Standards-Based IEPs

Module 2: General Education Expectations

Karen Shaw

Activity 2.1

<div align="center">

STUDENT DATA PROFILE

</div>

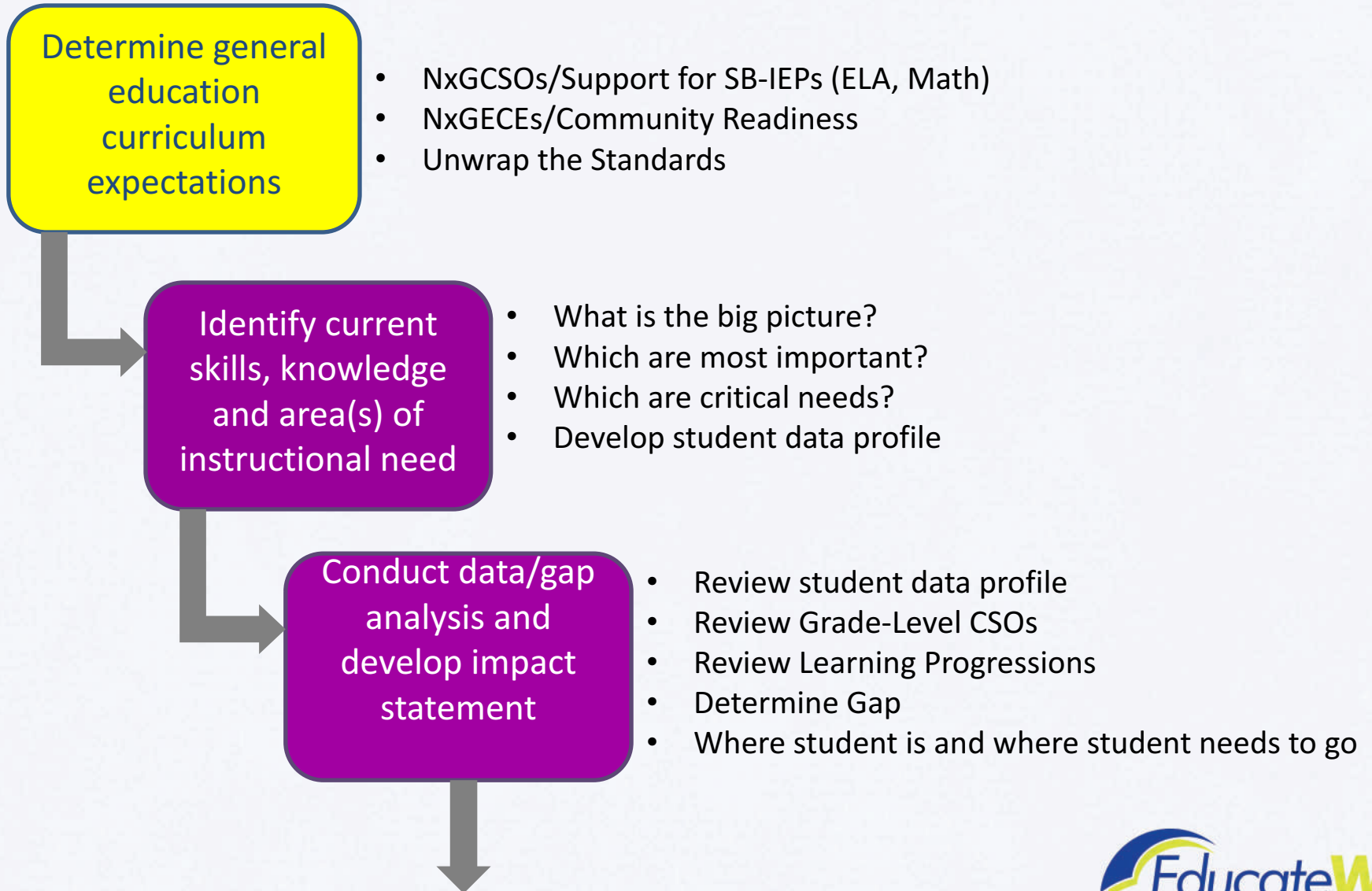**Student's Full Name: Karen Shaw**   **Date: August 13, 2013**

Parental Input:
Karen's father participated by telephone in the parent-teacher conference. He was happy with her grades last year, but is concerned about the amount of time it takes Karen to complete her homework assignments most nights. He works the evening shift and is not always home to help her when she needs it.

Identify current skills, knowledge and areas of instructional need:
Karen is a 6th grade student identified as having a disability in the areas of written expression, reading fluency and comprehension. She has been diagnosed with dyslexia (clinical) by Dr. Sue Jones, a local psychologist. Karen's initial evaluation in April 2011 indicated her cognitive ability falls in the average range as does her achievement in math calculation and applied problems. Karen scored in the mastery range for math and science on the 5th grade WESTEST 2 assessment, and partial mastery on reading/language arts and social studies. She receives no related services. Karen receives instruction in reading and English in the resource room. She attends general education classes for all other subjects. Karen requires extended time to complete grade-level reading assignments. Karen's reading comprehension levels increased from the 2.5 grade level to the 4.0 grade level during her 5th grade year, as measured by her Lexile score. The Lexile measure represents a student's level on a developmental scale of reading ability. She has progressed in written expression to the level of writing complete paragraphs consisting of four to five sentences. Karen met two of three reading goals, and three of three written expression goals on her prior IEP. She has not mastered the goal of accurately identifying the central idea of a text and is unable to differentiate between essential and nonessential information. Karen demonstrates good work habits and age-appropriate social skills.

Process of Developing Standards-Based IEPs

Determine general education curriculum expectations

- NxGCSOs/Support for SB-IEPs (ELA, Math)
- NxGECEs/Community Readiness
- Unwrap the Standards

Identify current skills, knowledge and area(s) of instructional need

- What is the big picture?
- Which are most important?
- Which are critical needs?
- Develop student data profile

Conduct data/gap analysis and develop impact statement

- Review student data profile
- Review Grade-Level CSOs
- Review Learning Progressions
- Determine Gap
- Where student is and where student needs to go

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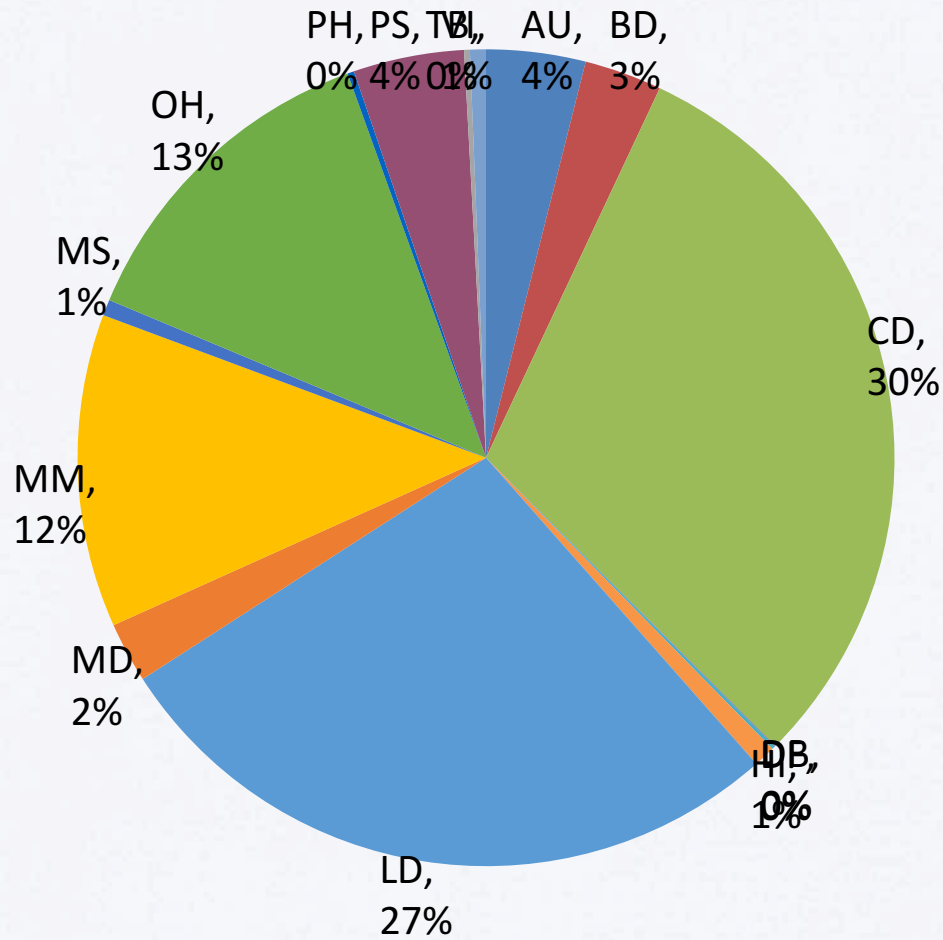# Step 1:Determine general education curriculum expectations

- WV Next Generation Content Standards and Objectives
- WV Next Generation Essential and Community Elements
- Career and Technical Education Content Skill Sets
- Support for SB-IEPs: English Language Arts K-12
- Support for SB-IEPs: Mathematics K-8, Math 9
- Career Technical Education for Students with Disabilities
- Community Readiness
- Learning Progressions
- Process for unwrapping content standards and objectives
- Emphases
- Academic Vocabulary
- Digital Literacy
- Learning Style (UDL)
- Project-Based Learning

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<u>Who</u> Are West Virginia's Students with Disabilities?

December Child Count by Disability
West Virginia
December 1, 2013

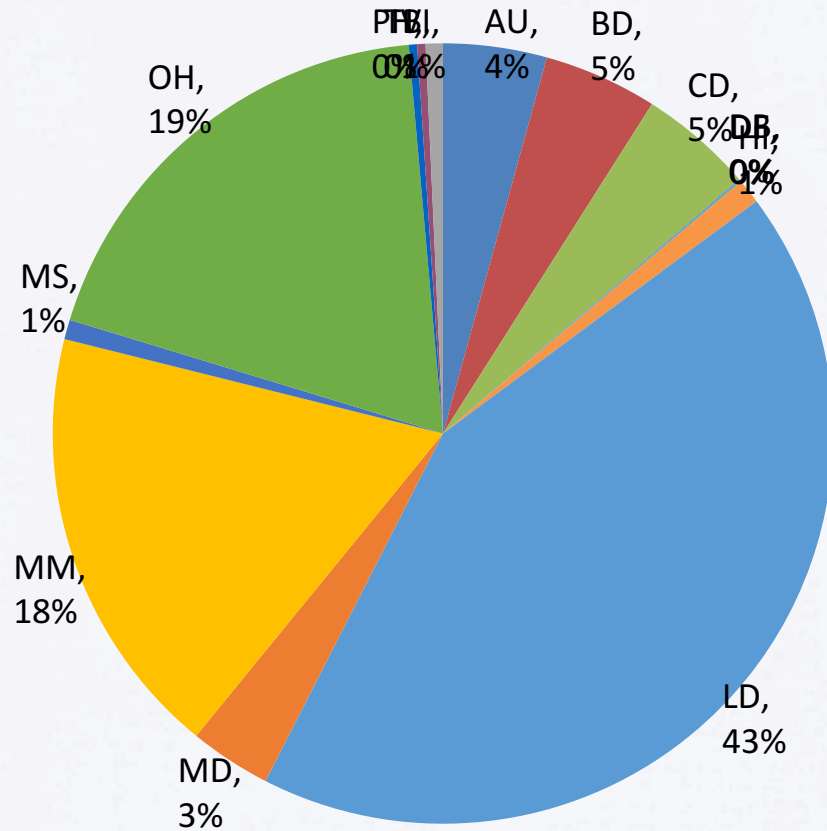Pie chart showing December Child Count by Disability for West Virginia, December 1, 2013:
- CD, 30%
- LD, 27%
- OH, 13%
- MM, 12%
- AU, 4%
- PS, 4%
- BD, 3%
- MD, 2%
- MS, 1%
- TBI, 1%
- DB, 1%
- PH, 0%
- OI, 0%
- HI, 0%

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December Child Count by Disability
West Virginia
December 1, 2013
AGES 11-21 ONLY

