



Top 10 Questions to Ask Common Core Vendors

Link to complete article:

http://blogs.edweek.org/edweek/on_innovation/2012/11/top_10_questions_to_ask_common_core_vendors.html?cmp=SO
C SHRRFB Adapted from: Capture the Core

Their Answers Will Help Separate the Genuine from the Disingenuous

I appreciate the opportunity to welcome everyone back for the 2013-2014 school year! This will be an exciting year for all of us. We know that you have been working hard to incorporate the new standards in your classrooms and the CCESA Office of Innovation and Development wants to continue to be a resource for schools and districts.

The CCESA is committed to collaborating with all schools to provide quality professional learning, resources, technical assistance, standards and assessment support. Please do not hesitate to contact the CCESA to assist you in the development and Implementation of research-based reforms and best practices.

As we enter the new year and look for instructional resources to support our efforts, we thought it was important to address the concerns behind the flood of common core vendors. The CCESA has vetted many resources and assessment packages with some of our schools. The results of the vetting have been mixed. As you vet resources, please be cognizant of marketing. Like all of us... the vendors are still learning.

All the Best,
CMP



To help distinguish the partners from the pretenders, Compass Learning compiled a list of 10 questions you should be asking prospective Common Core vendors.

1. The new English/language arts (ELA) standards focus on building knowledge through content-rich, cross-curricular nonfiction texts and on text evidence and complexity. How is your product changing to support these shifts?
2. The new math standards focus on key knowledge and skills; coherence across grade levels; and conceptual understanding. How is your product changing to support these shifts?
3. How does your product's assessment system compare to the Common Core assessment systems currently in development?
4. How will using your technology enhance my instruction and improve my students' learning experience?
5. How are you preparing teachers to implement Common Core in their classrooms?
6. Who is developing your Common Core products and what are their credentials?
7. How does your product address 21st Century Skills?
8. Explain how all students, regardless of skill and ability level, can be successful using your product?
9. How much are you investing in the Common Core initiative?
10. How does your product help students make the transition to the Common Core State Standards?

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Resources

Here are a few links containing additional information, including details on what each child will be expected to know and do in each grade and tips for parents:

<http://ccesa.az.gov/>

<http://www.azed.gov/standards-development-assessment/parcc-assessment/>

<http://www.azed.gov/standards-development-assessment/parcc-assessment/>

<http://parconline.org/>

www.corestandards.org

www.pta.org/parentsguide

<http://www.azed.gov/standards-practices/files2012/05/rttt-implementation-plan-2-6-12.pdf>

<http://www.parconline.org/samples/item-task-prototypes>

www.theteachingchannel.org/



The Key Idea & Detail Standard for Intermediate Grades

Students in intermediate grades continue to work on questioning to show they understand the meaning of a text (RL.1). At this level, students are expected to quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text. The definition of quoting from text is broad and includes students answering in their own words.

Intermediate grade students must be able to determine the theme of stories, dramas, and poems (RL.2).

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Students continue to work on summarizing the text. They should be able to give substantial thought to

characters' actions in a text by doing such things as referring to the similarities and differences between two or more characters, settings, or events (RL.3).



Questions & Prompts for Key Idea & Detail Standards

Questioning:

Intermediate grade teachers can utilize some of the following prompts as they work with students in large or small group settings on the key idea and detail standards of the Common Core State Standards.

“Transforming our classrooms to align with the Common Core may appear daunting, but the paybacks are tremendous. Give yourself the gift of time to make the switch...”

Lyn Cannaday
Social Studies Teacher



- Can you tell me the reasons why the characters think...? Show where you linked your thinking to the text.
- What are the most important events that happened in the story? How do you know?
- What is the theme of this text?
- Where did the story take place? How do you know?
- Summarize the story from the beginning to the end in a few sentences.
- Can you tell me how the character solved the problem in the story?
- Describe how these two characters are the same. How are they different?

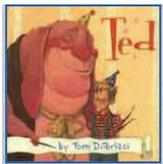
Back to School Read Alouds: LITERATURE

The standards state that oral language development is the earliest predictor of student success in reading and writing.

A study listed in the Appendix A states that children's listening comprehension actually exceeds their reading comprehension up through their middle school years. What better time to introduce the read alouds than at the beginning of the year?

