

# AT & App Supports for Reading in the Common Core Standards

## Common Core Standards for English/Language Arts

### Reading: Text complexity and the growth of comprehension

“The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”

### Language: Conventions, effective use, and vocabulary

“The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.”

<http://www.corestandards.org/ELA-Literacy>

### Common Core State Standards (CCSS) English/Language Arts – Literacy

- Reading divided into 3 Areas
- Skills represented at each K-12 grade levels
  - 1) Reading: Literature
  - 2) Reading Informational Texts
  - 3) Reading: Foundational Skills
  - 4) Speaking & Listening
  - 5) Language
  - 6) Standard 10: Range, Quality, & Complexity
  - 7) Literacy in History/Social Studies, Science & Technical Subjects

## Reading: Foundational Skills

These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.” <http://www.corestandards.org/ELA-Literacy/RL>

- Print Concepts & Phonological Awareness (Kindergarten & Grade 1)
- Phonics & Word Recognition (Kindergarten – Grade 5)
- Fluency (Kindergarten – Grade 5)

### Reading: Literature & Informational Text

“The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.” <http://www.corestandards.org/ELA->

### Literacy/RL

- Key Ideas & Details (Kindergarten – Grade 12)
- Craft & Structure (Kindergarten – Grade 12)
- Integration of Knowledge & Ideas (Kindergarten – Grade 12)
- Range of Reading & Level of Text Complexity (Kindergarten – Grade 12)

### Language

“The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*” <http://www.corestandards.org/ELA-Literacy/RL>

- Conventions of Standard English (Kindergarten – Grade
- Knowledge of Language (Kindergarten – Grade
- Vocabulary Acquisition & Use (Kindergarten – Grade

(Grade 6-12 Writing in History, Social Studies, Science, & Technical Subjects)

· “The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.” [www.corestatestandards.org](http://www.corestatestandards.org)

### Definitions of Literacy

**Literacy is** “the minimal ability to read and write in a designated language, as well as a mindset or way of thinking about the use of reading and writing in everyday life. It differs from simple reading and writing in its assumption of an understanding of the appropriate uses of these abilities within a print-based society. Literacy, therefore, requires an active, autonomous engagement with print and stresses the roles of the individual in generating as well as receiving and assigning independent interpretations to messages.” (Harris & Hodges, 1995)

### Developmental Stages/Levels of Reading

**Emergent and Early** (Probably for students with more significant disabilities)

#### Transitional

- Able to make sense of longer and more complex books
- Easily adapt strategies to support reading for meaning
- Efficiently self-correct to maintain the contextual intent
- Beginning to use semantic – meaning, syntactic – structure and grammar and visual to self-monitor
- Need relevancy of textual situations to build vocabulary
- Plot, character, setting and dialogue and fluency
- Begin verbal expressions as they read
- Appropriate texts have more complex language structures and less emphasis on patterned text.

#### Fluent Stage

- Heavy reliance on the text – less reliance on the illustrations
- Illustrations are now only of limited support
- Comfortably read independently for extended periods
- Recognize many words by sight
- Reading happens with automaticity
- Adjust their pacing based upon the purpose and difficulty of text
- Have a variety of strategies for decoding unknown words
- Comprehension is occurring at a sophisticated level (i.e., synthesizing, and interpreting)
- Familiar with complex sentence structures, story concepts and literary genres.

## Barriers to Reading Comprehension

- Reading strategies are complex and difficult to include into direct instruction
- Teachers inadequately trained or prepared for the teaching of comprehension strategies
- Large classrooms – not enough time to allow for intensive strategy instruction one-on-one
- Lack of additional resources to meet the varying needs of the classroom.

### Students with learning Disability may present difficulties in: *(Joan Sedita)*

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Word recognition/decoding skills</li> <li>• Fluency</li> <li>• Language processing/ linguistic ability</li> <li>• Vocabulary</li> <li>• Life experience /background knowledge</li> <li>• Attention</li> </ul> | <ul style="list-style-type: none"> <li>• Memory</li> <li>• Meta-comprehension &amp; application of strategies</li> <li>• Expressive language weakness</li> <li>• Visualizing &amp; creating mental images</li> </ul> |
|--|--|

Textbooks		
Narrative Text	Expository Text	
“Alice in Wonderland”	Science	Social Studies
Beginning, middle, and end Plot Characters Structures setting	Listing Cause/effect Compare/contrast	Problem/solutions Compare/contrast Time ordering

*Ciborowski, J. (1999). Textbooks and the Students Who Can't Read Them: A Guide to Teaching Content*

### Steps to Improving Comprehension







1. Identify where difficulty occurs
2. Identify what the difficulty is
3. Restate the difficult sentence or passage in their own words
4. Look back through the text
5. Look forward in the text for information that might help them to resolve the difficulty.
6. Students should monitor their own comprehension
  - be aware of what they do understand
  - identify what they do not understand
  - use appropriate "fix-up" strategies to resolve problems in comprehension
7. Using graphic and semantic organizers
8. Answering questions
9. Generating questions
10. Recognizing story structure (Setting, initiating events, internal reactions, goals, attempts, outcomes)
11. Summarizing
  - identify or generate main ideas
  - connect the main or central ideas
  - eliminate redundant and unnecessary information
  - remember what they read

