



A Special way of looking at Common Core Standards for Students with Disabilities

A Newsletter for Special Education Teachers Addressing Common Core Challenges
Educational Equity For All

September 2016



SPECIAL NEEDS AND STEM

Did you know?

Many students with special needs actually lean toward STEM fields in higher numbers than other students. According to a STEM³Academy report, about 34% of kids with autism spectrum disorders gravitate to courses and careers involving science, technology, engineering and math. That contrasts with 20% of students in the general school population.

STEM classes naturally provide some of those needed supports.

1. *Regular movement.* STEM classes depend on active, hands-on engagement to solve real world problems. Opportunities for purposeful movement abound.
2. *Shorter class times.* Actually, STEM class time is not shorter; however, there are built-in stopping and starting points as students move through the engineering design process. This provides breaks and time for kids to process what they are learning and doing.
3. *Smaller classes.* Teams of 4 to 6 students are the norm for well-designed STEM classes. While the class may contain a normal number of students, kids work primarily in small group settings.
4. *Respectful, understanding environments.* STEM classes are safe spaces. If a team fails to create a workable solution for a problem, no sweat. It's just a normal step in improving the design and succeeding. Ideally, team members show respect and accept one another, and teachers monitor teams as they work to see that this is happening.
5. *Flexible teaching styles.* STEM is the ultimate exercise in teaching flexibility. Project-based learning and inquiry approaches drive student learning.

<http://www.middleweb.com/28082/stem-classes-and-kids-with-special-needs/>

Math Supports and Strategies Common Core Math Explained in 3 Minutes

Mark D'Alessio

<https://www.uschamberfoundation.org/blog/post/common-core-math-explained-3-minutes/43020>



English Supports and Strategies

http://www.californiareads.org/res/common_core/cc_anch_or_standards.pdf

College and Career Readiness Anchor Standards

College and Career Readiness Anchor Standards

The 16-17 Common Core standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific content are necessary components for ensuring that students are prepared for postsecondary education, the labor force, and additional opportunities that together define the skills and understandings that all students must demonstrate.

READING	WRITING	SPeAKING AND LISTENING	LANGUAGE
<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Analyze how and why various details such as figures, facts, descriptions, and quotations are used in a text, including determining technical, scientific, or historical accuracy and assessing the overall credibility and accuracy; assess the extent to which the reasoning and evidence in a text support the main claim or thesis, and analyze how style and tonal choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or episode) relate to the whole and to each other to advance the main claim or thesis, and to organize the available information in the text into related and distinct categories. 6. Analyze how points of view or purpose shape the content and style of a text. <p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in texts.¹ 8. Cite and evaluate the relevant parts of texts and synthesize a claim or thesis, drawing on a range of relevant text and media, and assessing the credibility and accuracy of each source, and integrate the information into the analysis of the issue or the text. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. <p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> 10. Read and comprehend complex literary and informational texts independently and proficiently. 	<p>Text Types and Purposes²</p> <ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or issues, using valid reasoning and relevant evidence and to analyze and evaluate complex issues and relevant claims and accurately through the effective selection, organization, analysis, and evaluation of relevant information. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, analysis, and evaluation of relevant information. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <p>Production and Distribution of Writing</p> <ol style="list-style-type: none"> 4. Analyze how and why various details such as figures, facts, descriptions, and quotations are used in a text, including determining technical, scientific, or historical accuracy and assessing the overall credibility and accuracy; assess the extent to which the reasoning and evidence in a text support the main claim or thesis, and analyze how style and tonal choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or episode) relate to the whole and to each other to advance the main claim or thesis, and to organize the available information in the text into related and distinct categories. 6. Analyze how points of view or purpose shape the content and style of a text. <p>Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> 7. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information into the analysis of the issue or the text. 8. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. <p>Range of Writing</p> <ol style="list-style-type: none"> 9. Write routinely over extended time frames (e.g., for research, reflection, and revision) and shorter time frames (e.g., for a single writing or speaking task) for a range of tasks, purposes, and audiences. 	<p>Comprehension and Collaboration</p> <ol style="list-style-type: none"> 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Analyze a speaker's point of view, reasoning, and use of evidence and rhetoric. 3. Analyze a speaker's point of view, reasoning, and use of evidence and rhetoric. 4. Present information, findings, and supporting evidence to a range of audiences; analyze the audience and tailor the presentation of materials and the delivery of the message. 5. Analyze a speaker's point of view, reasoning, and use of evidence and rhetoric. 6. Analyze a speaker's point of view, reasoning, and use of evidence and rhetoric. 7. Analyze a speaker's point of view, reasoning, and use of evidence and rhetoric. 8. Analyze a speaker's point of view, reasoning, and use of evidence and rhetoric. 9. Analyze a speaker's point of view, reasoning, and use of evidence and rhetoric. 10. Analyze a speaker's point of view, reasoning, and use of evidence and rhetoric. <p>Presentation of Knowledge and Ideas</p> <ol style="list-style-type: none"> 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Analyze a speaker's point of view, reasoning, and use of evidence and rhetoric. 3. Analyze a speaker's point of view, reasoning, and use of evidence and rhetoric. 4. Present information, findings, and supporting evidence to a range of audiences; analyze the audience and tailor the presentation of materials and the delivery of the message. 5. Analyze a speaker's point of view, reasoning, and use of evidence and rhetoric. 6. Analyze a speaker's point of view, reasoning, and use of evidence and rhetoric. 7. Analyze a speaker's point of view, reasoning, and use of evidence and rhetoric. 8. Analyze a speaker's point of view, reasoning, and use of evidence and rhetoric. 9. Analyze a speaker's point of view, reasoning, and use of evidence and rhetoric. 10. Analyze a speaker's point of view, reasoning, and use of evidence and rhetoric. 	<p>Conventions of Standard English</p> <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <p>Knowledge of Language</p> <ol style="list-style-type: none"> 1. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <p>Vocabulary Acquisition and Use</p> <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. 4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 5. Acquire and use accurately a range of general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering relevant information on words and phrases, as well as applying this information to enhance understanding or comprehension as necessary.