Pair a read aloud with Standards RL1 and present questions about the key details during the read aloud. Ask students to identify the main characters and events in the story.

- A suggested book is *Ted* by Tony DiTerlizzi which is about a boy and his father who realize they have the same imaginary friend.



- Ask students to identify the three main characters in the story. Have students work in groups of three and assign one of the main characters to each student. Each student retells the main event that happened to him/her in the order in which it happened.

- An upper primary suggested read aloud is *The Matchbox Diary* by Paul Fleischman. This is about an immigrant's journey from Italy to America and the collectibles he has gathered to tell his story to his great granddaughter.



- After students recall the main idea and key details, they could interview their own grandparents or parents about collectibles.
- Students could craft boxes with items that would represent their grandparents or parents collections and describe the meaning of each much like the text.



Back to School Read Alouds: INFORMATIONAL

Gail Gibbons *Fire! Fire!* is a great way to start off the year and encourage fire safety as well. RI.1.2 requires students to identify the main topic and key details of a text.

- Read the text aloud and ask students to state what the main idea of the text and the events in chronological order. Time order of the events is stated very clearly in this text to assist the teacher with transitional phrasing.
- Pair this text with Writing Standard W.1.7. Model the exiting procedures of a fire drill for your classroom or the stop, drop and roll procedure. Have students retell the events to each other in the sequence in which they occurred. Once the students display the ability to show chronological order of events, ask students to possibly partner with an older student and create a PowerPoint that might be shared at an upcoming open house or with other classrooms in the building.



In the upper primary grades RI.1 presents questions such as *who, what, where, when, why, and how* as indicators of a student's understanding of key details in a text. Since many students lose their teeth at this stage of their lives, what better way to connect to real life experiences than with the read aloud *Throw Your Tooth on the Roof: Tooth Traditions Around the World* by Selby Beeler?

- Students ask each other the main idea of the text and then complete a semantic feature analysis chart to illustrate traditions various countries have when a child loses a tooth.
- Connect the read aloud with Writing Standard 2.3 where students create narratives in which they recount an event or short sequence of events including details, use temporal words to signal event order, and provide a sense of closure. Students can recount the loss of their first tooth or the traditions in their own family.

Common Core & Mathematics FOCUS ON THE MATHEMATICAL PRACTICES

Mathematical Practice Standard 3 Construct viable arguments and critique the reasoning of others

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.

This practice standard will be assessed in the PARC performance assessment. Teaching for conceptual understanding must happen in order for students to be able to demonstrate this mathematical practice. For many teachers this will mean a change in how mathematics is taught in their classrooms. If students must construct viable arguments so must the teacher. The introduction of new concepts to students will need to follow a logical chain. No longer will it be acceptable to model procedural skills without reasoning. Current textbooks may not provide a valid justification either. The progression documents are an excellent resource for teachers. <http://ime.math.arizona.edu/progressions/>

How do I encourage MP3?

Provide problems that require students to do the following:

- Construct chains of logical steps to justify conjectures using precise language.
- Distinguish correct explanations from flawed.
- Use diagrams, words and/or equations to solve.
- State logical assumptions being used.
- Provide reasoning for their solutions.

Ask these questions:

- How can you prove your answer?
- What examples could prove or disprove that argument?

FOCUS ON PARCC

PARCC recently released a set of sample problems for every grade level in mathematics.

The sample items represent the current state of PARCC item development and provide users a snapshot of what the 2014-2015 assessments will look like. The new sample items are first presented in PDF format to emphasize a focus on the content of the items. Later in 2013, the new sample items will be re-released as technology-based items that students, educators, and parents can use to better understand the content and the technologies PARCC will be using. The example on the right is the first 5th grade question to be released. There is also an interactive with this sample. For more samples items go to: <http://www.parcconline.org/samples/math>

Janice has a square wooden board with dimensions 1 foot by 1 foot.

She wants to make a rectangular sign with dimensions $\frac{5}{6}$ foot by $\frac{2}{3}$ foot by making two straight cuts to the board.

What will be the area, in square feet, of the rectangular sign?

Give your answer as a fraction.

square feet