Common Core State Standards

• Provide teachers and parents a clear and consistent understanding of what students are expected to learn

• Are designed to be robust and “real world” and to provide students:
  – Knowledge and skills
  – College readiness
  – Career readiness

www.corestandards.org/about-the-standards
CCSS are Broken Down into...

- Speaking and Listening
- Reading Literature
- Reading Foundational Skills
- Reading Information Text
- Writing
- Language

www.corestandards.org/about-the-standards

A Guide – But NOT a “How To”

- CCSS sets grade-specific standards but does not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations

- SLPs, Teachers, Reading Specialists, Literacy Coaches, Special Educators and Interventionists can…
  - Provide oral language development interventions
  - Support interrelationships among reading, writing, speaking, listening, and language
  - Collaborate with each other, families and administrators
  - Bolster RTI initiatives
A quick review of Story Grammar Marker® & ThemeMaker® methodologies which will be used with an exemplar text to show how to support the Common Core State Standards.

What is the Story Grammar Marker®?

A hands on, multisensory tool that has colorful, meaningful icons that represent the organizational structure of a story. The tool itself is a complete episode, the basic unit of a plot.
Speaking and Listening Standards K-5

Presentation of Knowledge and Ideas #4

1. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

2. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

3. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.

4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

5. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Please note: If a child cannot take perspective in the narrative, then he/she will have difficulty using evidence to argue a point or present an opinion.
A note about expository (information) text...

Expository (non fiction) text is found in pictures, charts, textbooks, newspapers, recipes, science experiments, magazines, the internet, brochures, grocery lists, tv news, driving directions, etc.... The more exposure to expository text, or information, that a child has, the more literate he/she becomes in time.

In this webinar...

We will use an exemplar text, Charlotte’s Web, along with other texts by CCSS exemplar text authors to demonstrate how to analyze the texts for supporting the Common Core State Standards.
Charlotte’s Web is a CCSS Grade 2 Read Aloud Exemplar Text

Why did we choose this exemplar text for our purposes in this webinar?

“Begin with a good definition. Then, if you need to know the basics about a topic, go to the encyclopedia or a children’s book at the library. Those two sources will give you a starting point; giving you the background you need to think about before you write.”

- Grattan H. Rooney, Correspondent, Springfield, MA Newspapers
In 2012, Charlotte’s Web topped Scholastic’s Parent and Child magazine’s list of 100 Greatest Books for Kids. It is a narrative (story) chapter book with many elements of expository (information) text within it. Charlotte’s full name is Charlotte A. Cavatica, as she introduces herself on page 37 of the book. This sparked curiosity and I wondered how much information about spiders and pigs did E.B. White know?

I found out that the scientific term for “barn spider” is *araneus cavaticus*. The genus is araneus and the species is cavaticus. Also, E.B. White lived on a farm in Maine. How did he think up the story for Charlotte’s Web? “I had been watching a big grey spider at her work and was impressed by how clever she was at weaving. Gradually I worked the spider into the story that you know, a story of friendship and salvation on a farm.”

- Scholastic

**Facts about Charlotte’s Web**

- Originally published in 1952 by Harper Collins
- Interest level: Grades 3-6
- Reading Level: Grade 4
- Lexile Level: 680L
- DRA Level: 40
What is an Exemplar Text?

• “Models or examples, not mandates”
• “Aid educators in selecting appropriate instructional texts…they are there to lead the way – not to be the curriculum.”


• “Serve as useful guideposts in helping educators select texts of similar complexity, quality and range for their own classrooms.”

CCSS Initiative, Appendix B, 2010, p. 2

Teachers are being asked to look at texts for vocabulary, sentence length, cohesion and text length.

**SLPs are particularly well positioned to collaborate with teachers because of their background in sentence complexity, cohesive ties, text types and complexity.**
SEMANTICS

Meaning

Words
Can you understand the words you read and hear? Can you use words to communicate your intent? Can you easily find the words to express what you want to say?

