative ideas, methods, or devices contributing to organizational resources and goals. • Innovate to improve productivity • Recommends improvements on processes, products, services • Uses technology to increase productivity/profits
5.E	Exercises leadership in the workplace. • Engages individual strengths • Manages work plans • Plans for unanticipated challenges • Pursues workplace solutions/improvements
6.0	**<u>INTERGENERATIONAL AND CROSS-CULTURAL COMPETENCE</u>: Interacts effectively with different cultures and generations to achieve organizational mission, goals and objectives.**
6.A	Uses relevant intergenerational and cross-cultural communication that creates cultural synergy in the workplace. • Adapts communication style to engage diverse others • Adapts communication style to engage other generations ✓ Intergenerational & Cross-Cultural Competence Preliminary Checklist
6.B	Contributes to an environment of acceptance and inclusion that enables different cultures and generations to work together. • Demonstrates respect through interactions and behaviors • Addresses challenges with intergenerational and cross-cultural sensitivity • Celebrates achievements and contributions of diverse others • Functions comfortably in the global marketplace • Relies upon the wisdom and experience of others to accomplish work • Addresses intergenerational tensions
6.C	Respects generational differences related to the use of technology in the workplace. Selects from technological and non-technological methods/tools to communicate across generations
7.0	**<u>ORGANIZATIONAL CULTURE</u>: Functions effectively within an organizational culture.**
7.A	Navigates organizational structures and systems. • Fits work performance to the organizational structure
7.B	Embodies organizational values. • Works in a manner that reflects organizational values
7.C	Performs work that advances organizational growth and success. • Contributes to organizational success

8.0	**LEGAL AND ETHICAL PRACTICES: Observes laws, rules and ethical practices in the workplace.**
8.A	Respects the organization's physical and intellectual property. • Takes responsibility for the workplace • Protects the organization's intellectual property
8.B	Demonstrates loyalty to the organization, its mission and resources. • Demonstrates loyalty to the organization
8.C	Maintains a safe work environment. • Addresses harmful conditions in the workplace • Follows procedure for reporting unsafe conditions • Receives risk management training
8.D	Adheres to the policies and procedures of the organization. • Acts in accord with policies and procedures • Acts in accord with legal and ethical practices • Receives training in policies and procedures
8.E	Adheres to applicable local, state, federal and international laws and regulations. • Applies required laws and regulations in the workplace • Complies with employment laws • Applies laws and regulations unique to the industry
8.F	Takes responsibility for one's actions in the workplace. • Prioritizes time • Resolves own work problems and errors • Takes responsibility for own communication
8.G	Manages/uses resources for the good of the organization. • Uses organization's resources prudently
8.H	Acts with integrity (honest, reliable, and trustworthy.) • Performs with honesty and reliability in a trustworthy manner
8.I	Interacts respectfully with co-workers and customers. • Handles information appropriately • Works to create an equitable workplace
9.0	**FINANCIAL PRACTICES: Applies knowledge of finances for the profitability and viability of the organization.**
9.A	Exercises prudence in personal finance as it relates to employment. • Manages personal finances responsibly
9.B	Articulates financial goals and strategies of the organization. • Communicates organizational financial goals
9.C	Contributes to organizational profitability through knowledge of finances. • Acts prudently with organizational resources • Maintains current knowledge of salary and benefits • Relates work performance to company profitability

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