Least Restrictive Environments
West Virginia
December 1, 2013

Special Education: Residential Facilities (LRE=8), 0%

Parentally Placed in Private Schools (LRE=9), 1%

Special Education: Homebound/Hospital (LRE=6), 1%

Special Education: Separate Facility (LRE=4), 0%

Special Education: Separate Class (LRE=2), 1%

General Education: Part-Time (LRE=1), 25%
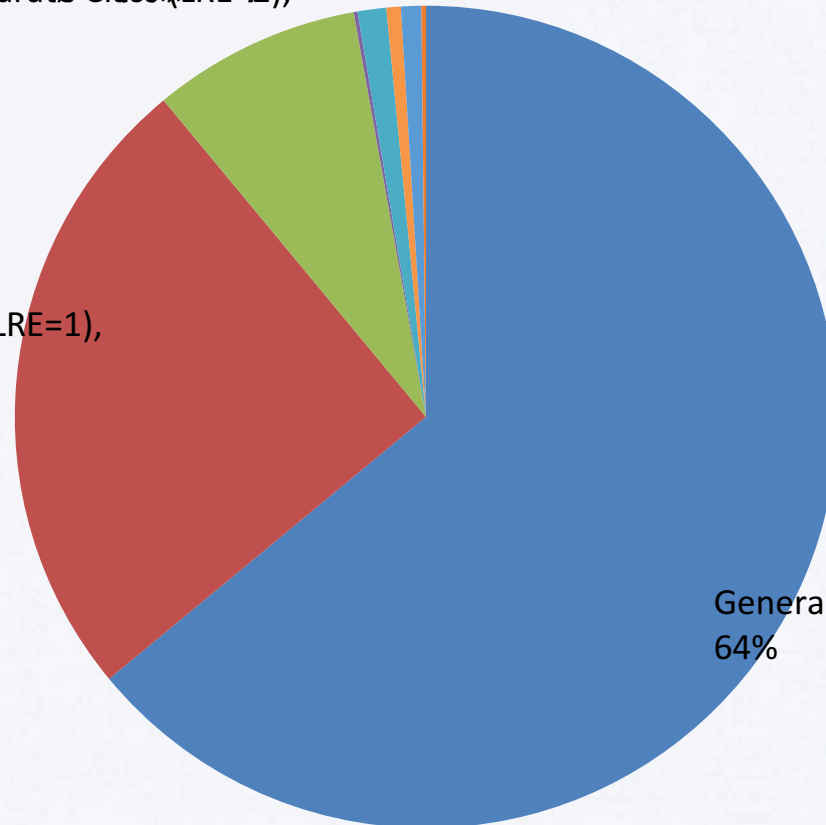
General Education: Full Time (LRE=0), 64%

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SWD versus SWOD

WESTEST2 RLA 2013

RLA proficiency rates by grade level
YEAR: 2013 - County: WV
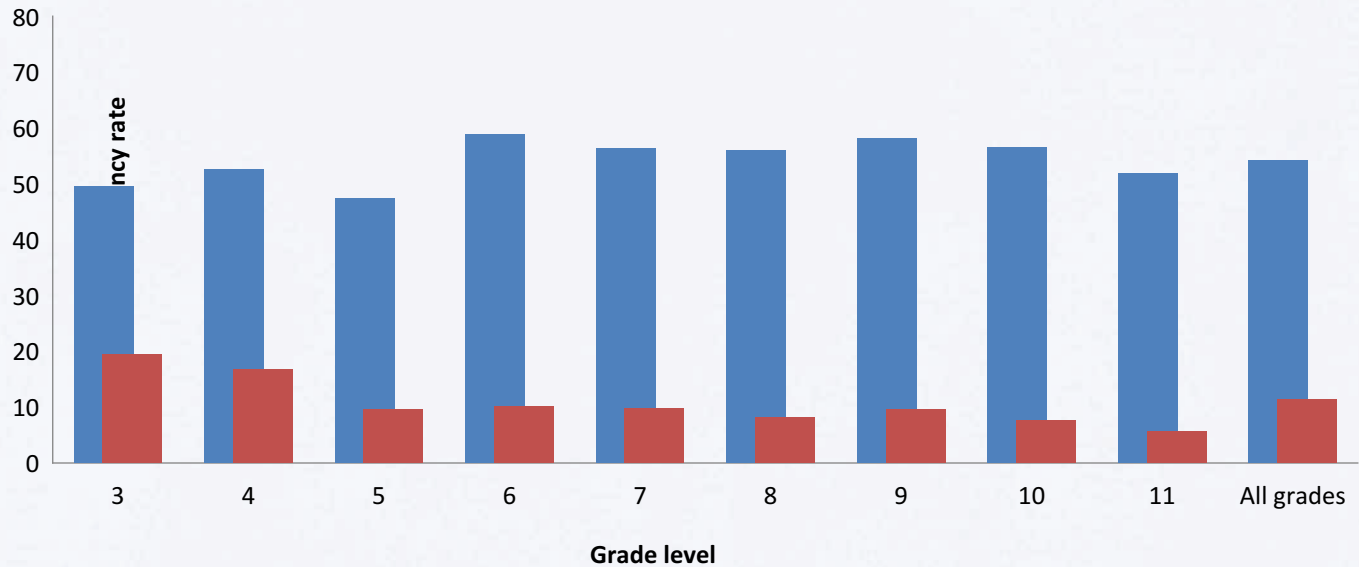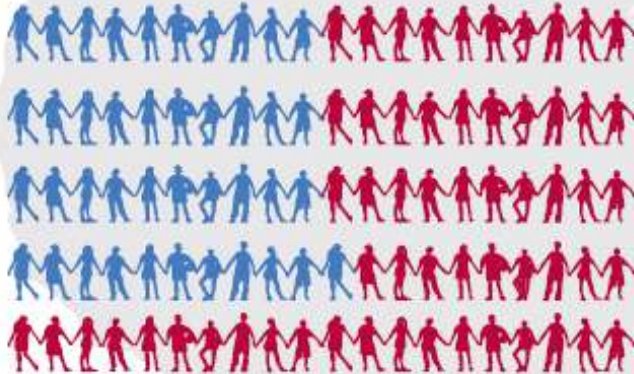
How All Students and Their Groups Overlap

All students: 267,259 (100%)

Low-SES: 134,539 (50.3%)

SWD: 45,219 (16.9%)

Both Low-SES & SWD: 27,186 (10.2%)
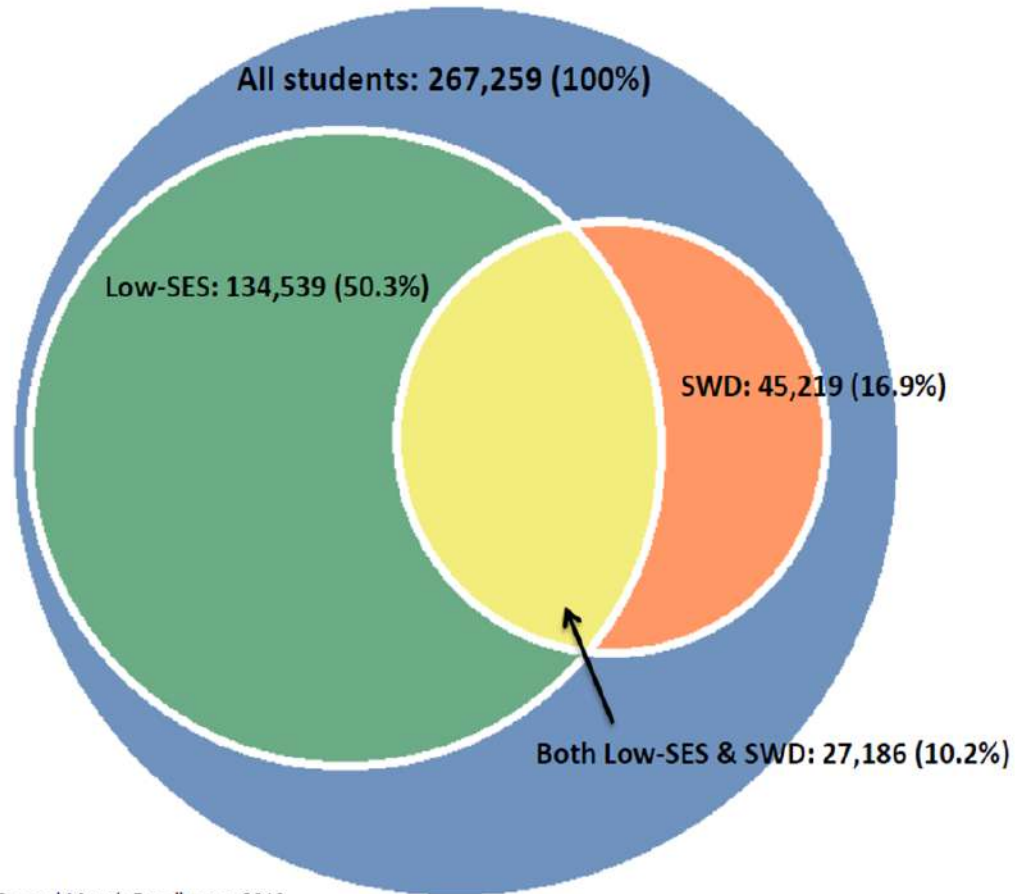
Data source: WVEIS Second Month Enrollment, 2013

Percentages of Students with Disabilities Who Belong to Other Groups

Of those in the Low-SES subgroup, 20% also qualify as SWD

Of those in the SWD subgroup, 60% also qualify as Low-SES

Low-SES: 134,539

Both Low-SES & SWD: 27,186

SWD: 45,219
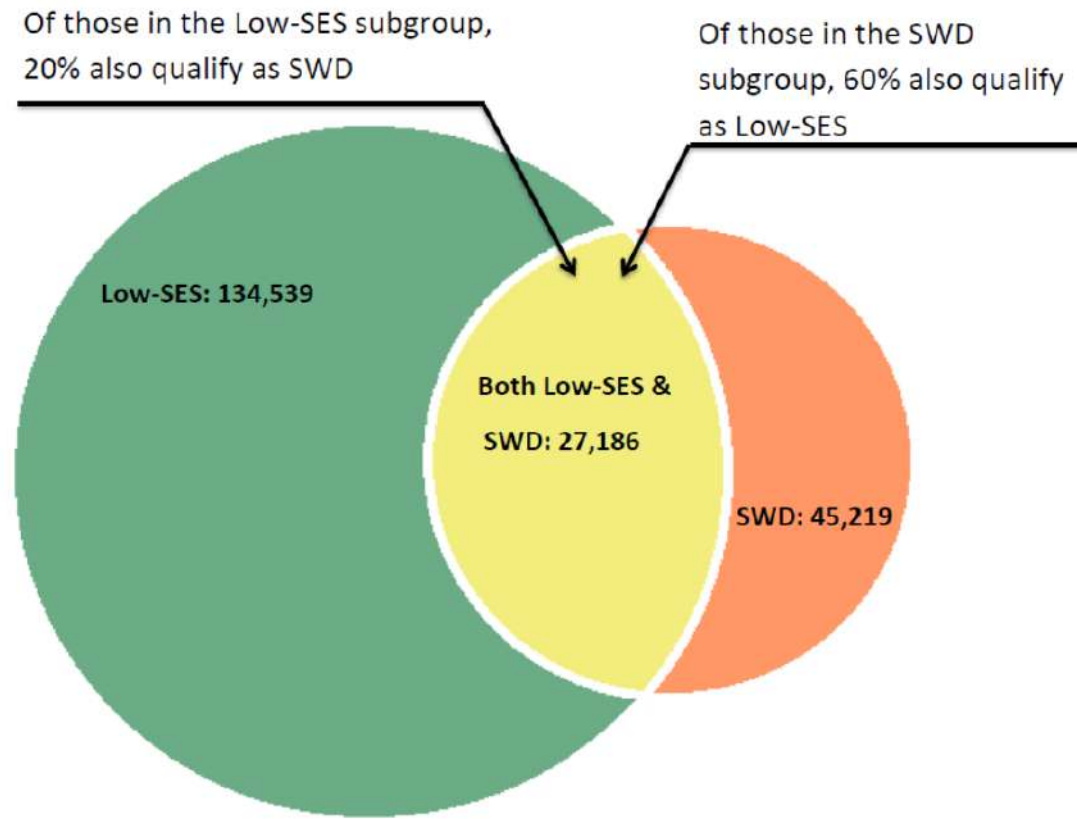
Data source: WVEIS Second Month Enrollment, 2013

Access to the General Education Curriculum

- To provide students with exceptionalities access to the general education curriculum
- To provide consistent expectations for all students
- To ensure instructional accountability
- To lay out the plan for the student to "...be involved in and progress in the general education curriculum."

34 CFR § 300.320 (a)(2)(i)(A)

What are the Next Generation Content Standards and Objectives?

- Aligned with college and work expectations

- Focused and coherent

- Include rigorous content and application of knowledge through high-order skills

- Build upon strengths and lessons of current state standards

- Internationally benchmarked so that all students are prepared to succeed in our global economy and society

- Based on evidence and research

- State led – coordinated by NGA Center and CCSSO

Why is this important?

