

**USING A LANGUAGE LENS TO VIEW THE**

**COMMON CORE STATE**

**STANDARDS**

**PRACTICAL STRATEGIES FOR MAKING YOUR THERAPY  
RELEVANT AND EVIDENCE-BASED**

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**Kim Murza, Ph.D., CCC-SLP  
University of Northern Colorado**

**APPENDIX A**  
**College and Career Readiness Anchor Standards**

**Reading**

**Key Ideas and Details**

1. **CCSS.ELA-Literacy.CCRA.R.1** – 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.
2. **CCSS.ELA-Literacy.CCRA.R.2** – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. **CCSS.ELA-Literacy.CCRA.R.3** – Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**Craft and Structure**

4. **CCSS.ELA-Literacy.CCRA.R.4** – 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.
5. **CCSS.ELA-Literacy.CCRA.R.5** – 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.
6. **CCSS.ELA-Literacy.CCRA.R.6** – Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

7. **CCSS.ELA-Literacy.CCRA.R.7** – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. **CCSS.ELA-Literacy.CCRA.R.8** – 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.
9. **CCSS.ELA-Literacy.CCRA.R.9** – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

10. **CCSS.ELA-Literacy.CCRA.R.10** – Read and comprehend complex literary and information texts independently and proficiently.

## College and Career Readiness Anchor Standards, cont.

### Writing

#### Text Types and Purposes

1. **CCSS.ELA-Literacy.CCRA.W1** – Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. **CCSS.ELA-Literacy.CCRA.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.
3. **CCSS.ELA-Literacy.CCRA.W3** – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

#### Production and Distribution of Writing

4. **CCSS.ELA-Literacy.CCRA.W4** – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. **CCSS.ELA-Literacy.CCRA.W5** – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. **CCSS.ELA-Literacy.CCRA.W6** – Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### Research to Build and Present Knowledge

7. **CCSS.ELA-Literacy.CCRA.W7** – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. **CCSS.ELA-Literacy.CCRA.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.
9. **CCSS.ELA-Literacy.CCRA.W9** – Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### Range of Writing

10. **CCSS.ELA-Literacy.CCRA.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.

**College and Career Readiness Anchor Standards, cont.**

**Speaking and Listening**

**Comprehension and Collaboration**

1. **CCSS.ELA-Literacy.CCRA.SL.1** – Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
2. **CCSS.ELA-Literacy.CCRA.SL.2** – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. **CCSS.ELA-Literacy.CCRA.SL.3** – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

4. **CCSS.ELA-Literacy.CCRA.SL.4** – 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.
5. **CCSS.ELA-Literacy.CCRA.SL.5** – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. **CCSS.ELA-Literacy.CCRA.SL.6** – Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**College and Career Readiness Anchor Standards, cont.**

<b>Language</b>	
<b>Conventions of Standard English</b>	
1.	<b>CCSS.ELA-Literacy.CCRA.L.1</b> – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2.	<b>CCSS.ELA-Literacy.CCRA.L.1</b> – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>Knowledge of Language</b>	
3.	<b>CCSS.ELA-Literacy.CCRA.L.3</b> – 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.
<b>Vocabulary Acquisition and Use</b>	
4.	<b>CCSS.ELA-Literacy.CCRA.L.4</b> – 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.
5.	<b>CCSS.ELA-Literacy.CCRA.L.5</b> – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6.	<b>CCSS.ELA-Literacy.CCRA.L.6</b> – 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

**APPENDIX B**  
**Name the Standards**

*Directions: Read the Anchor Standards and “name” each Standard with a 1 – 5 word phrase.*

	<b>Reading Anchor Standards</b>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

	<b>Writing Anchor Standards</b>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

