Ripple Effects for Teens/Kids and the Common Core State Standards

Forty-five states have now adopted the Common Core State Standards (CCSS). These standards are deemed the skills essential for college and career readiness. Within the introduction to the common core lies this disclaimer: "While the components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide-ranging, rigorous academic preparation and… attention to such matters as social, emotional, and physical development and approaches to learning." (CCSS for ELA, p.6)

On page 7 of the introduction to the CCSS for English Language Arts and Literacy is the description of students who are college and career ready in reading, writing, speaking, listening, and language. These capacities imply underlying proficiency in the same social and emotional skills Ripple Effects is proven to help build in students.

For example, as worded in that description, the student who is college and career ready:
Demonstrates independence.
Related topics in Ripple Effects:
Self-control; Self-determination
Independence is further describe in the Common Core documents by the students possessing the following skills:
They can discern a speaker's key points, request clarification, and ask relevant questions.
Listening to Others; Social Skills; Questions; Paraphrasing
They build on others' ideas, articulate their own ideas, and confirm they have been understood.
Active Listening; Communication Skills; Conversations; Discussions
They effectively seek out resources to assist them.
Asking for Help; Community Resources

According to the Common Core, the student who is college and career ready also:
Responds to the varying demands of audience, task, purpose, and discipline.
Perspective Taking; Point of View

Comprehends as well as critiques.
With the following characteristics:
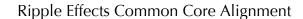They are engaged and open-minded.
Motivation; Effort
They work diligently to understand precisely what an author or speaker is saying,
Active Listening
They question an author's or speaker's assumptions.
Questions
They assess the veracity of claims and the soundness of reasoning
Decisions

Comes to understand other perspectives and cultures.
Appreciating Diversity; Cultural Differences
With the following characteristics:
They actively seek to understand other perspectives and cultures through reading and listening
Listening to Others; Perspective Taking;
They are able to communicate effectively with people of varied backgrounds.
Background; Conversations
They evaluate other points of view critically and constructively.
Point of View

Uses technology and digital media strategically and capably.
Internet Etiquette; Internet Safety

In addition, while Ripple Effects isn't yet online the (on-line versions available by December 2013), it is a computer-based program that allows students to thoughtfully enhance their reading, writing, speaking, listening, and language use. As it is self-directed, it allows them to tailor their searches to acquire useful information efficiently and then provides support in helping them to integrate what they are learning in this software with real world application.

Ripple Effects is therefore an effective tool in supporting the building of the Common Core. This can be seen more directly as we look at the standards detailed in the Common Core. The CCSS in English/Language Arts (ELA) are written as Anchor Standards. There are 10 Anchor Standards for Reading (R), 10 for Writing (W), 6 for Speaking and Listening (SL), and 6 for Language (L). The CCSS in Math (M) have, rather than Anchor Standards, 8 Standards for Mathematical Practice.

Ripple Effects support of student's growth and proficiency in the Common Core State Standards is accomplished in three ways – through the attributes Ripple Effects helps to build, the structure in which Ripple Effects delivers its lessons, and through the skills used in working through the Ripple Effects lessons.

ATTRIBUTES
Looking more closely at how this works, some of the Anchor Standards imply or directly refer to an underlying Ripple Effect topic – an attribute students work to build while working through the Ripple Effects program.

READING (R)
CCSS R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Requires and relates to the Ripple Effects' topics of: *Cause and Effect, Connection,* and *Understanding Motivation.*

CCSS R6. Assess how point of view or purpose shapes the content and style of a text.
Related topics in Ripple Effects: *Point of View, Perspective Taking*

CCSS R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
Related topics in Ripple Effects: *Evaluating Alternatives, Predicting Consequences, Decisions*

WRITING
CCSS W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Related topic in Ripple Effects: *Opinions*

CCSS W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Related topics: *Organizing, Paraphrasing*

CCSS W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Requires the Ripple Effects topic: *Creativity*

CCSS W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Related topic in Ripple Effects: *Trying*

CCSS W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Internet – connected; Internet – courtesy; Internet – etiquette; Internet – expressing yourself; Internet – reading people; Internet – sharing

CCSS W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
Relies on the Ripple Effects topic: *Honesty; Integrity; Truthfulness*

