

Meeting Common
Core State Standards
with **Visual Learning**

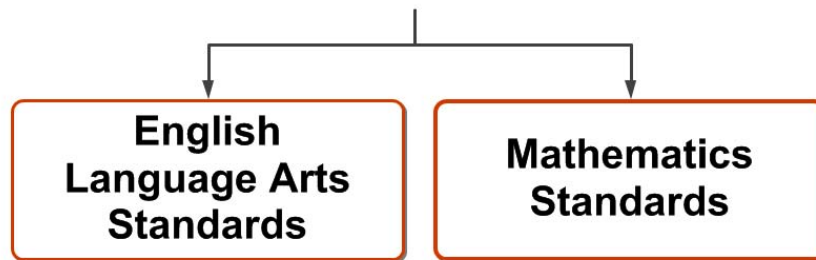
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New Standards and Guidelines



COMMON CORE STATE STANDARDS INITIATIVE

PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

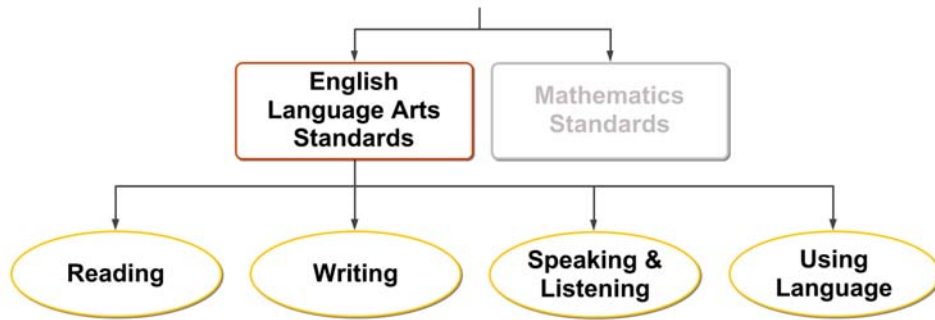


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The National Governors Association and the Council of Chief State School Officers have created a unified set of clear and consistent research-based standards outlining the knowledge and skills students need for success – the Common Core State Standards. The standards currently set requirements for English Language Arts and Mathematics. The standards for History & Social Studies and Science are currently under development.

Let's take a closer look at the standards.

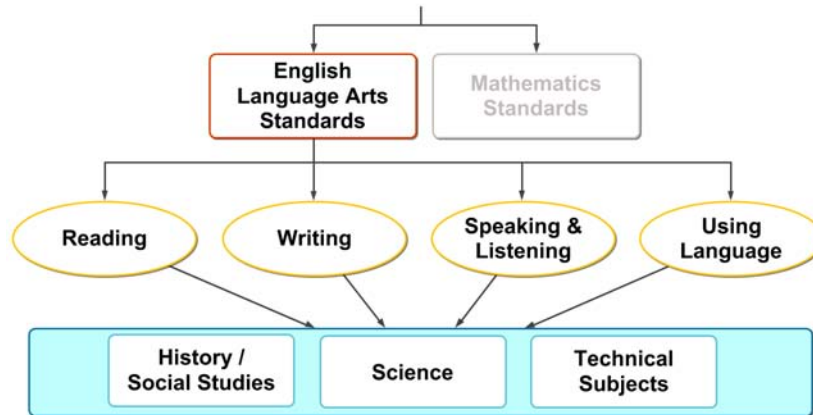
English Language Arts Strands



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The English Language Arts standards are divided into the strands of reading, writing, speaking and listening, and language as they apply to English Language Arts curriculum.