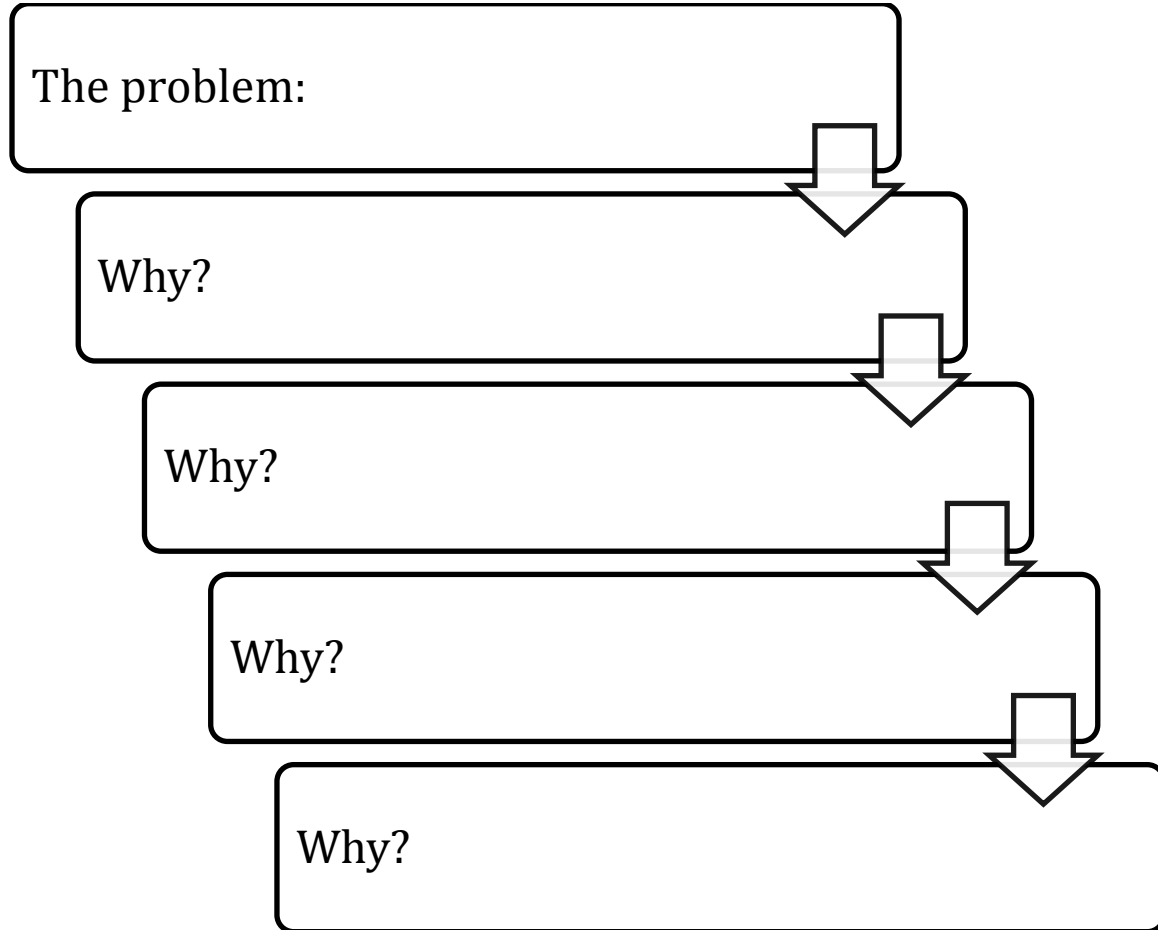
## Name the Standards

	<b>Speaking and Listening Standards</b>
1.	
2.	
3.	
4.	
5.	
6.	

	<b>Language Anchor Standards</b>
1.	
2.	
3.	
4.	
5.	
6.	

APPENDIX C

Diagnostic Hypothesis Graphic Organizer





## APPENDIX D

Directions: *Use the space below to write down which standard you are going to target and the language/cognitive underpinnings below.*

**Standard:**

**Standard:**

## APPENDIX E

### Top 10 Questions to Consider When Reading Your Disciplinary Texts

1. What background knowledge do students need before reading the text?
2. Is authorship (or source) important for interpreting the text?
3. Is time period/time frame of the text critical for comprehension?
4. Is the tone of the texts in your discipline critical for students' comprehension?
5. Do your discipline's texts require students to closely read and re-read the text?
6. Can students gather the general meaning (the gist) from your discipline's texts, or do they need to read for specific detail?
7. Do your discipline's texts require specific cultural background information for students' comprehension?
8. What Tier 2 words does the text have and how are those words used?
9. What root vocabulary words have different derivations in your discipline's texts?
10. Are there complex sentence structures in the text that students may need help 'unpacking' in order to comprehend?

