A Literate Nation: Facing the Frightening Facts on US Literacy

Why have a common curriculum across the country?

Why now? What was the impetus to do this?

NAEP National Assessment of Educational Progress
- Lack of improvement across two decades.
- Growing gaps between white and minority students

Global Economy

Disclosure
- Financial
  - I was paid as guest editor of the May, 2012 Seminars in Speech Pathology issue devoted to the Common Core State Standards and SLPs.
- Nonfinancial
  - I am just finishing my term as Secretary to the Michigan Speech-Language Hearing Association, and have served on the board in several capacities. Currently, I serve as the ASHA representative to the National Joint Committee for Learning Disabilities. I also serve on the Communication Sciences Disorders Research Group School Committee. I am the liaison for the Macomb/St. Clair Speech-Language Hearing Association to the Macomb Intermediate School District.
How do students from the US measure up to students from other countries?

PISA Program for International Student Assessment
TIMSS Trends in Mathematics and Science Study
Percent of 24-35yr olds completed college degree

Who Commissioned the CCSS?

The Council of Chief State School Officers
And
The National Governors Association

College and Career Readiness
What does it mean to be ready for College and Career?

Roles and Responsibilities of Speech-Language Pathologists in Schools

Respond to Varying Demands of audience, task, purpose, and discipline

- Adapt communication in relation to audience task purpose and discipline
- Set and adjust purpose for rdg, wrtg, spkg, litng
- Appreciate nuances such as composition of audience should affect tone, and how connotations of words affect meaning
- Different disciplines call for different types of evidence

PORTRAIT OF A STUDENT WHO MEETS STANDARDS

Demonstrate Independence
- Comprehend and evaluate complex text
- Construct effective arguments
- Convey intricate information
- Discern another speaker’s key points, request clarification, ask relevant questions
- Articulate their ideas, confirm they are understood
- Demonstrate command of the English language
- Use a wide range of vocabulary

PORTRAIT OF A STUDENT WHO MEETS STANDARDS
ASHA: Critical Roles of School-Based SLPs: Integral roles on faculty

- All levels, Range of Disorders, Ensuring Educational Relevance
- Providing Unique Contributions to Curriculum:
  - Assistance in addressing the linguistic and metalinguistic foundation of curriculum learning
  - For students with disabilities
  - Learners at risk of school Failure
  - Students who struggle in school settings.
- Highlighting Language and Literacy:
  - Research shows interrelationships of language processes across listening, speaking, reading, and writing
  - SLPs contribute to literacy achievement of
    - For students with disabilities
    - Learners at risk of school Failure
    - Students who struggle in school settings.

SLPs' Roles

- SLPs help students meet the performance standards of a particular school district and state.
- SLPs work in partnership with others to meet students’ needs.
- SLPs provide direction in defining their roles & responsibilities & in ensuring appropriate services to students.

21st Century Skills

- The 3 R’s
  - Reading, Writing and Arithmetic
  - are not enough in the 21st century
- Plus the 4 C’s
  - Critical Thinking, Collaboration, Communication, and Creativity
- Interdisciplinary themes
- Media and Technology Skills
- Life and Career Skills

How are the CCSS organized?

CCR Anchor Standards

Compare Anchor Standards for k-5 reading page 10 to 6-12 reading page 35

English Language Arts

- Kindergarten –Grade 5 (cross-disciplinary)
- Grades 6-12 ELA
- Grades 6-12 Literacy in Social Studies
Speaking and Listening
An invitation to Deepen Collaboration

Vocabulary
- Tiered approach woven in
- Read CCSS Appendix A
- Reference Bringing Words to Life by Beck, McGowen and Kucan
- Explicit Systematic Instruction
- Word Generation for Academic Language in Middle Schools by Catherine Snow

Resources
- MissionLiteracy.com
- Anita Archer Explicit Instruction online demonstration videos
  ExplicitInstruction.org
- What Works Clearinghouse

Narrative Development
- Macrostructure before Microstructure
- Perfect way to collaborate
- Story Braidy, Story Grammar Marker
  MindwIngconcepts.com
- Story Champs
  Languagedynamicsgroup.com

Oral Narratives for Progress Monitoring
Oral Language and Listening Comprehension
p 160

Test of Narrative Retell (TNR)
School/Age
Student
Name
Date of Birth
Grade
Teacher
School:
www.LanguageDynamicsGroup.com

© 2012 Language Dynamics Group, LLC  All rights reserved
Douglas B. Petersen, Trina D. Spencer

Annual MSHA Conference March 2013
Maureen Staskowski, Macomb ISD
Critical Thinking

- Think and Speak Successfully: Six strategies to improve Critical Thinking and Academic Language for Secondary Students By Claudia Dunaway
- Mission Literacy

Why is informational text so important?

