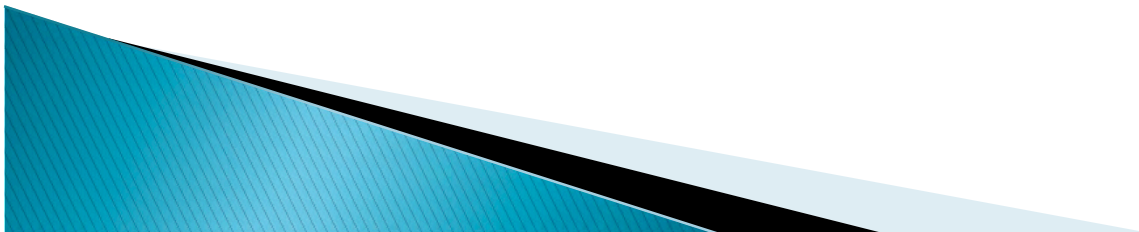


Special Education Advisory Committee

October 14, 2013



- ▶ What are the Common Core Standards?
- ▶ How do the Standards differ from what *was*?

- ▶ How are teachers being trained to address students with disabilities?
- ▶ What can parents of students with disabilities do to support their child?

What are the Common Core ELA Standards?



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Overview of Reading Standards



- ◆ Progressive development of reading comprehension; students gain more from what they read
- ◆ Emphasize the importance of grade-level texts that are of appropriate difficulty and are increasingly sophisticated
 - Reading Standards for Literature (K-12)
 - Reading Standards for Informational Text (K-12)
 - Reading Standards for Literacy in History/Social Studies (6-12)
 - Reading Standards for Literacy in Science and Technical Subjects (6-12)

Overview of Writing Standards



- Argument, informative/explanatory, and narrative.
- Use of reason and evidence to substantiate claim/thesis.
- Research— short projects and sustained inquiry.
- Technology to create, refine, and collaborate on writing.

Overview of Language Standards



- ▶ 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 vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Overview of Speaking and Listening Standards



- Focus on speaking and listening in a range of settings, both formal and informal – academic, small-group, whole-class discussions
- Emphasize effective communication practices
- Require interpretation and analysis of message as presented through oral, visual, or multimodal formats

How do the Maryland State Curriculum differ from the Maryland Common Core Frameworks ?



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Selected Response Items

Using the State Curriculum: Reading/ELA, Grade 8

READING/ELA | Informational | Literary | Writing | Language | Listening | Speaking

Sample Assessments: Each sample assessment item gives an idea of how an assessment item on the MSA might be presented. The items appropriately measure the content of the State Curriculum and may be formatted similarly to those appearing on the MSA; however, these are sample items only and have not appeared on any MSA form.

Standard 1.0 General Reading Processes

Topic E. General Reading Comprehension

Indicator 4. Use strategies to demonstrate understanding of the text (after reading)

Objective c. Draw inferences and/or conclusions and make generalizations

Assessment limit: From the text or a portion of the text

Selected Response Item

Read the story 'School Photographer' and answer the following question.

Why does the speaker feel hidden?

- A. No one can see her.
- B. She is looking through the camera.
- C. There is no one around.
- D. Other people are standing in front of her.

Correct Answer:

B

Selected Response Item

Read the story 'School Photographer' and answer the following question.

In line 6, when the speaker says, "I see things others don't," she most likely means _____.

- A. people often overlook what's around them
- B. people don't pay attention when their picture is taken
- C. cameras are the most accurate form of record keeping
- D. the camera lens is like a microscope

Correct Answer:

A

Selected Response Item

Read the story 'School Photographer' and answer the following question.

In the first four lines, the speaker likes being a photographer because she _____.

- A. likes to take pictures of her friends
- B. gets to make other people do things
- C. enjoys the feel of the camera in her hands
- D. wants to become a better school photographer

Correct Answer:

B

Sample Items: Reading Grade 6

(1) Selected Response Sample

Choose the word or group of words that means the same, or about the same, as the underlined word. Then mark the space for the answer you have chosen.

The batter had to check his swing to avoid a strike.

Check means _____.

