

A Cure for the Common Core:

Using Children's Literature to Meet Communication Goals



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I'm afraid I caught the common core...



ASHA
Convention,
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Learner Outcomes

After attending this presentation, attendees will be able to:

- state communication skills needed for mastery of the common core state standards.
- identify children's literature that can be used as a context for addressing communication skills from the common core state standards.
- develop treatment plans using children's literature that address multiple communication goals.

Common Core State Standards

- Written by National Governors Association Center for Best Practices and Council of Chief State School Officers
- Research-based, evidence-based
- Consistent with university and work expectations
- Goal is to ensure student are college and career ready when completing high school
- Adopted by 43 states, DC, 4 territories, and DoDEA
National Governors Association (n.d.)

WHY BOOKS?



BOOKS

- A study by Haynes and Ahrens (1988) revealed that children's books contain approximately twice as many infrequently used or rare words than even conversations among college graduates.
- Books also provide exposure to more advanced grammatical forms than spoken language.

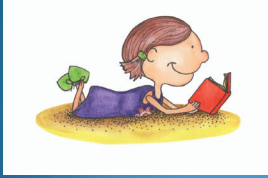


OUR FAVORITE REASONS!

- Low cost or no cost
- Readily available
- Portable
- FUN!!!
- (Plus, when you use books in therapy you are naturally targeting both oral and written language and facilitating a love of reading)



How to Pick "THE" Book..



Consider:

- ✓ Lexile Level
- ✓ Vocabulary Tier
- ✓ Potential Connection to content of student's curriculum
- ✓ Interesting story or facts (student's interests)
- ✓ Length
 - Not too long
 - 32 pages, cooperatively read in 15 – 30 minutes
- ✓ FUN FACTOR!

Lexile Levels

Grade Band	Current Lexile Band	"Stretch" Lexile Band*
K-1	N/A	N/A
2-3	450L-725L	420L-820L
4-5	645L-845L	740L-1010L
6-8	860L-1010L	925L-1185L
9-10	960L-1115L	1050L-1335L
11-CCR	1070L-1220L	1185L-1385L

<https://lexile.com/using-lexile/lexile-measures-and-the-ccss/text-complexity-grade-bands-and-lexile-ranges/>
(link provided in handout)

Vocabulary Tiers

(Beck & McKeown (1985))

Tier 3
Glottis
Photosynthesis
Hypochondriac

Tier 3
Precision Vocabulary

Tier 2
Icon
Create
Branching
Fortunate
Frenzied

Tier 2
Descriptive Vocabulary

Tier 1
Drink
Care
Laugh
Girl

Tier 1
Basic and General Vocabulary

Grade-Level Vocabulary

- Marzano, Robert; Kendall, John S; Paynter, Diane E.; (1991). *The analysis and identification of basic words in grades k - 6*. Aurora, CO: Mid-Continent Educational Reserach Laboratory.
<http://files.eric.ed.gov/fulltext/ED337758.pdf>
- 1st Grade: behind, huge, hurry, promise
- 2nd Grade: during, greet, perfect, wonder
- 4th Grade: approach, capacity, magnificent, procrastinate
- 6th Grade: circumstance, hurdle, iridescent, tranquil



Progress Monitoring Detailed Summary

Name		Grade	Age	PHONOLOGICAL AWARENESS DOMAIN		
				% Correct	% Correct	% Correct
		Date Administered				
Rhyming (K Only)						
K	Recognize and Produce Rhyming Words					
Vowels (1st and 2nd)						
1	Distinguish Long versus Short Vowels in Words					
2	Distinguish Long versus Short Vowels in Words					
Syllable Segmentation (K Only)						
K	Count, Pronounce, Blend, and Segment Syllables in Spoken Words					
Phoneme Blending (1st and 2nd)						
1	Blend Sounds Including Consonant Blends to Form 1-Syllable Words					
2	Blend Sounds Including Consonant Blends to Form 1-Syllable Words					
Phoneme Isolation						
K	Isolate and Pronounce the Initial, Medial Vowel, and Final Sounds in CVC Words					
1	Isolate and Pronounce the Initial, Medial Vowel, and Final Sounds in Single-Syllable Words					
2	Isolate and Pronounce the Initial, Medial Vowel, and Final Sounds in Single-Syllable Words					
Phoneme Manipulation (K Only)						
K	Add or Substitute Phonemes in Simple, 1-Syllable Words to Make New Words					
Phoneme Segmentation (1st and 2nd)						
1	Segment Spoken Single-Syllable Words into Individual Phonemes					
2	Segment Spoken Single-Syllable Words into Individual Phonemes					