CCSS W10. 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.
Related topic in Ripple Effects: *Reflecting on Performance*

SPEAKING AND LISTENING

CCSS SL1. 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.
Required and relates to Ripple Effects' topics: *Active Listening; Appreciating Diversity; Conversations; Cultural Differences; Discussions; Group Skills*

CCSS SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Related topic in Ripple Effects: *Point of View, Evaluating Alternatives*

CCSS SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
Required and related topics: *Organizing; Perspective Taking*

CCSS SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Related topics in Ripple Effects: *Communication Skills; Dealing with Authority; Discussions; Conversations*

LANGUAGE

CCSS L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Relates to Ripple Effects Topic *Communication Skills*

CCSS L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
Required Ripple Effect Skill: *Using Resources*

CCSS L6. 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.
Required Ripple Effect Skill: *Self-Determination*

MATH

CCSS M1. Make sense of problems and persevere in solving them.
Related topics in Ripple Effects: *Perseverance, Problem Solving*

This is further described as:
They monitor and evaluate their progress and change course if necessary.
Ripple Effects: *Reflecting on Performance: Solutions- Trying*

They can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends.
Ripple Effects: *Cause and Effect*

CCSS M2. Reason abstractly and quantitatively.
Related topics in Ripple Effects: *Problem Solving; Decisions*

CCSS M3. Construct viable arguments and critique the reasoning of others.
Required Ripple Effects topics: *Solutions – evaluating*

Further described as:
They justify their conclusions, communicate them to others, and respond to the arguments of others.
Ripple Effects: *Social Skills; Communication Skills; Conversations; Discussions*
They can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
Ripple Effects: *Communication Skills*; *Listening to Others; Solutions- evaluating; Asking Questions*

CCSS M4. Model with mathematics.

Described as:
They can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace.
Ripple Effects: *Problem Solving; Solutions - trying*
They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.
Ripple Effects: *Reflecting on Performance; Solutions – evaluating*

CCSS M6. Attend to precision.

Described as:
They try to communicate precisely to others.
Ripple Effects: *Communication Skills*

CCSS M8. Look for and express regularity in repeated reasoning.

Described as:
They continually evaluate the reasonableness of their intermediate results.
Ripple Effects: *Reflecting on Performance; Solutions- evaluating*

In chart format, this alignment looks like the following, with the type of standard – Reading, Writing, Speaking and Listening, Language, and Math on the vertical, and corresponding number of that standard on the horizontal.

	1	2	3	4	5	6	7	8	9	10
R			Cause and Effect; Connection; Understanding Motivation			Point of View; Perspective Taking		Evaluating Alternatives; Predicting Consequences; Decisions		
W	Opinions	Organizing; Paraphrasing	Creativity		Trying	Internet – Connected; Courtesy; Etiquette; Expressing Yourself; Reading People; Sharing		Honesty; Integrity; Truthfulness		Reflecting on Performance
S L	Active Listening; Appreciating Diversity; Conversations; Cultural Differences; Discussions; Group Skills		Point of View, Evaluating Alternatives	Organizing; Perspective Taking		Communication Skills; Dealing with Authority; Discussions; Conversations				
L	Communication Skills			Using Resources		Self-Determination				
M	Perseverance, Problem Solving; Reflecting on Performance: Solutions-Trying; Cause and Effect	Problem Solving; Decisions	Solutions – evaluating; Social Skills; Communication Skills; Conversations; Discussions; Listening to Others; Asking Questions	Problem Solving; Solutions-Trying; Reflecting on Performance; Solutions – evaluating		Communication Skills		Reflecting on Performance; Solutions-evaluating		

In addition to the more direct alignment with the CCSS outlined above, Ripple Effects addresses other school readiness attributes that assist a student in gaining proficiency in the CCSS. These include, but are not limited to:

Asking for Help; Assertiveness; Attendance; Attention; Conflict Resolution; Dependability; Dropping Out; Higher Education; Effort; Following Instructions; Goals; Grades; Homework; Mentors; Mistakes; Performance; Quitting; Reading Problems; School Habits;

School – Unsafe; Skipping School; School Failure; Stress; Study Habits; Tardy; Teacher; Tests; Time Management; Transitions