Universal Design for Learning

UDL is for every child—general education, special education, gifted and talented, and ELLs. UDL is not a special education initiative, but a philosophical approach for designing curriculum, shaping instruction, selecting instructional materials/technology and developing assessments that provide greater access to learning for all students.

A Route for Every Learner, MSDE

Common Core College and Career Readiness



Guide to INFOhio for School Counselors: College and Career Readiness at Every Level

Find career lessons for students and college and career readiness resources for educators.

<http://libguides.infohio.org/c.php?g=312408&p=2088621>

Lots of resources even if you don't log in.



College & Career Readiness: Elementary School Preparing for college and careers starts with mastering the basics in elementary school. With these digital tools, you can be certain your students are creating the foundation they need.



College & Career Readiness: Middle School Middle school students need to start mastering research skills that will carry them through high school and beyond. These digital tools give them a great start.



College & Career Readiness: High School High school students need to decide on a career field, prepare for entrance examinations, and hone their research skills

Individual Educational Plan Connections



NCSC Brief

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Standards-based Individualized Education Programs (IEPs) for Students Who Participate in AA-AAS

<http://www.ncscpartners.org/Media/Default/PDFs/Resources/NCSCBrief5.pdf>

WEBSITES AND RESOURCES

<http://pbskids.org/designsquad>
<http://www.nasa.gov/audience/foreducators/index.html>
<http://www.clexchange.org/curriculum/standards/stem.asp>
<https://www.mydigitalchalkboard.org/portal/default/Group/Viewer/GroupView?action=2&gid=5464>

Professional Development



Find Lessons Aligned to Standards

Since Share My Lesson first launched in July 2012, we have been committed to bringing educators classroom resources aligned to standards to ease the potential difficulty of these transitions. Many educators have come to rely on Share My Lesson for these resources.

PROFESSIONAL DEVELOPMENT RESOURCES & WEBINARS

VIEW LESSONS BY GRADE BAND

[HTTPS://SHAREMYLESSON.COM/SUBJECT/PROFESSIONAL-DEVELOPMENT](https://sharemylesson.com/subject/professional-development)



Digital download

\$15.95 each

<http://www.teachersnotebook.com/shop/emarie/products>

Common Core State Standards

Aligned IEP Goal and Objective Bank

Grade 3
English Language Arts –
Reading



Grades K-3 COMMON CORE ALIGNED IEP Goal and Objective Bank

Common Core State Standards

Aligned IEP Goal and Objective Bank

Grade 4
English Language Arts –
Reading



Grades 4-5 COMMON CORE Aligned IEP Goal and Objective Bank

Common Core State Standards

Aligned IEP Goal and Objective Bank

Grade 7
English Language Arts –
Writing, Speaking & Listening, Language
Writing – History/Social Studies,
Science and Technical Subjects



Grades 6-8 Common Core Aligned IEP Goal and Objective Bank

Common Core State Standards

Aligned IEP Goal and Objective Bank

Grades 9-10
English Language Arts – Reading
Literature, Informational Text,
History/Social Studies and Science
and Technical Subjects



Grades 9-12 Common Core Aligned IEP Goal and Objective Bank High School