## Before Reading Preparation and Organization for Pre-Reading

### Some Pre-Reading Strategies

- Set a purpose for reading
- Build Background Knowledge
- Recognition and formulation of main idea at paragraph level and multi-paragraph level
- Predict and check
- Vocabulary Preview

### Some Pre-Reading Technology Implementation

-  Spinners – Set purpose questions, background knowledge, build interest
-  Images & Video – Build Background Knowledge & Curiosity, Storyboard, Scripting
-  Electronic Reading Systems - Skim Headings, Turn headings into pre-reading questions
-  Bookmarking – mark main sections, breaks in reading time
-  Highlighting – New Vocabulary, Mark Main Ideas ahead of time
-  Graphic Organizers - KWL, Story Mapping

## During Reading – Synthesizing & Monitoring while Reading

### Some During Reading Strategies

- Echo & Choral Reading
- Answer pre-reading questions
- Story Mapping
- Predict Ahead
- Outlining
- Highlighting stated main idea
- Paraphrase inferred main idea
- Highlighting supportive main idea
- Create Pictures of Settings, characters

### **INSERT**

Helps readers to become more aware of a breakdown in comprehension

Clarify Later


Marking System for INSERT


- X I thought differently
- + New Information
- ! Wow
- ?? I don't understand
- \* Very Important


### Some During Reading Technology Implementation


- Post-It Notes
- Post-It Tape
- Flags
- Hi-Liter Pens
- Highlighter Tape, Tabs, Wide Tape
- Rubber Stamps
- Mailing Labels
- Colored Tabs

 **Timers** - Watch Timers, Watch Minder, Bookmark Timers

 **Hand Held Spell Checkers** – Homonyms, Dictionary, Thesaurus, Auditory Feedback, Wordlist, Games/Exercises

 **Graphic Organizers** – Connect new ideas with old ideas, Character Webs, Concept Maps, C-SPACE, KWL-Notes, Prediction Check in, Episode Mapping, Timelines

 **Electronic Reading Systems** – Talking Text, Dictionaries, Synonyms, Thesaurus, Summarize through voice/text notes, answer built-in questions, bookmark sections, highlight main ideas or sections for further research,

 **Multimedia systems** - Picture settings, characters






Reference Materials - American Heritage Electronic Dictionary, Grolier Multimedia Encyclopedia, The Way Things Work, The Ultimate Human Body, Cartopedia, Street Atlas

**After Reading = Reviewing and Summarizing**

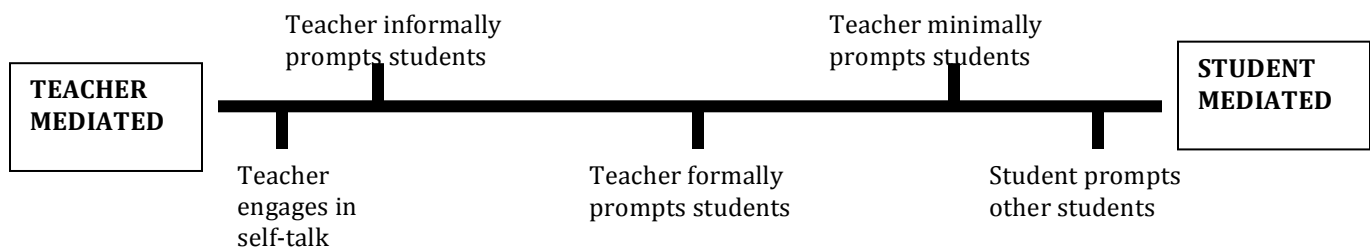
**Some After Reading Strategies**

- |  |   |
|--|---|
| <input type="checkbox"/> Review – Highlights, Bookmarks, Notes | <input type="checkbox"/> Responding                   |
| <input type="checkbox"/> Character Dramatizations              | <input type="checkbox"/> Summarizing and paraphrasing |
| <input type="checkbox"/> Reflection                            | <input type="checkbox"/> Synthesizing and summarizing |
| <input type="checkbox"/> Fortune Teller Question Review        |   |

**Some After Reading Technology Implementation**

-  Tape Players/Digital Recorders – Return to key sections, reread from counters
-  Graphic Organizers – Map whole to parts and parts to whole, emphasize main idea, aid discussion, memory flash card reviews, Venn Diagrams
-  Electronic Reading Systems – review notes and summaries, skim headings,
-  Multimedia systems – Create review games, fortune tellers
-  Internet – research, questions explored, further background development

**Continuum of Guided Practice** (*Schumaker, Deshler, Woodruff, et.al*)



**Steps for Scaffolding Any Comprehension Strategy**

1. Introduce
2. Modeling
3. Guide the Strategy in Cooperative Groups or Pairs
4. Independent Practice
5. Reflection