Malani, Murza, Proly, 2010

**APPENDIX F**  
**Science Examples**

Fourth grade: “Muscles that move your body are attached to your skeleton. Without your muscular system, bones could not move at their joints. Because your muscles shorten, or contract, you can walk, run, smile, or sing. Without muscles, you could not breathe or swallow food.” (Cooney, t., Cummins, J., Flood, J., Fouts, B., Goldston, J., Key, S., et al., 2007, p. 146)

Checklist Target: \_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

Seventh grade: “Scientists draw models, such as the one shown in **Figure 6**, that illustrate their hypotheses.” (Todd, Bowman, & Zapanta, 2007, p. 169)

Checklist Target: \_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

Tenth grade (Chemistry): “Once you have determined the empirical formula of your newly synthesized compound, you can determine its molecular formula, but you must know the compound’s molar mass.” (Wilbraham, Staley, Matta, & Waterman, 2005, p. 311).

Checklist Target: \_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

Malani, Murza, Proly, 2010

## History Examples

**Fourth grade:** “Sometimes one industry helps other industries grow in the same area. That happened with the automobile and steel industries. The steel mills along the Great Lakes supplied automobile makers with the steel they needed.” (Boehm, Hoone, McGowan, McKinney-Browning, Miramontes, & Porter, 2002, p. 300)

**Checklist Target:** \_\_\_\_\_

**Why?** \_\_\_\_\_

\_\_\_\_\_

**Seventh grade:** “Some of the American colonists thought they should have self-government. That is, they thought they should be able to make their own laws. The colonists felt that people in Britain did not understand life in the colonies. After all the colonies were more than 3,000 miles (4,828 km) away from London, Britain’s capital city. What worked for Britain did not always work for the colonies, where ways of life were different.” (Boehm, Hoone, McGowan, McKinney-Browning, Miramontes, & Porter, 2000, p. 225)

**Checklist Target:** \_\_\_\_\_

**Why?** \_\_\_\_\_

\_\_\_\_\_

**Tenth grade:** “The American democracy of 1789 was hardly perfect. The states restricted voting to adult males. Most required that voters own property. Women could not vote. African Americans held in slavery had no political rights at all. Clearly many liberties still had to be won. Nonetheless, the American Revolution created a government with a new, democratic relationship among citizens. Not all Patriots agreed on the final form of government created by the Constitution. Still, their common beliefs and the economic and political needs of the new nation held them together. They had created a country that inspired loyalty.” (Carrington, Collins, Iriye, Martinez, & Stearns, 2005, p. 311).

**Checklist Target:** \_\_\_\_\_

**Why?** \_\_\_\_\_

\_\_\_\_\_

Malani, Murza, Proly, 2010

## Math Examples

**Fourth grade:** “Estimation can help prevent mistakes. If we estimate the answer before we multiply, we can tell whether our answer is reasonable.” (Hake & Saxon, 2004, p. 433)

Checklist Target: \_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

**Seventh grade:** “The base and height are perpendicular dimensions. Since one angle of this triangle is a right angle, the base and height are the perpendicular sides, which are 4cm and 3 cm long.” (Hake & Saxon, 2004, p. 253)

Checklist Target: \_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

**Tenth grade:** “The figure shows the intersection of six planes. Name the intersection of plan *CDG* and plan *BCD*.” (Cummins, Kanold, Kenney, Malloy, & Mojica, 2004, p. 20)

Checklist Target: \_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

Malani, Murza, Proly, 2010

## APPENDIX G

### Lighter Than Air

Spargo, E. (1998). *Time Readings Plus, Book Two, Level E*. Lincolnwood, IL: Jamestown Publishers, p. 77.

All Europe was excited in June 1783. Two brothers, in France, had sent a large paper bag sailing upward into the air. They had filled it with hot smoke from a straw fire. To most people of that day, the soaring bag seemed a miracle. Yet within 50 years, inventors had developed most of the principles used in ballooning today.