STRUCTURE:

The structure and design elements in Ripple Effects also support and align with the CCSS in both literacy and math. Ripple Effects is a self-directed computer based teaching tool, navigated through an expert system housing hundreds of topics that provide specific best practices aimed at meeting individual needs.   Each Ripple Effects topic has potentially nine different elements – *Case Study* – a scenario and discussion question that sets the stage for the topic at hand; *Info* – which provides a cognitive framework for the topic; *How to* – information aimed at changing behavior; *True Stories* – which provide affective motivation for adopting the change; *Model* – video based peer modeling; *Apply It* – which provides transfer of training in the contexts of *Family and Friends, Media, Sports* and *Role Play*; *Brain* – which houses journal writing with writing prompts provided; *Profile* – an interactive self-assessment; and *Got It!* – an assessment of content mastery. Each of these elements can be accessed in any order, and is text based, while a peer voice reads the text aloud.

This system directly works to address the following CCSS:

READING:

CCSS R1. 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.

Case Study, Info and *How To* provide text and then ask follow up questions aimed at determining both what the text says, and what logical inferences can come from the text.

Apply It asks the reader to take what was written about in the text and
make an inference regarding how they could use that skill in real world
domains.

Got It! tests content mastery by asking questions regarding what was written
explicitly in the text.

CCSS R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Info and *How To* often use follow up questions that require the reader to summarize the main idea of the content.

CCSS R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

In the Ripple Effects structure, ideas are first introduced in *Case Study*, and then developed through *Info* and *How To*. They are shown in action through *True Story* and *Model*, and finally, practical applications for the ideas are presented in *Apply It*. This predictable format provides scaffolding for the student to do an independent analysis of the development and interaction of ideas.

CCSS R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

In every element of Ripple Effects readers are given a chance to interpret the words and phrases used in the text.

Brain will condense ideas from the text into words or short phrases (often figurative) meant as writing prompts to elicit further thinking and application of the text.

Got It! uses a variety of formats. In one format, the reader is asked to pair the beginning of a phrase with the correct ending.

CCSS R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

The individual is given the opportunity to maneuver through topics, and then through elements within each topic as they feel it most applies to them. Thus, they are given the chance to analyze how each of the elements relate to each other and to the whole – for example, they can determine how the *Info* portion of the text relates to the *Apply It* portion of the text; noticing that one provides cognitive information, while other provides practical application.

CCSS R6. Assess how point of view or purpose shapes the content and style of a text.

As each element has a different purpose, the student assesses how the content and style is impacted.

True Story and *Case Study* show two points of view regarding the content of the text.

CCSS R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Ripple Effects software delivers information in diverse formats.

Case Study uses a picture and text, along with a discussion question.

Info and *How To* use hand drawn pictures and text.

True Story uses video of people discussing their experiences with the topic.

Model uses video vignettes of people role playing.

Profile and *Got It!* use interactive self-assessment and analysis.

CCSS R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

As Ripple Effects is a curriculum aimed in part at supporting changes in behavior, the reader is required to evaluate the arguments for and ideas about how to make those changes, and then determine whether the reasoning, relevance, and validity in the argument is sufficient for the student to apply the suggested ideas.

CCSS R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Info and *How To* link the reader to other topics that address similar themes in order to build their knowledge.

CCSS R10. Read and comprehend complex literary and informational texts independently and proficiently.

Ripple Effects is designed to be self-directed, thus the students read the texts independently.

The read aloud feature, where the student has the option of having the text read to them as they follow along, supports reading proficiency. *

Reading Rockets – a national multimedia literacy initiative offering information and resources on how young kids learn to read, published an article by Judith Gold and Akimi Gibson, *Reading Aloud to Build Comprehension*. The article states that reading aloud is the single most important activity for reading success (Bredekamp, Copple, & Neuman, 2000). It provides children with a demonstration of phrased, fluent reading (Fountas & Pinnell, 1996).

Children can listen on a higher language level than they can read, so reading aloud makes complex ideas more accessible and exposes children to vocabulary and language patterns that are not part of everyday speech. (http://www.readingrockets.org/article/343/, 2001*)*.

