One of the great things about the Common Core is that 45 states can now share resources. We at Capture the Core strongly suggest your first stop should be the ISBE website for Common Core Support (see right).

What follows are just a few online tools you might find helpful as you transition to the CCSS.

**Master Connect** This site may be used to find common formative assessments and Common Core grading tools. http://www.masteryconnect.com/

**K–5 Math Teaching Resources.** This comprehensive site lists free Common Core resources, games and activities for the elementary math classroom. http://www.k5mathteachingresources.com/


Information to all the state sites is constantly being added and updated, so check back often.

**The Common Core iPhone and iPad apps.** These free downloads are a great quick and easy reference.

**Socrative** Formative Assessment is a key to student learning. This site provides a free student response system for doing formative assessing. Students also find it very engaging. http://www.socrative.com/

**November 2012**

Check the Illinois Common Core Website for all the most recent information: http://www.isbe.net/common_core/default.htm

<table>
<thead>
<tr>
<th>Inside this issue:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Data and Assessment</td>
<td>1</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Learning Supports</td>
<td>4</td>
</tr>
<tr>
<td>Web Resources</td>
<td>4</td>
</tr>
</tbody>
</table>
Using Text-Dependent Questions with Literature

The Common Core State Standards (CCSS) require students to answer questions that require them to read and attain a deep understanding of text. These text-dependent questions should be part of each day’s instruction and can be used across the content areas.

When reading literature, students can answer text-dependent questions at a variety of cognitive levels and can follow a certain progression of questioning (Fisher & Frey, 2012). For example, students might be asked to answer some initial questions for general text understanding, followed by some questions about key details. Then, students can answer questions about vocabulary and text structure. Teachers can then guide students to answer questions aimed at the purpose of the text. Students will be challenged to understand the text deeply when they are asked to answer questions requiring them to make inferences about how parts of the text relate to the whole text. Finally, students can answer questions that require them to state their opinions, make arguments, and make intertextual connections based on text evidence.

Text-dependent questions require students to think critically about their reading. Students should also get the routine of asking text dependent questions of themselves and of their peers as text is discussed throughout the day.


Questioning Strategies for Third Grade

Dialogue Digs Provide time for students to be social about reading. Offer a list of questions useful for general narrative texts and supported by critical thinking models such as Bloom’s Taxonomy. Students then have discussions in an electronic format such as a blog, wiki or as pen pals with another school or student. For a reluctant reader the blog could be posts between the student and an adult, such as the teacher. In all scenarios, students utilize the text to support their ideas.


Questioning Types Students examine texts that have the same theme such as taking a journey. They create their own questions to ask of other students who have examined the same texts. Some examples include:

- Did the main character meet any other characters in the text? What happened when they encountered one another?
- How did the characters provide basic needs for themselves such as food and water? How do you know?

“It is not enough to simply teach children to read; we have to give them something worth reading. Something that will stretch their imaginations....”

Katherine Patterson

Digital Literacy in the News

The above strategies can be found at www.isble.net along with informational strategies for each standard at each grade level.

Digital Literacy is embedded throughout the Common Core State Standards. Look at the following link for a host of apps on how to incorporate technology in your lessons.

https://chrome.google.com/webstore/category/app/95-academic-resources?hl=en
Focus on Mathematical Practice 3

The third Practice Standard, Construct viable arguments and critique the reasoning of others, requires students to make conjectures, build a logical progression of statements and analyze situations by breaking them into cases. Students need to use counterexamples, justify conclusions, communicate them to others, and respond to the arguments of others. Students compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and explain any flaws. Students can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

How do I encourage MP3?

Provide problems that require students to do the following:
- Engage in reasoning and critical thinking.
- Develop mathematical arguments that include diagrams, words and/or equations.
- Share mathematical thinking with another student.
- Reflect on a variety of solutions to one problem and to defend a solution.
- Think about explanations and discuss misconceptions.
- Discuss logical steps using precise language.