Differences in Narrative and Informational Text

<table>
<thead>
<tr>
<th>Feature</th>
<th>Narrative</th>
<th>Informational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulaic opening</td>
<td>Topic introduction as opening</td>
<td></td>
</tr>
<tr>
<td>Verb tense – past tense</td>
<td>Timeless Present tense</td>
<td></td>
</tr>
<tr>
<td>Specific noun structures</td>
<td>Generic noun e.g., ants</td>
<td></td>
</tr>
<tr>
<td>“This is the ant”</td>
<td>“This is an ant”</td>
<td></td>
</tr>
<tr>
<td>Chronological text structure</td>
<td>Various e.g., Cause/Effect</td>
<td></td>
</tr>
<tr>
<td>Good readers read linearly at same pace throughout</td>
<td>Good readers read nonlinearly as dictated by task or interest and adjust pace with familiarity, relevance, and complexity</td>
<td></td>
</tr>
<tr>
<td>Illustrations support text</td>
<td>Diagrams or other graphics provide important information</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Roberts, 2012

Informational Text Features for Young Children

- Navigational Features
  - Index
  - Headings
  - Table of Contents
  - Graphical Features
  - Photographs
  - Captions
  - Diagrams/charts/tables/graphs

- Structural Features
  - Text structures such as compare/contrast
  - Opening statement / Classification
  - General statement or closing
  - Description of attributes

Language Features

- Repetition of topic or theme
- Timeless verb constructions
- Generic noun constructions
- Denotative rather than connotative language
- Technical vocabulary
- Definitions

Duke & Kays, 1998
CCSS Reading Anchor Standard 5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

- 11/12th grade Science
  - analyze how text structures ideas into hierarchies, demonstrating ideas
- 11/12th grade Social Studies
  - analyze in detail how a complex primary source is structured including how key sentences, paragraphs contribute to the whole

### Text Structure & Disciplinary Literacy

#### Grade 5

- **Compare/Contrast**
  - Overall structure of events, ideas, concepts, or information in 2 or more texts

#### Grade 6

- **Problem/Solution**
  - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts

### Text Structure Module

Module 1: K-5

Module 2: 6-12

Text Structure Module from Center on Instruction

www.centeroninstruction.org

### Signal Words and Graphic Supports

<table>
<thead>
<tr>
<th>Text Structure</th>
<th>Signal Words</th>
<th>Graphic Supports</th>
<th>Semantic Cues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem / Solution</td>
<td>Because, dilemma is, if/then, puzzle, one answer is</td>
<td>Diagrams</td>
<td>In introductory sentences and paragraphs</td>
</tr>
<tr>
<td>Sequence / Process</td>
<td>First, next, following that</td>
<td>Bullets, numbering, outlining, arrows</td>
<td>In topic sentences - is a long and difficult process</td>
</tr>
<tr>
<td>Chronology</td>
<td>Afterwards, before, initially, meanwhile, previously, simultaneously</td>
<td>Timelines, dates, white space, subheadings, chapter titles</td>
<td>In introductory or closing paragraph (flashback, forward, epilogue)</td>
</tr>
<tr>
<td>Compare / Contrast</td>
<td>Although, as well as, but, either…or, however</td>
<td>Charts, graphs, subheadings</td>
<td>In thesis statement, introductory paragraph</td>
</tr>
<tr>
<td>Cause / Effect</td>
<td>Because, since, if…then, Accordingly</td>
<td>Charts, graphs, timelines</td>
<td>the problem is…is a dilemma</td>
</tr>
</tbody>
</table>

(Hess, 2008)
Elementary

- Alphabet Books
- Books of Lists
- Informational Books
Some Text Structures are Explicit

Text Structure Draw Card Game

Download at missionliteracy.com under literacy in action

Text Structure Draw

- 2-6 players and 1 deck of cards, and a list of topics from content area: The Great Lakes, parallel lines, electricity, football, etc.
- Object of the Game: To respond to the topic with the correct text structure to the satisfaction of the other players
- The Play:
  - One player gives the “topic” to be used to apply the 6 text structures.
  - The person left draws card and responds to card by talking about the topic using the drawn text structure.
  - Example of Description: Tennis is a game played on a rectangular court with a center net. It is played with two or four players each armed with a racquet. One ball is hit back and forth over the net scoring love, fifteen, thirty, forty, game.
  - The other players decide if it is an appropriate response for a point.
  - When all the cards have been drawn, the cards are shuffled and placed in the center.
  - The next person determines the topic and the play begins with person to the left of the “topic namer” drawing card.

