# Teaching to the Common Core

**Meeting the Literacy Needs of our Low and High Incidence Students**

Scott Marfilius
Kelly Fonner

---

# Agenda

- What's going on in Michigan?
- Overview of Standards
- Role Technology Plays
- AT and Reading
- App Share Groups
- AT and Writing

---

# History of Standards

- 1989 – National Governors Association gives birth to the standards movement at the National Education Summit
- 1994 – Goals 2000: Educate America Act established the National Education Goals Panel
- 2001 – No Child Left Behind becomes law
- 2009 – Common Core State Standards (CCSS) effort begins
- 2010 – Common Core State Standards

---

# Why Common Core State Standards?

- Prior to the CCSS every state had it's own set of academic standards … meaning students were learning different content at different rates in different states
- All students must be prepared to compete with not only their American peers in the states next door, but with students around the world

*The CCSS Initiative will eventually affect 43.5 million students, which is about 87 % of the US student population*

---

# The Promise of the Common Core

- The CCSS provide a common language across all education professionals
- Expectations will be consistent for all kids, and not depended on where a student lives
- It will help students transition between states and districts
- College and career readiness standards overlap but articulate expectations for college and career settings

---

# Shifts in Emphasis in the CCSS in ELA

- Emphasizes textual analysis and research skills
  - Evidence and sufficiency of argument
- Emphasizes reading, writing, speaking grounded in evidence from the text
  - Requires reasoning, strategic and extended thinking
  - Requires strong communication, collaboration, and problem solving skills
- Emphasizes making text-to-text connections
  - Redirects away from text-to-self access to prior knowledge
- Deemphasizes reading as a personal act
  - Shared and supported understandings
- Emphasizes use of technology

## The Common Core's Challenge to Special Education

- Students with disabilities – students eligible under the Individuals with Disabilities Education Act (IDEA) – must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers.
- These common standards provide an historic opportunity to improve access to rigorous academic content standards for students with disabilities.

## Understanding the Organization

- Anchor standards specify college and career readiness skills and knowledge
- Each anchor standard has
  - Accompanying grade-specific benchmarks
  - Dropping of a benchmark presumes mastery
- End of year grade specific expectations are called benchmarks
  - Special education teachers can use the benchmark descriptors to see how expectations increase in depth and complexity across k-12

## Essential Elements(CCEE)

- Linked to CCSS
- Not a redefinition of the standards, rather intended to describe challenging expectations for students with significant cognitive disabilities
- Clarify the bridge between grade-level expectations and those who participate in alternate assessments
- Not intended to prescribe the beginning or end of instruction on the content and skills, rather at which initial mastery would be the target to assess
- Intended to create the maximum possible access to the CCSS for students

## Accessing the General Curriculum

- Model Symbol Use Throughout Instruction
- Use Partner-Assisted Scanning Across the Day
- Use First-Letter Cueing as a Communication Strategy Whenever Possible
- Reading and Writing
- Guidance and Support
  - Teacher encouragement
  - General assistance
  - Informative feedback

## Dynamic Learning Maps

- Standardize meaning for the content and skill expectations
- Create consistency in expected performance
- Emphasize skill similarities for all students participating in the alternate assessments
- Accommodate diverse disabilities
- Ground alternate assessment in a consistent set of expectations

## Language Standards Perspectives'

- All Education
  - Include conventions for writing and speaking
  - Highlight the importance of vocabulary acquisition through a mix of conversation, direct instruction, and reading
  - To be addressed in context of reading, writing, speaking, viewing, listening and media literacy

## Language Standards Perspectives'

- Student's with limited life experience and disabilities
  - Must address use and function of language
  - Critical to identify continuum of prior knowledge and skills in using mainstream English
  - Critical to explicitly teach and provide practice in applying form, function, and use beyond what is measured
  - Exposure and experience is sufficient for rapid retrieval and deliberate reflection and choice

## Speaking, Viewing, Listening and Media Literacy Standards

- All Education Perspective
  - Focus on speaking and listening in a range of settings, both formal and informal – academic, small-group, whole-class discussions
  - Emphasize effective communication in listening, elaborating, and persuading others
  - Requires expanded forms of communication
  - Require interpretation and analysis of message as presented through oral, visual, or multimodal formats