Multiple Meanings
Do you understand that words can have more than one meaning?

Experiential Scripts/Schema or Content
Do you have background experience to make sense of the topic or situation?

Word Relationships Within a Sentence
Can you determine the relationships between words to predict and infer meaning (I sit on a chair, I sleep on a _____)

Cohesive Devices
Can you use words to relate your ideas? (I want to ski because I like to be outside.)

Figurative Language
Can you understand that a group of words may not mean what they say? (She fell apart.)
SYNTAX and MORPHOLOGY
From Simple to Complex Sentences

SYNTAX
Word Order
Can you form a simple, compound or complex sentence? Put words together to form a sentence?

Verb Tense
Are your tenses consistent when you talk or write?

Morphology
Do you use suffixes to change tenses? (Decide/decided)

Cohesive Ties
Are you able to combine your ideas into a sentence using “tie” words? (and, first, but, because, so)
Do people understand your pronoun referent? (John likes candy bars. He bought some.)

DISCOURSE
Spoken and Written Communication

Conversation
Can you verbally share your ideas and feelings with others?

Exposition
Can you understand the instructional language of your teacher, textbooks and classroom?

Narrative
Can you recount an event or experience without listener prodding?
Can you retell a story?
Can you formulate a story?

The Oral-Literate Continuum

The “Here and Now”........................................The “There and Then”

Carol Westby (1985)
Writing Standards Grade 5 – Text Types and Purposes

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events.
Common Core State STANDARDS FOR English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
Appendix B: Text Exemplars and Sample Performance Tasks

From Chapter 1: “Before Breakfast”, pages 1-3 Excerpt

“Where’s Papa going with that ax?” said Fern to her mother as they were setting the table for breakfast.
“Out to the hoghouse,” replied Mrs. Arable. “Some pigs were born last night.”
“I don’t see why he needs an ax,” continued Fern, who was only eight.
“Well,” said her mother, “one of the pigs is a runt. It’s very small and weak, and it will never amount to anything. So your father has decided to do away with it.”
“Do away with it?” shrieked Fern. “You mean kill it? Just because it’s smaller than the others?”
Mrs. Arable put a pitcher of cream on the table. “Don’t yell, Fern!” she said.
“Your father is right. The pig would probably die anyway.” Fern pushed a chair out of the way and ran outdoors. The grass was wet and the earth smelled of springtime. Fern’s sneakers were sopping by the time she caught up with her father.

“Please don’t kill it!” she sobbed. “It’s unfair.” Mr. Arable stopped walking.
“Fern,” he said gently, “you will have to learn to control yourself.”
“Control myself?” yelled Fern. “This is a matter of life and death, and you talk about controlling myself.”

Tears ran down her cheeks and she took hold of the ax and tried to pull it out of her father’s hand.
“Fern,” said Mr. Arable, “I know more about raising a litter of pigs than you do. A weakling makes trouble. Now run along!”

“But it’s unfair,” cried Fern. “The pig couldn’t help being born small, could it? If I had been very small at birth, would you have killed me?” Mr. Arable smiled. “Certainly not,” he said, looking down at his daughter with love. “But this is different. A little girl is one thing, a little runty pig is another.”

“I see no difference,” replied Fern, still hanging on to the ax. “This is the most terrible case of injustice I ever heard of.”
Language/Literacy Developmental Checklist

Sequence of Narrative Development Stages

<table>
<thead>
<tr>
<th>Student Name</th>
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<tbody>
<tr>
<td>Comments:</td>
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</tbody>
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**Stage 1: Descriptive Sequence**
- Character description
  - Age, gender
  - Physical description
  - Personality
- Setting description
  - Where
- Ability to label
- No causal, temporal links
- Additive cohesive cues: and, and then

**Stage 2: Action Sequence**
- Centering on a character or theme
- May have chronological/temporal order
- No causal relationships
- Causal links: in which, because, otherwise cause other changes
- Temporal cohesive cues: first, next, what, after that

**Stage 3: Reactive Sequence**
- Initiating events
- No need, plan, or goal stated
- Causal links: in which, because, otherwise cause other changes

Comments:____

Date:____ Date:____ Date:____

PRESCHOOL — “Landscape of Action” (Brown, 1986.)

