Using Technology to Meet the Common Core Writing Standards

Dave Butler, Don Johnston Inc.
Ruth Ziolkowski, Don Johnston Inc.
Pat Satterfield, Center 4 AT Excellence,
A GA Tools for Life Network Partner
www.gatfl.org

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Using Technology to Meet Common Core Writing Standards

Objectives

- Explain shifts in Common Core Standards
- Explain how technology can be used to implement research-based writing strategies
- Give examples of technology to meeting writing requirements for different ages & abilities

What Does the Research Say

- Writing Next Report: Effective Strategies to Improve Writing of Adolescents in Middle and High School http://all4ed.org/wp-content/uploads/2006/10/WritingNext.pdf
- Teaching Elementary School Students to be Effective Writers http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf

Writing Next Report

- 1. Writing Strategies, which involves teaching students strategies for planning, revising, and editing their compositions

- 2. Summarization, which involves explicitly and systematically teaching students how to summarize texts

- 3. Collaborative Writing, which uses instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions

- 4. Specific Product Goals, which assigns students specific, reachable goals for the writing they are to complete

- 5. Word Processing, which uses computers and word processors as instructional supports for writing assignments

- 6. Sentence Combining, which involves teaching students to construct more complex, sophisticated sentences

- 7. Prewriting, which engages students in activities designed to help them generate or organize ideas for their composition

- 8. Inquiry Activities, which engages students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task

- 9. Process Writing Approach, which interweaves a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing

- 10. Study of Models, which provides students with opportunities to read, analyze, and emulate models of good writing

- 11. Writing for Content Learning, which uses writing as a tool for learning content material
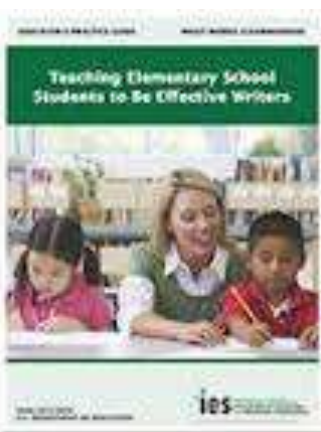
Review of Recommendations

Recommendation 1.
Provide daily time for students to write.

Recommendation 2.
Teach students to use the writing process for a variety of purposes.

Recommendation 2a.
Teach students the writing process.

1. Teach students strategies for the various components of the writing process.
2. Gradually release writing responsibility from the teacher to the student.
3. Guide students to select and use appropriate writing strategies.
4. Encourage students to be flexible in their use of the components of the writing process.

Recommendation 2b.
Teach students to write for a variety of purposes.

1. Help students understand the different purposes of writing.
2. Expand students' concept of audience.
3. Teach students to emulate the features of good writing.
4. Teach students techniques for writing effectively for different purposes.

Recommendation 3.
Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.

1. Teach very young writers how to hold a pencil correctly and form letters fluently and efficiently.
2. Teach students to spell words correctly.
3. Teach students to construct sentences for fluency, meaning, and style.
4. Teach students to type fluently and to use a word processor to compose.

Recommendation 4.
Create an engaged community of writers.

1. Teachers should participate as members of the community by writing and sharing their writing.
2. Give students writing choices.
3. Encourage students to collaborate as writers.
4. Provide students with opportunities to give and receive feedback throughout the writing process.
5. Publish students' writing, and extend the community beyond the classroom.

Common Core Writing

- **Text Types & Purposes** - 3 Anchor Standards
  - 3 main types of writing narrative, informative/explanatory, argumentative
- **Production & Distribution of Writing** -3 Anchor Standards
  - Produce clear and coherent writing
  - Strengthen writing by revising, editing, rewriting or trying a new approach
  - Use technology to produce writing and interact/collaborate with others
- **Research to Build and Present Knowledge**-3 Anchor Standards
  - Short & Sustained research
  - Gather info from multiple resources, cite evidence etc.
- **Range of Writing**
  - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Assessment Today

4 Domains
- Ideas
- Organization
- Style
- Conventions

Assessments of the Future

Constructed Response

The table below shows the number of students in each third-grade class at Lincoln School.