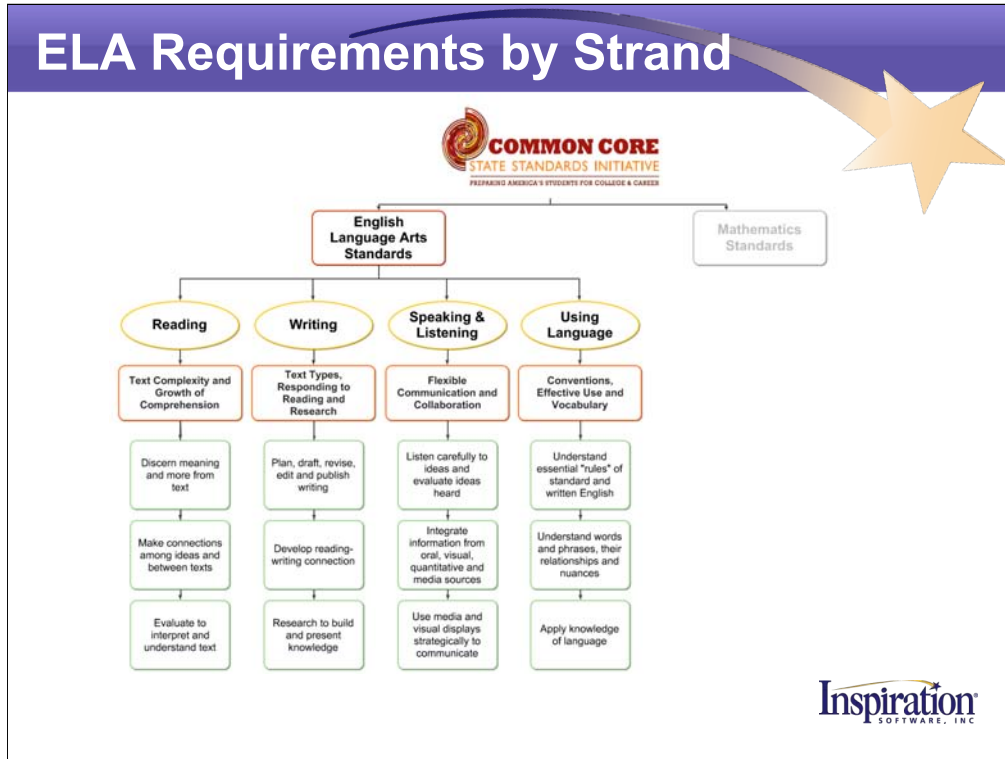
Applied Across Subject Areas



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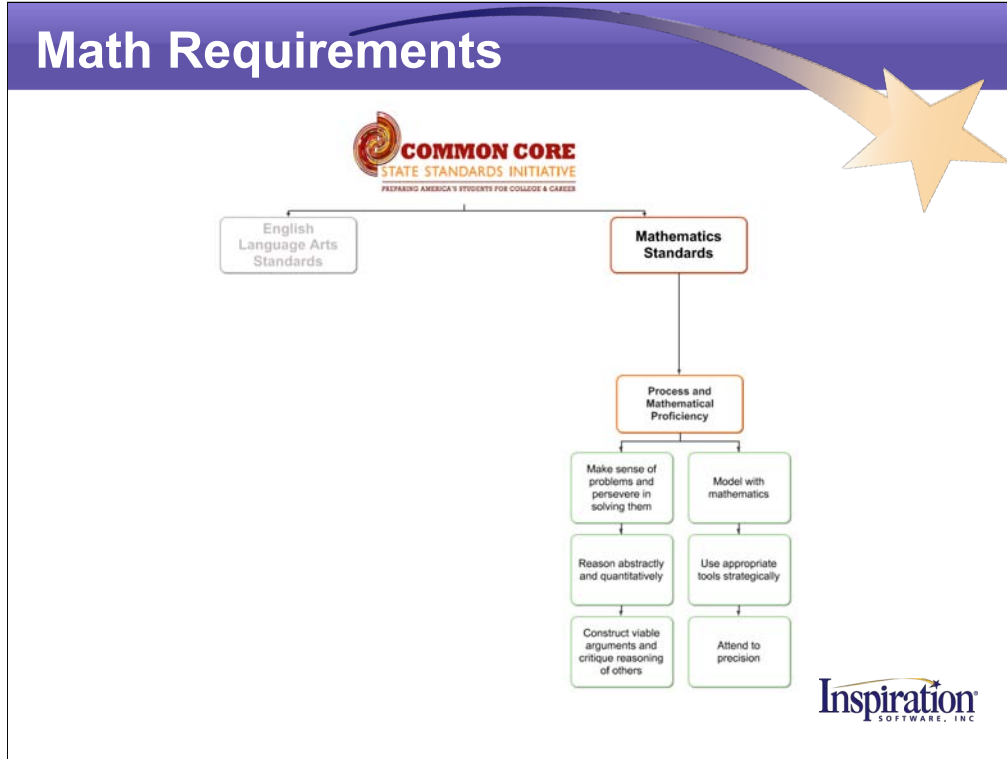
Also, within the English Language Arts standards, there are requirements outlined for literacy in History/Social Studies, Science and Technical Subjects. The idea is that students must learn to read, write, speak and use language effectively in a variety of content areas to develop their college and career readiness. These literacy requirements are intended to complement the upcoming content standards for these subjects, not to be used instead of them.