SPEAKING AND LISTENING DOMAIN

		Date Administered	% Correct	% Correct	% Correct
Comprehension and Collaboration					
K	Participate in Conversations				
K	Confirm Understanding of What was Heard by Asking/Answering Questions and Requesting Clarification				
K	Ask and Answer Questions to Seek Help, Get Information, or Get Clarification				
1	Participate in Conversations about Grade 1 Topics and Texts				
1	Ask and Answer Questions about Details in Orally Presented Information				
1	Ask and Answer Questions to Seek Help, Get Information, Or Get Clarification				
2	Participate in Conversations about Grade 2 Topics and Texts				
2	Confirm Understanding of what was Heard by Asking/Answering Questions and Requesting Clarification				
2	Ask and Answer Questions to Seek Help, Get Information, Get Clarification, or Deepen Understanding				
Presentation of Knowledge and Ideas					
K	Describe Familiar People, Places, Things, and Events				
K	Add Drawings or Other Visual Displays to Descriptions to Provide Additional Detail				
K	Speak Audibly and Express Thoughts, Feelings, and Ideas Clearly				
1	Tell a Story or Recount an Experience				
1	Add Drawings or Other Visual Displays to Clarify Ideas, Thoughts, or Feelings				
1	Produce Complete Sentences to Provide Requested Detail or Clarification				
2	Tell a Story or Recount an Experience				
2	Add Drawings or Other Visual Displays to Clarify Ideas, Thoughts, or Feelings				
2	Produce Complete Sentences to Provide Requested Detail or Clarification				



LANGUAGE DOMAIN

		Date Administered	% Correct	% Correct	% Correct
Conventions of Standard English					
K	Use Frequently Occurring Nouns and Verbs				
K	Form Regular Plural Nouns				
K	Understand and Use Question Words				
K	Use Most Frequently Occurring Prepositions				
K	Produce and Expand Complete Sentences in Shared Language Activities				
1	Use Common, Proper, and Possessive Nouns				
1	Use Singular and Plural Nouns with Matching Verbs in Basic Sentences				
1	Use Verbs to Convey Past, Present, and Future				
1	Use Frequently Occurring Adjectives				
1	Use Frequently Occurring Conjunctions				
1	Use Determiners				
1	Use Frequently Occurring Prepositions				
1	Produce and Expand Complete Simple and Compound Sentences in Response to Prompts				
2	Use Collective Nouns				
2	Form Infrequently Occurring Irregular Plural Nouns				
2	Use Reflexive Pronouns				
2	Form and Use Frequently Occurring Irregular Verbs				
2	Use Adjectives and Adverbs and Choose Between Them				
2	Produce, Expand, and Rearrange Complete Simple and Compound Sentences				



LANGUAGE DOMAIN (CONT)

		Date Administered	% Correct	% Correct	% Correct
Vocabulary Acquisition and Use					
K	Determine or Clarify Unknown or Multiple Meaning Words Based on Kindergarten Reading and Content				
K	Use Frequently Occurring Inflections and Affixes as a Clue to the Meaning of Unknown Words				
1	Determine or Clarify Unknown or Multiple Meaning Words Based on 1st Grade Reading & Content				
1	Use Frequently Occurring Affixes as a Clue to the Meaning of a Word				
1	Identify Frequently Occurring Root Words and Their Inflectional Forms				
2	Determine or Clarify Unknown or Multiple Meaning Words Based on 2nd Grade Reading & Content				
2	Determine Meaning of New Word Formed When Prefix is Added to Known Word				
2	Use Known Root Word as Clue to the Meaning of Unknown Word with the Same Root				
2	Use Knowledge of Meaning of Individual Words to Predict Meaning of Compound Words				
2	Use Glossaries and Dictionaries to Clarify Word Meanings				
Explore (K)/Demonstrate Understanding of (1st and 2nd) Word Relationships and Meaning					
K	Sort Common Objective into Categories				
K	State the Opposite of Frequently Occurring Verbs				
K	Identify Real-Life Connections Between Words and Their Use				
K	Distinguish Shades of Meaning Among Verbs				
1	Sort Words into Categories				
1	Define Words by Category and One More Key Attribute				
1	Identify Real-Life Connections Between Words and Their Use				
1	Distinguish Shades of Meaning Among Verbs Differing in Manner				
2	Identify Real-Life Connections Between Words and Their Use				
2	Distinguish Shades of Meaning Among Closely-Related Verbs and Adjectives				