Students in Third-Grade	
Class	**Number of Students**
Mrs. Roy	24
Mr. Grant	21
Mr. Harrison	22
Ms. Mack	25

There are 105 fourth-grade students at Lincoln School. How many more fourth-grade students than third-grade students are at Lincoln School?

Show or explain how you found your answer.

Performance Task

Student Directions:

Part 1 (35 minutes)
Your assignment:
You will read a short story and article, watch a video, review research statistics, and then write an argumentative essay about your opinion on virtual schools.

Steps you will be following:
In order to plan and compose your essay, you will do all of the following:
1. **Read a short story and article, watch a video, and review research statistics**.
2. Answer three questions about the sources.
3. Plan and write your essay.

Directions for beginning:
You will now read the sources and watch a video. Take notes, because you may want to refer back to your notes while writing your essay. You can refer back to any of the sources as often as you like.
• (short story)
• (article 1)
• (video)
• (research statistics)

Questions
Use your remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read and viewed, which should help you write your essay. You may click on the appropriate buttons to refer back to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

1. Analyze the different opinions expressed in "The Fun They Had" and the "Virtual High School Interview" video. Use details from the story and the video to support your answer.

2. What do the statistics from "Keeping Pace with K–12 Online Learning" suggest about the current trends of virtual schools in the U.S.? Use details from the charts to support your answer.

3. Explain how the information presented in the "Virtual High School Interview" video and the article "Virtual Schools Not for Everyone" differs from the information in the research statistics? Support your answers with details from the video and the articles.

Part 2 (85 minutes)
You will now have 85 minutes to review your notes and sources, and to plan, draft, and revise your essay. You may also refer to the answers you wrote to the questions in part 1, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, then begin your work.

Your Assignment
Your parents are considering having you attend a virtual high school. Write an argumentative essay explaining why you agree or disagree with this idea**. Support your claim with evidence from what you have read and viewed.**