ELA Requirements by Strand



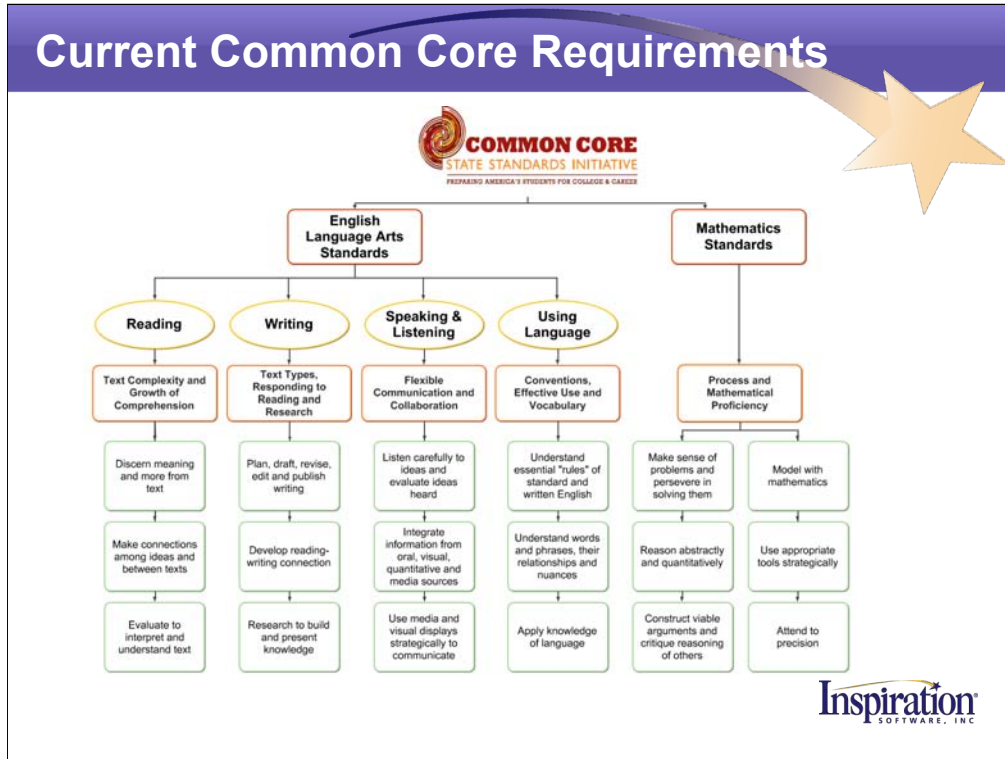
For each of the strands, there is a robust set of detailed requirements outlined. Here we can see the overarching expectations the standards set for students.

Math Requirements



And there is a unified set of requirements for Mathematics as well, defining what students should understand and be able to do to be mathematically proficient.

Current Common Core Requirements



As you review this diagram summarizing the key requirements of both the English Language Arts and Mathematics standards, would you agree that if your students had or could develop these abilities, they would be able to learn and master many, if not all, of your content standards? The question then becomes how?

Academic Success & Career Readiness



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How can we help students achieve academic success? And how can we ensure that our students are truly college and career ready?

To help answer these questions, let's take a look at how visual thinking and learning strategies are among the best methods for teaching students of all ages how to think critically and how to learn.

Anchor Standard Gr 6-8 Writing Strand

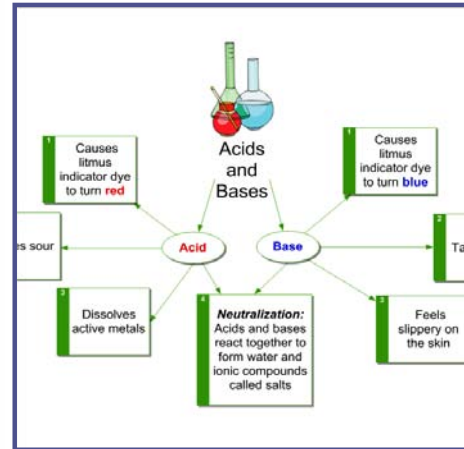
Writing Standards for Literacy in History/Social Studies, Science, and

Grades 6-8 students:

Grades 9-10 students:

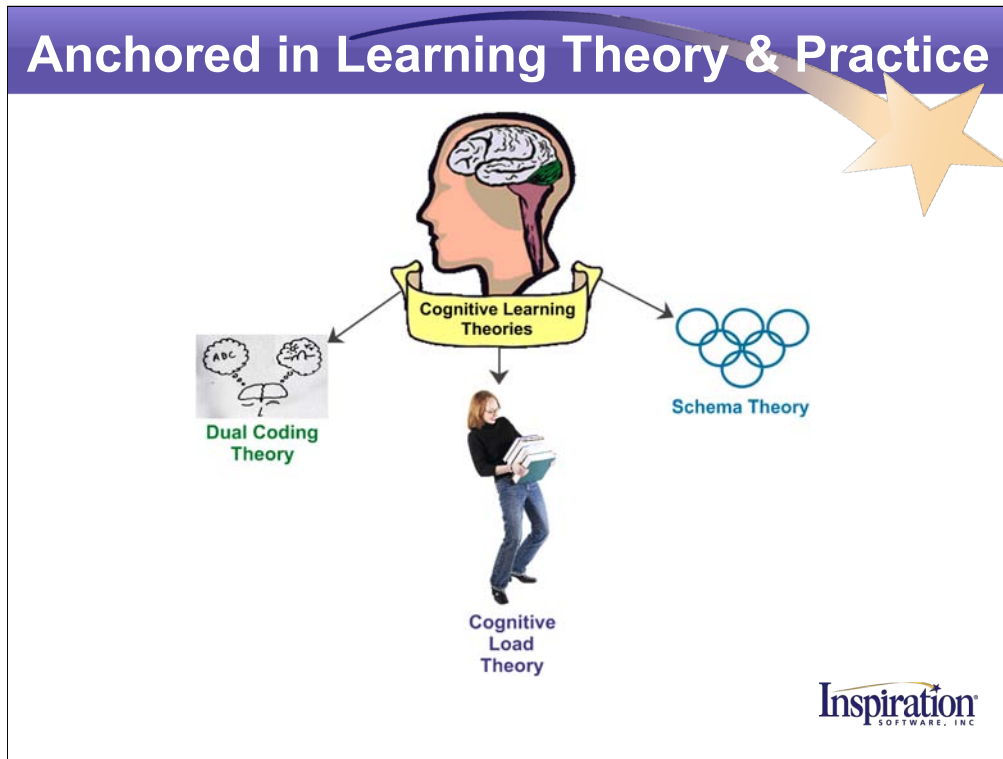
Text Types and Purposes (continued)

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style and objective tone.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.



Can you see how all of the highlighted elements in the standards are addressed in this concept map?

The topic is clearly introduced, ideas and the concept are organized with facts, definitions and concrete details. Graphics are being used and transitions and relationships are being demonstrated clearly...helping students better understand the content being studied.



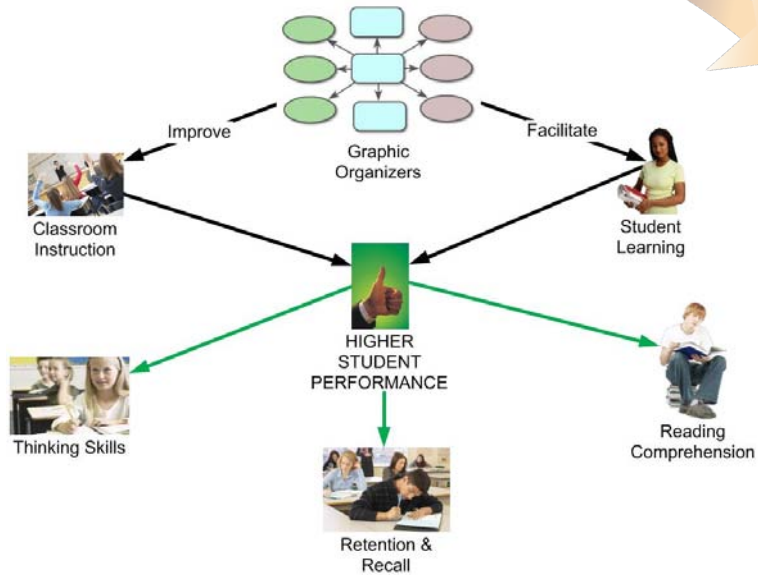
The overlap between the standards and the concept map make sense as the roots of visual learning are deeply anchored in Learning Theory and Practice:

Dual Coding Theory: Learning improves dramatically when verbal and visual information are combined.

Cognitive Load Theory: Our working memories are limited; visual learning significantly reduces demand on our working memories.

Schema Theory: Our prior knowledge is interconnected in our brains; visual learning can help us fully tap that knowledge to solve problems and learn new information.

