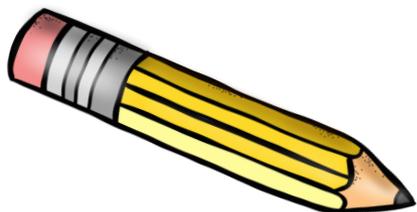


Practical Applications and Therapy Ideas when Implementing the Common Core



By
Nicole Allison and
Jenna Rayburn



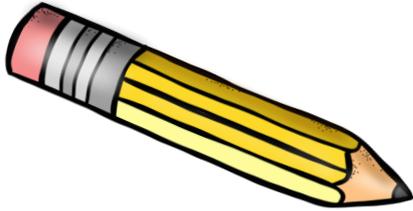
Nicole Allison, MA CCC-SLP

Relevant Financial Relationships:

- Employed at Rittman Exempted Village School District
- Receives compensation on website TeachersPayTeachers for creating and selling speech/language therapy materials
- Author of the blog Allison's Speech Peeps, which promotes therapy products
- Provides speech therapy in home employed by Devon Healthcare Group

Relevant Non-Financial Relationships:

- Serves on The Ohio School Speech Pathology Educational Audiology Coalition (OSSPEAC) board as media chair



Jenna Rayburn, MA CCC-SLP

Relevant Financial Relationships:

- Employed at Worthington City Schools, Worthington, Ohio
- Receives compensation on website TeachersPayTeachers for creating and selling speech/language therapy materials
- Author of the blog The Speech Room News, which promotes therapy products, app reviews, and direct content.

Relevant Non-Financial Relationships:

- Contributing Author at Yapp Guru and Speechie Freebies

Common Core State Standards

The Common Core is a set of high-quality academic standards in mathematics and English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do at the end of each grade.



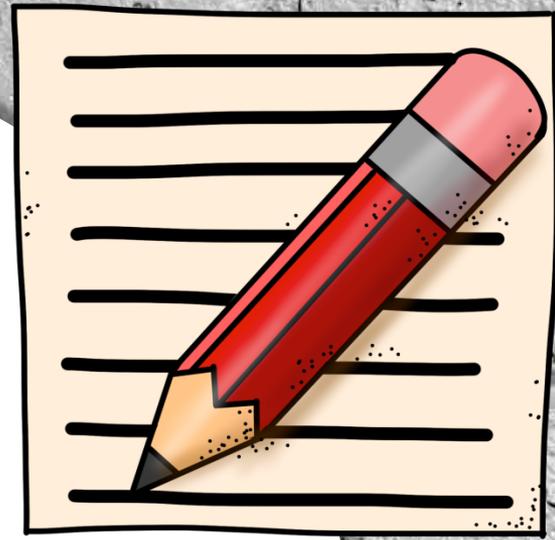
CCSS and Speech Therapy

According to IDEA 2004, we are required to align our services to the CCSS. We use data to determine students' current needs and then help them progress. The standards tell us where our students should be performing and help guide our therapy.

**Do I need to align
my therapy with
the CCSS?**

Yes!

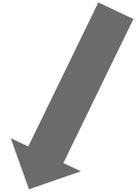
Standard



Data



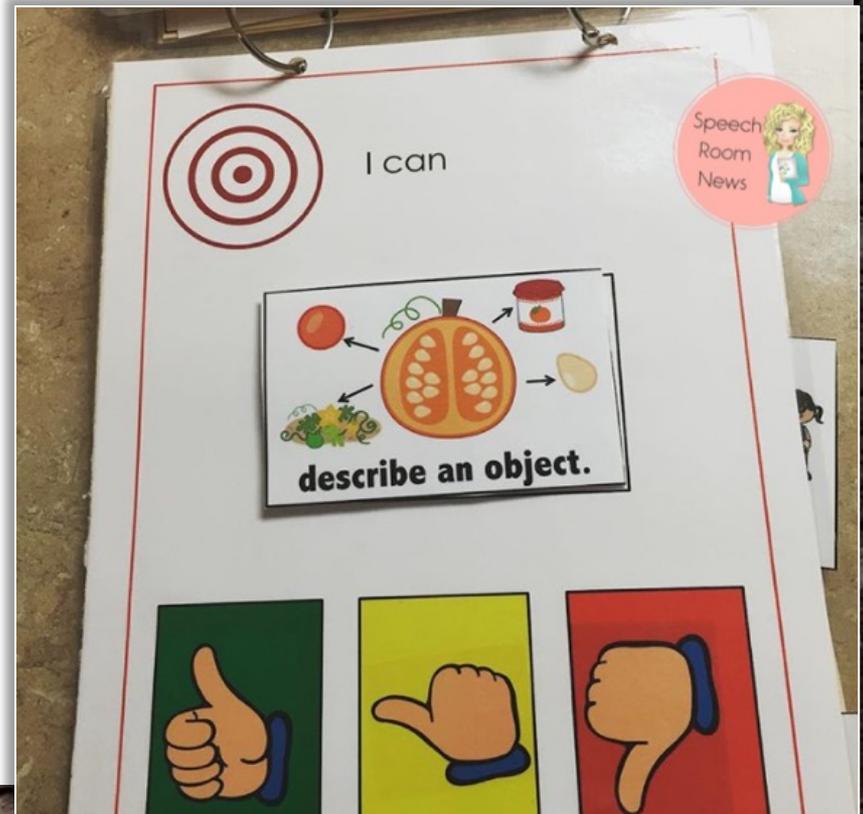
Goal



Incorporating CCSS into Our Therapy

How?