WRITING:

CCSS W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Brain asks students questions around the content and affords them

the opportunity to write their responses and thoughts in a journal format.

CCSS W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Brain responses use the task of journal writing, broken into five purposes:

goals, options, feelings, experiences, and who can help. This allows students to adapt their writing to these purposes, while understanding the uniqueness of   having themselves as the audience.

CCSS W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Brain responses are produced using the Ripple Effects software.

CCSS W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Info provides informational text to support students' reflection.

CCSS W10. 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.

Brain responses are writing responses over a shorter time frame.

SPEAKING AND LISTENING:

CCSS SL1. 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.

Apply It asks the reader to prepare for a wide range of conversations with a variety of partners, including family, friends, and coaches.

CCSS SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Case Study, Info, and *How To* present information visually.

True Story and *Model* present information both visually and orally.

Profile and *Got It!* present information quantitatively, as does the scorecard that records a students progress through the topics.

CCSS SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Case Study and *True Story* allow the reader to hear one person's point of view regarding a topic.

CCSS SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Model often shows students how to present information in ways that listeners can follow through role playing positive examples of how to have important conversations.

Apply It gives students scenarios in which to practice presenting information.

CCSS SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Apply It gives scenarios where students are asked to present similar information in a variety of contexts and to a variety of audiences, some requiring more formal English than others.

LANGUAGE:

CCSS L3. 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.

As Ripple Effects develops content over a range of elements, students have the opportunity to see how language functions in a variety of contexts.

CCSS L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

The read aloud structure allows students the chance to hear words in context as they work to understand their meaning.

Info and *How To* often begin with a word and it's definition, as it is being used in the elements context.

Got it! tests a student's knowledge of potentially new vocabulary.

CCSS L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Figurative language is used within each Ripple Effects element.

Brain provides words, phrases, and figurative language as writing prompts for students to build off of to demonstrate their understanding of the language.

> *Got It!* uses one iteration where the beginning word or phrase is given, and students are asked to match it with either a related word, or the ending of the phrase. At times, the ending is seen first, and must be matched with the beginning, allowing even more practice demonstrating the understanding of word relationships.

CCSS L6. 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 encountering an unknown term important to comprehension or expression.

> Due to the self-directed nature of Ripple Effects software, students are given practice at independently gathering vocabulary knowledge while working through the topics and elements.

MATHEMATICAL PRACTICES:

> While not directly related to mathematics, Ripple Effects structures help students to develop skills required to demonstrate the standards for mathematical practice across other domains.

CCSS M1. Make sense of problems and persevere in solving them.

> *Got it!* asks students questions and allows them to continue working on their answers until they have solved the problem.

CCSS M2. Reason abstractly and quantitatively.

> *Case Study, Info,* and *How To* include discussion questions that ask students to reason abstractly.

CCSS M3. Construct viable arguments and critique the reasoning of others.

> *Apply It* asks students to critique the reasoning of others, paying special attention to how ideas and arguments are presented in the *Media*.

CCSS M4. Model with mathematics.

> *Apply It* sometimes asks students to keep track of information using charts and then to interpret what they have discovered.
> *Profile* presents information graphically, and then helps students to analyze that information.

CCSS M5. Use appropriate tools strategically.

> As students navigate through Ripple Effects independently, they use the tools of the topic lists and the elements strategically to meet their individual need.

In chart format, this alignment looks like the following, with the type of standard – Reading, Writing, Speaking and Listening, Language, and Math on the vertical, and corresponding number of that standard on the horizontal.

	1	2	3	4	5	6	7	8	9	10
R	*Case Study, Info, How To, Apply It, Got it!*	*Info, How To*	*All*	*All Brain, Got it!*	*All*	*All Case Study, True Story*	*All*	*All*	*Info, How To*	*All*
W		*Brain*		*Brain*		*Brain*			*Info*	*Brain*
SL	*Apply It*	*All*	*True Story*	*Model, Apply It*		*Apply It*				
L			*All*	*All Info, How To, Got It!*	*All Brain, Got it!*	*All*				
M	*Got It!*	*Case Study, Info, How To*	*Apply It*	*Apply It, Profile*	*All*					

SKILLS USED IN EACH LESSON:

The Ripple Effect system asks students to utilize particular skills while working through each topic. Thus, it is possible to align the individual lessons within Ripple Effects to the Common Core State Standards as well. In this way, a student or teacher can be intentional in working on CCSS as they support students in working through Ripple Effects. For example, in the Ripple Effects topic *Learning Styles* – a number of the CCSS come into play.