- Prior to the development of the Common Core State Standards, every state had its own set of academic standards, meaning public education students in each state are learning to different levels

- All students must be prepared to compete with not only their American peers in the next state, but with students from around the world

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Design and Organization

Major design goals

- Align with best evidence on college and career readiness expectations

- Built on the best standards-work of the participating states

- Maintain focus on what matters most for readiness

Design and Organization – English Language Arts

Content Design

- K–12 English Language Arts (includes informational text and literary text).

- K–12 Literacy in History/Social Studies

- Reading Foundations K-5

- (Science and Technical Subjects have a shared responsibility for students' literacy development)

Three Appendices

- A: Research and evidence; glossary of key terms

- B: Reading text exemplars; sample performance tasks

- C: Annotated student writing samples

Design and Organization – English Language Arts

Four Standards

- Reading (including Reading Foundational Skills K-5)
- Writing
- Speaking and Listening
- Language

An integrated model of literacy

Media requirements blended throughout

Design and Organization – English Language Arts

College and Career Readiness (CCR) anchor standards

▸ Broad expectations consistent across grades and content areas

▸ Based on evidence about college and workforce training expectations

▸ Range and content

Next Generation CSOs
Reference Packet

English Language Arts
K-12

Standard

GRADE 9

Language

Performance Descriptors

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Ninth grade students at distinguished level in language:	Ninth grade students at above mastery level in language:	Ninth grade students at mastery level in language:	Ninth grade students at partial mastery level in language:	Ninth grade students at the novice level in language:
use colons to introduce quotations, semi-colons and parallel structure; incorporate a variety of phrases and clauses for sentence variety and interest;	use colons to introduce quotations with scaffolding; use semi-colons and parallel structure; incorporate a variety of phrases and clauses for sentence variety and interest;	use colons, semi-colons and parallel structure; incorporate a variety of phrases and clauses for sentence variety and interest;	use colons, semi-colons and parallel structure; incorporate a variety of phrases and clauses for sentence variety and interest with scaffolding;	use advanced verb forms and verbals; correct inappropriate shifts in voice and mood; use punctuation that indicates pause and omission; and use parallel structure;
apply knowledge of language to write and edit work appropriate for the discipline and writing type, understand how language functions in different contexts to make effective choices for meaning or style to aid in comprehension; conform to the guidelines of a style manual;	apply knowledge of language to write and edit work appropriate for the discipline and writing type, understand how language functions in different contexts to make effective choices for meaning or style to aid in comprehension; conform to the guidelines of a style manual with minimal scaffolding;	apply knowledge of language to write and edit work, understand how language functions in different contexts to make effective choices for meaning or style; conform to the guidelines of a style manual;	apply knowledge of language to write and edit work, understand how language functions in different contexts to make effective choices for meaning or style; conform to the guidelines of a style manual with scaffolding;	use knowledge of language to understand word choices, including how verb voice and verb mood affect context, emphasis, expression and formal style;
clarify etymology and interpret figures of speech such as euphemism and oxymoron in context and analyze their roles in the text independently and proficiently.	independently clarify etymology and interpret figures of speech such as euphemism and oxymoron in context and analyze their roles in the text.	clarify etymology and interpret figures of speech such as euphemism and oxymoron in context and analyze their roles in the text with minimal scaffolding.	clarify etymology and interpret figures of speech such as euphemism and oxymoron in context and analyze their roles in the text with scaffolding.	interpret figures of speech such as verbal irony and puns in context independently and proficiently.

Performance Descriptors

Cluster

Conventions of Standard English - A

ELA.9.L.C15.1   demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- use parallel structure.
- use various types of phrases (noun, verb, adjective, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

(CCSS L.9-10.1)

Objectives

ELA.9.L.C15.2   demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

- use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- use a colon to introduce a list or quotation.
- spell correctly.

(CCSS L.9-10.2)

Sub Objective

Common Core State Standard Identifiers

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Design and Organization – English Language Arts

Subject (English Language Arts)

Grade Level (9)

Standard (Language)

Cluster (Conventions of Standard English)

Cluster Number (15)

Objective (demonstrate command of the conventions of Standard English grammar and usage when writing or speaking)

ELA.9.L.C15.1
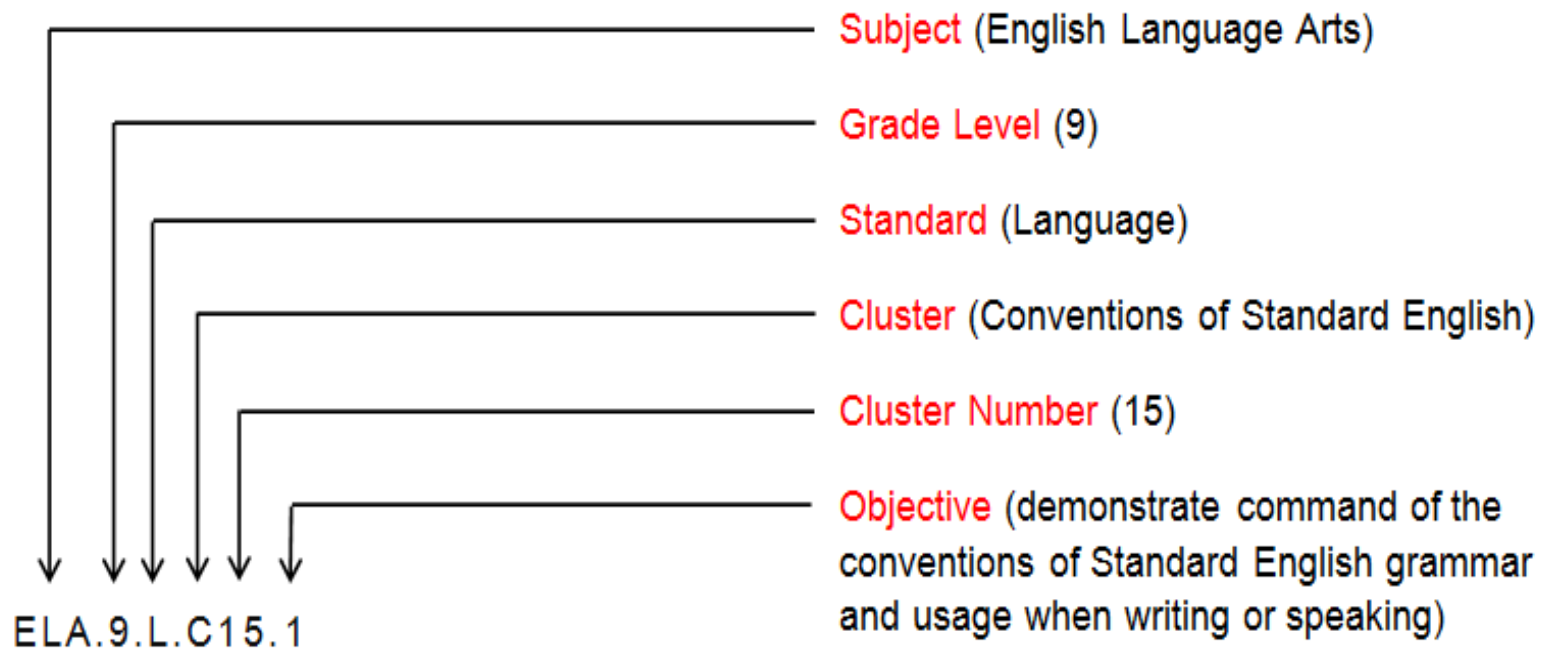
NxGCSO Shifts – English Language Arts/Literacy

- Building knowledge through content-rich nonfiction.

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

- Regular practice with complex text and associated academic language.

Focus on Informational Text

Table: Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary Text	Informational Text
Elementary	50%	50%
Middle Levels	45%	55%
High School	30%	70%

Increase in Informative and Argumentative Writing

Table: Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
Elementary	30%	35%	35%
Middle Level	35%	35%	30%
High School	40%	40%	20%

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Attention to Text Complexity

Text Complexity Grade Bands and Associated Lexile Ranges in Lexile Measures

Text Complexity Grade Band in the Standards	Lexile Ranges Aligned to College and Career Readiness Expectations
K-1	N/A
2-3	450-790
4-5	770-980
6-8	955-1155
9-10	1080-1305
11-College Career Readiness	1215-1355

Design and Organization - English Language Arts

A Cluster Alignment Across Grade level
Grade 8   Grade 9   Grade 10

Blue Highlights - Definitions

Teach 21 Resources
Unit Plans
Lesson Plans

G Objective Across Grade level – Learning Progression

P Performance Task

Bold – Taught Everything

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Learning Progressions – English Language Arts – NxGCSOs

- Learning Progressions are the picture of the path students typically follow as they learn.
- The college and career readiness anchor standards are the focal point for the learning trajectories embedded in the ELA NxGCSO document.
- The grade-specific standards provide guidance to all K-12 teachers regarding the special role that each grade-level teacher holds in establishing the building blocks for the more complex learning to come.
- The learning progressions articulated in the ELA NxGCSOs are useful verbal descriptions of how learning is expected to progress over time.

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Activity 2.2

Back

Objective Across Grade Levels - ELA.6.R.C1.5	
ELA.K.R.C1.5	with prompting and support, identify the main topic and retell key details of an informational text. (CCSS RI.K.2)
ELA.1.R.C1.5	identify the main topic and retell key details of an informational text. (CCSS RI.1.2)
ELA.2.R.C1.5	identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within informational text. (CCSS RI.2.2)
ELA.3.R.C1.5	determine the main idea of an informational text; recount the key details and explain how they support the main idea. (CCSS RI.3.2)
ELA.4.R.C1.5	determine the main idea of an informational text and explain how it is supported by key details; summarize the text. (CCSS RI.4.2)
ELA.5.R.C1.5	determine two or more main ideas of an informational text and explain how they are supported by key details; summarize the text. (CCSS RI.5.2)
ELA.6.R.C1.5	determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS RI.6.2)
ELA.7.R.C1.5	determine two or more central ideas in an informational text and analyze their development over the course of the text; provide an objective summary of the text. (CCSS RI.7.2)
ELA.8.R.C1.5	determine a central idea of an informational text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (CCSS RI.8.2)
ELA.9.R.C1.5	determine a central idea of an informational text and analyze its development over the course of the informational text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the informational text. (CCSS RI.9-10.2)
ELA.10.R.C1.5	determine two central ideas of an informational text and analyze their development over the course of the informational text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the informational text. (CCSS RI.9-10.2)
ELA.11.R.C1.5	determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS RI.11-12.2)
ELA.12.R.C1.5	determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex and critical analysis; provide an objective summary of the text. (CCSS RI.11-12.2)

Back

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1900 Kanawha Boulevard East, Charleston, WV 25305
(Staff Phone and Email by Name)   (School Directory)

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Language

Performance Descriptors				
Distinguished	**Above Mastery**	**Mastery**	**Partial Mastery**	**Novice**
Ninth grade students at distinguished level in language:	Ninth grade students at above mastery level in language:	Ninth grade students at mastery level in language:	Ninth grade students at partial mastery level in language:	Ninth grade students at the novice level in language:
use colons to introduce quotations, semi-colons and parallel structure; incorporate a variety of phrases and clauses for sentence variety and interest;	use colons to introduce quotations with scaffolding; use semi-colons and parallel structure; incorporate a variety of phrases and clauses for sentence variety and interest;	use colons, semi-colons and parallel structure; incorporate a variety of phrases and clauses for sentence variety and interest;	use colons, semi-colons and parallel structure; incorporate a variety of phrases and clauses for sentence variety and interest with scaffolding;	use advanced verb forms and verbals; correct inappropriate shifts in voice and mood; use punctuation that indicates pause and omission; and use parallel structure;
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Conventions of Standard English -

ELA.9.L.C15.1   demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- use parallel structure.
- use various types of phrases (noun, verb, adjectival, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

(CCSS L.9-10.1)

Instructional Supports

- Define phrases, clauses, and verbals.
- Apply rules of subject-verb agreement when the subject has compound parts joined by or with the second element as singular or plural.
- Apply rules of subject-verb agreement with the subjunctive mood.
- Identify and use parallel structure.
- Identify various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial).

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COMMON CORE STATE STANDARDS FOR

English Language Arts
&
Literacy in
History/Social Studies,
Science, and Technical Subjects

Appendix A:

Research Supporting
Key Elements of the Standards

Glossary of Key Terms

Reading Foundational Skills

The following supplements the Reading Standards: Foundational Skills (K–5) in the main document (pp. 15–17). See page 37 in the bibliography of this appendix for sources used in helping construct the foundational skills and the material below.