Supported by Empirical Evidence

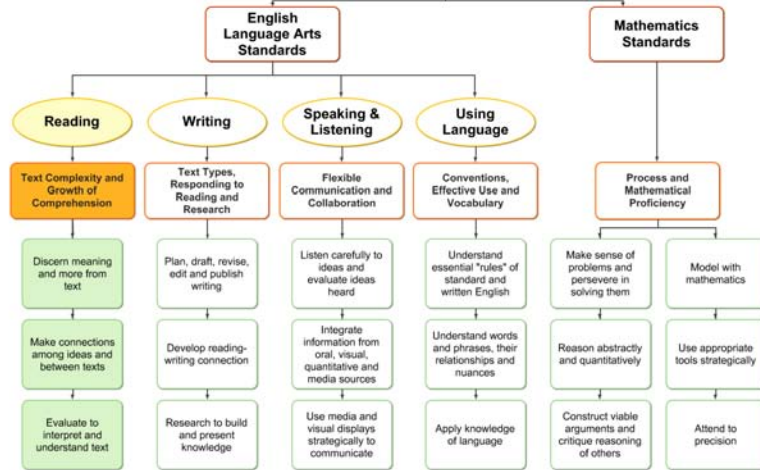


Source: Institute for the Advancement of Research in Education (IARE), 2003

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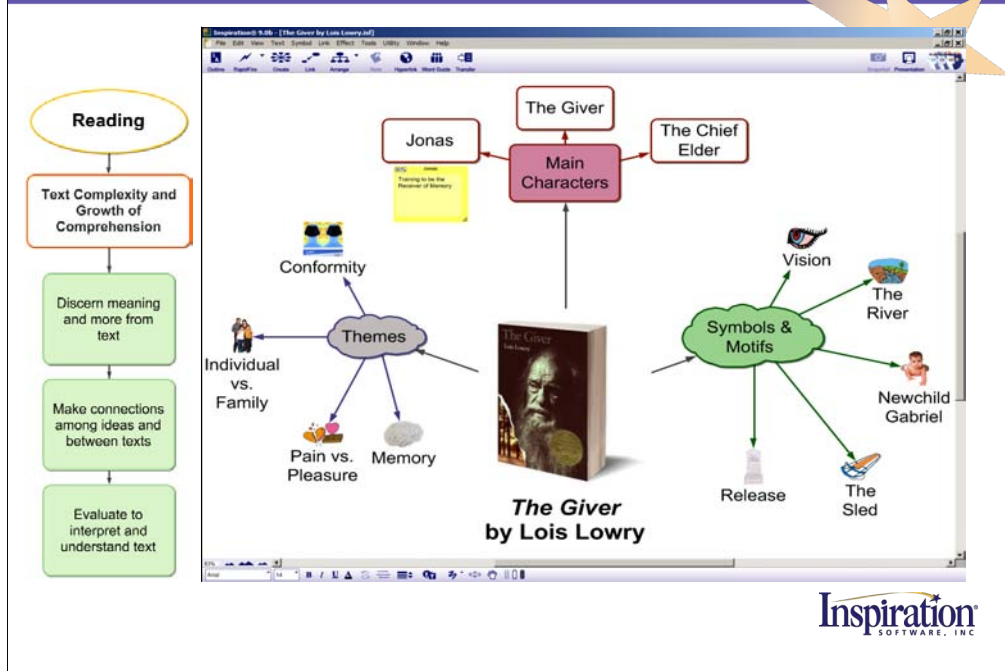
Additionally a wide body of scientifically-based research provides empirical evidence that visual learning improves classroom instruction and facilitates student learning leading to higher student achievement, particularly reading comprehension, retention & recall of information and critical thinking skills.

Standards for Reading



Let's take a closer look now, at the reading strand and how visual thinking and learning helps students develop their reading skills.

Reading and Comprehension



Students can apply visual learning to literature and informational texts from all subject areas. By pairing images and words and connecting ideas, students can organize information in a meaningful way to better discern meaning and understand text.

Reading and Comprehension

The image shows a screenshot of the Inspiration software interface. On the left side, there is a vertical flowchart titled "Reading" with the following steps:

- Text Complexity and Growth of Comprehension
- Discern meaning and more from text
- Make connections among ideas and between texts
- Evaluate to interpret and understand text

The main workspace displays a graphic organizer for the book "The Lion, the Witch and the Wardrobe" by C.S. Lewis. The central text is "The Lion, the Witch and the Wardrobe by C.S. Lewis". Surrounding this central text are four boxes with arrows pointing towards the center, each with two empty ovals for notes:

- Top: "What is the writer trying to say?"
- Left: "What happens in the story?"
- Right: "Who are the main characters?"
- Bottom: "Where does the story take place?"

The Inspiration logo is visible in the bottom right corner of the software window.

Graphic organizers can be used in various ways to support students at all learning levels.

For example, a younger student can be prompted by their teacher as to what they should be thinking about when reading a story.

Reading and Comprehension

Reading

Text Complexity and Growth of Comprehension

Discern meaning and more from text

Make connections among ideas and between texts

Evaluate to interpret and understand text

The Lion, the Witch and the Wardrobe by C.S. Lewis

- What happens in the story?
 - The sacrifice
 - Peter becomes king of Narnia
 - Winter in Narnia
 - Discovery of the Wardrobe
 - Arrival at Professor Kirke's
- What is the writer trying to say?
 - Be brave
 - Good will win
- Who are the main characters?
 - The White Witch
 - Asian
 - Peter
 - Lucy
 - Susan
 - Edmund
- Where does the story take place?
 - Professor Kirke's house
 - The Land of Narnia

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The student can then focus on adding details and citing examples to draw conclusions about what they've read. By doing this, students learn a method on how to analyze literature and informational text.