Identifying Text Structure

5. Alligators and crocodiles, along with their relatives the caimans and the gavials, are very much alike. These crocodilians are reptiles with long snouts, long tails, four short legs, tough skin, and sharp teeth. There are some differences, however. Gavials have the longest snout and the most teeth. Some people say that alligators and crocodiles differ in the shape of their snouts and the positioning of their teeth. Zookeepers say that crocodiles move faster than alligators and have nastier dispositions.

Overall Text Structure: __________________ Underline signal words.

Act it out!

5. Alligators and crocodiles, along with their relatives the caimans and the gavials, are very much alike. These crocodilians are reptiles with long snouts, long tails, four short legs, tough skin, and sharp teeth. There are some differences, however. Gavials have the longest snout and the most teeth. Some people say that alligators and crocodiles differ in the shape of their snouts and the positioning of their teeth. Zookeepers say that crocodiles move faster than alligators and have nastier dispositions.

Overall Text Structure: COMPARISON AND CONTRAST Underline signal words.
Anchor Standard
Reading 9

Analyze how 2 or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Standard 9

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</td>
<td>Compare and contrast the most important points presented by two texts on the same topic.</td>
</tr>
<tr>
<td>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</td>
<td>Identify basic similarities and differences between two texts on the same topic.</td>
</tr>
</tbody>
</table>

Grade 2

<table>
<thead>
<tr>
<th>Grade 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and contrast the most important points presented by two texts on the same topic.</td>
</tr>
</tbody>
</table>

Grade K

<table>
<thead>
<tr>
<th>Grade K</th>
</tr>
</thead>
<tbody>
<tr>
<td>With prompting and support, identify basic similarities and differences between two texts on the same topic, e.g.</td>
</tr>
</tbody>
</table>

Text features
- Speech bubbles
- Technical vocabulary
- Clear organizational structure

Linguistic Features
- Timeless verb constructions
- Generic noun constructions
- Denotative rather than connotative language
- Technical vocabulary
- Definitions

Topic presentation introduces topic.
"The weather changes from day to day. Weather words explain what the weather is like outside."

Characteristic events describe typical actions/processes
"Moisture makes clouds, too. When water evaporates from rivers, lakes and oceans, it is called vapor. It moves up with the warm air and forms little drops of water or ice crystals. A cloud is formed."

Final summary summarizes information
"The weather is hardly ever the same from day to day. That’s why it is so interesting."

Comparing 3 Weather Books

(Bradley and Donovan, 2012)

Back to Disciplinary Literacy

Technical Language of Science

4th-5th Grades in normal language development

<table>
<thead>
<tr>
<th>Spoken Language</th>
<th>Written Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb / process</td>
<td>Becomes noun phrase</td>
</tr>
<tr>
<td>whenever an engine fails</td>
<td>in times of engine failure</td>
</tr>
<tr>
<td>because they can move very fast</td>
<td>rely on their great speed</td>
</tr>
<tr>
<td>if people smoke more</td>
<td>if there is increased smoking</td>
</tr>
</tbody>
</table>

Halliday, 1993

Learning Close Reading for Complicated Text in the Disciplines

Guided Highlighted Reading Grade 3

Title: Highlight the word that indicates the topic. ("Ants")
Paragraph #1: Highlight the two words that signal that the author will give examples to prove her point. ("For example")
Paragraph #2: Highlight the two sentence that the author uses to get the reader's attention. ("Want to find out what the ants in your neighborhood like to eat?")
Paragraph #2: Highlight the words that signal that the author will give examples to help make her point clear. ("such as")

Annual MSHA Conference March 2013
Maureen Staskowski, Macomb ISD
Guided Highlighted Reading
for craft, structure and perspective

4. What happens if two different kinds of ants come to your picnic? Watch and find out! (Most likely you'll get just one kind though.)

Fussy Eaters?

5. Ants don't always take the first food they find. Instead, they may investigate, touching many pieces of food with their antennae. What does this bit taste like? Exactly how big is it?

Paragraph #5: Highlight the word in the heading above paragraph #5 that the author uses to try to be humorous. ("Fussy")

Paragraph #5: Highlight the words that the author is suggesting to be the words of the ants. ("What does this bit taste like? Exactly how big is it?")

Literacy in Science and Social Studies Resource
www.knowledgeloom.org

Adolescent Literacy in the content areas
Sample lessons in science and social studies

Structured Note Taking
http://www.adlit.org/strategies/39779/

Text Complexity
Appendix A And Supplement

Why: Text Complexity
- K-12 texts have become easier, college texts have not
- College textbooks, workplace texts, & newspapers, more demanding than materials used in 12th grade
- Instruction with HS texts is heavily scaffolded, while students are expected to read independently in college
- Reading load in college is substantially more than what students typically experience in high school

Text Complexity – ACT Study

- Purpose: Determine what distinguished the reading performance of students likely to succeed in college and not.