- A. test
- B. stop
- C. mark
- D. choose

[View scoring information](#)

(2) Selected Response Sample

Choose the word or group of words that means the same, or about the same, as the underlined word. Then mark the space for the answer you have chosen.

John cast his fishing line from the boat.

In which sentence does the word cast mean the same thing as in the sentence above?

- A. The doctor put the cast on his leg.
- B. The girl cast the dog a treat.
- C. The artist cast a bronze statue.
- D. The director began to cast the play today.

[View scoring information](#)

Using the Core Learning Goals: English

READING, REVIEWING & RESPONDING TO TEXTS | Composing in a Variety of Modes | Controlling Language | Evaluating Content, Organization, & Language Use of Texts

Public Release Item: Public Release Items have appeared on HSA forms and then are released for public viewing and use. Releasing items is one step to ensuring that schools, districts, and other stakeholders understand how the core learning goals are assessed on the HSA.

Goal 1 Reading, Reviewing and Responding to Texts

Expectation 1.3 The student will explain and give evidence to support perceptions about print and non-print works.

Indicator 1.3.5 The student will explain how common and universal experiences serve as the source of literary themes that cross time and cultures.

Assessment Limits:

- Identifying the experiences, emotions, issues and ideas in a text or across texts that give rise to universal literary themes
- Considering the influence, effect, or impact of historical, cultural, or biographical information on a text (will not be dependent on student's prior knowledge)

Selected Response Item - Released in 2005

Read the essay "Starwalking with Sarah." Then answer the following.

Which of these statements best expresses a theme of "Starwalking with Sarah"?

- A. Learning about nature requires risk.
- B. Modern life limits our interaction with nature.
- C. Experiencing nature provides personal fulfillment.
- D. Scientific knowledge is needed to understand nature.

Correct Answer:

C

Selected Response Item - Released in 2005

Which of these words is most closely related to a theme of "Mama's Pie"?

- A. ambition
- B. connection
- C. hope
- D. peace

Correct Answer:

B

Selected Response Item - Released in 2005

Which of these ideas is most closely related to a theme of "In the Country of Grasses"?

- A. anxiety about encountering danger
- B. thrill of exploring the natural world

Correct Answer:

B

SAMPLE ITEM

Part A

What does the word “regal” mean as it is used in the passage?

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> a. generous | <input type="checkbox"/> b. threatening |
| <input type="checkbox"/> c. kingly | <input type="checkbox"/> d. uninterested |

Part B

Which of the phrases from the passage best helps the reader understand the meaning of “regal?”

- | | |
|---|--|
| <input type="checkbox"/> a. “wagging their tails as they awoke” | <input type="checkbox"/> b. “the wolves, who were shy” |
| <input type="checkbox"/> c. “their sounds and movements expressed goodwill” | <input type="checkbox"/> d. “with his head high and his chest out” |

Passage

George, Jean C. *Julie of the Wolves*. New York: Harper and Row, 1972. Print.

PARCC is committed to using authentic texts. Permissions are pending for the texts associated with this item.

SAMPLE ITEM

Part A

Based on the passage from *Julie of the Wolves*, how does Miyax feel about her father?

- | | |
|---|---|
| <input type="checkbox"/> a. She is angry that he left her alone. | <input type="checkbox"/> b. She blames him for her difficult childhood. |
| <input type="checkbox"/> c. She appreciates his thorough knowledge of nature. | <input type="checkbox"/> d. She is grateful that he planned out her future. |

Part B

Which sentence from the passage best shows Miyax's feelings for her father?

- | | |
|---|--|
| <input type="checkbox"/> a. "She had been lost without food for many sleeps on the North Slope of Alaska." | <input type="checkbox"/> b. "This could be done she knew, for her father, an Eskimo hunter, had done so." |
| <input type="checkbox"/> c. "Unfortunately, Miyax's father never explained to her how he had told the wolf of his needs." | <input type="checkbox"/> d. "And not long afterward he paddled his kayak into the Bering Sea to hunt for seal, and he never returned." |

Passage

George, Jean C. *Julie of the Wolves*. New York: Harper and Row, 1972. Print.