Phoneme-Grapheme Correspondences

Consonants

Common graphemes (spellings) are listed in the following table for each of the consonant sounds. Note that the term *grapheme* refers to a letter or letter combination that corresponds to one speech sound.

Figure 8: Consonant Phoneme-Grapheme Correspondences in English

Phoneme	Word Examples	Common Graphemes (Spellings) for the Phoneme*
/p/	pit, spider, stop	p
/b/	bit, brat, bubble	b
/m/	mitt, comb, hymn	m, mb, mn
/t/	tickle, mitt, sipped	t, tt, ed
/d/	die, loved	d, ed
/n/	nice, knight, gnat	n, kn, gn
/k/	cup, kite, duck, chorus, folk, quiet	k, c, ck, ch, lk, q
/g/	girl, Pittsburgh	g, gh
/ng/	sing, bank	ng, n
/f/	fluff, sphere, tough, calf	f, ff, gh, ph, lf
/v/	van, dove	v, ve
/s/	sit, pass, science, psychic	s, ss, sc, ps
/z/	zoo, jazz, nose, as, xylophone	z, zz, se, s, x
/th/	thin, breath, ether	th
/th/	this, breathe, either	th
/sh/	shoe, mission, sure, charade, precious, notion, mission, special	sh, ss, s, ch, sc, ti, si, ci
/zh/	measure, azure	s, z
/ch/	cheap, future, etch	ch, tch
/j/	judge, wage	j, dge, ge
/l/	lamb, call, single	l, ll, le
/r/	reach, wrap, her, fur, stir	r, wr, er/ur/ir
/y/	you, use, feud, onion	y, (u, eu), i
/w/	witch, queen	w, (q)u
/wh/	where	wh
/h/	house, whole	h, wh

*Graphemes in the word list are among the most common spellings, but the list does not include all possible graphemes for a given consonant. Most graphemes are more than one letter.

Vocabulary

Acquiring Vocabulary

> Words are not just words. They are the nexus—the interface—between communication and thought. When we read, it is through words that we build, refine, and modify our knowledge. What makes vocabulary valuable and important is not the words themselves so much as the understandings they afford.
>
> Marilyn Jager Adams (2009, p. 180)

The importance of students acquiring a rich and varied vocabulary cannot be overstated. Vocabulary has been empirically connected to reading comprehension since at least 1925 (Whipple, 1925) and had its importance to comprehension confirmed in recent years (National Institute of Child Health and Human Development, 2000). It is widely accepted among researchers that the difference in students' vocabulary levels is a key factor in disparities in academic achievement (Baumann & Kameenui, 1991; Becker, 1977; Stanovich, 1986) but that vocabulary instruction has been neither frequent nor systematic in most schools (Biemiller, 2001; Durkin, 1978; Lesaux, Kieffer, Faller, & Kelley, 2010; Scott & Nagy, 1997).

Research suggests that if students are going to grasp and retain words and comprehend text, they need incremental, repeated exposure in a variety of contexts to the words they are trying to learn. When students make multiple connections between a new word and their own experiences, they develop a nuanced and flexible understanding of the word they are learning. In this way, students learn not only what a word means but also how to use that word in a variety of contexts, and they can apply appropriate senses of the word's meaning in order to understand the word in different contexts (Landauer & Dumais, 1997; Landauer, McNamara, Dennis, & Kintsch, 2007; Nagy, Herman, & Anderson, 1985).

Initially, children readily learn words from oral conversation because such conversations are context rich in ways that aid in vocabulary acquisition: in discussions, a small set of words (accompanied by gesture and intonation) is used with great frequency to talk about a narrow range of situations children are exposed to on a day-to-day basis. Yet as children reach school age, new words are introduced less frequently in conversation, and consequently vocabulary acquisition eventually stagnates by grade 4 or 5 unless students acquire additional words from written context (Hayes & Ahrens, 1988).

Written language contains literally thousands of words more than are typically used in conversational language. Yet writing lacks the interactivity and nonverbal context that make acquiring vocabulary through oral conversation relatively easy, which means that purposeful and ongoing concentration on vocabulary is needed (Hayes & Ahrens, 1988). In fact, at most between 5 and 15 percent of new words encountered upon first reading are retained, and the weaker a student's vocabulary is the smaller the gain (Daneman & Green, 1986; Hayes & Ahrens, 1988; Herman, Anderson, Pearson, & Nagy, 1987; Sternberg & Powell, 1983). Yet research shows that if students are truly to understand what they read, they must grasp upward of 95 percent of the words (Betts, 1946; Carver, 1994; Hu & Nation, 2000; Laufer, 1988).

The challenge in reaching what we might call "lexical dexterity" is that, in any given instance, it is not the entire spectrum of a word's history, meanings, usages, and features that matters but only those aspects that are relevant at that moment. Therefore, for a reader to grasp the meaning of a word, two things must happen: first, the reader's internal representation of the word must be sufficiently complete and well articulated to allow the intended meaning to be known to him or her; second, the reader must understand the context well enough to select the intended meaning from the realm of the word's possible meanings (which in turn depends on understanding the surrounding words of the text).

Key to students' vocabulary development is building rich and flexible word knowledge. Students need plentiful opportunities to use and respond to the words they learn through playful informal talk, discussion, reading or being read to, and responding to what is read. Students benefit from instruction about the connections and patterns in language. Developing in students an analytical attitude toward the logic and sentence structure of their texts, alongside an awareness of word parts, word origins, and word relationships, provides students with a sense of how language works such that syntax, morphology, and etymology can become useful cues in building meaning as students encounter new words and concepts (Beck, McKeown, & Kucan, 2008). Although direct study of language is essential to student progress, most word learning occurs indirectly and unconsciously through normal reading, writing, listening, and speaking (Miller, 1999; Nagy, Anderson, & Herman, 1987).

As students are exposed to and interact with language throughout their school careers, they are able to acquire understandings of word meanings, build awareness of the workings of language, and apply their knowledge to comprehend and produce language.

Design and Organization - Mathematics

The NxGCSOs for mathematics are comprised of two corresponding and connected sets of standards:

Standards for Mathematical Practice

- A set of eight standards that describe the ways in which the mathematics content standards should be approached

- Reoccurring throughout the grades

STANDARDS FOR MATHEMATICAL PRACTICE

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices are based on important "processes and proficiencies" that have longstanding importance in mathematics education. The first of these are the National Council of Teachers of Mathematics' (NCTM) process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report, *Adding It Up: Helping Children Learn Mathematics*. These proficiencies include adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations, and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently, and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy). The eight Standards for Mathematical Practice are listed below along with a description of behaviors and performances of mathematically proficient students.

Mathematically proficient students:

1. **Make sense of problems and persevere in solving them.** These students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. These students consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to obtain the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solve complex problems and identify correspondences between different approaches.

2. **Reason abstractly and quantitatively.** Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships. One is the ability to *decontextualize*, to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents. The second is the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

3. **Construct viable arguments and critique the reasoning of others.** These students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. These students justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically

Design and Organization - Mathematics

The NxGCSOs for mathematics are comprised of two corresponding and connected sets of standards:

Standards for Mathematical Content

- These standards define what students should understand and be able to do in their study of mathematics

- Different at each grade level

Next Generation CSOs
Reference Packet

Mathematics
K-8

Next Generation CSOs
Reference Packet

Mathematics
High School Math

Design and Organization - Mathematics
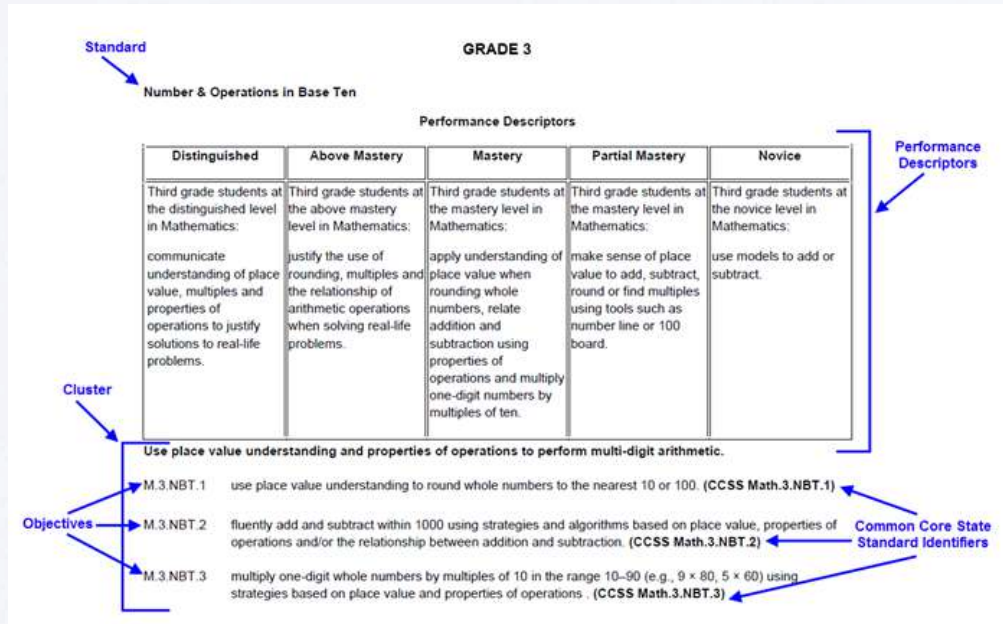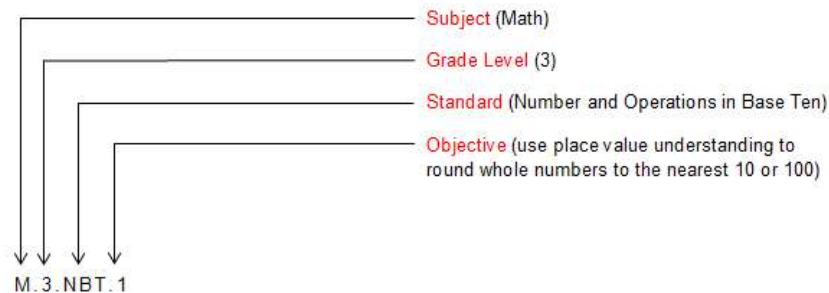
NxGCSO Shifts - Mathematics

- Focus is on the concepts that are prioritized in the standards for each grade and course.

- Standards and math practices are designed with a coherent progression from grade to grade.

- Major focus areas for each grade level build rigor and conceptual understanding of key concepts.

Priorities in Mathematics

Grade	Focus Areas in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding
K–2	Addition and subtraction, measurement using whole number quantities
3–5	Multiplication and division of whole numbers and fractions
6	Ratios and proportional reasoning; early expressions and equations
7	Ratios and proportional reasoning; arithmetic of rational numbers
8	Linear algebra and linear functions

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Required Fluencies in K-6

Grade	Standard	Required Fluency
K	K.OA.5	Add/subtract within 5
1	1.OA.6	Add/subtract within 10
2	2.OA.2 2.NBT.5	Add/subtract within 20 (know single-digit sums from memory) Add/subtract within 100
3	3.OA.7 3.NBT.2	Multiply/divide within 100 (know single-digit products from memory) Add/subtract within 1000
4	4.NBT.4	Add/subtract within 1,000,000
5	5.NBT.5	Multi-digit multiplication
6	6.NS.2,3	Multi-digit division Multi-digit decimal operations

Content Emphases – (NxGCSOs and NxGECEs)

- Not all of the content in a given grade is emphasized equally in the NxGCSOs and NxGECEs

- Some clusters require greater emphasis than others based on:
  - The depth of ideas
  - The time they take to master
  - Their importance to future learning or the demands of college and career readiness

- Intense focus on the most critical material at each grade allows depth in learning

Content Emphases by Cluster--Kindergarten[*]

Not all of the content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than the others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. In addition, an intense focus on the most critical material at each grade allows depth in learning, which is carried out through the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. The following table identifies the Major Clusters, Additional Clusters, and Supporting Clusters for this grade.

Key: ■ Major Clusters; ◼ Supporting Clusters; ⬡ Additional Clusters

Counting and Cardinality
- ■ **Know number names and the count sequence.**
- ■ **Count to tell the number of objects.**
- ■ **Compare numbers.**

Operations and Algebraic Thinking
- ■ **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**

Number and Operations in Base Ten
- ■ **Work with numbers 11-19 to gain foundations for place value.**

Measurement and Data
- ⬡ **Describe and compare measureable attributes.**
- ◼ **Classify objects and count the number of objects in categories.**

Geometry
- ⬡ **Identify and describe shapes.**
- ⬡ **Analyze, compare, create, and compose shapes.**

---

[*] **Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.**

Learning Progressions – Mathematics - NxGCSOs

- Learning progressions are the picture of the path students typically follow as they learn.