Post Learning Targets



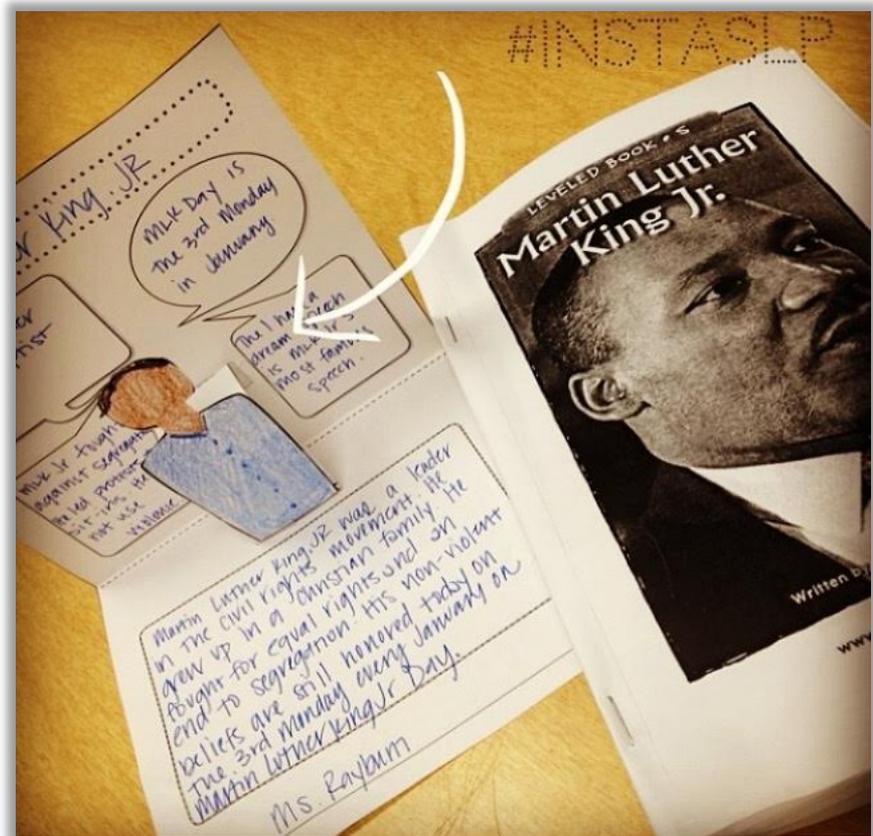
Incorporating CCSS into Our Therapy

How?

Find goal targets beyond
IEP goals-**address ELA!**

Examples:

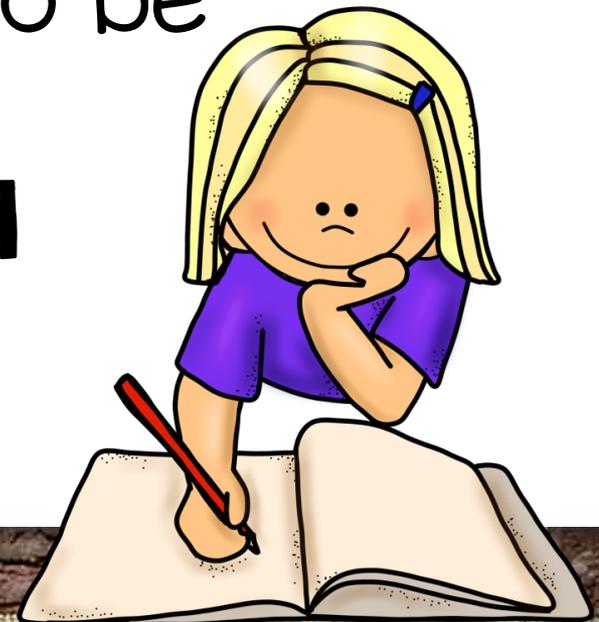
* Write narratives using effective technique, descriptive details, and clear event sequences.
CCSS W. 3



Working on Foundational Skills

-This is okay!

Our students may be performing multiple grade levels below. When this occurs, we need to be able to establish and work on **foundational skills** to meet these standards.



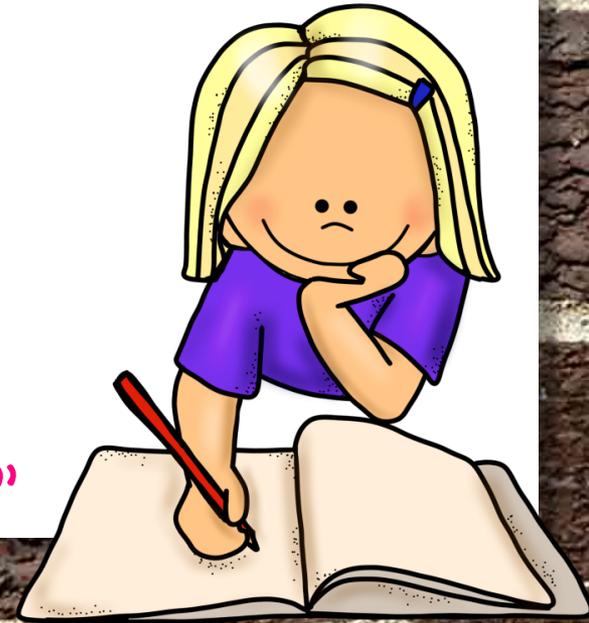
Foundational Skills

What are they?