SAMPLE ITEM

Part A

Choose one word that describes Miyax based on evidence from the text. There is more than one correct choice listed below.

- ☐ reckless
- ☐ lively
- ☐ imaginative
- ☐ observant
- ☐ impatient
- ☐ confident

Part B

Find a sentence in the passage with details that support your response to Part A. Click on that sentence and drag and drop it into the box below.

Part C

Find another sentence in the passage with details that support your response to Part A. Click on that sentence and drag and drop it into the box below.

SAMPLE ITEM

Part A

Which of the following sentences best states an important theme about human behavior as described in Ovid's "Daedalus and Icarus"?

- ☐ a. Striving to achieve one's dreams is a worthwhile endeavor.
- ☐ b. The thoughtlessness of youth can have tragic results.
- ☐ c. Imagination and creativity bring their own rewards
- ☐ d. Everyone should learn from his or her mistakes.

Part B

Select three pieces of evidence from Ovid's "Daedalus and Icarus" that support the answer to Part A.

- ☐ a. "and by his playfulness retard the work/his anxious father planned" (lines 310-311)
- ☐ b. "But when at last/the father finished it, he poised himself" (lines 312-313).
- ☐ c. "he fitted on his son the plumed wings/ with trembling hands, while down his withered cheeks/the tears were falling" (lines 327-329).
- ☐ d. "Proud of his success/the foolish Icarus forsook his guide" (lines 348-349)."
- ☐ e. "and, bold in vanity, began to soar/rising upon his wings to touch the skies"
- ☐ f. "and as the years went by the gifted youth/began to rival his instructor's art "
- ☐ g. "Wherefore Daedalus/enraged and envious, sought to slay the youth "
- ☐ h. "The Partridge hides/in shaded places by the leafy trees...for it is mindful of its former fall "

Written/Prose Response



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12

What other title would help a reader understand an important idea in this article? In your response, use information from the article that explains why this title would help a reader understand an important idea. Write your answer in the box below.

MSA

HSA



NO



SAMPLE ITEM

STUDENT DIRECTIONS

You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person. The three texts are:

- “Biography of Amelia Earhart”
- “Earhart’s Final Resting Place Believed Found”
- “Amelia Earhart’s Life and Disappearance”

Consider the argument each author uses to demonstrate Earhart’s bravery.

Write an essay that analyzes the strength of the arguments about Earhart’s bravery in at least two of the texts. Remember to use textual evidence to support your ideas.

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Essay writing area

SAMPLE ITEM

Student Directions

Use what you have learned from reading "Daedalus and Icarus" by Ovid and "To a Friend Whose Work Has Come to Triumph" by Anne Sexton to write an essay that provides an analysis of how Sexton transforms Daedalus and Icarus.

As a starting point, you may want to consider what is emphasized, absent, or different in the two texts, but feel free to develop your own focus for analysis.

Develop your essay by providing textual evidence from both texts. Be sure to follow the conventions of standard English.

Answer:

How are teachers being
trained to address students
with disabilities?

- ▶ Scaffolded instruction
- ▶ Universal Design for Instruction model
- ▶ Explicit instruction
- ▶ High expectations for all students
- ▶ Tasks for developing reading stamina
- ▶ Co-teaching training

What can parents do to
support their child?



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A PARCC Document

[PARCCParentGuideBrochure\(Final Web\).pdf](#)

“Expanding Access- Accessibility Features and Accommodations for Students with Disabilities in PARCC Assessments— A Parent’s Guide”

- Features for All Students (page 2)

- Accessibility Features Identified in Advance (page 2)

- Accommodations for Students with Disabilities (page 2)
- Parent's Role
- Accommodations for the Computer-delivered PARCC Assessments (page 3)

- What Parents Can Do to Support Their Child (page 4)

Additional Resources

www.parcconline.org/about-parcc



**Partnership for Assessment of
Readiness for College and Careers**

[23. Spotlight on the Common Core State Standards-3.pdf](#)

[22. Top 10 Things Parents Need to Know about the Common Core State Standards-1.pdf](#)

[32. Common Core Video Resources for Parents-1.pdf](#)