

Capture the Core



First Grade

No Cost Common Core Online Tools and Websites

A Publication of the Illinois State Board of Education
Statewide System of Support Content Specialists

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.



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/>

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/>

Individual State Websites After investigating the Illinois website, some other state sites with strong common core information include: Arizona (math) <http://www.azed.gov/standards-practices/mathematics-standards/>, Ohio <http://www.ode.state.oh.us>, New York <http://engageny.org/common-core/>, and Rhode Island (reading) <http://www.ride.ri.gov>.

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

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

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Using Text-Dependent Questions with Literature

The Common Core State Standards (CCSS) call 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 un-**

derstanding, 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



the 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 in the routine of asking text dependent questions of themselves and of their peers as text is discussed throughout the day.

Fisher, D. & Frey, N. (2012). *Principal Leadership*.

For more information, click [here](#)

First Graders Finding Key Details

Read to Find: When reading a text with students, have students "read to find" a predetermined detail in the text. Students read independently until they locate the information, then signal to the teacher they have found the answer. Examples may be: read until you find the name of the grandfather in the story, read until you find information about why the family had to move, or read until you find when the characters were going to the party. It is helpful to use a discrete signal, so others are not distracted from their reading while find-

ing information.

DRTA: The Directed Reading Thinking Activity is a comprehension strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. Prepare a DRTA by marking breaks at thought-provoking stopping points in the text, points where your students can form and justify their predictions in response to questions similar to 'What do you think will happen next?' and 'Why do you say that?' Students use the text to provide proof for

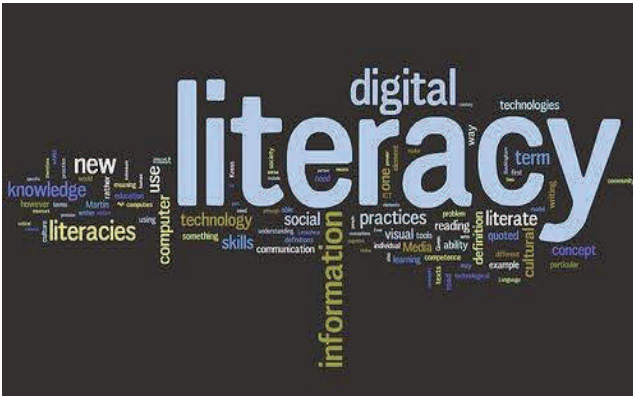
their answers.

McKenna, M. & Robinson, R. (2002). *Teaching through text: Reading and writing in the content areas* (3rd ed.). Boston: Allyn and Bacon.

An investment in knowledge pays the best interest.

- Benjamin Franklin

Digital Literacy in First Grade



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**, asks students to make conjectures, communicate their mathematical thoughts and ideas to others, and listen to and respond to the reasoning of others. Children need plenty of opportunities to work together on tasks. When students are given a challenging task and allowed to work on it together, their natural drive to communicate with others will help them develop the academic language they need to succeed with this Standard.

A sample task might be: How many **different** 6" tall towers can be made from 1" cubes, using exactly 1 red cube and 5 blue cubes?

I have hardly ever known a mathematician who was capable of reasoning.

**Plato
427—347 BC**

A follow-up question could be: How do you know you got all of the ways?

How do I encourage MP3?

Provide problems so students:

- Engage in reasoning and critical thinking.
- Develop mathematical arguments using objects, drawings, diagrams, and actions.
- Show a method of finding a solution and share their ideas with other students.
- Ask classmates, "How did you get that?"
- Show and tell how they figured out a problem.

Illustrative Math - First 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 are separated by grade level, domain, cluster and standard.

Here's an example for 1.OA.A.1: Consider unknowns in each

position by providing all three types of addition word problems.

- Char had 10 markers. She gave 3 to a friend. How many did she have left?
- Char had 10 markers. She gave some to a friend. Now she has 7 left. How many markers did she give to her friend?
- Char had some markers. She gave 3 to a friend.

Then she had 7 left. How many markers did she have to start with?



From: <http://illustrativemathematics.org/illustrations/163>

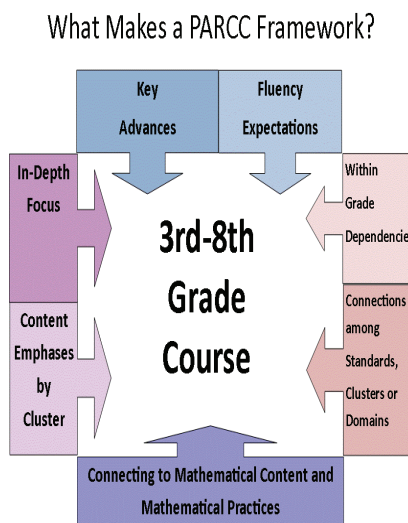
PARCC Model Content Frameworks

Model Content Frameworks <http://parcconline.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.

Considerations:

- 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.



Comprehensive System of Learning Supports

Cultivating thriving learning environments that promote the dignity and foster the well-being of students, educators, and communities.

Meeting Student Needs: A Layered Approach

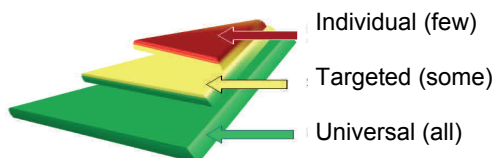
By now, you are undoubtedly discovering your students' unique personalities and talents. That is a joy of teaching! Yet you are likely also learning students' unique challenges, and for some, personal situations that pose real barriers to learning. This can feel extremely overwhelming.

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.