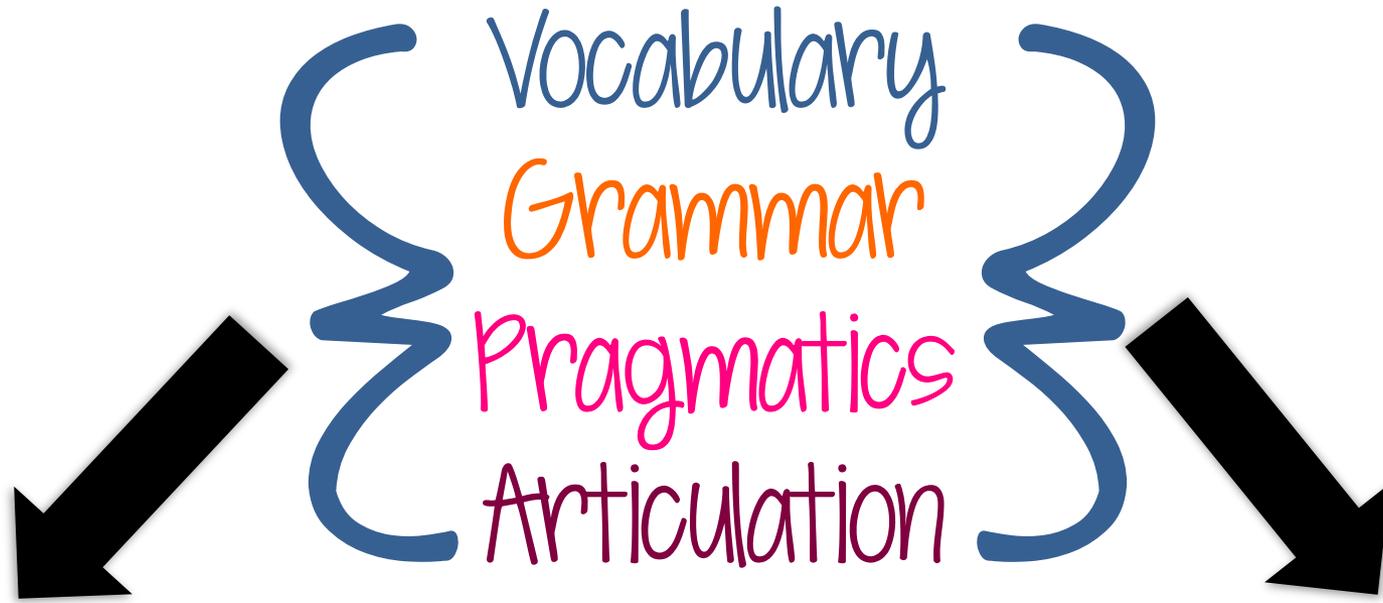
These are the underlying skills a student needs to acquire *before* they can address the CCSS.

For example:

Before students are able to **compare** and **contrast**, they need to understand the concepts **“same”** and **“different.”**



Therapy Ideas



**Standard
Activity**

**Foundational
Activity**

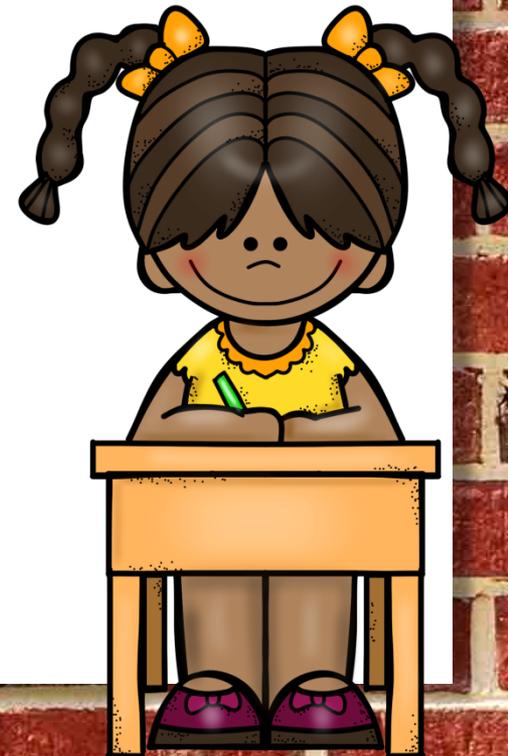
Vocabulary

Topic: Context Clues

CCSS Standard:

Language 4a

Use context as a clue to the meaning of a word.



Vocabulary

**Use Tier
Vocabulary**

https://www.youtube.com/watch?v=q-K9dSH_jhQ



Standard Activity:

Students identify and highlight clues in a sentence or paragraph to make guesses at tier 2 word meanings.

1. The feeble woman had a hard time climbing even three stairs.
2. The hazy air made it hard for the driver to see the road.

Foundational Activity:

Students make guesses at substituted tier 1 nonsense words by identifying context clues and using them to infer word meanings.

1. You may sharpen your lifo before class starts.
2. Pat used his floz to unlock the door.

Vocabulary

Topic: Shades of Meaning

CCSS Standard: L2.5 Distinguish shades of meaning among related words that describe states of mind or degrees of certainty

.

Standard Activity:

Students match 3 synonyms and write sentences to match the strength of the given word.

