

ELA and Middle Grades CTE Exploration Standards Alignment

Draft Career and Technical Education (CTE) Middle Grades Exploration Standards and the Common Core State Standards (CCSS) for English Language Arts (ELA) & Literacy in History/Social Studies, Science, and Technical Subjects

In January of 2022, The Delaware Department of Education, with the support of Rodel and partners at Education First, embarked upon the Rethinking Middle Grades project. The overarching goal of this project is to ensure that youth exit grade eight ready for high school, having found success in career and technical education (CTE), academic, and social-emotional (SEL) programming that is equity-centered and inspires student identity and a path to post-secondary success. The creation of CTE exploration standards for middle grades is a product of this project.

Developing these standards was a year-long project that began with a diverse Steering Committee of partners including school and district leaders, teachers, counselors, board members, parents, current and former students, post-secondary educators, employers, community-based organization representatives, and Delaware Department of Education staff. The Steering Committee developed a framework for standards adoption that they then turned over to a diverse subcommittee of educators, to draft the middle school CTE exploration standards.

Both the Steering Committee and the Standards Writing Subcommittee solicited extensive input from Delaware partners that informed the initial drafting (empathy interviews, surveys) as well as informed extensive revisions (focus groups, public input). Standards were also informed by: previous standards work done by Delaware, including the social emotional learning competencies and the Common Core literacy standards; other state's standards; national research; guidance on best practices in middle school CTE; and interviews of national and Delaware experts.

This crosswalk uses the description of students who are Career and College-Ready in Reading, Writing, Speaking and Listening, and Language provided in the introduction of the ELA Common Core State Standards. ELA Common Core Standards state: "As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual." While these capacities are not standards, they offer a profile of students who meet the ELA standards throughout their educational journey.

The crosswalk below shows the Domains and related Learning Priorities most closely aligned to the capacities in the ELA Common Core Standards. Some connections are clear and explicit while others are more implicit between the ELA Capacities and the Middle Grades CTE Exploration Standards.

ELA Capacity	<p>Students demonstrate independence. <i>Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.</i></p>
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CTE Middle Grades Exploration Standards
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Domain	Learning Priority
Domain 1: Increase career awareness and exposure	<ul style="list-style-type: none"> Learning Priority B - Explains connections among career options, educational experiences, and lifelong learning.
Domain 2: Increase self-awareness	<ul style="list-style-type: none"> Learning Priority B - Develops the self-efficacy to explore a community or global need and generate possible solutions.
Domain 3: Develop employability skills	<ul style="list-style-type: none"> Learning Priority B - Exhibits productive workplace behavior through: interpersonal interactions (e.g., peer-to-peer, employee-to-supervisor, employee-to-customer); equitable and just workplace behavior (e.g., cultural responsiveness, honesty and integrity); and sound decision-making (e.g., task prioritization, collaboration and conflict resolution). Learning Priority C - Respects individual differences and works collaboratively with people of diverse backgrounds, viewpoints, and experiences.
Domain 5: Develop an actionable plan for next steps in High School	<ul style="list-style-type: none"> Learning Priority A - Prepare an academic and career plan based on high school graduation requirements, a sequence of program of study courses, related academics, and after high school options.
Domain 6: Develop the ability to make informed educational choices	<ul style="list-style-type: none"> Learning Priority A - Monitors their academic performance and effort, considering how these outcomes can impact their future opportunities, and adjusts or maintains their performance accordingly Learning Priority B - Chooses future coursework and programming that is aligned to their own interests and career aspirations. Learning Priority C - Develops effective resolutions for a given problem, decision or opportunity using available information.