Reading and Comprehension

Reading

Text Complexity and Growth of Comprehension

Discern meaning and more from text

Make connections among ideas and between texts

Evaluate to interpret and understand text

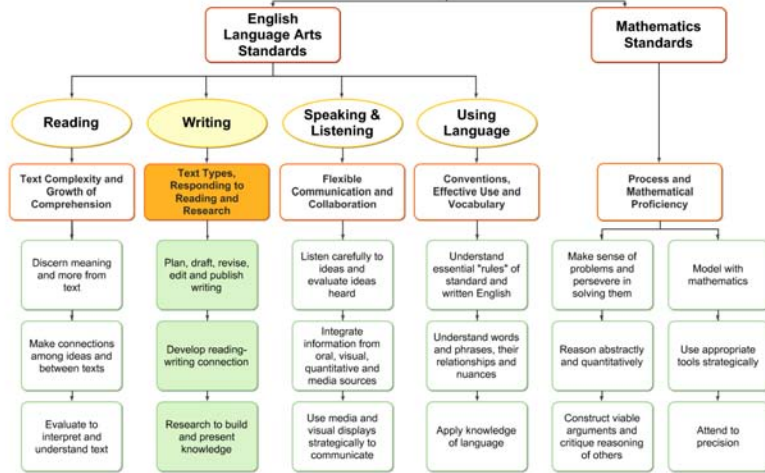
Cell membrane

- enzymes (catalyzing)
- binding (for)
- stable site (provides)
- transport (in or out of)
- regulates
- helps (compartmentalize)
- microdomains
- cytoskeletal filaments (for)
- anchoring site (provides)
- components (or)
- extracellular matrix (of)
- cell domain (or)
- subcellular domain

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Which they can then apply to more complex readings as they progress through their grade levels, including those found in other subject areas, like we see in this science example.

Standards for Writing



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For writing, let's look at the writing process students go through using visual thinking and learning tools to meet this requirement.

Writing and Research

Writing

Text Types,
Responding to
Reading and
Research

Plan, draft, revise,
edit and publish
writing

Develop reading-
writing
connection

Research to build
and present
knowledge

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Students can use visual thinking and outlining tools in each stage of the writing process – those being planning, drafting, revising, editing and publishing.

For example, a student writing a report on Christopher Columbus, can start the planning process by brainstorming ideas about what they already know, which helps them determine what else they need to know and figure out what they need to research.

Writing and Research

The image displays a software interface for 'Writing and Research'. On the left, a vertical flowchart outlines the writing process:

- Writing
- Text Types, Responding to Reading and Research
- Plan, draft, revise, edit and publish writing
- Develop reading-writing connection
- Research to build and present knowledge

The main area shows a digital mind map about Christopher Columbus. A central node labeled 'Christopher Columbus' is connected to several other nodes:

- A 'Chronology' arrow pointing to a sequence of events:
 - 1485-1492: Sponsor sought
 - 1492: First voyage
 - Appointed Governor and Viceroy
 - 1493-1494: Second Voyage
 - 1498: Third Voyage
 - 1500: Columbus and brothers arrested and sent to Spain; eventually freed
 - 1502-1504: Fourth Voyage
- 'Explorer's Motives', which branches into:
 - Discover a new route to India and China
 - Trade for gold, silk, spices and other goods
- A partially visible node on the left: '...nt had East'

The interface includes a menu bar at the top (Document, Edit, View, Symbol, Link, Effect, Tools, Assignments, Sharing, Help) and a toolbar on the right with options like 'Collaborate', 'Comment', and 'Clear'. The 'Inspiration SOFTWARE, INC.' logo is visible in the bottom right corner.

As students gather relevant information, they expand their knowledge. By visually mapping out the information, they convey that knowledge clearly.

Visually mapping out information also helps students clarify and structure their thoughts as they progress through the drafting phase of the writing process...and it helps teachers see how a student understands or misunderstands information, which allows them to provide feedback and guide students' learning more effectively.

Reading and Writing Integrated

Writing

Text Types, Responding to Reading and Research

Plan, draft, revise, edit and publish writing

Develop reading-writing connection

Research to build and present knowledge

Christopher Columbus

- **Chronology**
 - **1485-1492: Sponsor sought**

Columbus sought a sponsor for his journey West in search of a shorter trade route to Asia. Portugal, Genoa, and Venice turned down Columbus, before Ferdinand and Isabella of Spain agreed.