Ex.:

The comedian is hilarious.

The cat is clever.



Foundational Activity:

Students use picture cues on cards to rate the strength of vocabulary words. They sort the words with pictures instead of relying on the vocabulary. Then develop appropriate sentences.

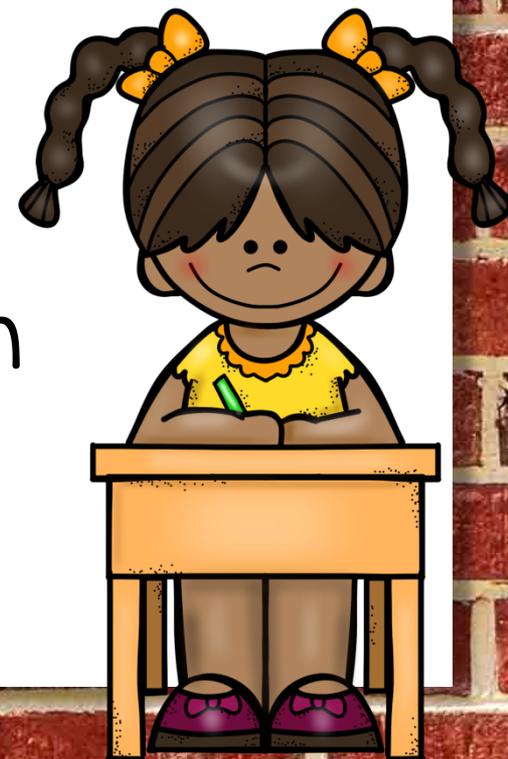


Vocabulary

Your Turn!

CCSS Standard:

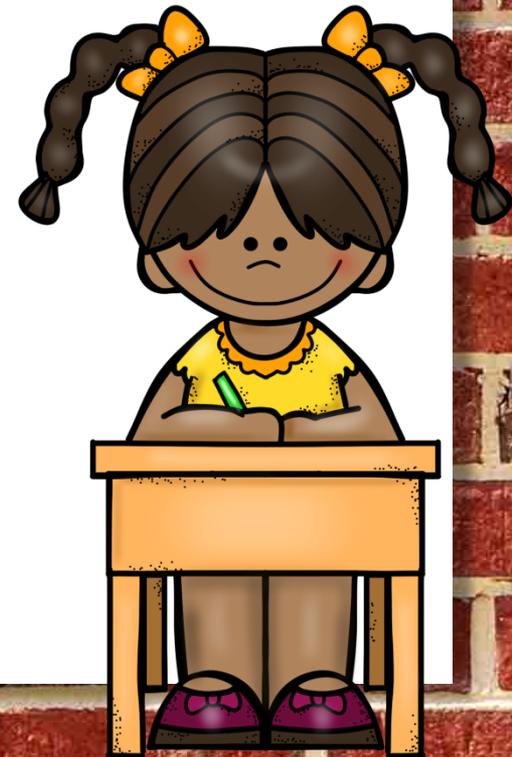
RF 3a. Identify and know the meaning of the most common prefixes and derivational suffixes.



Grammar

Topic: Pronouns

CCSS Standard: L1d: Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).



Therapy Ideas

Standard Activity:

Using pictures from a magazine, have students formulate sentences using correct pronouns.



Foundational Activity:

Students match pronouns to corresponding pictures on envelopes.
(Example: "she" with "one girl").



Grammar

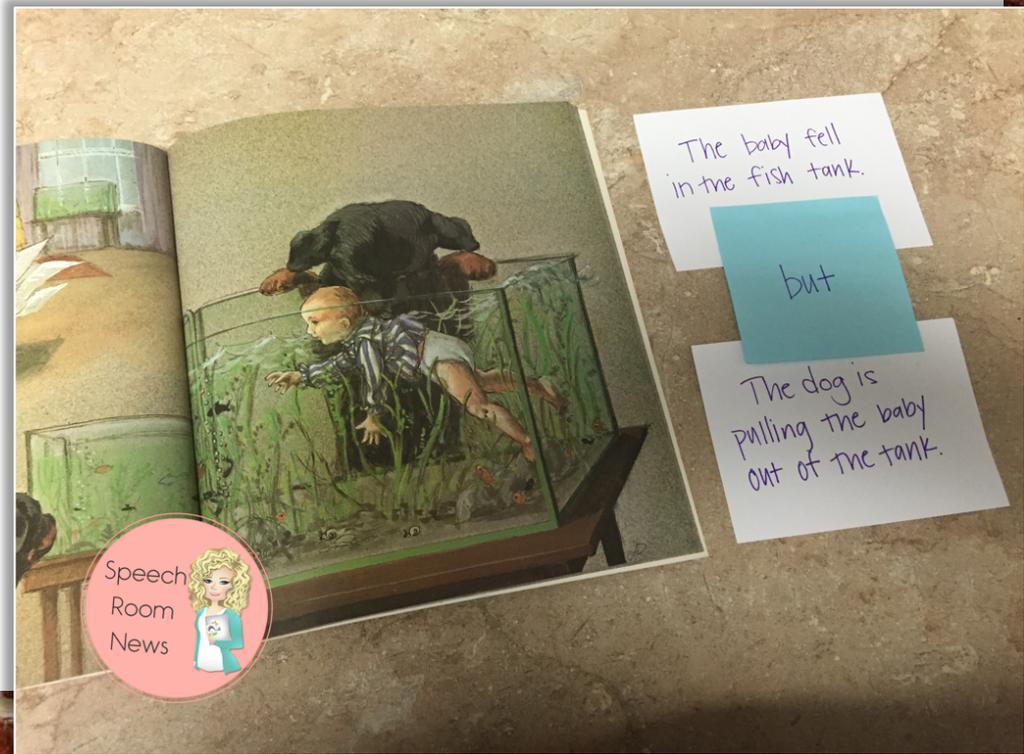
Topic: Syntax

CCSS Standard: L3: Produce simple, compound, and complex sentences.