ELA Capacity	<p>Students Build Content Knowledge. <i>Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and</i></p>
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	<i>listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.</i>
CTE Middle Grades Exploration Standards	
Domain	Learning Priority
Domain 1: Increase career awareness and exposure	<ul style="list-style-type: none"> • Learning Priority A - Analyzes/compares the industries represented in Delaware's career clusters as well as globally and their relationship to the needs and functions of the American economy and global society. • Learning Priority B - Explains connections among career options, educational experiences, and lifelong learning.
Domain 2: Increase self-awareness	<ul style="list-style-type: none"> • Learning Priority A - Develops an awareness of strengths, aptitudes, and interests and their relationship to possible careers. • Learning Priority B – Develops the self-efficacy to explore a community or global need and generate possible solutions.
Domain 3: Develop employability skills	<ul style="list-style-type: none"> • Learning Priority A - Recognizes the relationship between personal behavior and employability (e.g., academic success, extracurricular activities, community involvement, collaboration, organization, and time management). • Learning Priority B - Exhibits productive workplace behavior through: interpersonal interactions (e.g., peer-to-peer, employee-to-supervisor, employee-to-customer); equitable and just workplace behavior (e.g., cultural responsiveness, honesty and integrity); and sound decision-making (e.g., task prioritization, collaboration and conflict resolution). • Learning Priority C- Respects individual differences and works collaboratively with people of diverse backgrounds, viewpoints, and experiences.
Domain 4: Develop foundational technical skills	<ul style="list-style-type: none"> • Learning Priority A - Explores knowledge and skills that are specific to an industry or career cluster/pathway. • Learning Priority B - Applies reading, writing, mathematics, science, critical thinking, and technology skills to career exploration.
ELA Capacity	<p>Students respond to the varying demands of audience, task, purpose, and discipline. <i>Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).</i></p>

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Domain 2: Increase self-awareness	<ul style="list-style-type: none"> Learning Priority A - Develops an awareness of strengths, aptitudes, and interests and their relationship to possible careers. Learning Priority B - Develops the self-efficacy to explore a community or global need and generate possible solutions.
Domain 3: Develop employability skills	<ul style="list-style-type: none"> Learning Priority B - Exhibits productive workplace behavior through: interpersonal interactions (e.g., peer-to-peer, employee-to-supervisor, employee-to-customer); equitable and just workplace behavior (e.g., cultural responsiveness, honesty and integrity); and sound decision-making (e.g., task prioritization, collaboration and conflict resolution). Learning Priority C- Respects individual differences and works collaboratively with people of diverse backgrounds, viewpoints, and experiences.
Domain 4: Develop foundational technical skills	<ul style="list-style-type: none"> Learning Priority B - Applies reading, writing, mathematics, science, critical thinking, and technology skills to career exploration.

ELA Capacity	<p>Students comprehend as well as critique. <i>Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.</i></p>
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ELA Capacity	<p>Students value evidence. <i>Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.</i></p>
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Domain 5: Develop an actionable plan for next steps in High School	<ul style="list-style-type: none"> • Learning Priority A - Prepare an academic and career plan based on high school graduation requirements, a sequence of program of study courses, related academics, and after high school options.
Domain 6: Develop the ability to make informed educational choices	<ul style="list-style-type: none"> • Learning Priority A - Monitors their academic performance and effort, considering how these outcomes can impact their future opportunities, and adjusts or maintains their performance accordingly. • Learning Priority B - Chooses future coursework and programming that is aligned to their own interests and career aspirations.

ELA Capacity	<p>Students use technology and digital media strategically and capably. <i>Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.</i></p>
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ELA Capacity	<p>Students come to understand other perspectives and cultures. <i>Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.</i></p>
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Domain 3: Develop employability skills	<ul style="list-style-type: none"> • Learning Priority B - Exhibits productive workplace behavior through: interpersonal interactions (e.g., peer-to-peer, employee-to-supervisor, employee-to-customer); equitable and just workplace behavior

	<p>(e.g., cultural responsiveness, honesty and integrity); and sound decision-making (e.g., task prioritization, collaboration and conflict resolution).</p> <ul style="list-style-type: none"> • Learning Priority C - Respects individual differences and works collaboratively with people of diverse backgrounds, viewpoints, and experiences.
<p>Domain 6: Develop the ability to make informed educational choices</p>	<ul style="list-style-type: none"> • Learning Priority C - Develops effective resolutions for a given problem, decision, or opportunity using available information.