On May 1, 1486, Columbus was given permission to present his plan to Queen Isabella, who in turn, referred it to a committee. The committee allowed much time to pass before recommending that the Royal Highness pass on the proposed venture.

After two more years of lobbying, negotiations resulted in success and King Ferdinand and Queen Isabella decided to sponsor Columbus' journey.
 - **1492: First voyage**
 - **Appointed Governor and Viceroy**

Also given title of Admiral
 - **1493-1494: Second Voyage**
 - **1498: Third Voyage**

Voyage was disaster
 - **1500: Columbus and brothers arrested and sent to Spain; eventually freed**
 - **1502-1504: Fourth Voyage**

Disaster like third voyage

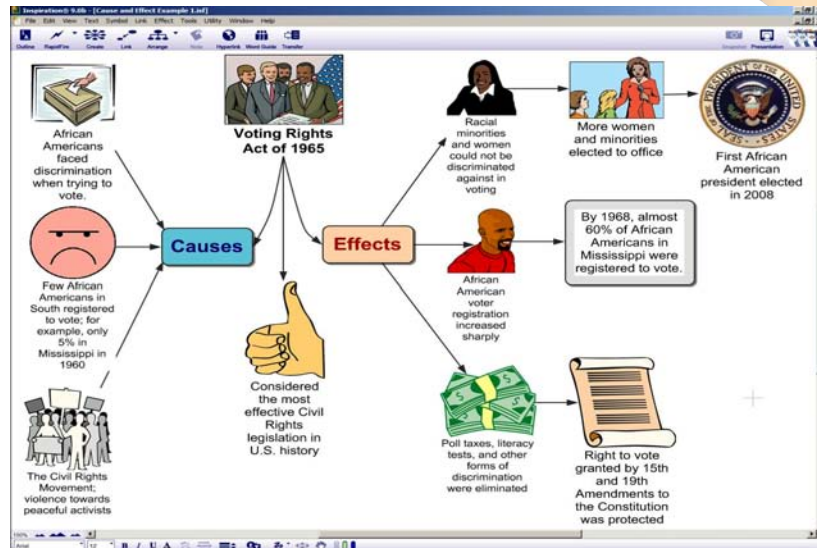
Basic Facts

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Although the reading and writing strands are outlined separately, they are meant to be integrated in practice. A key writing standard requires that students be able to write about what they read.

Inspiration Software supports this seamlessly with the integrated Outline and Writing Views. Students can create a visual summary of their reading and with one click transform their diagram into a structured outline for their writing. Students can easily organize their ideas in the outline to convey their ideas clearly and they can add notes to offer more relevant information about their topics and support their analysis, reflection and research.

Thinking Critically



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Also, by mapping ideas visually, students are able to analyze and synthesize information, discuss and debate, and communicate their understanding effectively. In short, they are encouraged to think critically.