- The learning progressions in mathematics are not vertically aligned by anchor standards as in ELA but are vertically centered on individual topics.

- Learning progressions move from one topic to another, objectives need to be mastered, and standards are interwoven and interdependent.

- One objective impacts many and many objectives impact one.

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BOOK THREE

GETTING
READY
Common
Core

Navigating the Mathematics Common Core State Standards

Jon Christenson | Maryann D. Wiggs
Cathy J. Lassiter | Lori Cook

Learning Progression for Algebraic Thinking/Expressions and Equations

Grades K-2	Grades 3-5	Grades 6-8
Kindergarten **K.OA.3** – Decompose numbers less than or equal to 10 into pairs in more than one way **K.OA.4** – For any number from 1 to 9, find the number that makes 10 when added to the given number **Grade 1** **1.OA.7** – Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false **1.OA.8** – Determine the unknown whole number in an addition or subtraction equation relating three whole numbers **Grade 2** **2.OA.1** – Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions	**Grade 3** **3.OA.4** – Determine the unknown whole number in a multiplication or division equation relating three whole numbers **3.OA.8** – Solve two-step word problems using four operations. Represent these problems using equations with a letter standing for the unknown quantity **Grade 4** **4.OA.2** – Multiply or divide to solve word problems involving multiplicative comparison by using equations with a symbol for the unknown number **4.OA.5** – Generate a number pattern or shape pattern that follows a given rule **Grade 5** **5.OA.3** – Analyze patterns and relationships **5.OA.3** – Identify apparent relationships between corresponding terms **5.OA.3** – Form ordered pairs from pattern and graph ordered pairs on coordinate plane **5.OA.2** – Write simple expressions that record calculations with numbers	**Grade 6** **6.EE.1,2,3,4** – Apply and extend previous understandings of arithmetic to algebraic expressions **6.EE.5, 6, 7, 8** – Reason about and solve one-variable equations and inequalities **6.EE.9** – Represent and analyze quantitative relationships between dependent and independent variables **Grade 7** **7.EE.1,2** – Use properties of operations to generate equivalent expressions **7.EE.4** – Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities **7.EE.4a** – Solve two-step equations **Grade 8** **8.EE.5,6** – Understand the connections between proportional relationships, lines, and linear equations **8.EE.7,8** – Analyze and solve linear equations and pairs of simultaneous linear equations

Support for Standards-Based Individualized Education Programs: Mathematics K-8, Math 9

Guidance for West Virginia Schools and Districts

Office of Special Programs
West Virginia Department of Education

December 2013

Number & Operations in Base Ten

Performance Descriptors				
Distinguished	**Above Mastery**	**Mastery**	**Partial Mastery**	**Novice**
Third grade students at the distinguished level in Mathematics: communicate understanding of place value, multiples and properties of operations to justify solutions to real-life problems.	Third grade students at the above mastery level in Mathematics: justify the use of rounding, multiples and the relationship of arithmetic operations when solving real-life problems.	Third grade students at the mastery level in Mathematics: apply understanding of place value when rounding whole numbers, relate addition and subtraction using properties of operations and multiply one-digit numbers by multiples of ten.	Third grade students at the mastery level in Mathematics: make sense of place value to add, subtract, round or find multiples using tools such as number line or 100 board.	Third grade students at the novice level in Mathematics: use models to add or subtract.

Use place value understanding and properties of operations to perform multi-digit arithmetic.

M.3.NBT.1   use place value understanding to round whole numbers to the nearest 10 or 100. **(CCSS Math.3.NBT.1)**
Define rounding

- Round whole numbers from 100 to 999 using whole numbers from 10 to 99
- Model rounding whole numbers to the nearest 100
- Round whole numbers from 10 to 99 using whole numbers from 1 to 9
- Model rounding whole numbers to the nearest 10
- Identify the steps in rounding two- and three-digit numbers
  Example: identify the digit that may change and the number to the right
- Round whole numbers from 1 to 9 and model to show proficiency
- Understand that the two digits of a two-digit number represent amounts of tens and ones
- Match the number in the ones, tens, and hundreds position to a pictorial representation or manipulative of the value

Instructional Supports

Career Technical Education for Students with Disabilities:
Guidance for West Virginia Schools and Districts

Kindergarten - 5 Grade
Instructional Guide

Common Core Essential Elements
& Alternate Achievement Descriptors

Mathematics

DOCUMENT ORGANIZATION

Common Core Grade-Level Clusters are the Cluster titles and Grade-Level Indicators as they appear in the CCSS for Mathematics (Common Core State Standards Initiative, 2010).

Common Core Essential Elements (EEs) describe links to the CCSS for access by students with significant cognitive disabilities.

Instructional Achievement Level Descriptors (IALDs) describe performance at four achievement levels based on the EEs and are accompanied by examples at each achievement level.

CCSS Grade-Level Clusters	Common Core Essential Elements	Instructional Achievement Level Descriptor
Represent and solve problems involving addition and subtraction. 1.OA.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	EE1.OA.1.a. Use language to describe putting together and taking apart, aspects of addition and subtraction.	**Level IV AA Students will:** EE1.OA.1.a. Use words like take away, subtract, give, add, more, and same quantity, when putting together and taking apart. Ex. When gathering and distributing classroom supplies, appropriately use words like "more" and "take away" (handing out paper, pencils, or other tools used in a lesson). Ex. When picking teams for P.E., use the language of "I need one more student" or "I need to take away one more from my team." Ex. Request "one more" or "take away" one or more when the teacher has set up an activity where there is an uneven number of supplies. Ex. During an activity, use "add," "more," "less," etc. to indicate when a different amount is needed. **Level III AA Students will:** EE1.OA.1.a. Use language to describe putting together and taking apart, aspects of addition and subtraction. Ex. After the teacher shows six blocks and removes two, label the action as "take away" or informal language with the same meaning. Ex. Appropriately use "more" and "give" to express desire for more snacks or blocks. Ex. Use one-to-one correspondence to line up two sets of objects and ask which group has more/less. Ex. During practice of adding __ more to a numeral, show correct flashcard when asked, "I have two; who has two more (4)?" **Level II AA Students will:** EE1.OA.1.a. Put together or take away. Ex. Take away one crayon from the box. Ex. Put together red blocks and green blocks when asked. Ex. Give coins to purchase an item or take change at end of purchase. Ex. Give the teacher two blocks and then two more blocks. **Level I AA Students will:** EE1.OA.1.a. Follow directions to put together or take away an object with a verbal prompt. Ex. In a classroom routine and when presented with a component needed for the routine, give component(s) when asked to put together for the activity. Ex. Take a paper or object from peer when passed out. Ex. Offer paper or object to peer to put together with group's work when collected at the end of the lesson.

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Community Readiness
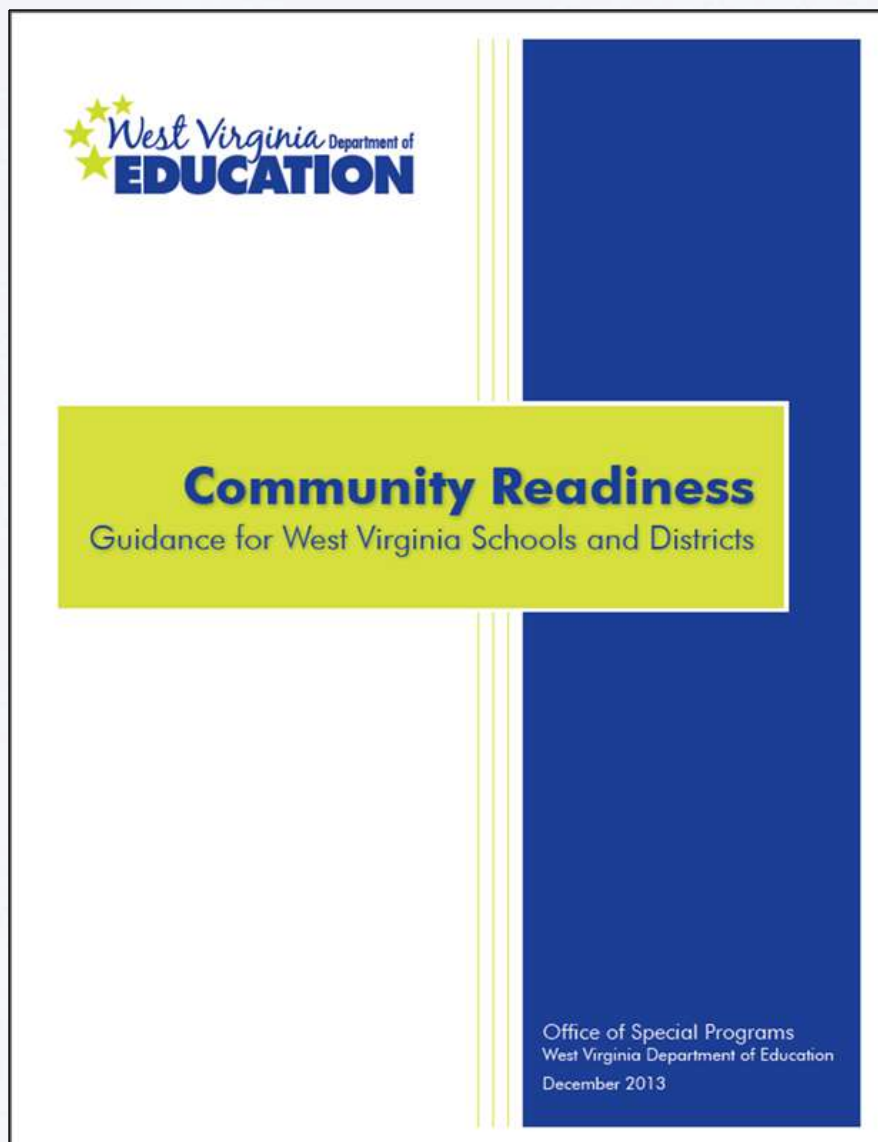
Community Readiness

Community readiness emphasizes the need to support the instruction of skills necessary to live, work and actively participate in the community.

Community Readiness

- The purpose of this document is to provide current information for educators and families planning for the instructional needs of students with disabilities.

- The education of students with disabilities is optimum when access to the general education curriculum is coupled with high expectations.

- Students with disabilities (SWDs) may require functional skill instructional supports in the general education environment and/or the special education environment, to prepare them to lead **productive and independent adult lives** to the maximum extent possible (IDEA 2004 Statute: Title I/A/601/c).

Community Readiness

- Academic standards for all students are established in state policy, however, community readiness is less well defined.

- To acquire both academic and community readiness skills, students with disabilities may need:

    concrete and intentional instruction over time to generalize skills others learn incidentally.

Sample IEP Community Readiness Standards and Objectives

- Integration of functional skill instruction into the general education curriculum may not meet the needs of all students.

- Specific goals for functional skills beyond the general curriculum may be necessary to provide a student with an individualized education.

- Samples were compiled based on the work of the Cabell County Special Education Office and the Putnam County Office of Exceptional Education.

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NxGCSO Shifts – Classroom Instruction

- Universal Design for Learning

- Differentiated Instruction

- Digital Learning Environments

- Academic Vocabulary

- Project-Based Learning

- Problem Solving

- Cognitive Strategies Instruction

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Universal Design for Learning (UDL)

- UDL was first defined by the Center for Applied Special Technology (CAST) over 25 years ago and is a framework which promotes flexible instructional environments that will accommodate a wide range of individual learning differences.

- UDL is intended to increase access to the curriculum by reducing physical, cognitive, intellectual, language and other barriers to learning.

Universal Design for Learning (UDL) to Access the Standards

UDL is defined as a scientifically valid framework for guiding educational practice that:

- Provides flexibility in the ways information is presented in the ways students respond and demonstrate knowledge and skills, and in the ways students are engaged; and

- Reduces barriers to instruction, provides appropriate accommodations, supports and challenges, and high achievement expectations for all students including students with disabilities and students who are limited English proficient.