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## Narrative Development Correlated to the CCSS for Reading, Key Idea and Detail #3 Using Chapter 1 of Charlotte’s Web

### Narrative Development Stage 1: Descriptive Sequence

**Fern, her parents, the Piglet**

- In the kitchen at home and outside at the hog house, Fern is arguing with her parents about killing a runty piglet.
- (exploration of the setting using questions and pictures in important)

### CCSS Kindergarten

- **RL.K.3.** With prompting and support, identify characters, settings, and major events in a story.

### Narrative Development Stage 2: Action Sequence

**Fern, an eight year old, strong willed, caring girl, her parents, a thin, sickly Piglet**

- In the kitchen at home and outside at the hog house, Fern is arguing with her parents about killing a runty pig.
- Fern shrieks at her mother.
- Fern struggles with her father to get the ax away from him.

### CCSS Grade 1

- **RL.1.3.** Describe characters, settings, and major events in a story, using key details.

### Narrative Development Stage 3: Reactive Sequence

**Fern, an eight year old, strong willed, caring girl, her parents, a thin, sickly Piglet**

- In the kitchen at home and outside at the hog house, Fern talks to her mother about the new litter of piglets.
- All of a sudden, Fern notices her father has an ax and means to kill the runty Piglet.
- So, Fern shrieks at her mother and struggles with her father to let the runty piglet live.

### CCSS Grade 2

- **RL.2.3.** Describe how characters in a story respond to major events and challenges.
Fern, an eight year old, strong willed, caring girl, her parents, a thin, sickly Piglet
In the kitchen at home and outside at the hog house, Fern talks to her mother about the new litter of piglets
All of a sudden, Fern notices her father has an ax and means to kill the runty Piglet!
Fern is outraged and worried about the piglet.

So, Fern shrieks at her mother and struggles with her father to get the ax and finally convinces him to let the runty piglet live.

The “Core” Of The Core
Using Story Grammar Marker® and Other MindWing Concepts Tools To Support Students in Meeting Grade-Level Common Core State Standards

Fern was relieved that she had saved the piglet, thrilled to be able to care for him, and triumphant that she had overcome an injustice.

Please note:
The second handout you received is the narrative analysis of Chapters 1-5 of Charlotte’s Web, which is an excerpt from our newest publication.
“Because expository texts are the primary means for acquiring academic and schooled knowledge, students’ failure to understand and learn from expository texts can create a cumulative knowledge deficit as children progress through schools.”

As the curriculum becomes more complex…

EXPOSITORY TEXT TERMINOLOGY BECOMES MORE...

TECHNICAL  ABSTRACT  DENSE

COMPLEX  ALIENATING

Technical Vocabulary

Embedded Clauses

There is a new research focus called Disciplinary Literacy which studies how the authors present information depending on their area of study (ex. Scientists write about science, historians write about history, etc. and each uses a different type of writing). What is studied is the type of text, vocabulary, sentence structure of a particular discipline.

Disciplinary Literacy includes literacy skills specialized to:
- History
- Science
- Mathematics
- Literature
or other subject matter (such as astronomy or the study of DNA).

(See references for Fang and Shanahan & Shanahan)
English Language Arts Standards »
Reading: Informational Text - Grade 5

Craft and Structure

CCSS.ELA-Literacy.RI.5.4
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

CCSS.ELA-Literacy.RI.5.5
Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

CCSS.ELA-Literacy.RI.5.6
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RI.5.7
Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CCSS.ELA-Literacy.RI.5.8
Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CCSS.ELA-Literacy.RI.5.9
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
The following slides contain ThemeMaker® Maps for thinking about information (expository text), comprehension and writing.
**List Map**

"List" things related to a topic.