How do we identify students who could benefit from assistive technology and/or intervention?
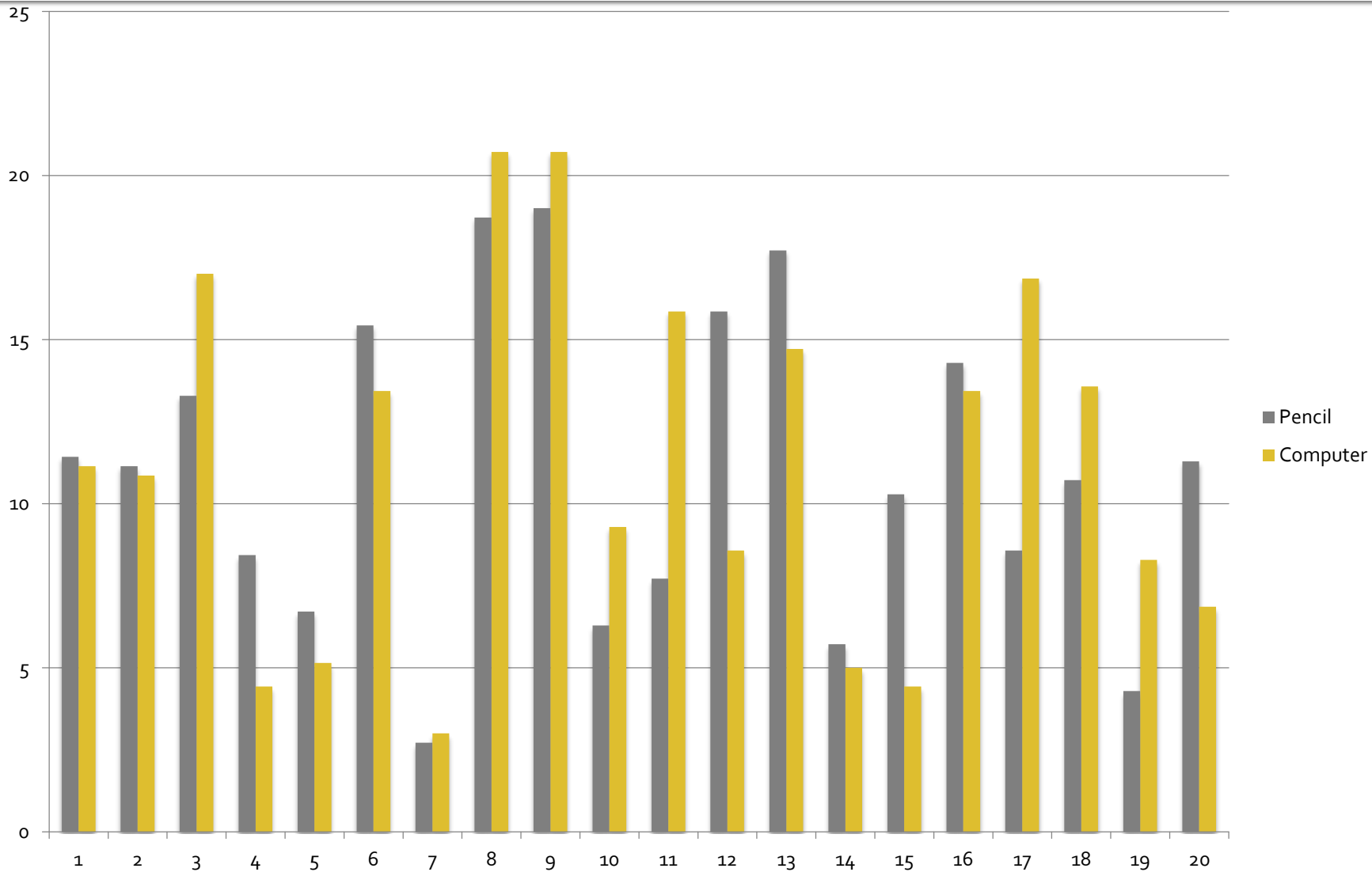
Getting to grade-level performance

