

READING AND WRITING IN CAREER AND TECHNICAL EDUCATION

In the context of learning and *experiencing* Career and Technical Education (CTE) concepts, a student builds background knowledge and acquires academic vocabulary. Because research indicates that CTE reading requires discipline-specific background knowledge and vocabulary, a student is better able to comprehend text after engaging in rich experiences and explicit instruction. CTE teachers recognize that the skills required to read CTE text differ from those used during the reading of fiction or other content area text. By utilizing and explicitly teaching before, during, and after reading comprehension strategies in the context of a CTE classroom, a student's learning can be increased greatly.

Additionally, the inquiry-based approach to teaching CTE provides a student with an authentic setting for writing. Observation notes and data gathered from firsthand investigations are recorded and shared through the real-world writing of notebook entries, lab reports, articles, or research reports. CTE teachers also recognize that technical and scientific writing differs from the writing required in other content areas. Therefore, teachers model specific writing strategies to support the development of technical writing skills. As a student applies the writing process, CTE content knowledge deepens and writing skills increase.

MEETING DIVERSE STUDENT NEEDS

Students with diverse needs--those with unique abilities and/or disabilities--will have differentiated opportunities to achieve learning targets, benchmarks, and standards at rates and in manners consistent with their needs. Accommodations and modifications will be implemented to ensure that all students have the opportunity to meet established learning goals and to gain full access to the curriculum.

The needs of struggling learners will be met in a variety of ways in the classroom both through informal intervention and formally prescribed intervention, as necessary.

Gifted students and students of high ability require, at times, differentiated instruction and additional challenge beyond what the standard curriculum can provide. These provisions can include but are not limited to: more challenging content or assignments, critical and higher level thinking skills, instructional grouping, extension activities, and independent research.

Students at all ability levels benefit as they explore concepts in depth through inquiry-based learning.