Skill-Based Assessment of Core Communication Standards

Vocabulary Acquisition and Use Skills Grades 3-5

STANDARD (ALL GRADES): DETERMINE OR CLARIFY THE MEANING OF UNKNOWN AND MULTIPLE-MEANING WORD AND PHRASES BASED ON GRADE LEVEL READING AND CONTENT

GRADE	SKILL	
3	Use sentence-level context as a clue to the meaning of a word or phrase.	
3	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	
3	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	
3	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	
3	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	
3	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	
3	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	
3	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	
4	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase	
4	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, auto-graph).	
4	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	
4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
4	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	
4	Recognize and explain the meaning of common idioms, adages, and proverbs.	
4	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	
5	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	
5	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	
5	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	
5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
5	Interpret figurative language, including similes and metaphors, in context	
5	Recognize and explain the meaning of common idioms, adages, and proverbs.	
5	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	
STANDARD ALL GRADES: ACQUIRE AND USE ACCURATELY GRADE-APPROPRIATE GENERAL ACADEMIC AND DOMAIN-SPECIFIC WORDS AND PHRASES,		

Most Common Prefixes

Prefix	Meaning	Key Word
anti-	against	antifreeze
de-	opposite	defrost
dis-*	not, opposite of	disagree
en-, em-	cause to	encode, embrace
fore-	before	forecast
in-, im-	in	infield
in-, im-, il-, ir-*	not	injustice, impossible
inter-	between	interact
mid-	middle	midway
mis-	wrongly	misfire
non-	not	nonsense
over-	over	overlook
pre-	before	prefix
re-*	again	return
semi-	half	semicircle
sub-	under	submarine
super-	above	superstar
trans-	across	transport
un-*	not	unfriendly
under-	under	undersea

*Most frequent. The four most frequent prefixes account for 97 percent of prefixed words in printed school English.

Affixes

Most Common Suffixes

Suffix	Meaning	Key Word
-able, -ible	can be done	comfortable
-al, -ial	having characteristics of	personal
-ed*	past-tense verbs	hopped
-en	made of	wooden
-er	comparative	higher
-er,	one who	worker, actor
-est	comparative	biggest
-ful	full of	careful
-ic	having characteristics of	linguistic
-ing*	verb form/ present participle	running
-ion, -tion, -ation, ition	act, process	occasion, attraction
-ity, -ty	state of	infinity
-ive, -ative, -itive	adjective form of a noun	plaintive
-less	without	fearless
-ly*	characteristic of	quickly
-ment	action or process	enjoyment
-ness	state of, condition of	kindness
-ous, -eous, -ious	possessing the qualities of	joyous
-s, -es*	more than one	books, boxes
-y	characterized by	happy

*Most frequent. The four most frequent suffixes account for 97 percent of suffixed words in printed school English.

Grade Level	CCSS Literacy Standard
1 st	Describe characters, settings, and major events in a story, using key details.
2 nd	Describe how characters in a story respond to major events and challenges.
3 rd	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
4 th	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
5 th	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
6 th	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot

Sample Character Traits

able	demanding	hopeless	restless
active	dependable	humorous	rich
adventurous	depressed	ignorant	rough
affectionate	determined	imaginative	rowdy
afraid	discouraged	impatient	rude
alert	dishonest	impolite	sad
ambitious	disrespectful	inconsiderate	safe
angry	doubtful	independent	satisfied
annoyed	dull	industrious	scared
anxious	dutiful	innocent	secretive
apologetic	eager	intelligent	selfish
arrogant	easygoing	jealous	serious
attentive	efficient	kindly	sharp
average	embarrassed	lazy	short
bad	encouraging	leader	shy
blue	energetic	lively	silly
bold	evil	lonely	skillful
bored	excited	loving	sly
bossy	expert	loyal	smart
brainy	fair	lucky	sneaky
brave	faithful	mature	sorry
bright	fearless	mean	spoiled
brilliant	fierce	messy	stingy
busy	foolish	miserable	strange
calm	fortunate	mysterious	strict
careful	foul	naughty	stubborn
careless	fresh	nervous	sweet
cautious	friendly	nice	talented
charming	frustrated	noisy	tall
cheerful	funny	obedient	thankful
childish	gentle	obnoxious	thoughtful
clever	giving	old	thoughtless
clumsy	glamorous	peaceful	tired
coarse	gloomy	picky	tolerant
concerned	good	pleasant	touchy
confident	graceful	polite	trusting
confused	grateful	poor	trustworthy
considerate	greedy	popular	unfriendly
cooperative	grouchy	positive	unhappy
courageous	grumpy	precise	upset
cowardly	guilty	proper	useful
cross	happy	proud	warm
cruel	harsh	quick	weak
curious	hateful	quiet	wicked
dangerous	healthy	rational	wise
daring	helpful	reliable	worried
dark	honest	religious	wrong
decisive	hopeful	responsible	young

Title	Author	Targets
Falling for Rapunzel	Leah Wilcox	Vocabulary FUN!
Arnie the Doughnut	Laurie Keller	FUN FACTOR!
Battle Bunny	John Scieszka & Mac Barnett	FUN FACTOR! (and more)
Eight Ate	Marvin Turbin	FUN! (homonyms, vocabulary)
Tomorrow's Alphabet	George Shannon	FUN! (Predicting, Alphabetic Principle)
I Ain't Gonna Paint no More	David Carrow	FUN! (Rhyming, Reading Fluency)
Diary of a Worm	Dorren Cronin	FUN! (and more)
**Capering Cows **Shivering Sheep	Shari Robertson	FUN! (Vocabulary, Rhyming, Phonemic Awareness, Predicting)
**Go By Goat, Pants on Ants, The Bark Park	Elizabeth Redhead Kriston www.dynamic-resources.org	Phonemic Awareness (final consonant deletion, initial consonant deletion, voicing)
Ook the Book		Phonemic Awareness
**Run, Turkey, Run!	Peggy Agee www.dynamic-resources.org	Vocabulary (Prepositions), Retell a story
Herd of Cows! Flock of Sheep!	Rick Walton	Collective Nouns
Monsters Can Mosey	Gillia Olson	Verbs and Adjectives
The Wind Blew	Pat Hutchins	Irregular and Regular Past tense Verbs
Stick	Steve Breen	Vocabulary : spatial and temporal words; regular/irregular verbs/story retell
If You Were a Prefix	Marcie Aboff	Affixes
Flight of the Dodo	Peter Borwn	Affixes (Suffixes)
Stubborn as a Mule You're Toast	Nancy Loewen	Similies and Metaphors
Quick as a Cricket	Audrey Wood	Similies
Skin Like Milk, Hair of Silk	Brian Clearly	Metaphors, Similies
Some Smug Slug Four Famished Foxes and Fostick Dinorella	Pamela Duncan Edwards	Figures of Speech - Alliteration
Shrek	William Steig	Figures of Speech – Assonance, Idioms, Alliteration,
Two Bad Ants	Chris Van Allsburg	Figures of Speech-Hyperbole
How Santa Got his Job How Santa Lost his Job	Stephen Krensky	Perfect Verb Tense Either/Or and Neither/Nor
Raising Sweetness	Diane Stanley	Pronouns in proper case, number, and person; correct grammatical errors
**Skill-Based Assessment of Core Communication Standards: K-2	Jennifer Schultz www.dynamic-resources.org	Progress monitoring Instrument for Communication CCSS: Grades K-2.

Disclosures

- Jennifer Schultz
 - Financial – Author of Skill-Based Assessment of Core Communication Standards: K-2. Portions of this resources will be shared today.
 - Nonfinancial – No relevant nonfinancial relationships
- Shari Robertson
 - Financial – Owner and Author for Dynamic Resources, LLC. Some materials shared in this presentation are published by my company.
 - Nonfinancial – ASHA Vice President for Academic Affairs in Speech-Language Pathology for which I receive no financial compensation

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