16 - UNIVERSAL DESIGN FOR LEARNING (UDL)

Universal Design for Learning (UDL) is an educational framework based on research in the learning sciences, which guides development and management of flexible learning environments that can accommodate individual learning differences, for ALL learners. UDL takes into account the unique way individuals learn through application of three principles. In a UDL environment, educators implement a curriculum that provides:

- Principle 1 - Multiple means of representation to give learners various ways of acquiring information and knowledge
- Principle 2 - Multiple means of action and expression to provide learners alternatives for demonstrating their knowledge
- Principle 3 - Multiple means of engagement to motivate and challenge learners by tapping into their interests and learning styles

UDL helps address learner variability by supporting flexible designs from the start with customizable options that allow all learners to efficiently progress from where they are towards where they need to be in ways that connect for them, personally. UDL is a strong proponent of backwards design planning, and it expands the opportunity for all learners to benefit from the Next Generations Content Standards and Objectives without diminishing the rigor of the content. The UDL Guidelines support instructional processes in an equitable setting where students at all levels and stages, across a broad spectrum of needs can, at the same time, learn.

Universal Design for Learning evolved out of the architectural field's movement to efficiently and effectively create spaces and environments that are universally accessible. The Center for Applied Special Technology (CAST), a nonprofit educational research and development organization, is recognized as a leader in expanding implementation of UDL to educational environments. Through the CAST organization the UDL framework continues to undergo rigorous testing in classroom settings, and findings inform the development of guidance and tools disseminated through the CAST website http://www.cast.org/udl/. The extensive guidelines for UDL implementation developed by CAST and endorsed by others including the US Department of Education, the National Center on UDL and the IRIS Center are summarized in the chart to follow.

UNIVERSAL DESIGN FOR LEARNING GUIDELINES

Multiple Means of Representation	Multiple Means for Action and Expression	Multiple Means for Engagement
• Provide options for perception • Provide options for language, mathematical expressions and symbols • Provide options for comprehension	• Provide options for physical action • Provide options for expression and comprehension • Provide options for executive function	• Provide options for recruiting interest • Provides options for sustaining effort and persistence • Provide options for self-regulation

Each of these UDL principles translates into specific instructional strategies that teachers can use as they implement the NxGCSOs and NxGECEs and expand all learners' opportunities to take in content and express their learning.

For more information contact:
Office of Special Programs • 304.558.2696 • *http://wvde.state.wv.us/osp/*
CAST • *http://www.cast.org/udl* | UDL Center • *http://www.udlcenter.org*

Universal Design for Learning (UDL)

Sample Representation and Expression Statements for IEP Goals

Representation (Given)	Expression (will demonstrate)
After listening to a grade level informational passage and viewing a short video of the same concepts, …	…will use word processing to write a two-paragraph reflective essay summarizing the impact of the information in his personal life with 80% accuracy in 2 our of 3 trials over 4 months.
Given a grade-level math word problem and manipulatives, and with a peer partner…	…will determine the steps and math processes needed o solve the problem an write the steps in complete sentences with 90% accuracy in 2 our of 3 trial over 6 months.

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Differentiated Instruction (DI)

DI is defined as an approach that addresses student diversity in the teaching and learning process; it incorporates (3) components:

1. What will be taught? (planning and preparation)

2. How will it be taught? (implementation of instruction)

3. How will progress be measured? (assessing evidence of learning)

Differentiate Instruction (DI) to Access the Standards

Effective teachers **differentiate** by:

- providing instruction based on
  - review of state and formative assessment data
  - progress toward standards
- using evidence-based practices and materials
- responsively customizing and scaffolding

Standards

Focus on Individual Student Learning through **Differentiated Instruction**

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17 - Differentiated Instruction (DI)

Differentiated Instruction (DI) is a process grounded in strong relationships, high-quality learning goals, ongoing assessment used to inform instructional planning, flexible grouping, and multiple avenues for learning that respect and build on the diversity of students' learning needs within their learning environment. DI occurs when teachers adjust curriculum, instructional approaches, resources, learning tasks and student products to align with the needs of individual students and/or small groups of students. In a high functioning multi-level system of supports, students receive research-based instruction based on data and suited to their diverse readiness levels, interests and learning styles in order to expand opportunities for growth (McLaughlin & Talbert, 1993) within the core curriculum. Aligning with the belief that: "Real learning – of the sort that enables students to retain, apply and transfer content – has to happen in students, not to them." (National Research Council, 2000; Wiggins & McTighe, 1998) and with the rigorous expectations of the NXGCSOs, effective learning experiences must entice learners to engage and connect to content at a deep level in ways that will make sense to them, personally. The principles of DI scaffold teachers to design instruction that serves this purpose. A major focus of school accountability is to close the achievement gaps between different groups of students. When educators have a deeper understanding of DI, they will be able to infuse core lessons with learning options that are more relevant to their students and thereby, more effective. Differentiated Instruction is part of how we close the achievement gap.

DI, an approach that addresses student diversity in the teaching and learning process, incorporates three basic components to address individual learning needs:
- What will be taught? – planning and preparation
- How will it be taught? – implementation of instruction
- How will progress be measured? – assessing evidence of learning

PRACTICAL STRATEGIES FOR DI IMPLEMENTATION

Planning the Curriculum	Instructional Strategies	Assessment
• Identify Core Concepts and Skills • Modify Scope and Sequence • Determine Evidence of Learning • Connect and Integrate • Plan Scope and Sequence	• Varying Grouping Models • Employ Brain – Compatible Strategies • Use Multiple Intelligences (MI) • Incorporate Metacognitive Strategies • Adjust to Align with needs	• Formal and Informal Assessment • Portfolios • Projects

DI is not a new idea in education; however, expanding online resources and technology tools make it progressively more realistic for educators to offer more options to students, thereby increasing student engagement and supporting students in developing the capacities necessary for managing their own lifelong learning as well as becoming prepared to make meaningful contributions outside of school. Teachers of students with disabilities and the academically gifted have long been familiar with the concept of DI, however, it is crucial for all teachers to understand that these research based practices must be implemented in all classrooms if we are to meet the needs of all students.

For more information contact:

Office of Special Programs • 304.558.2696 • *http://wvde.state.wv.us/osp/*
Carol Ann Tomlinson's resources on Differentiated Instruction:
http://www.caroltomlinson.com
Free course on DI:
http://www.curriculumassociates.com/professional-development/topics/diffinstruction/index.htm

14 - Technology

Part of ensuring that West Virginia students receive an education is to provide the necessary resources (e.g., hardware, software, professional development, infrastructure and technical support) to meet the needs of learners. To acquire skills, students and teachers need access to appropriate technology tools and resources so that they can access information, solve problems, communicate clearly, make informed decisions, acquire new knowledge and construct products, reports and systems.

Students should learn to collaborate in constructing technology-enhanced models, to use telecommunications to publish and interact with peers, experts and other audiences and to use a variety of media and formats to communicate effectively to multiple audiences. Students may benefit from using technology tools to enhance their learning and to promote creativity. Finally, students benefit from using technology in the development of strategies for solving problems in the real world. Numerous resources are available on the WVDE website and include:

- onTargetWV: The onTargetWV program offers rigorous credit recovery courses with additional scaffolding to sustain learning. These courses are engaging, interactive and provide differentiated instruction to supply the extra support students need to be successful.
- tech-steps: The WVDE provides techSteps, a personalized, project-based technology literacy curriculum, to assist in ensuring that all students develop technology literacy within the context of learning.
- SAS Curriculum: SAS Curriculum Pathways provides content in the core disciplines of English, mathematics, social studies, science and Spanish. Aligned with state standards, it has more than 200 activities and 855 ready-to-use lessons that enable technology-rich instruction and engage higher-order thinking skills.
- WV Virtual School: Currently, more than 270 courses in the arts, English, mathematics, science, social studies and world languages are offered by 11 course providers.
- WVLearns: Via this gateway, the WVDE realizes its vision of creating and centralizing many learning options and resources for students, parents, teachers and school personnel.

Assistive technology (AT) includes the tools and strategies that provide students with disabilities access to applications (hardware or software) that assist with interactions and learning. Assistive technologies give students with disabilities greater access to the general education curriculum and settings, and greater potential to master content, interact with others and increase independence.

Assistive technology can be at different levels and complexities and can utilize no-tech, low-tech, mid-tech or high-tech tools. It is not the complexity of the tool that is the consideration, but the impact on the student's learning. Examples of AT include:

- Reading and writing software – Alphasmart, Neo, Intellitalk, books on tape
- Low technology reading and writing materials – pencil grip, electronic spell checkers, editing tools
- Computer peripherals – Intellikeys, switches, touchscreens
- Other – computers, iPad, iTouch, assistive technology applications, calculators, digital cameras

For more information contact:

Office of Special Programs
304-558-2696
http://wvde.state.wv.us/osp/
Office of Instructional Technology
304.558.7880
http://wvde.state.wv.us/technology/
Accessible Instructional Materials (AIM)
http://wvde.state.wv.us/osp/accessiblematerials.html

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Digital Learning Environments
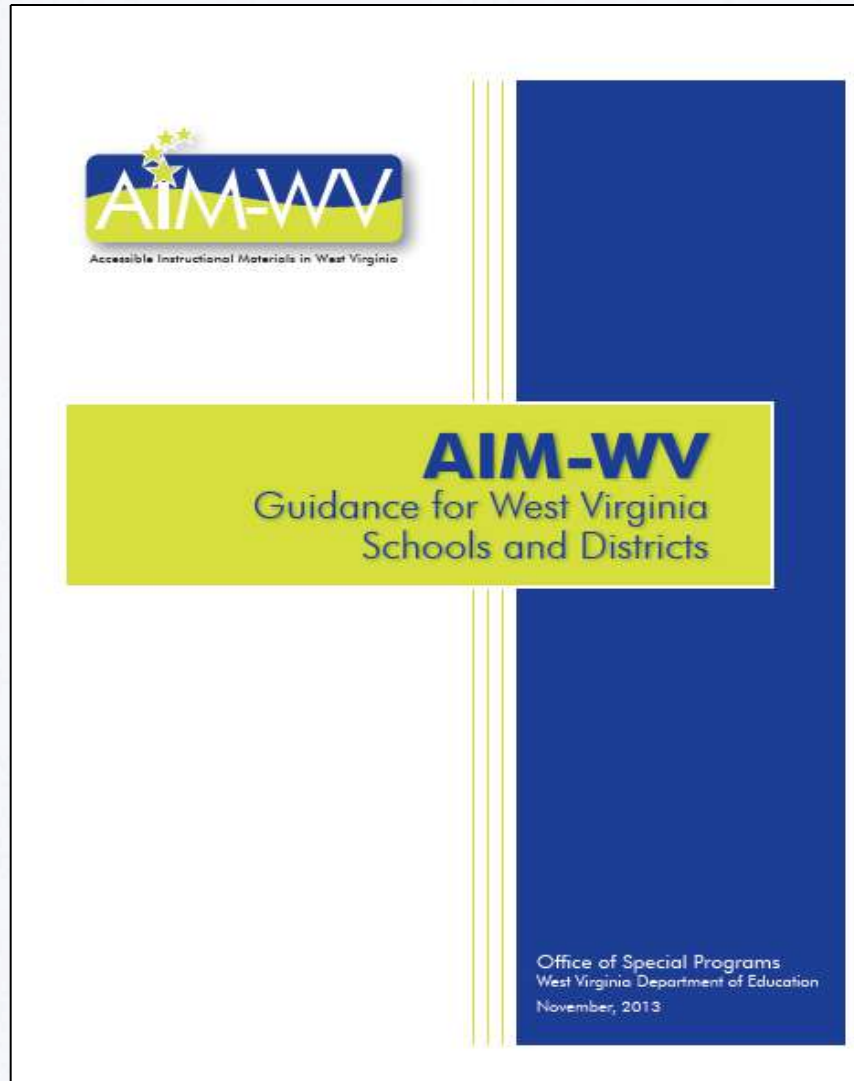
What are Accessible Instructional Materials?

Presents exactly the **same content** in a format that makes the information usable by the widest range of students.

What are specialized formats?

Digital text

Braille

Large Print

Audio
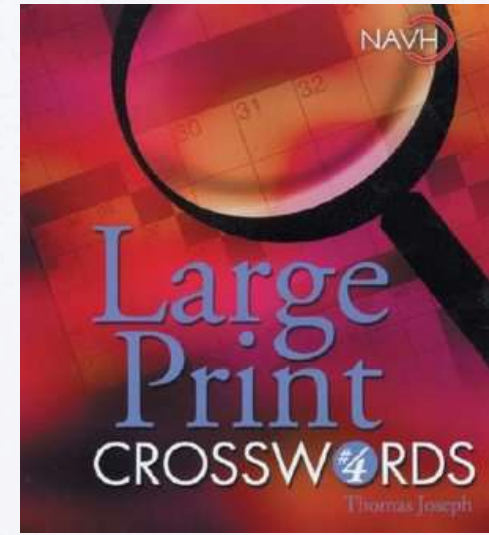
Needed in WV?