Illustrative Math - Third Grade

The website, illustrativemathematics.org, provides illustrations of the range and types of work that students should experience in faithful implementation of the CCSSM. Tasks provided are separated by grade level, domain, cluster and standard. Here’s an example of 3.OA.A.3: Consider using an unknown in all positions for multiplication and division word problems.

Maria cuts 12 feet of ribbon into 3 equal pieces so she can share it with her two sisters. How long is each piece?
- Maria has 12 feet of ribbon and wants to wrap some gifts that need 3 feet of ribbon each. How many gifts can she wrap using the ribbon?

One possible solution method includes a number line (this is not the only solution method.)

From: http://illustrativemathematics.org/illustrations/344

PARCC Model Content Frameworks

Model Content Frameworks, http://parconline.org/parcc-model-content-frameworks, are offered by PARCC to help inform curriculum, instruction and assessment. The Frameworks can assist in evaluating resources and provide awareness of the necessary balance of tasks as defined in the Standards.

Elements for each 3rd-8th grade level course are noted in the diagram.
- Use the major, supporting and additional clusters to inform instructional decisions on time and resources.
- Use the supporting clusters and the practice standards to highlight the focus on the major work.
- Evaluate instructional materials based on the major, supporting and additional clusters, but do not use the MCF to do crosswalks. A curricular analysis needs to consider more than topic-matching by thinking of the spirit of the CCSSM.
Meeting Student Needs: A Layered Approach

By now, you are undoubtedly discovering your students’ unique personalities and talents. That is a joy of teaching! Yet you are likely also learning students’ unique challenges, and for some, personal situations that pose real barriers to learning. This can feel extremely overwhelming.

As a teacher who develops meaningful learning relationships with students, you are in a position to witness not only their academic needs, but also their interrelated physical, social, emotional, and behavioral needs. Yet your role as teacher does not require you to be an expert on the many different scenarios, of varying intensity, that impact your students’ learning.

So, how can you use awareness to help kids? You can begin by adopting an organizational mindset for your thoughts and efforts that is aligned with a comprehensive system of learning supports in your school and district.

Research proves the effectiveness of a layered approach to learning supports that provides best practices that benefit all students, early targeted interventions for some, and more intensive interventions for few depending on need.

This model may sound and look familiar, as it incorporates learning supports by expanding upon the same tiered, public health model that provides the organizing structure for academic and behavioral data-based Response to Intervention.

Classroom Connections

A layered approach emphasizes the importance of universal practices to benefit all children. These are within a teacher’s scope and include but are not limited to ensuring safety and security, validating feelings, and offering cultural sensitivity.

School programs that serve children in response to more specific, targeted needs may include mentoring or “check in” programs, for example. The goal is to reduce risk of intensified mental health and behavioral concerns.

A few students, however, may still require more intensive and individualized supports, often best provided through community partnerships.

Ask yourself, a school leader, and/or pupil support personnel what best practices are implemented for all students, to promote optimal conditions for, and prevent barriers to, learning? What resources and training are available to help teachers integrate universal learning supports?

When students face needs beyond the scope of the classroom, what procedures and resources are in place to address them early?

If you notice a gap in services in your school, you can inform your school leadership and improvement team so that it can be addressed through the continuous improvement process.

Continuous School Improvement Connection: The Conditions for Learning indicator discussed here, CL1, is listed among indicators of best practice in the Rising Star on IIRC system.

Helpful Resources

http://www.essaytagger.com/commoncore Improve your formative assessment feedback as you build and share common core rubrics

www.isbe.net/learningsupports Learning Supports site including Conditions for Learning indicators and an A-Z index of resources for educators

http://www.criticalthinking.org/pages/k-12-instruction-strategies-amp-samples/613 This site provides instructional strategies such as Socratic questioning and critical thinking in reading and writing.

http://www.corestandards.org/resources This tool was written by the Authors of the Common Core Standards for Mathematics to guide the selection of Math Curriculum materials.

Visit http://www.isbe.state.il.us/common_core/htmls/news.htm to download this newsletter.