## Big Ideas of Reading Standards

- Reading strands
  - Development of reading comprehension throughout K-12, students gain more from what they read
  - Emphasize the importance of grade-level texts that are of appropriate difficulty and are increasingly sophisticated
  - Language strands are intended to be taught simultaneously
  - Reading strand components
    - Reading Foundational Skills (K-5)
    - Reading Literature (K-12)
    - Reading Informational Text )K-12)
    - Reading Literacy in History/Social studies, Science, and Technical Subjects (6-12) – these are separated for disciplinary specific instruction

## Big Ideas of Writing Strand

- Writing
  - Expect students to compose arguments and opinions, informative/explanatory pieces, and narrative texts
  - Focus on the use of reason and evidence to substantiate and argument or claim
  - Emphasize ability to conduct research – short projects and sustained inquiry
  - Require students in incorporate technology as they create, refine, and collaborate on writing
  - Included student writing samples that illustrate the criteria required to meet the standards (See Common Core appendix C for writing samples)

## Things Not Covered in the Standards

- How teachers should teach
- Do not describe all that can or should be taught
- Do not define the nature of advanced work for those that meet the standards prior to the end of High School
- Do not define what intervention methods or materials necessary to support students
- Does not define the full range of supports appropriate for ELL and students with special needs

## English/Language Arts

- Reading – progressive development of skills and complexity of text access
- Writing – logical argument and research
- Speaking and Listening – purposeful in various situations
- Language – vocabulary and conventions
- Media and Technology – integrate throughout
- Literacy in content areas – emphasis at grade 6 and beyond

## Writing Narratives

- Dictate the passage to a scribe
- Support of sentence strips, pictures with captions, or objects to assist dictation
- Symbol to text software
- Write narratives that summarize familiar experiences
  - Coming to school
  - Going to a grocery store
  - Include the situation, characters, a sequence of events

## Writing & the Common Core

- Expected growth in 2 areas"
  - 4 major areas of writing
    - text types & Purposes
    - Production & distribution of writing
    - Research to build & Present knowledge
    - Range of writing
- Collection of annotated student writing samples

## Websites to Explore on Core

- www/literacyta.com/common-core-standards/writing

- Readingandwritingproject.com

- www.nwp.org/

## Writing & the Common Core

- Each year in writing samples & demo within in all language arts use:
  - Vocabulary & syntax
  - Development & organization of ideas
  - Increasingly demanding content & sources

Expectations to meet each year's grade specific standards & retain or further develop skills & mastered others from previous grades

## Aligning IEP's to the Common Core State Standards

- IEP Creates Access to the Curriculum
- But is not itself a curriculum

- From Aligning IEP's to the Common Core State Standards for Students with Moderate and Severe Disabilities. By Ginevra Courtade, PhD and Diane M. Browder, PhD. *IEP Resources 2011, Attainment Company.*

## Students with Disabilities

- Instructional supports for learning based on principles of Universal Design for Learning (UDL)
- Instructional accommodations – changes in materials or procedures – which don't change the standards but allows students to learn within the framework of Common Core
- Assistive technology devices and services to ensure access to the general education curriculum and the CCSS

## ROLE OF TECHNOLOGY

Forrer & Marfilius

---

## Learning Preferences

- Dunn and Dunn (1987) - auditory, visual, tactile, kinesthetic, noise and light, motivation, task structure

- Kolb (1984) - accommodators, convergers, assimilators, or divergers

- Gregorc's (1982) - concrete-random, concrete-sequential, abstract-random, abstract-sequential

- McCarthey's (1990) 4Mat Model - Dynamic, Imaginative, Common Sense, Analytic

Forrer & Marfilius

---

## Multiple Intelligences

- Gifts and strengths are often overlooked

- Assessment process fails to identify strengths

- Moves from deficit-oriented, remediation model of service delivery to student-centered, resource-oriented and compensatory model.