Standard Activity:

Students write four descriptor sentences to describe a scene. Then add coordinating conjunctions to make compound sentences.



Foundational Activity:

Students use clothespins with coordinating conjunctions written on them to connect two independent clauses that are already written for them.

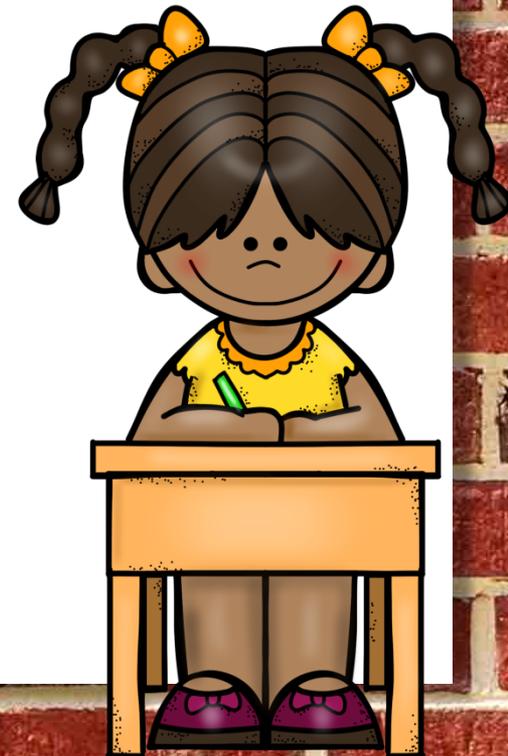


Grammar

Your Turn!

CCSS Standard:

L 1b. Form and use regular and irregular plural nouns.



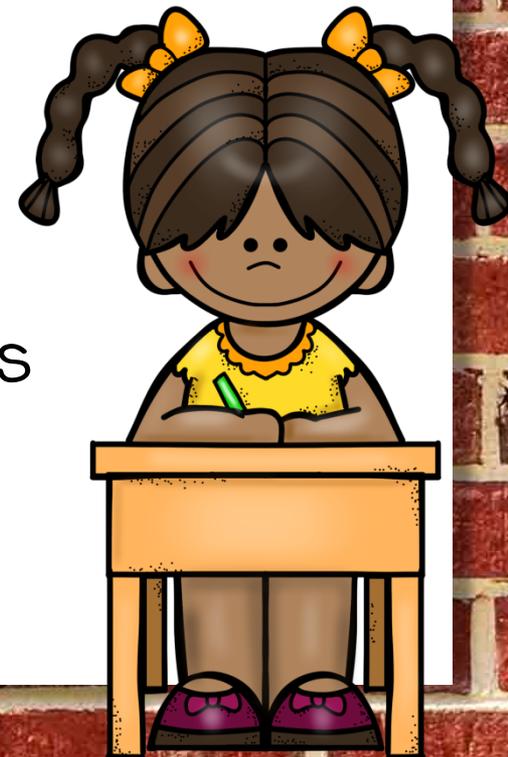
Pragmatics

Topic: Conversations

CCSS Standard:

Speaking and Listening I

Participate in collaborative conversations with diverse partners about grade appropriate topics and texts with peers and adults in small and larger groups.

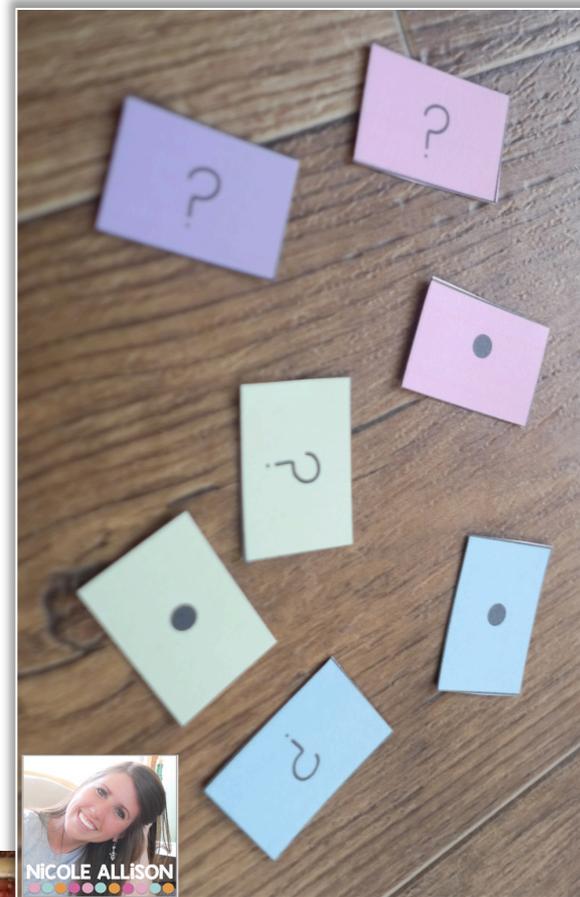


Standard Activity:

Students use comment and question visuals to participate in conversations. Students ask questions and respond to questions, as well as make-on topic remarks to facilitate a conversation.