- Spiders
- Spiders eat
- Spiders eat many types of
- Spiders eat many types of insects...

**Key Words:**
- for example, also
- list, and, because, furthermore,
- in addition to,
- another, else, for instance,
- more, some

**Topic Sentence:**
Spiders eat many types of insects...

---

**Sequence Map**

Tell the order or steps.

- Wilber's plan for a day on the farm
  - Breakfast at 6:30 (name lots items)
  - 7-8 feet with Templeton, the rat
  - Map in the sun
  - 9-11 dig a hole
  - 10-12 stand still and watch, then, boys, and
    some others
  - 12-1 lunch time (lots items)
  - 1-3 sleep
  - 3-5 scratch itchy places by rubbing against the fence
  - 8-9 Stew perfect jelly and think
  - 9-10 supper (lots food)

**Topic Sentence:**
Rain destroyed Wilber's plan for the day. He had entry fruit planned.

---
**Compare and Contrast Map**

**Topic:** Spider Web

**Criteria:**
- **DIFFERENT**
  - Texture
  - Size
  - Webs
  - Spiders
- **SAME**
  - Same kind of materials
  - Similar to spider

**Key Words:**
- spider
- web
- size
- same

**Example:**
- Spider webs: 
  - Texture: sticky, strong
  - Size: small, large
  - Webs: circular, elongated
  - Spiders: small, large

**Key Words:**
- spider web
- size
- same

**Review for a Bridge**

**Topic Sentence:**
The Queen's bridge, smallest, similar in structure, 47.5 ft, spider

**Key Words:**
- bridge
- similar
- structure
- 47.5 ft

**Discussion:**
It is a bridge structure.

---

**Opinion / Argument / Persuade**

**State an opinion/persuade or negotiate with others.**

**Key Words:**
- persuade
- negotiate
- opinion

**The oldest sheep shearer**

**Key Words:**
- shepherd
- oldest
- youngest

**Example:**
- The oldest sheep shearer, Robert, is 65 years old, and the youngest, Emily, is 20 years old.

**What You Think**

**Key Words:**
- think
- opinion

**Example:**
- Robert is 45 years older than Emily.

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A Classroom Writing Lesson and Activity Integrating Narrative & Expository Text
The Adventures of Mr. Red Eyes

Written and illustrated by Mrs. Mottola’s class
Room 17

There once was a Red-Eyed Tree Frog.
His name was "Mr. Red Eyes."
Exciting News!
You are the FIRST in the WORLD to see a sneak peek of our new Story Grammar Marker® App!

This App will be available early Summer…

Available on the iPad App Store

Are you ready to become a Star Reporter using the Story Grammar Marker ®?
If you are familiar with Story grammar Marker, just click on the notepad to Tell or Re-tell your story about something that you experienced, about a book, tv show or movie!
<table>
<thead>
<tr>
<th>Stage 1: Descriptive Sequence</th>
<th>Stage 2: Action Sequence</th>
<th>Stage 3: Reactive Sequence</th>
<th>Stage 4: Abbreviated Episode</th>
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<tbody>
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<td><img src="image3.png" alt="Image" /></td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
</tbody>
</table>

Stages of Story Development:

- Preschool
- Early Elementary

Individual Story Icons: Stages of Story Development
The Setting is a star because sailors look to the stars to find out "where" they are and "when" it is when out at sea. But, it is much more than a time and place. The setting includes:

- **SEE**
- **HEAR**
- **TASTE**
- **SMELL**
- **TOUCH**

**SETTING**

Where / When
Setting: when and where?
When and where does the story take place?
The beautiful princess
How to reach Maryellen:
Call her (toll free): 888.228.9746
Email her:
mrmoreau@mindwingconcepts.com

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