

Statewide Transportation, Distribution, and Logistics (TDL) Curriculum Contextualized Reading Module

Students will:

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

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<p>4.(continued) Use a variety of strategies to identify key industry-specific terms within a document</p>	<ul style="list-style-type: none"> • Use familiar words to determine meaning of unfamiliar words • Use synonyms and antonyms 	<ul style="list-style-type: none"> • Student engages in “going green” lesson activities. <ul style="list-style-type: none"> ○ Use: Outcome 4 Activity 9 Parts I, II, III ○ Use: Resource file - Green Vocabulary ○ Use: KWL Chart and “How the Logistic Industry is Going Green to Get Green” • Practice <i>Using Context Clues</i> www.tv411.org/reading/ 	<p>“Green” vocabulary activity completion</p>
<p>5. Define common industry-specific language</p>	<ul style="list-style-type: none"> • Abbreviations, Initialisms: e.g., FTA, BAC, NTSB Acronyms: e.g., FAST, NAFTA, FEMA 	<ul style="list-style-type: none"> • Student engages in abbreviations lesson activities. <ul style="list-style-type: none"> ○ Use: Outcome 5 Activity 10 	<p>Abbreviations log completion</p>

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

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<p>7. Use various reading strategies to locate information and answer questions</p>	<ul style="list-style-type: none"> • Predict • Skim and scan • Classify • Use instructions in work document • Use pictures/diagrams • Use labels 	<ul style="list-style-type: none"> • Student uses Lanter Corp.'s <i>John Deere – SE Dock Sort Guide</i> to locate information asked by a partner. <ul style="list-style-type: none"> ○ Use: Outcome 7 Activity 12 ○ Use: Resource file - John Deere Cross Dock Sorter SOP • Practice <i>Scanning for Specifics</i> www.tv411.org/reading/ • i-Pathways: RLA: Unit 3 – Lesson 2 - Details 	<p>Oral responses to questions</p>
<p>8. Locate information through graphic sources; Locate information using an internet search and give an oral report on findings</p>	<ul style="list-style-type: none"> • Circle graph • Line graph • Bar graph • Chart and table • Diagram 	<ul style="list-style-type: none"> • Student locates information on graphs using <i>Workplace Skills: Locating Information Levels 3 and 4</i>. <ul style="list-style-type: none"> ○ Use: Outcome 8 Activity 13 • Practice <i>Reading Charts and Graphs</i> www.tv411.org/reading/ • Student engages in TDL Career Pathways lesson activities. <ul style="list-style-type: none"> ○ Use: Outcome 8 Activity 14 • i-Pathways: RLA: Unit 6 – Lesson 1 –Reading Graphics with Understanding • CARS: <i>Math</i>—Appendix A: Reading Graphs and Charts 	<p>Skill practice exercise completions</p> <p>Oral report</p>

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<p>11. Use critical thinking skills to problem-solve</p>	<ul style="list-style-type: none"> • Analyze a problem • Examine its causes • Identify possible solutions and consequences • Decide on an action or draw a conclusion 	<ul style="list-style-type: none"> • Student develops critical thinking skills by using Plan for Successful Solving questions in <i>Workplace Skills: Reading for Information</i> and <i>Workplace Skills: Locating Information</i>. <ul style="list-style-type: none"> ○ Use: Outcome 11 Activity 20 • Students discuss problems and solutions in several reading scenarios. <ul style="list-style-type: none"> ○ Use: Outcome 11 Activity 21 ○ Use: Resource files – Caterpillar Interoffice Memo and Analyzing a Logistics and Distribution Problem 	<p>Application of Plan for Successful Solving</p> <p>Teacher observation and chart completion</p>