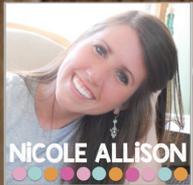
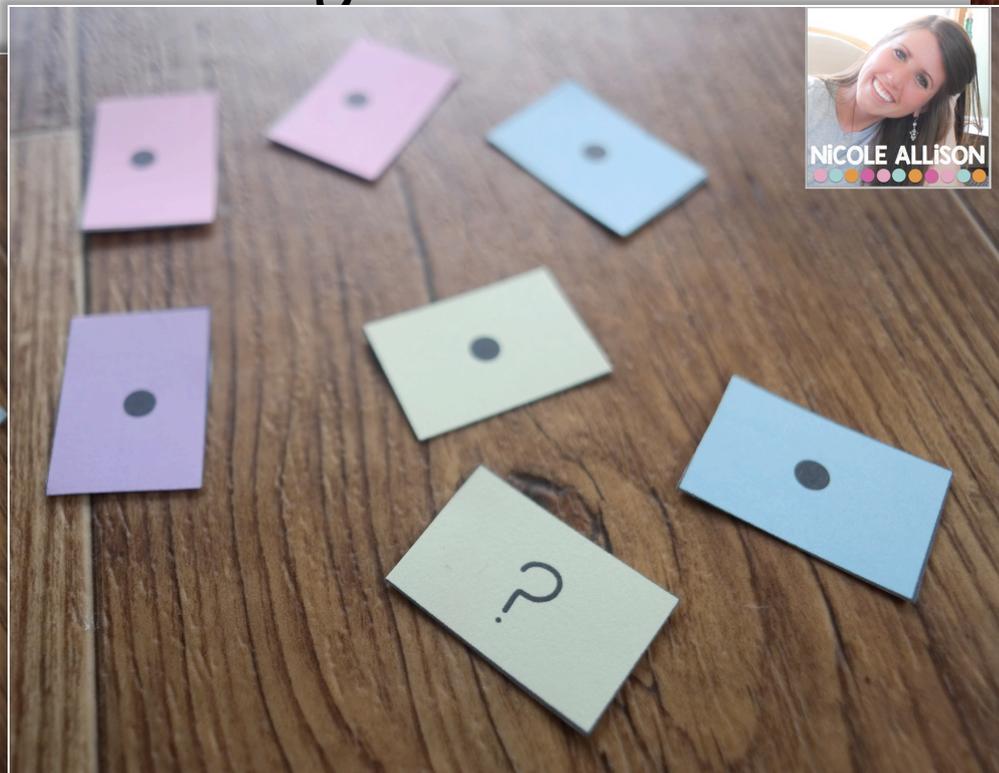
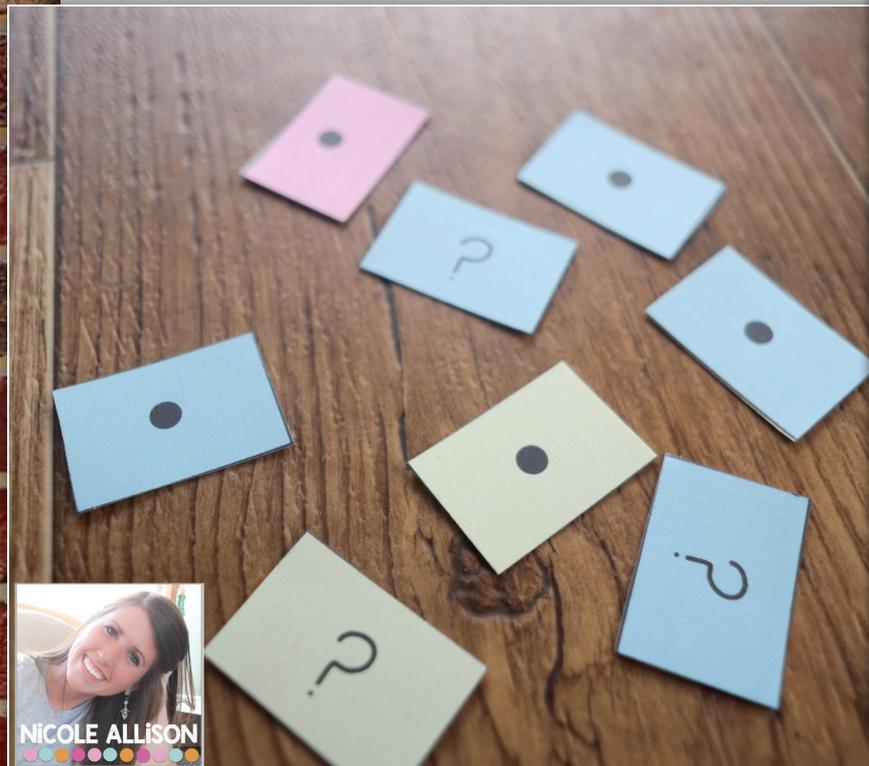
Therapy Ideas

Standard Activity:



Therapy Ideas

Standard Activity: What's wrong?



Foundational Activity:

Students make decisions and choose whether statements are on-topic or off-topic.