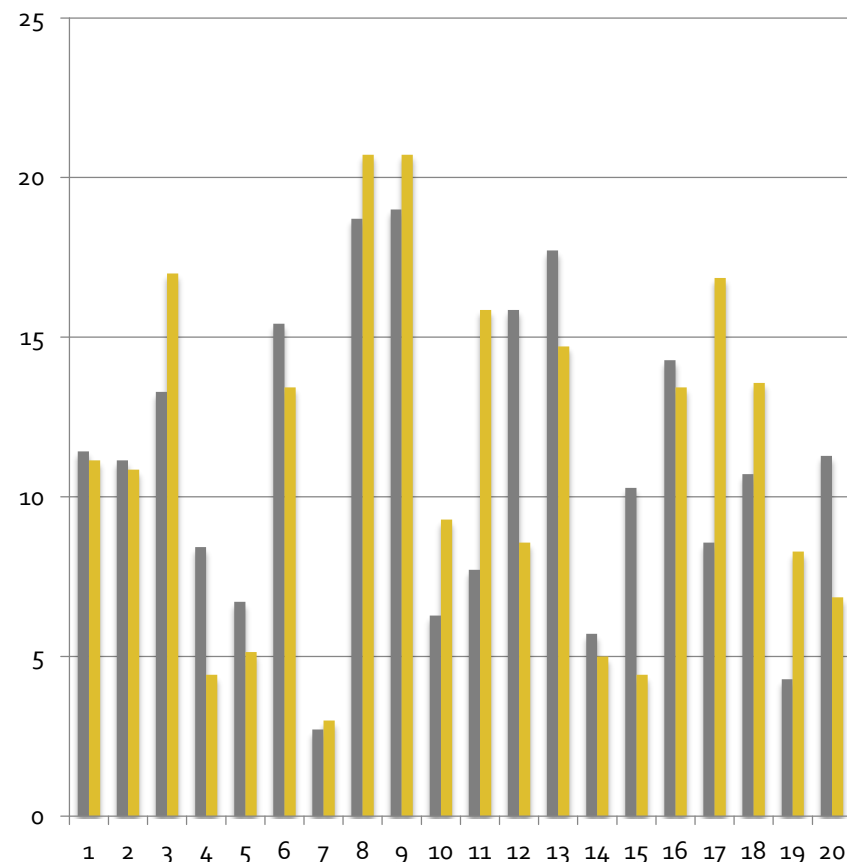Getting to Grade Level
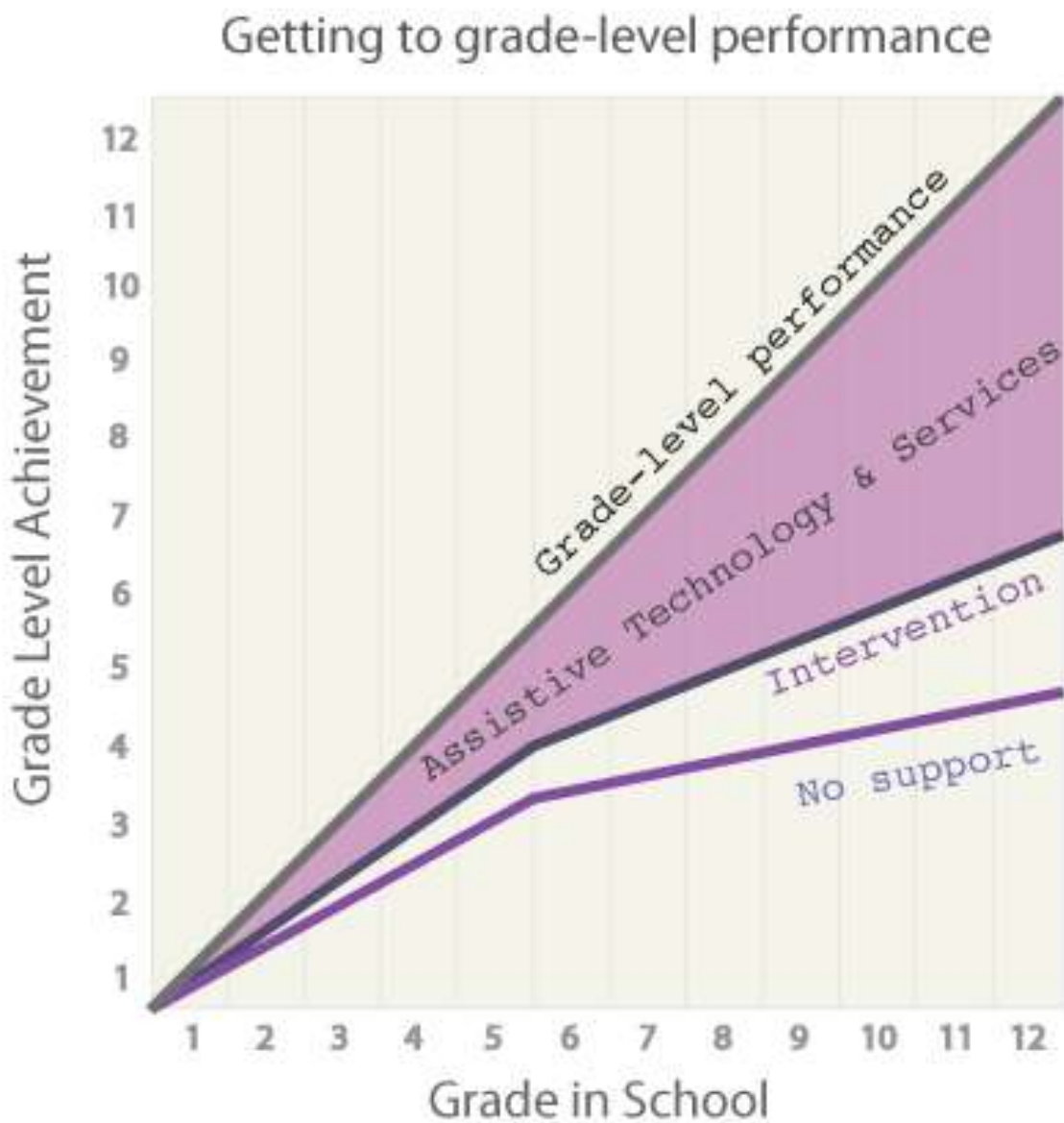
4 Key Areas
Dr. Denise DeCoste