Airships were developed from principles of ballooning. Airships, however, have engines with propellers to drive them through the air. They have rudders to steer them. Some airships have a rigid outer fabric. Others are nonrigid and are commonly called blimps. Balloons and airships are classed as lighter-than-air craft. This distinguishes them from airplanes, gliders, and helicopters, which are heavier than air. They have to keep moving and require power from an engine to stay aloft.

A balloon rises because it is filled with a gas that is lighter than air. The total weight of the gas, the balloon bag, and the load it carries must be less than the weight of the air that would occupy the same space (the displaced air). In order to rise, the balloon must be filled with hot air or gases that are lighter than air.

Hydrogen, the lightest gas, catches fire and explodes easily. Coal gas is cheaper, but it is heavier than hydrogen and burns just as easily. Helium, with 93 percent of the lifting power of hydrogen, cannot burn. Although scarce and expensive, it is the ideal balloon gas. The main supply is found in the United States. Its use is government-controlled.

When a toy balloon is blown up by mouth, it falls to the ground. This is because the weight of the rubber and the compressed air in it make it heavier than air. But if it is placed on a radiator so that the air in it becomes hot (not too hot, or it will burst), the balloon expands. It will rise and stay aloft until the air in it cools off. A toy balloon that is filled with helium will float up. It rises until it bursts.

In principle, the round passenger balloon resembles this gas-filled toy. If it is fastened to the ground, it is called a captive balloon. When it is released to drift with the wind, it is a free balloon. The up-and-down motion of a free balloon can be controlled but not its horizontal direction.

## APPENDIX H

### *Ellis, Deshler, Lenz, Schumaker, & Clark's (1991) Eight-Stage Instructional Sequence*

Eight-Stage Instructional Sequence		
Stage 1	Pretest and Make Commitments	Gather baseline data to increase individual's awareness of the necessity of strategy instruction and increase his/her motivation to learn the strategy.
Stage 2	Describe	Explicit instruction in each component of the strategy including overt and covert processes.
Stage 3	Model	Instructor uses a "think-aloud" procedure to walk students through each overt and covert process of each step of the strategy.
Stage 4	Verbal Practice	Students demonstrate an ability to automatically name each strategy step and explain key information.
Stage 5	Controlled Practice and Feedback	Students are provided with multiple opportunities to practice using the strategy with less demanding material to build their confidence and help them become independent in their use of the strategy.
Stage 6	Advanced Practice and Feedback	Students are provided with multiple opportunities to practice using the strategy with materials similar to those he/she encounters on a daily basis.
Stage 7	Posttest and Make Commitments	Gather data to demonstrate mastery of the strategy and make commitments to generalization of the strategy across settings, situations, and time.
Stage 8	Generalization	Students demonstrate the generalization of the use of the strategy across settings.

APPENDIX I

# Inference Category Question Key

Inference Category	Question(s)
Theme or Thesis	<p>Theme</p> <ul style="list-style-type: none"> <li>• What does the story reveal (if anything)?</li> <li>• What kinds of changes did the main character go through? (what happens to the main character?)</li> <li>• What did the main character learn?</li> <li>• What is the nature of the conflict?</li> </ul> <p>Thesis</p> <ul style="list-style-type: none"> <li>• What is the main idea of this passage?</li> </ul>
Author's Intent	<ul style="list-style-type: none"> <li>• What is the author trying to tell me? Or how is the author trying to influence me? Or...what impression is the author trying to make upon me?</li> </ul>
Character Condition	<ul style="list-style-type: none"> <li>• How have the character's emotions changed?</li> <li>• What is this character up to now?</li> <li>• Did this event significantly change this character's life, how so?</li> <li>• Does this information tell me anything new about the character?</li> </ul>
Big Goal	<ul style="list-style-type: none"> <li>• Why did the character just do that?</li> <li>• What does the character want to happen now?</li> </ul>
Intended Reader Emotion	<ul style="list-style-type: none"> <li>• What is the author trying to make me feel by writing that?</li> </ul>

Murza, 2011



# Inference Graphic Organizer

Known  
(the author tells me)

Unknown  
(the author doesn't  
tell me)

From *Jamestown Readers – Timed Readings in Literature Series* (Spargo, 1989)  
Passage 15 excerpt from *Rebecca* by Daphne Du Maurier  
Lesson 5 “I do it” Practice

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“I want to go home,” I said, my voice perilously near to trembling, and without a word he started up the engine, let in the clutch and turned the car round the way that we had come.