  - Process:
    - Set benchmark score on the reading test shown to be predictive of success in college ("21" on ACT composite score).
    - Looked at results from a half million students.
Text Complexity Matters

Texts used in the ACT Reading Test reflect three degrees of complexity:
- uncomplicated,
- more challenging, and
- complex.

Recap of ACT Findings

Question type and level (main idea, word meanings, details) is NOT the chief differentiator between student scoring above and below the benchmark.

The degree of text complexity in the passages acted as the “sorters” within ACT. The findings held true for both males and females, all racial groups and was steady regardless of family income level.

What students could read, in terms of its complexity—rather than what they could do with what they read—is greatest predictor of success. FCAT has complex passages and highly cognitive demanding questions.

Text Complexity

- Text difficulty is central and all cognitive skills have to be executed within texts of a specified difficulty range
- Item #10 (Range) in all of the reading comprehension lists focus on text difficulty and specify the Lexile range that has to be the target
What are the implications?

- Students will likely be taught from texts that are more challenging in the past.
- Emphasis on stretching students to meet the demands of reading harder text (rather than on placing students in the leveled reader according to instructional level or in using low readability textbooks).
- Need to learn how to scaffold challenging reading (without reading it to students or telling them what it says).

Learning Close Reading for Complicated Text in the Disciplines

Guided Highlighted Reading Grade 3

Title: Highlight the word that indicates the topic. (“Ants”)

Paragraph #1: Highlight the two words that signal that the author will give examples to prove her point. (For example)

Paragraph #2: Highlight the two sentences that the author uses to get the reader’s attention. (“Want to find out what the ants in your neighborhood like to eat?”)

Paragraph #2: Highlight the words that signal that the author will give examples to help make her point clear. (“such as”)

Applications for Students with Disabilities

Universal Design for Learning

Making the CCSS Accessible

Staskowski, Hardin, Klein, and Wozniak, 2012

Annual MSHA Conference March 2013
Maureen Staskowski, Macomb ISD 13
How can we remove the barriers from our curriculum

Universal Design for Learning

Multiple means of Representation
Multiple means of Expression
Multiple means of Engagement

Goals
Methods
Materials

How can we remove the barriers from our curriculum

Opportunities for SLPs through the UDL Initiative
- Opportunities for classroom based therapy
- Opportunity for collaboration with teacher as they plan for student levels, options, choice
- Opportunity to work with speech and language goals directly with curriculum
- Opportunity to directly relate goals to CCSS
- Opportunity to provide help for struggling students

Writing Instruction
Language Demands in the Common Core

Writing Standards
- A quick review of the standards shows the amazing language demands.
- SLPs can work with teachers to design appropriate scaffolds for each student.
- Example early EL
  - Grade 1
    1. Write opinion pieces in which they introduce the topic or name of a book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
    2. Write an informational piece with naming a topic, stating some facts, and some closure.
    3. Write narrative - recount 2 or more sequenced events including details regarding what happened use temporal words to signal order and provide some sense of closure.
- Scaffolds?
- Oral practice?

Opportunities for SLPs through the UDL Initiative
- Opportunities for classroom based therapy
- Opportunity for collaboration with teacher as they plan for student levels, options, choice
- Opportunity to work with speech and language goals directly with curriculum
- Opportunity to directly relate goals to CCSS
- Opportunity to provide help for struggling students

Writing Standards
- A quick review of the standards shows the amazing language demands.
- SLPs can work with teachers to design appropriate scaffolds for each student.
- Example early EL
  - Grade 1
    1. Write opinion pieces in which they introduce the topic or name of a book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
    2. Write an informational piece with naming a topic, stating some facts, and some closure.
    3. Write narrative - recount 2 or more sequenced events including details regarding what happened use temporal words to signal order and provide some sense of closure.
- Scaffolds?
- Oral practice?
Resources for SLPs

- Iwrite:
  From great sources. Student resources interactive section.
  http://www.greatsource.com/iwrite/students/j_prob_sol_pre.html
- 6+1 Traits writing
  http://educationnorthwest.org/resource/594
- Newspaper clipping generator
  http://www.fodey.com/generators/newspaper/snippet.asp
- Writing instruction in Elementary classrooms: Making the connections to common core state standards
  By Richards, Sturm, Call in Seminars in Speech and Language, vol 33 May 2012
- The Writing Lab Approach to Language Intervention by Nelson, Bahr, and Van Meter 2004 Brookes Publisher

Opportunity for Leadership and Organizational Change
SLPs and the CCSS Initiative
Dunkle and Flyn, 2012

IEPs and the Common Core
Division 16 Perspectives