- Keyboarding
- Handwriting
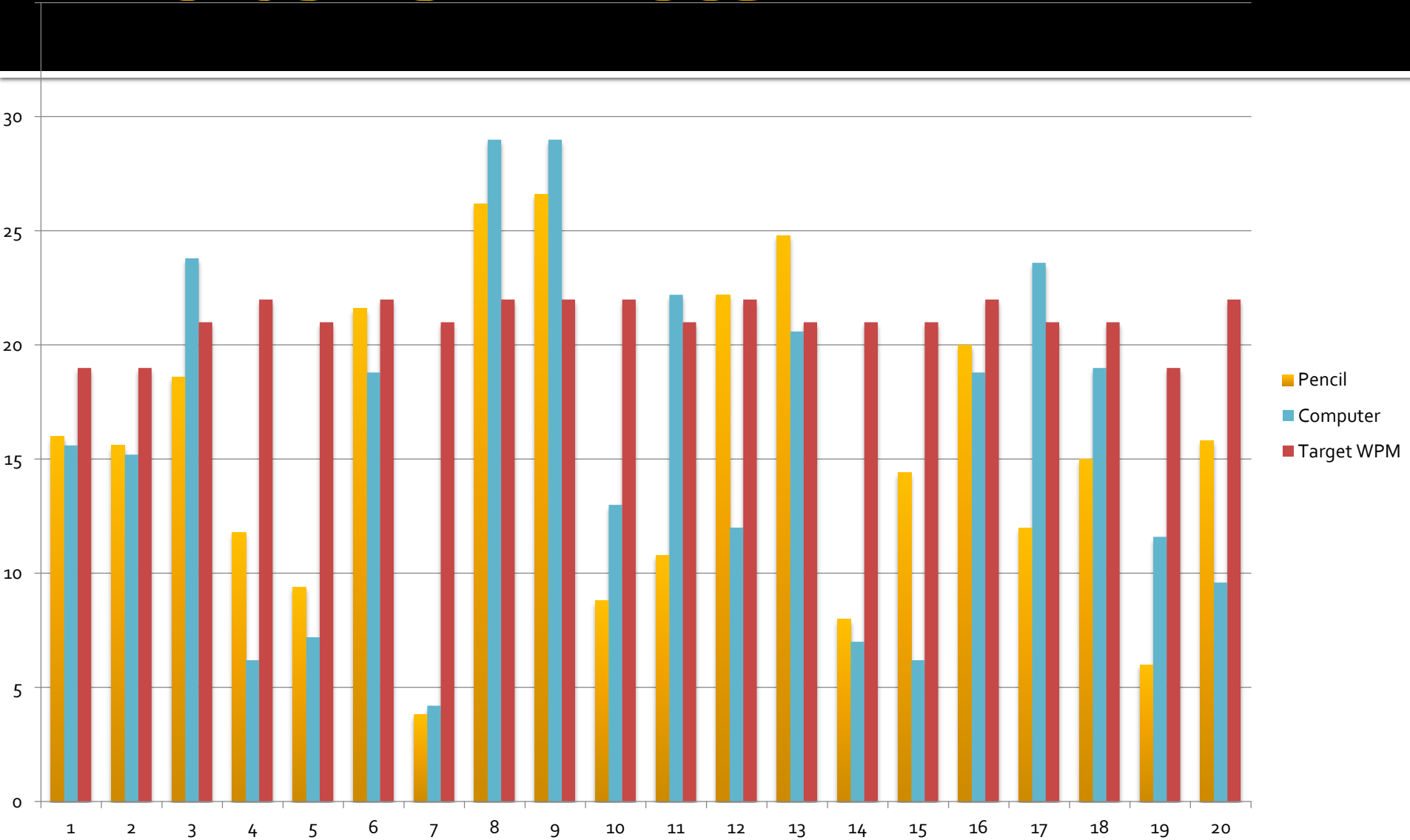- Spelling
- Organization