Swiftly we covered the ground, far too swiftly, I thought, far too easily, and the callous countryside watched us with indifference. We came to the bend in the road that I had wished to imprison as a memory, and the peasant girl was gone, and the color was flat, and it was no more after all than any bend in any road passed by a hundred motorists. The glamour of it had gone with my happy mood, and the thought of it my frozen face quivered into feeling, my adult pride was lost, and those despicable tears rejoicing at their conquest welled into my eyes and strayed upon my cheeks.

I could not check them, for they came unbidden, and had I reached in my pocket for a handkerchief, he would have seen. I must let them fall untouched, and suffer the bitter salt upon my lips, plumbing the depths of humiliation. Whether he had turned his head to look at me I do not know, for I watched the road ahead with blurred and steady stare, but suddenly he put out his hand and took hold of mine, and kissed it, still saying nothing, and then he threw his handkerchief on my lap,

which I was too ashamed to touch.

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I thought of all those heroines of fiction who looked pretty when they cried, and what a contrast I must make with a blotched and swollen face, and red rims to my eyes. It was a dismal finish to my morning, and the day that stretched ahead of me was long. I had to lunch with Mrs. Van Hopper in her room, because the nurse was going out, and afterwards she would make me play bezique with all the tireless energy of the convalescent. I knew I should stifle in that room. There was something sordid about the tumbled sheets, and sprawling blankets and the thumped pillows, and that bedside table dusty with powder, spilt scent, and melting liquid rouge. Her bed would be littered with the separated sheets of the daily papers folded anyhow, while French novels with curling edges and the covers torn kept company with American magazines.

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**APPENDIX J**  
**20 Minute Problem Solving Activity**

From:

Sprick, R., Garrison, M., & Howard, L. (1998). CHAMPs: A proactive and positive approach to classroom management. Longmont, CO: Sopris West.

Group Issue: \_\_\_\_\_

Time Keeper: \_\_\_\_\_ Recorder: \_\_\_\_\_

Leader: \_\_\_\_\_

6 minutes

**A. Describe the problem. (Define and narrow the scope using who/where/what/when/how often questions).**

5 minutes

**B. Give at least 8 pro-active strategies (Brainstorming)**

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

2 minutes

**C. Identify staff currently available to assist with overcoming this barrier.**

1. 3.
2. 4.

2 minutes

**D. Identify resources that are available to assist with overcoming this barrier. (dollars, time, people)**

1. 3.
2. 4.

4 minutes

**F. Prioritize the pro-active strategies. (Put #1 beside the top priority in section [B] and continue)**

1 minute

**G. Summarize the plan for dealing with this barrier.**

## APPENDIX K

### Resource List

<b>Common Core State Standards Development</b>	
	Common Core State Standards Initiative <a href="http://www.corestandards.org/">http://www.corestandards.org/</a> Principles of Development <a href="http://www.youtube.com/watch?v=d1MVErnOD7c">http://www.youtube.com/watch?v=d1MVErnOD7c</a>  CCSS: A New Foundation for Student Success <a href="http://www.youtube.com/watch?v=jxefsLG2eps">http://www.youtube.com/watch?v=jxefsLG2eps</a>
<b>Common Core State Standards Implementation</b>	
	Achieve the Core <a href="http://www.achievethecore.org/">http://www.achievethecore.org/</a>  America Achieves <a href="http://commoncore.americaachieves.org/#./signup?&amp;_suid=1363809926262003690776240249749">http://commoncore.americaachieves.org/#./signup?&amp;_suid=1363809926262003690776240249749</a>  The Teaching Channel <a href="https://www.teachingchannel.org/">https://www.teachingchannel.org/</a>
<b>Discipline Specific Literacy</b>	
	Shanahan, T. & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. <i>Harvard Educational Review</i> , 78(1), 40-57.
<b>Assessments</b>	
	PARCC <a href="http://www.parcconline.org/">http://www.parcconline.org/</a>  Achieve <a href="http://www.achieve.org/parcc">http://www.achieve.org/parcc</a>  Smarter Balanced <a href="http://www.k12.wa.us/smarter">http://www.k12.wa.us/smarter</a>  Dynamic Learning Maps: <a href="http://www.dynamiclearningmaps.org">http://www.dynamiclearningmaps.org</a>  National Center and State Collaborative: <a href="http://ncscpartners.org">http://ncscpartners.org</a>  ASSETS: <a href="http://dpi.wi.gov/oea/assets.html">http://dpi.wi.gov/oea/assets.html</a>