- Use to develop activities for students

- Less emphasis on passive learning, more emphasis on alternative ways of learning
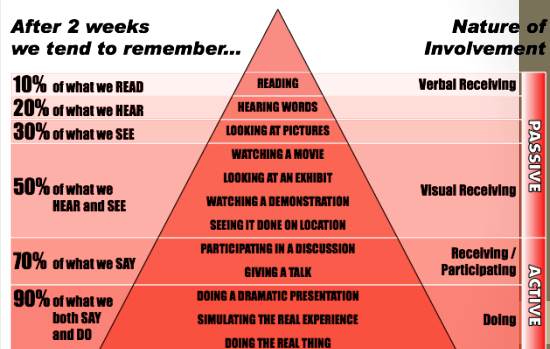  - including movement, manipulation of objects, music, social interactions

Forrer & Marfilius

---

## How We Learn

We learn . . .

```
10% of what we read
20% of what we hear
30% of what we see
50% of what we both see and hear
70% of what is discussed with others
80% of what we experience personally
95% of what we TEACH to someone else
```

William Glasser

Forrer & Marfilius

---



**After 2 weeks we tend to remember...** — *Nature of Involvement*

| | | |
|---|---|---|
| 10% of what we READ | READING | Verbal Receiving |
| 20% of what we HEAR | HEARING WORDS | |
| 30% of what we SEE | LOOKING AT PICTURES | |
| 50% of what we HEAR and SEE | WATCHING A MOVIE / LOOKING AT AN EXHIBIT / WATCHING A DEMONSTRATION / SEEING IT DONE ON LOCATION | Visual Receiving |
| 70% of what we SAY | PARTICIPATING IN A DISCUSSION / GIVING A TALK | Receiving / Participating |
| 90% of what we both SAY and DO | DOING A DRAMATIC PRESENTATION / SIMULATING THE REAL EXPERIENCE / DOING THE REAL THING | Doing |

PASSIVE / ACTIVE

Edgar Dale, Audio-Visual Methods in Technology, Holt, Rinehart and Winston.

---

## Universal Design For Learning

- The design of instructional materials and activities that allow the learning goals to be achievable by children with broad differences in their abilities
  - To see, hear, speak, move, read, write, understand English, attend to information, organize, engage, and remember

- Achieved by means of a flexible curricular material
  - Alternatives are built into the design of materials, equipment, instruction, and activities

- Not added afterwards

Forrer & Marfilius

## Three Principles of UDL

- Multiple means of representation:
  - Provides learners with various ways of acquiring information and knowledge
- Multiple means of expression:
  - Provides learners with alternatives for demonstrating what they know
- Multiple means of engagement:
  - Taps into learners' interests, challenges them appropriately, and motivates them to learn



Forner & Marfilus

## Neural Networks

- **Recognition networks**
  Gathering facts. How we identify and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks—the "what" of learning.

- **Strategic networks**
  Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks—the "how" of learning.

- **Affective networks**
  How students are engaged and motivated. How they are challenged, excited, or interested. These are affective dimensions—the "why" of learning.

Forner & Marfilus

## Multiple Means Of Representation

Information can be obtained in a variety of ways
Auditory, visual, motor

- Purpose is to reduce the perceptual/learning barriers and to adjust to the diverse ways in which students are able to recognize and understand information.

  - "the what of learning"

    - identify and interpret patterns
    - of sound, light, taste, smell,
    - and touch



Recognition

Forner & Marfilus
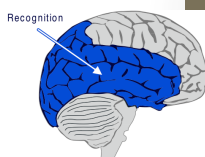
## Multiple Means Of Expression

- Students can respond with their preferred means of output. Students could
  - write answer, speak an answer, design a graphic to answer a question, utilize minimal motor abilities to make a multiple choice response

- Material accommodates different styles, preferences, strategic approaches and motor abilities of students
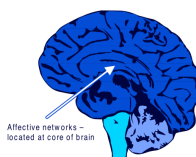
  - "the how of learning"

    - plan, execute, and
    - monitor actions
    - and skills



Strategic
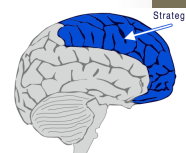
Forner & Marifius

## Multiple Means Of Engagement

- Interest in learning is matched with the mode of presentation and response so that students are motivated.
  - Obtain a graphic in the middle of a reading passage
  - Longer words quickly defined



Affective networks – located at core of brain

Materials have the ability to learn or remember the individual student's patterns and preferences and track their progress.