Correctly Spelled

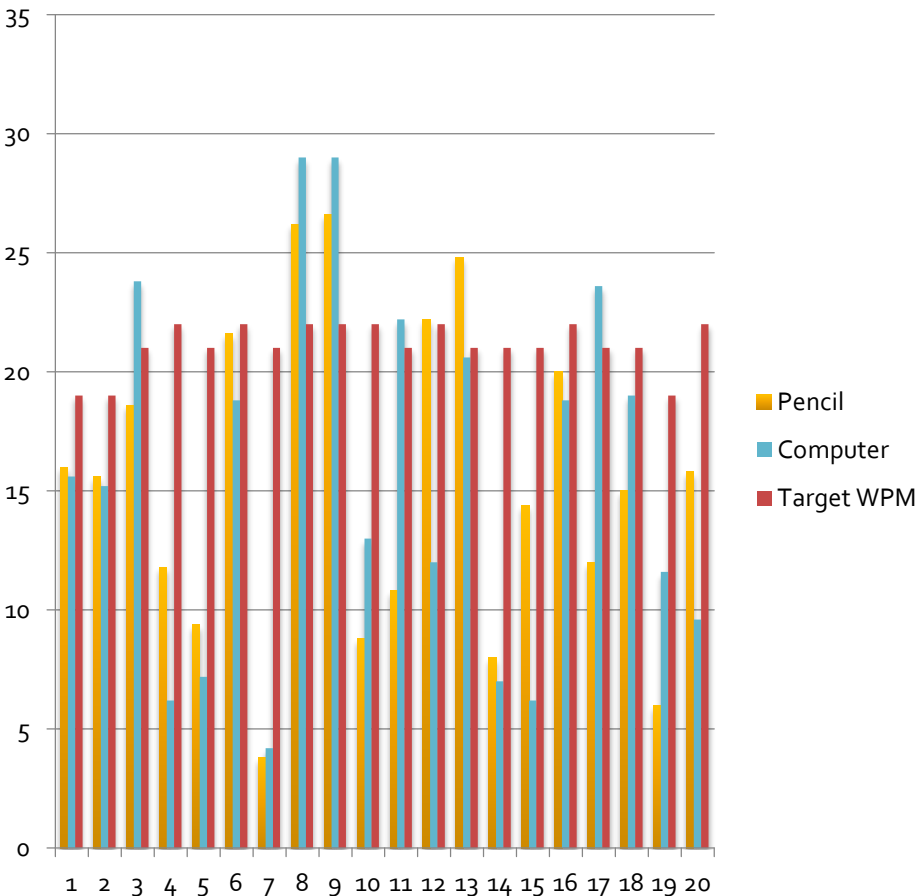# Correctly Spelled

- 6 students overall Spelling significantly below
- 4 students **decreased** when on computer
- 5 students **increased** performance when on computer.
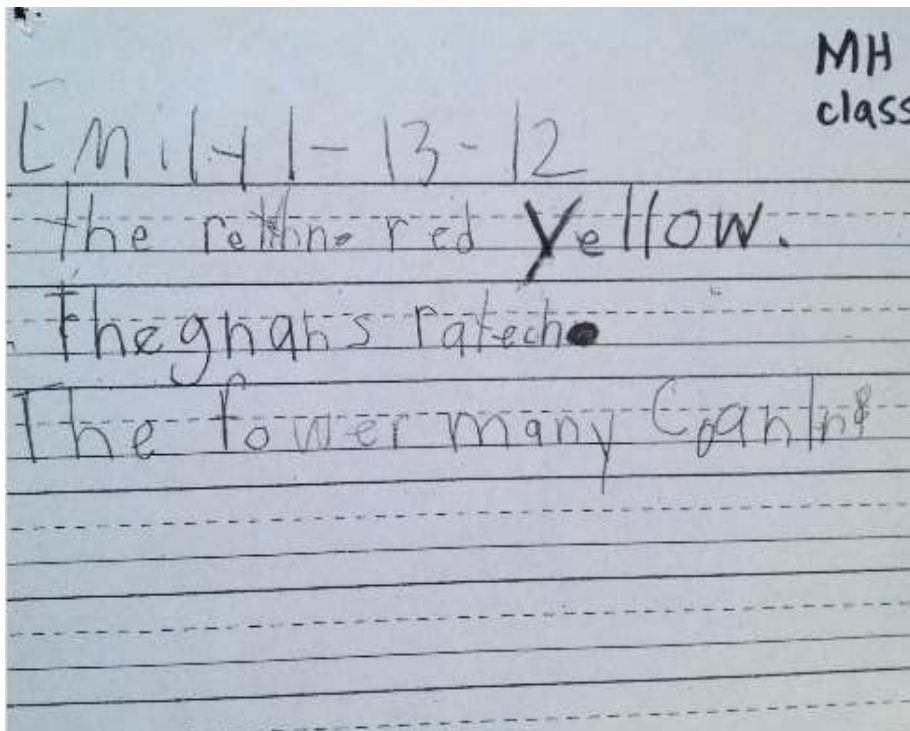
Words Per Minute

Words Written

- 5 students above target; 4 with computer
- 8 significantly below in both conditions
- 5 students **decreased** performance with computers
- 6 students **increased** performance with computer

student and class	Correct spelled words BEFORE	correct spelled words SOLO	% correct BEFORE	% correct SOLO	% improved	Access reading BEFORE	Access reading SOLO
D'Avi MH						0 web facts%	3 web facts
John MH						0 web facts	3 web facts
Nichole MH						0 web facts	2 web facts
John MH						0 web facts	5 web facts
Nichole MH						1 web fact	6 web facts
Emily MH	8 of 13	47 of 47	81%	100%			
John MH							
William 1st							
Alex 3rd	3 of 6	6 of 6	50%	100%		4 facts	6 facts access to social studies
Alex 3rd							
fourth grade			85	100	15		
			83	93	10		
			90	93	3		
			93	100	7		
			90	97	15		
			69	100	31		
			90	100	20		
			70	100	30		
			93	97	4		
			90	97	7		
			90	95	5		
			97	100	3		
			90	100	10		
			97	100	7		
			90	100	10		
			90	97	7		
Sean 5th			84	100	16		
Sydney 5th			81	100	19		
Tyler 5th			53	100	47		
Jordan 5th			63	100	24		
Morgan							
Jordan 5th			76	100	24		

Emily

Emily 1-13-12
the re...ne red Yellow.
the gnan's ra...ch...
The tower many C...n...