Foundational Activity:



Pragmatics

Topic: Perspective Taking

CCSS Standard:

Speaking and Listening 6.3

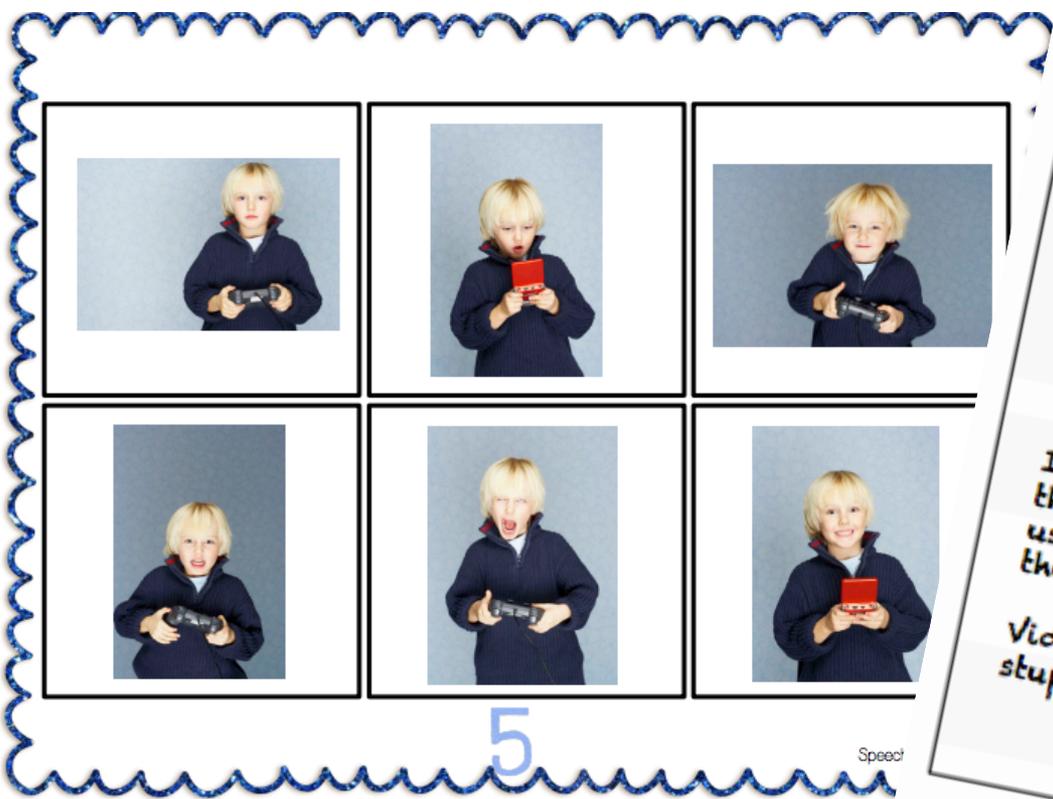
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.



Standard Activity:

Students practice identifying reactions and adjusting their responses. Student are presented with a mat with different images for a the given situation. The students work on identifying and predicting how different statements might make their conversational partner feel.

Therapy Ideas



5

Your little brother is playing his video games. How might he react if you say... Why would he react like that?

It's my turn.

You're so good at this!

I won! I beat you! I did it!!

Pause that and look at my phone.

Can you help me with the trash?

I'm going to cream you.

I bet you didn't know that on level 17 you can use a code and bypass the Hulk.

Video games are so stupid.

Foundational Activity:

Students will look at a photo and identify what they think/know/guess or answer structured questions to make inferences about feelings. Focus is on identifying feelings and reading body language.

Therapy Ideas



Where was this photo taken?
What's happening?
How does this person feel?
How can you tell how they feel?
What could make them feel like that?

KNOW: What do you know based on looking at the picture?

THINK: What do you think about this person? What might he/she be thinking about you?

GUESS: Guess how he/she will act or react.

Where was this photo taken?

What's happening?

How does this person feel?

How can you tell how he/she feels?

What could make him/her feel like that?

Pragmatics

Your Turn!

CCSS Standard:

Speaking and Listening I
Participate in collaborative conversations with diverse partners about grade appropriate topics and texts with peers and adults in small and larger groups.



Articulation

Topic: Speaking clearly with articulation and intonation.

CCSS Standard:

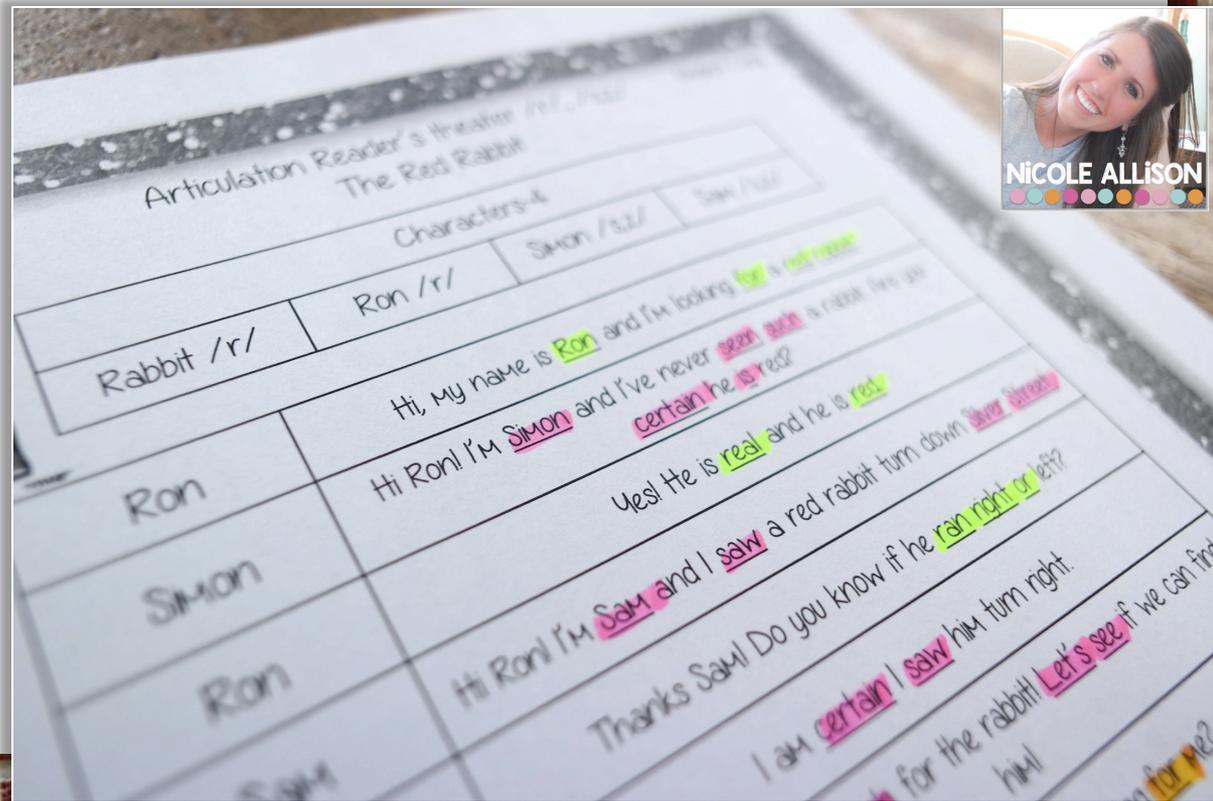
CCSS.ELA-LITERACY.SL.3.4

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.



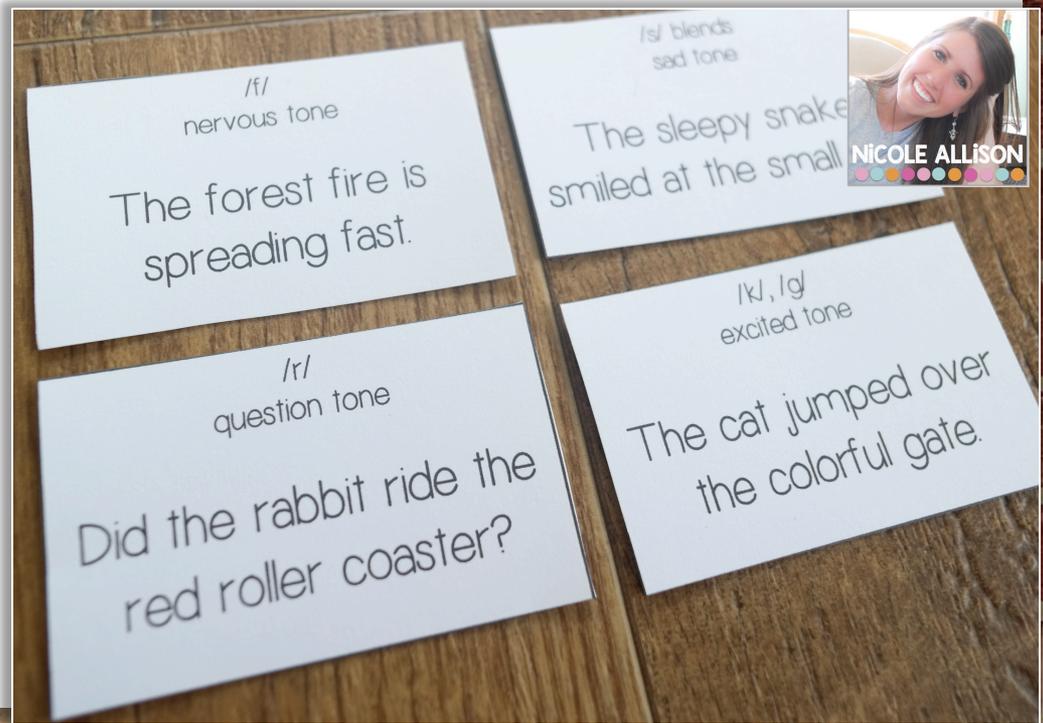
Standard Activity:

Students highlight articulation words and read plays such as Readers Theatre using correct articulation and good intonation.



Foundational Activity:

Students are given sentences containing their sounds and asked to say them with varying tones of voices.



Articulation

Topic: Presentation of Knowledge and Ideas

CCSS Standard:

CCSS.ELA-LITERACY.SL.3.4

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.



Standard Activity:

Students will use articulation cards to make up a story. They practice retelling it to the group with 100% intelligibility using articulation targets.



Therapy Ideas

Foundational Activity:

Students will read aloud a text to a group. They highlight their target sounds before completing the activity.



Articulation

Your Turn!

CCSS Standard:

Speaking and Listening 3.4

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.



Keep in Contact!



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