- WV Data
  - WESTEST2 Read Aloud Accommodation **2013 - 18,926**
  - August 2011- 292 students AIM served
  - August 2012- 611 students AIM served
  - August **2013-749** students AIM served
  - ✓ Physical Disability: 38%
  - ✓ Visual Disability: 16%
  - ✓ Learning Disability: 47%

- National Studies
  - Statistical Probability 2% - 4% – 5,643 - 11,285

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THE LIBRARY OF ACCESSIBLE TEXT

NATIONAL CENTER ON
ACCESSIBLE INSTRUCTIONAL MATERIALS
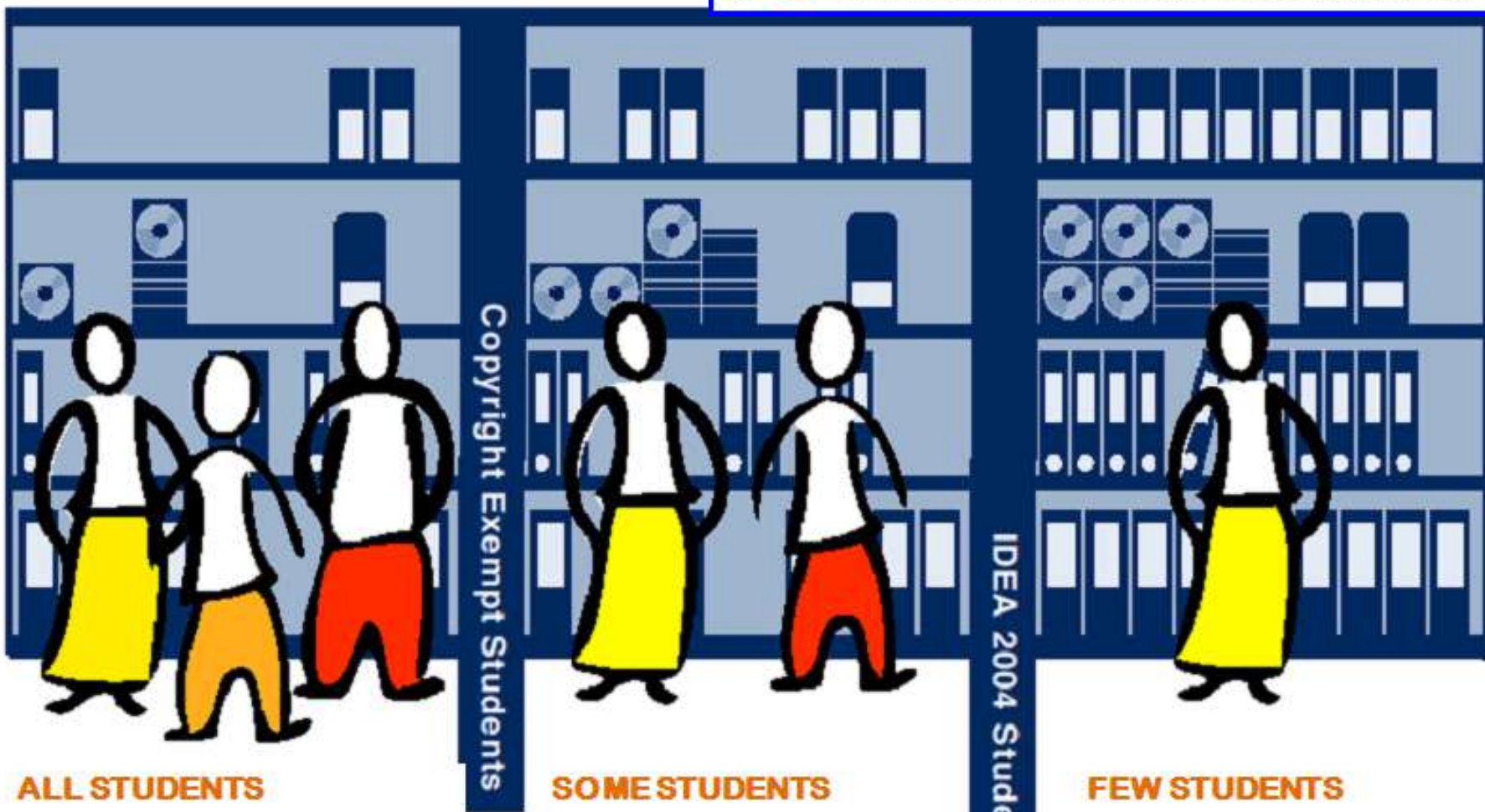
Copyright Exempt Students

IDEA 2004 Students

ALL STUDENTS

Free or fee-based resources
such as:

- Web-based
- Free Resources
- Purchased from publisher
- Purchased from other
  source

*Not all web based materials are accessible.

SOME STUDENTS

Accessible media producers
such as:

- BookShare
- Learning Ally
- Accessible Book
  Collection
- American Printing
  House for the Blind

FEW STUDENTS

Core instructional materials
through the NIMAC

*Authorized Users of NIMAC
in WV:*
**Bookshare and
Learning Ally**

Why Provide AIM?
The Legal Connection

Provisions within the Individuals with Disabilities Education Improvement Act of 2004 require state and local education agencies to ensure that textbooks and related core instructional materials are provided to students with print disabilities in specialized formats in a timely manner.

Section 300.172,
Final Regulations of IDEA 2004

WVDE AIM Website

http://wvde.state.wv.us/osp/accessiblematerials.html

COMMON CORE STATE STANDARDS FOR

English Language Arts
&
Literacy in
History/Social Studies,
Science, and Technical Subjects

Appendix A:

Research Supporting
Key Elements of the Standards

Glossary of Key Terms

20 - Vocabulary

"Background knowledge manifests itself as vocabulary knowledge. Words are labels for our knowledge packets; the more words we have, the more packets of knowledge, the more background knowledge." (Robert Marzano, 2004) Additionally, according to Baumann & Kameenui, 1991, one of the primary causes of the achievement gap is deficits in vocabulary – or *low volume vocabulary*. The benefits of high volume vocabulary are (1) better comprehension in listening and reading, (2) better communication in speaking and writing, and (3) greater background knowledge available for connecting new concepts.

This context regarding the value of vocabulary aligns with current recommendations for vocabulary instruction. Research suggests that if students are going to grasp and retain words and comprehend text, they need incremental, repeated exposure in a variety of contexts for the words they are trying to learn. Written language contains vastly more words than are represented in conversation, and it also lacks the interactivity and nonverbal context that make acquiring vocabulary through oral conversation relatively easy. This means that purposeful and ongoing concentration on vocabulary is needed. (Hayes & Ahrens, 1988) Struggling readers do not engage in wide reading and are therefore less able to derive meaningful information from context. (Beck, McKeown, & Kucan, 2002) The good news is that all vocabulary is learned, so while not all students have the access they need to rich language environments outside of school, educators have opportunity to make a difference. Claims are made that intentional instruction designed to strategically accelerate the pace of vocabulary acquisition can be instrumental in closing gaps in achievement.

For these kinds of gains to occur, vocabulary instruction must be of the highest quality. The Marzano Research Laboratory, through sustained study has drawn five generalizations about effective vocabulary instruction:
- Students must encounter words in context more than once to learn them.
- Instruction of new words enhances learning those words in context.
- One of the best ways to learn a new word is to associate an image with it.
- Direct vocabulary instruction works.
- Direct instruction on words that are critical to new content produces the most powerful learning.

These generalizations are implemented through a six-step instructional process; also explicated by Robert Marzano's team:
1. Provide a description, explanation or example of the new term.
2. Ask students to restate the description, explanation or example in their own words.
3. Ask students to construct a picture, symbol or graphic representing the term.
4. Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.
5. Periodically ask students to discuss the terms with one another.
6. Involve students periodically in games that allow them to play with terms.

Isabel Beck has classified words into three types: Tier 1/Basic Words – *minimal support required*, Tier 2/General Academic Words – *support yields benefits across all content domains*, and Tier 3/ Domain or Field Specific Words – *requiring significant and explicit support*. It is recommended that the majority of the instructional time be concentrated on Tier 2/General Academic words.

Project-Based Learning

"A systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed product and tasks."

The Buck Institute for Education

www.bie.org

15 - Problem-Solving Process

A problem-solving process for the continuum of instruction and intervention is used to match instructional resources to educational need. This process includes a structured format for analyzing possible reasons for a student's academic or behavioral needs and planning interventions. Utilizing a structured problem-solving approach when exploring, defining and prioritizing a teacher's concerns helps the education team make efficient use of time and increases the probability of selecting the right intervention(s) for an individual student.

When a strong problem-solving process includes ongoing progress monitoring to assess the success of instruction across all levels, more students will have the opportunity to be academically, socially/emotionally and behaviorally successful. The problem solving process involves the following steps:

1. Identify and Define Needs – What do we want students to know and be able to do?
2. Analyze the Problem – Why is this problem occurring?
3. Develop a Plan – What are we going to do about it?
4. Implement and Monitor the Plan – Are we delivering the instructional supports for both academic and behavioral components.
5. Evaluate and Adjust the Plan – is what we are doing working?

Diverse representation and collegiality are essential elements of successful problem-solving teams. Team membership should include individuals who have a diverse set of skills and expertise who can address a variety of behavioral, social/emotional and academic needs. The team should also be collegial in that teachers are supported and encouraged throughout the problem solving process.

Teams may be comprised of:
- Principals
- General Education Teachers
- Special Education Teachers
- Specialists
- Counselors
- Support Staff
- Parents

Throughout the continuum of instruction and intervention, planning/problem solving is used to match instructional resources to educational need. Teams continue to engage in instructional planning and problem solving to ensure that student success is achieved and maintained. The goal is to prevent problems and intervene early so that students can be successful.

For more information contact:

Office of Special Programs
304.558.2696
http://wvde.state.wv.us/osp/
http://wvde.state.wv.us/spl

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Cognitive Strategies Instruction

In SPI, Cognitive Strategies Instruction is described as a specific form of scaffolding that supports learners in using thinking processes that are typically overt and even sub-conscious for highly skilled users.

While many learners independently work their way to successful management of these cognitive processes, others have been found to benefit from instructional supports, customized to their personal needs.

21 - Cognitive Strategies Instruction (CSI)

Cognitive Strategies Instruction (CSI) is an explicit instructional approach that emphasizes the development of thinking skills and processes as a means to enhance learning (Scheid, 1993). Students are taught metacognitive or self-regulation strategies in structured cognitive routines that help them monitor and evaluate their learning (Dole, Nokes, & Drits 2009). Specifically, three major concepts are associated with CSI:

1. Cognition – a student's ability to know what to do in order to complete a task
2. Metacognition – a student's ability to monitor his/her performance, and be flexible to change plans when the task is not being successfully completed
3. Problem solving – a student's ability to plan, reason, select relevant information and monitor results

Students entering the new millennium must come fully equipped with skills that enable them to think for themselves and be self-initiating, self-modifying and self-directing. They require skills that cannot be gained learning content alone. Students need to learn to think, think to learn, think together, think about their own thoughtfulness and think big. (Arthur Costa, *Developing Minds, A Resource Book for Teaching Thinking*) All students can benefit from understanding and becoming adept at using the strategies that good learners use. Skillful teachers can support students' use of strategies until their use becomes automatic.

CSI provides scaffolding to support learners in using thinking processes that are necessary for lifelong learning. Much of the research on CSI has focused on students with specific learning disabilities, however, studies have demonstrated its effectiveness for students with other disabilities as well as for students without disabilities who struggle academically (Harris, Graham, & Mason, 2006; Montague, Enders, & Dietz 2011). An important component of CSI is teaching students self-regulation strategies. Although these strategies begin developing when children are young, they typically mature sometime during adolescence and early adulthood (Kass & Maddux, 2005; Smith, 2004). Consequently, various applications of CSI have been implemented effectively with students in elementary, secondary and postsecondary settings (Wong, Harris, Graham, & Butler, 2003). CSI also has been found to have a positive impact on students' self-efficacy, motivation, and attitude toward learning.

Key/essential process components of CSI include, process modeling, verbal rehearsal, scaffolded instruction, guided and distributed practice and self-monitoring. Students apply and internalize a cognitive routine and develop the ability to use it automatically and flexibly (Ontague & Duetzm 2009). CSI relies heavily on scaffolding to gradually release the cognitive responsibility to the student, who, in turn, becomes progressively able to continuously self-regulate the processes of learning, applying, maintaining and generalizing; all essential stages of learning across all disciplines and all settings.