"the why of learning"
evaluate and set priorities

Forner & Marifius

## Sample of Support Technologies

| Audio | Visual | Digital | Physical |
|---|---|---|---|
| Cassette tape | Videotapes | Computer hardware | Word processors |
| Radio | Video discs | Productivity software | Word prediction |
| Music CD-ROMS | Overhead projector | Educational software | Digital recorders |
| Talking Books | Other projection device | Presentation software | Hand-held spellers/ dictionaries |
| Multimedia CDs | Models, Real objects | Graphic programs | Voice recognition |
| Recordings: Rhymes and reading | Boards (white, black, smart) | Streaming audio | Interactive whiteboards |
| Recordings: Musical Instruments | Cartoons and drawings | Streaming video | |
| Assistive listening devices | Document camera | Webcasts | |
| | Closed Captioning | Internet resources | |
| | | Electronic Whiteboards | |

Forner & Marifius

6

## EXAMPLES ENGLISH LANGUAGE ARTS

## Reading (Literature) / Integration of Knowledge and Ideas

- Grade Level Standard (4h Grade):
- Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

## Reading (Literature) / Integration of Knowledge and Ideas

- Leslie will select object/pictures to compare two multicultural story themes for 4 out of 5 opportunities.
- Adam will use pictures to identify themes in multicultural literature read to him and sort the different stories by corresponding themes for 4 out of 5 opportunities.
- Thomas will use a Venn diagram to compare and contrast the themes of multicultural literature he has previously read with 90% responses correct for at least 3 stories.

## English (Language Arts), History (Social Studies)/Craft Structure

- Grade Level Standard (11th-12th Grade):
- Evaluate author's differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

## English (Language Arts), History (Social Studies)/Craft Structure

- After participating in read-alouds of historical events by two authors with differing views, Craig will select pictures/objects to restate evidence/claims each author stated for at least 3 pairs of passages.
- After participating in read-alouds of historical events by two authors with differing views, Keyona will use pictures to determine if the authors' were pro/con and then select pictures/objects to indicate authors' reason for at least 3 different events
- After reading brief summaries, Justin will use a graphic organizer to categorize 3 different authors' point of view on the same historical event as positive, negative, or neutral and will select one fact to support each choice and generalizes this skill across 4 different events.

## Language/Conventions of Standard English

- Grade Level Standard (2nd Grade):
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Consult reference materials, including begging dictionaries, as needed to check and correct spellings.

## Language/Conventions of Standard English

- Ricky will select capital letter and correct spelling for his name and then add a period to the end of sentences on each page for 4 out of 5 worksheets.

- Nick will use software prompts (e.g., color coding of misspelled word) to locate where capitalization or punctuation or change in spelling are needed in creating correct word/pictures sentences with at least 5 out of 7 prompts.

- Jackie will proofread her writing by using spell check software to confirm spelling and software prompts to add capitalization and punctuation with no more than 1 error remaining per page.

## Writing / Production and Distribution of Writing

- Grade Level Standard (9th-10th Grade):
- 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.

## Writing / Production and Distribution of Writing

- George will contribute to a group multimedia presentation by selecting 5 images from the Internet.

- Melissa will select material from the internet sites using the copy/paste functions to create a PowerPoint presentation on a selected topic that includes at least 5 related slides.

- Jerry will find websites that link to the topic of a shared writing product and will correctly link the websites to the product using hyperlinks for 4 out of 5 opportunities.

## Biggest Take-a-Way

- How does the nature of the disability impact progress with the standards?

- What are the methods, techniques, and tools we have that support students in core instruction?

- Are we facilitating students' strategic approach to learning?

- Are we maximizing exposure and practice with the needed academic thinking skills?

## Overall Shifts in Instruction

- Building knowledge through content-rich informational text

- Reading, writing and speaking grounded in evidence from text, both literary and informational

- Regular practice with complex text and its academic language

## Case for AT



"Students today depend upon paper too much. They don't know how to write on slate without getting chalk dust all over themselves. They can't clean a slate properly. What will they do when they run out of paper?"
- Principals Associa