MH class

I have 4 favorite things. First, I like flowers because they are different colors and kinds. Next, I like sea shells with a creature inside. Also, gems are sparkling treasures. Finally, rainbows are perfect because they have lots of colors. These beautiful things are my favorite things.
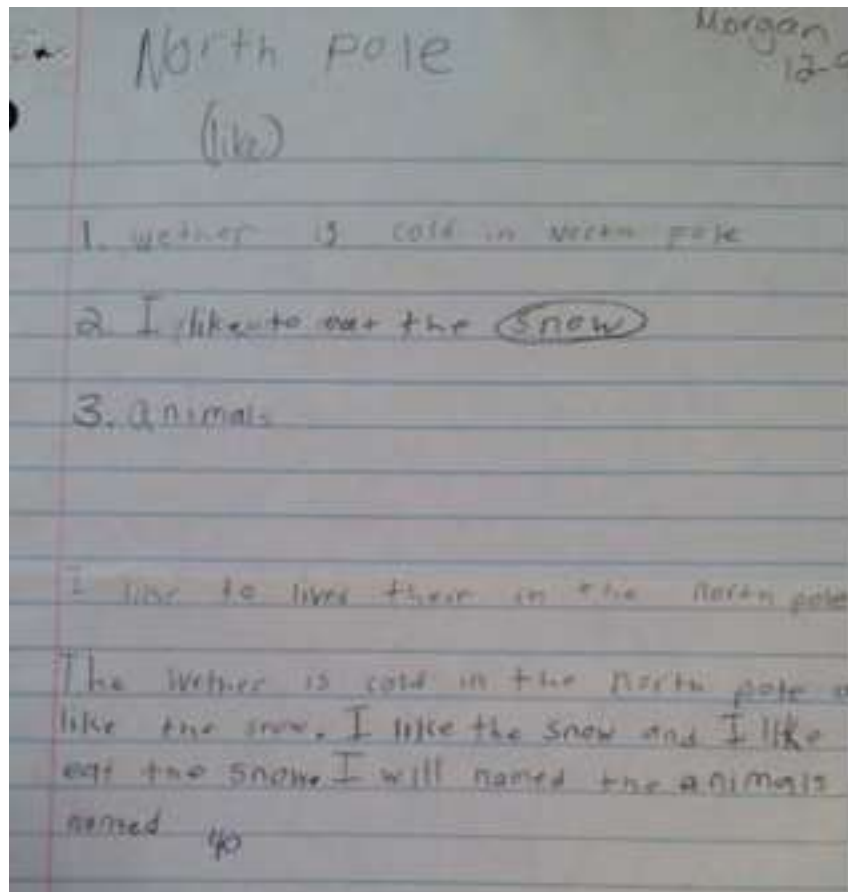
Autistic 1st grader wanting to ▬▬▬▬▬.
write far beyond his handwriting ability.   1st grade

I learned about people long ago. People did
not have electricity and supermarkets.

elktrs

sooprmrkt

Morgan

North pole
(like)

1. wether is cold in north pole

2. I like to eat the (snow)

3. animals

I like to lives their in the North pole

The wether is cold in the north pole and like the snow. I like the snow and I like eat the snow. I will named the animals named 40

I found fun tornado facts. The most powerful Tornadoes occur in the United States. Tornadoes have been reported in every state in the US and also in every season. They happen most often between 3pm and 9pm.

John

tornado.jpg

4 Key Areas of Struggle
Dr. Denise DeCoste

- Keyboarding
- Handwriting
- Spelling
- Organization

Tying it all together

	Instruction	Technology
Keyboarding	Keyboarding	Basic Word Processor
Handwriting	Handwriting without Tears Keyboarding	Basic Word Processor Talking Word Processor
Spelling	Spelling	Word Prediction Speech Recognition
Organization-Sentence	Sentence Framing/Expanding/Combining	Word Prediction with Grammar
Organization-Paragraph	Self Regulated Strategy Development 6 Traits	Writing Organizer
Other Considerations-Citing Evidence Bibliographies		Integrated tools -highlight text -synthesize information from multiple sources

Building your Technology Infrastructure

Word Processing (Talking Word Processing)

Writing Organization

Word Prediction

Speech to Text

Integrated Tool to support Reading to Writing

Contact Information

Presenter: Ruth Ziolkowski OTR, MBA
President, Don Johnston Inc.
rziolkowski@donjohnston.com
 847-867-4756

Dave Butler
Educational Support Specialist
dbutler@donjohnston.com
847-867-4935

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