<b>Response to Intervention</b>	
	<p>Ehren, B. J., &amp; Whitmire, K. (2009). Speech-Language Pathologists as Primary Contributors to Response to Intervention at the Secondary Level. <i>Seminars in Speech &amp; Language, 30</i>(2), 90-104.</p> <p>International Reading Association. (2010). <i>Response to intervention: Guiding principles for educators from the International Reading Association</i>. Newark, DE.</p> <p>Fuchs, D., Fuchs, L. S., &amp; Compton, D. (2012). Smart RTI: A next-generation approach to multilevel prevention. <i>Exceptional Children, 78</i>, 263-279.</p> <p>National Center on Response to Intervention <a href="http://www.rti4success.org">www.rti4success.org</a></p>
<b>Morphological Awareness</b>	
	<p>Fang, C. S., &amp; Zaretsky, E. (2013). Promoting morphological awareness in children with language needs do the Common Core State Standards pave the way? <i>Topics in Language Disorders, 33</i>(1), 7-26.</p> <p>Wolter, J. A., &amp; Green, L. (2013). Morphological Awareness Intervention and School-Age Language and Literacy Deficits: A Case Study. <i>Topics in Language Disorders, 33</i>(1), 27-41.</p>
<b>Vocabulary</b>	
	<p>Beck, I. L., McKeown, M. G., &amp; Kucan, L. (2002). <i>Bringing words to life: robust vocabulary instruction</i>. New York: Guilford Press.</p> <p>Beck, I. L., McKeown, M. G., &amp; Kucan, L. (2008). <i>Creating robust vocabulary: Frequently asked questions &amp; extended examples</i>. New York: Guilford Press.</p>
<b>Inference Generation</b>	
	<p>Magliano, J. P., &amp; Graesser, A. C. (1991). A three-pronged method for studying inference generation in literary text. <i>Poetics, 20</i>, 193-232. Retrieved from <a href="http://www.sciencedirect.com/science/article/pii/0304422X9190007C">http://www.sciencedirect.com/science/article/pii/0304422X9190007C</a></p>
<b>Collaboration</b>	
	<p>Friend, M. &amp; Cook, L. (2010) <i>Interactions: Collaboration Skills for School Professionals</i>. Boston: Pearson.</p>
<b>Concerns Based Adoptions Model</b>	
	<p>Hall, G. E., &amp; Hord, S. M. (2006). <i>Implementing change: Patterns, principles, and potholes</i>. Boston: Pearson.</p>

### Professional Associations

American Speech-Language-Hearing Association [www.asha.org](http://www.asha.org)  
National Education Association [www.nea.org](http://www.nea.org)  
National Association of Special Education Teachers [www.naset.org](http://www.naset.org)  
International Reading Association [www.reading.org](http://www.reading.org)  
The American Occupational Therapy Association [www.aota.org](http://www.aota.org)  
The American Physical Therapy Association [www.apta.org](http://www.apta.org)  
American Association of School Administrators [www.aasa.org](http://www.aasa.org)  
National Association of School Psychologists [www.nasponline.org](http://www.nasponline.org)  
American School Counselor Association [www.schoolcounselor.org](http://www.schoolcounselor.org)  
School Social Work Association of America [www.sswaa.org](http://www.sswaa.org)

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