The Next Generation Content Standards and Objectives establish expectations for learners to be able to identify basic relationships between ideas, identify common logical errors, present and support claims, navigate and evaluate digital sources, problem solve, make decisions, experiment, investigate and generate and manipulate mental images. CSI will support students' capacity to be successful with these higher cognitive tasks.

For more information contact:
Office of Special Programs
304.558.2696
http://wvde.state.wv.us/osp/
Office of School Improvement
304.558.3199
http://wvde.state.wv.us/schoolimprovement

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Unwrapping the Standards

Activity 2.2

Back

Objective Across Grade Levels - ELA.6.R.C1.5	
ELA.K.R.C1.5	with prompting and support, identify the main topic and retell key details of an informational text. (CCSS RI.K.2)
ELA.1.R.C1.5	identify the main topic and retell key details of an informational text. (CCSS RI.1.2)
ELA.2.R.C1.5	identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within informational text. (CCSS RI.2.2)
ELA.3.R.C1.5	determine the main idea of an informational text; recount the key details and explain how they support the main idea. (CCSS RI.3.2)
ELA.4.R.C1.5	determine the main idea of an informational text and explain how it is supported by key details; summarize the text. (CCSS RI.4.2)
ELA.5.R.C1.5	determine two or more main ideas of an informational text and explain how they are supported by key details; summarize the text. (CCSS RI.5.2)
ELA.6.R.C1.5	determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS RI.6.2)
ELA.7.R.C1.5	determine two or more central ideas in an informational text and analyze their development over the course of the text; provide an objective summary of the text. (CCSS RI.7.2)
ELA.8.R.C1.5	determine a central idea of an informational text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (CCSS RI.8.2)
ELA.9.R.C1.5	determine a central idea of an informational text and analyze its development over the course of the informational text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the informational text. (CCSS RI.9-10.2)
ELA.10.R.C1.5	determine two central ideas of an informational text and analyze their development over the course of the informational text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the informational text. (CCSS RI.9-10.2)
ELA.11.R.C1.5	determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS RI.11-12.2)
ELA.12.R.C1.5	determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex and critical analysis; provide an objective summary of the text. (CCSS RI.11-12.2)

Back

Unwrapping State Standards

- To unwrap standards and objectives means to identify the knowledge and skills embedded in them.

- "Unwrapping content standards is a proven technique to help educators identify from the full text of indicators and objectives exactly what they need to teach their students. 'Unwrapped' standards provide clarity as to what students must know and be able to do."

  - Ainsworth (2003)

The Purpose of Unwrapping the Standards

1. Gain clarity and increase common understanding of what the broad, complex standard actually means

2. Strengthen both general and special education teachers'content knowledge

3. Identify the concepts and skills to be taught

Unwrapping State Standards

This is important so we can:

- Identify the prerequisite knowledge and skills that might stand in the way of learning

- Know what to scaffold as part of learning

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Unwrapping Standards

- Begin with the content area and review the standards by grade
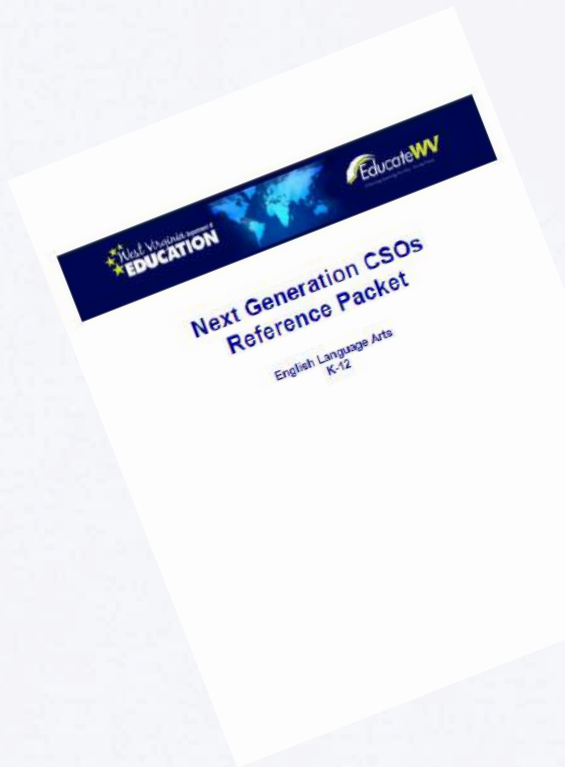
Unwrapping Standards

- Identify "emphases" for that content and grade based on what students need for success – in school and in life for college and career readiness

Unwrapping State Standards (WV Objectives)

Verbs – the skills the student needs to know
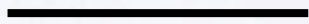
Nouns

Context or Topics

Conditions

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Let's Unwrap an English Language Arts Standard (WV Objective)

ELA.6.R.C1.5

determine a central idea of an informational text and how it is conveyed through particular details, provide a summary of the text distinct from personal opinions or judgments.

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Let's Unwrap an another English Language Arts Standard (WV Objective)

ELA.9.L.C15.2

Grade 9

demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

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Let's Unwrap a Mathematics Standard (Objective)

M.3.NBT.1

Grade 3

use place value understanding to round whole numbers to the nearest 10 or 100.

Let's Practice Unwrapping English Language Arts and Mathematics Standards (Objectives)

ELA.6.R.C3.4 or ELA 6.R.C2.4

Working with a partner, you will

- List the verbs
- List the nouns
- List the context or topic
- List the condition

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Self-Checking Questions after "Unwrapping" Activity

- Are all concepts in selected objectives represented?

- Could you put away the objectives and teach confidently from the "unwrapped" version?

- Would other educators identify the same concepts and skills if they "unwrapped" the same objective?

Questions for IEP Teams to Consider when Reviewing the Content Standard(s) and Objectives

- What is the intent of the objective?

- What is the objective saying that the student must know and be able to do?

- What are the essential skills associated with the objective?

Grade-Level Expectations

General Education Expectations/Considerations

- What do I want to know?

  - Expectations of state/district standards; classroom/grade level; social/emotional

  - Instructional strategies/approaches used in the general classroom

  - Extracurricular activities of school life for students at this grade level

Collect and Examine Materials
(Where might I find answers to my questions?)

- ▶ State and district standards

- ▶ Course outlines/teacher descriptions

- ▶ Curriculum guides

- ▶ Assessments
    - State
    - Classroom (curriculum-based)

- ▶ Textbooks

- ▶ Extracurricular offerings and expectations for participation

Activity 2.4

Review and Reflect Activity

Standards-based instruction is a process for teaching all students using a curriculum that is clearly defined by academic content standards for the purpose of improving academic performance.

Activity 2.5

<table>
<tr><td colspan="2" align="center">**Developing Standards-Based IEPs**</td></tr>
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Student's Full Name: Karen Shaw　　　　　　**Date: August 13, 2013**

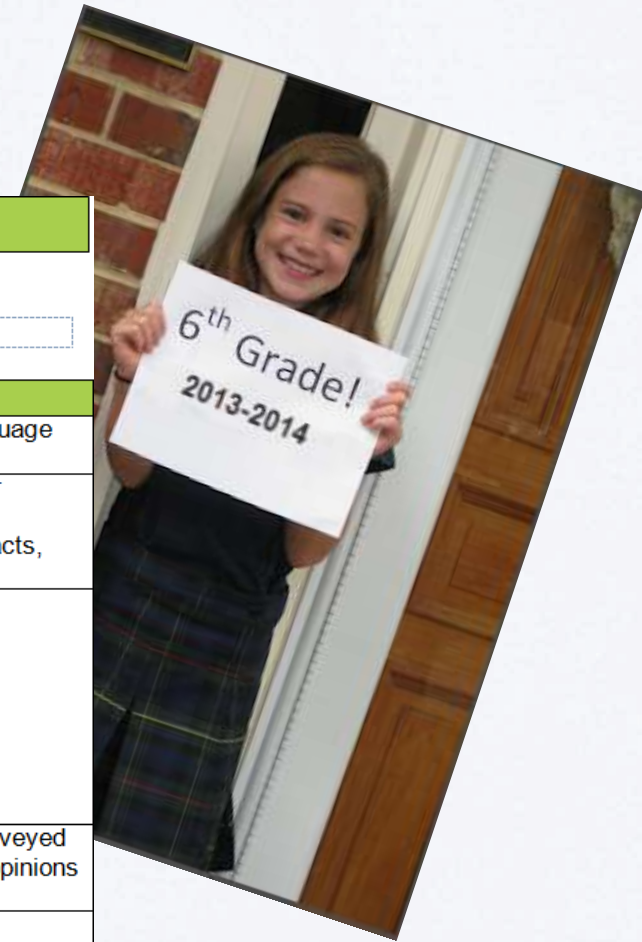| Step 1: Determine general education curriculum expectations	
Content	WV Next Generation Content Standards and Objectives 6th Grade English Language Arts
Grade-Level Expectations	Sixth grade students provide a summary of reading without personal opinions or judgments. They write a variety of pieces, including research projects, and use technology to publish the work. When presenting students place descriptions, facts, and details in logical order.
Classroom Expectations	Subject – English Language Arts Standard – Reading • Cluster – Key Ideas and Details 　Objective – ELA.6.R.C1.5 (CCSS RI.6.2) • Cluster – Craft and Structure 　Objective – ELA.6.R.C2.4 (CCSS RI.6.4) • Cluster – Integration of Knowledge and Ideas 　Objective – ELA.6.R.C3.4 (CCSS RI.6.8)
Learning Progression	ELA.6.R.C1.5 determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Academic Vocabulary	Central idea, convey, detail, distinct, judgment, opinion, personal, summarize, summary, text, theme
Universal Design for Learning	Teacher provides multiple means of presentation, response and engagement
Step 2: Identify current skills, knowledge and area(s) of instructional need	
Strengths	• Good work habits and age-appropriate social skills • Achievement in math calculation and applied problems
Needs	Written expression, reading fluency and comprehension
How the exceptionality affects involvement/ progress in the general education curriculum	Difficulties in summarizing and identifying main idea of a text, unable to differentiate between essential and non-essential information
Assessment/Evaluation	• Cognitive ability falls in average range • Mastery on 5th grade WESTEST 2 math and science, Below Mastery in reading/language arts and social studies • Reading comprehension 4.0 (beginning 4th grade) as measured by Lexile score • Can write complete paragraphs of 4 to 5 sentences
Status of prior IEP goals	Met 2 of 3 reading goals, met 3 of 3 written expression goals
Teacher/Parent/Student input	Father concerned about amount of time to complete homework
Transition needs	NA
Learning style (UDL)	Verbal and visual, uses graphic organizer for visual support
Step 3: Conduct data/gap analysis and develop impact statement	
Karen is a 6th grade student. Her Lexile score is 560 (beginning 4th grade student) and her oral reading fluency rate is 90 words per minute which is the beginning 4th grade fluency expectation. She is unable to adequately identify the main idea of the text or provide a summary.	
Impact Statement: Karen's deficit in reading fluency causes her to have difficulties in summarizing and identifying the main idea of a text. This adversely affects her in classes when she has to read lengthy text materials summarize them, and provide a central idea of a text.	

Developing Standards-Based IEPs

Student's Full Name: Karen Shaw | **Date: August 13, 2013**

Step 1: Determine general education curriculum expectations

Content	WV Next Generation Content Standards and Objectives 6th Grade English Language Arts
Grade-Level Expectations	Sixth grade students provide a summary of reading without personal opinions or judgments. They write a variety of pieces, including research projects, and use technology to publish the work. When presenting students place descriptions, facts, and details in logical order.

Classroom Expectations	Subject – English Language Arts
	Standard – Reading
	• Cluster – Key Ideas and Details
	  Objective – ELA.6.R.C1.5 (CCSS RI.6.2)
	• Cluster – Craft and Structure
	  Objective – ELA.6.R.C2.4 (CCSS RI.6.4)
	• Cluster – Integration of Knowledge and Ideas
	  Objective – ELA.6.R.C3.4 (CCSS RI.6.8)

Learning Progression	ELA.6.R.C1.5 determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Academic Vocabulary	Central idea, convey, detail, distinct, judgment, opinion, personal, summarize, summary, text, theme
Universal Design for Learning	Teacher provides multiple means of presentation, response and engagement

Developing Standards-Based IEPs

Developing Standards-Based IEPs

Student's Full Name: Karen Shaw   **Date:** August 13, 2013

Step 1: Determine general education curriculum expectations	
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	  Objective – ELA.6.R.C2.4 (CCSS RI.6.4)
	• Cluster – Integration of Knowledge and Ideas
	  Objective – ELA.6.R.C3.4 (CCSS RI.6.8)

Learning Progression	ELA.6.R.C1.5 determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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