Inspiration® Software



Kidspiration

Grades K-5

Reading/Writing
Social Studies
Science
Math

Picture View
Writing View
Math View



Inspiration

Grades 6-12

English Language Arts
Social Studies/History
Science
Thinking and Planning

Diagram View
Map View
Outline View
Presentation Manager



Webspiration
Classroom

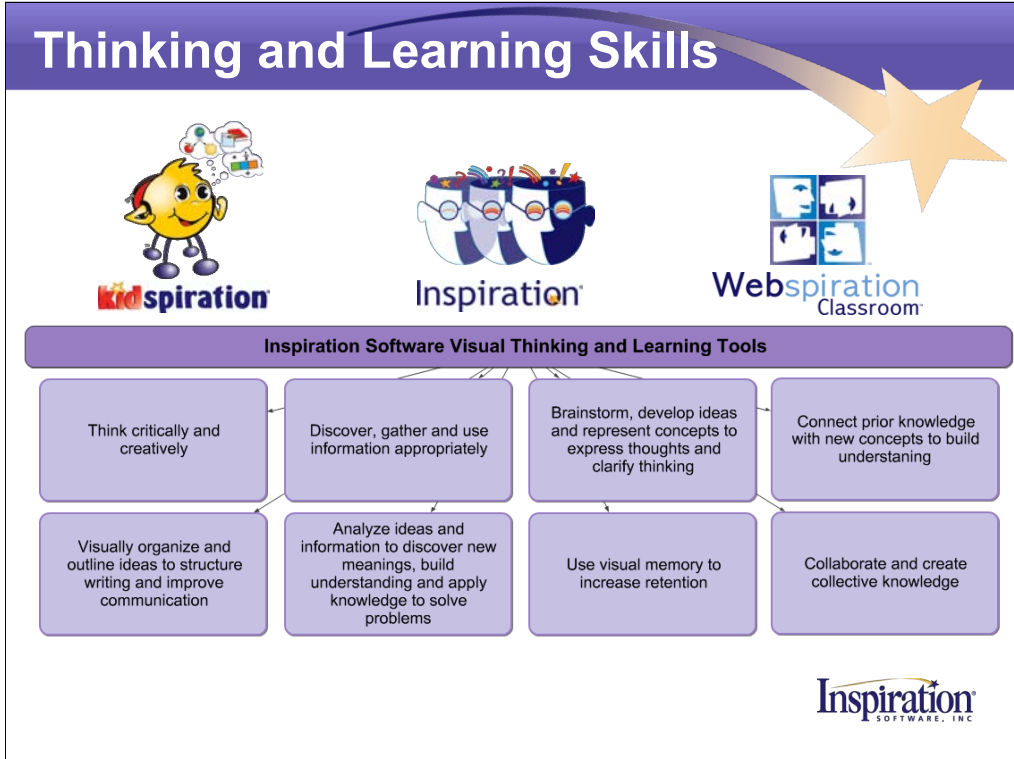
Grades 5-12

English Language Arts
Social Studies/History
Science
Thinking and Planning

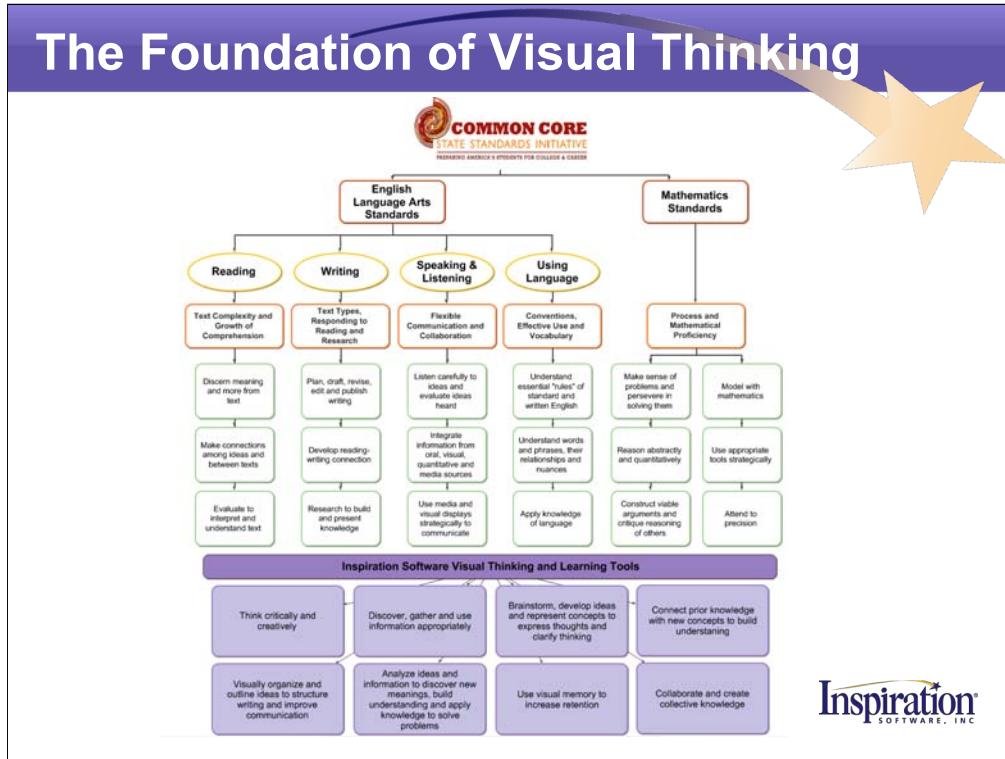
Diagram View
Outline View

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Inspiration® Software products; Kidspiration®, Inspiration® and Webspiration Classroom™ all make visual learning easier and more versatile because of their sound instructional technology design based on over 25 years of experience and their focus on K-12 education.



Overall, Kidspiration, Inspiration and the new Webspiration Classroom help students learn to think and learn to learn....



We hope you will take away three key points from this presentation:

1. Visual thinking and learning techniques are based on sound educational principles and practices that can improve instruction and facilitate learning.
2. These techniques will help meet the Common Core State Standards; and, finally,
3. Inspiration Software programs make visual learning easier and more versatile because of their sound instructional technology design based on over 25 years of experience.

Thank you!

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The Leader in Visual Thinking and Learning™



For Questions Contact us at 1-800-877-4292

or email us at sales@inspiration.com

If you are interested in learning more about anything you have seen here today, please contact us to schedule time for a personalized webinar.