Case Study begins with a scenario about a boy with a particular learning style, sharing his point of view about this concept and asking the reader to assess how the speaker might feel: CCSS SL3. Evaluate a speaker's point of view, reasoning, and   use of evidence and rhetoric.

It then uses open-ended questions to ask students to reflect on what they have read and to make some inferences about it – thus utilizing CCSS R1. 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.

In *Info* information about learning styles is given, including a link to another Ripple Effects topic, Intelligence. Thus, a student is given a chance to practice CCSS R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

How To addresses many of the CCSS. First, it, too, links to other topics in Ripple Effects, CCSS R 9. In the behavioral steps, it asks a student to have similar conversations with teachers and with friends: CCSS SL1. 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.

True Story presents a woman's experience in regards to her own learning style and then asks the student to reflect the speakers point of view in regards to learning styles, CCSS R6. Assess how point of view or purpose shapes the content and style of a text.
     In addition, it asks the students to go back through the text, in essence summarizing the key details from what was read and spoken, CCSS R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Model shows a student role-playing a conversation with an adult, again CCSS SL1. 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.

Apply It gives the student the opportunity to practice what they are discovering about learning styles. In particular, it has them make logical inferences about what they've learned when guessing what another person's learning style might be. CCSS R1. 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.

     It has them use the skills in CCSS R7. Integrate and evaluate content   presented in diverse media and formats, including visually and   quantitatively, as well as in words, since not only is the Ripple Effects information itself presented in diverse media formats, the *Apply It* element in this topic includes watching a media program and applying the learning styles   information to that program.

     It addresses CCSS SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when

indicated or appropriate by asking students to prepare for conversations regarding a similar topic, but adjusting to a new audience – family member, friend, role play partner.

It also addresses CCSS SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. By nature of the topic (learning styles) the role play tab is teaching students to adjust their way of conversing with another based on that person's learning style – finding a way to present information such that a listener can more easily follow the line of reasoning.

Brain provides opportunity for students to "write explanatory texts" to examine their ideas about learning styles- CCSS W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, while typing their responses into the Ripple Effects software– CCSS W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Profile asks students questions about their own learning styles and then publishes their results in a graph format to analyze: CCSS M4. Model with mathematics.

Finally, *Got It!* asks the reader to return to the text to assess content mastery –CCSS R1. 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.

In chart format again, this alignment looks like the following, with the type of standard – Reading, Writing, Speaking and Listening, Language, and Math on the vertical, and corresponding number of that standard on the horizontal.

	1	2	3	4	5	6	7	8	9	10
R	*Case Study; Apply It; Got It!*	*True Story*				*True Story*	*Apply It*		*Info, How To*	
W		*Brain*				*Brain*				
SL	*How To; Model*		*Case Study*	*Apply It*		*Apply It*				
L										
M				*Profile*						

Learning Styles

While an exact alignment to the Common Core State Standards varies from topic to topic in Ripple Effects, a similar alignment could be done for each of the topic areas, based on similar reasoning. If the student is asked to recall explicit details from the text and/or make inferences from it – then that topic element could be used to support CCSS R1. If they are asked to summarize the key details of what they read, the topic element could support CCSS R2, and so forth. These alignments help to hone in on tasks students have been asked to perform within the individual topic, but the overall structural alignments listed earlier in this text remain valid for every element, whether seen in an individual topic alignment or not. For example, students will still be able to "integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words" (CCSS R7), in every lesson, as that is the structure upon which Ripple Effects is built, but that standard may not be included in the individual topic alignment unless the reader has been asked to specifically work on evaluating media, for example, as a part of the lesson.

Research tells us there is no doubt Ripple Effects is powerful in addressing particular risk and protective factors that affect student behavior, motivation, learning and connectedness, but we can see that it can be used to enhance instruction in the Common Core State Standards as well (*and random control trial effectiveness studies <u>have </u>shown it improves ELA and Math grades0*.