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Capture the Core

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Second Grade

INSIDE THIS ISSUE:

PARCC K - 2 Frameworks

PARCC recently released the K-2 Model Content Frameworks. The Model Content Frameworks for Kindergarten through Grade 2 - one for mathematics and one for English language arts - were developed by PARCC state representatives, educators, and experts in academic standards and early learning, instruction, and formative assessment. Public feedback from teachers across the states helped to shape the final versions of the frameworks published.

The PARCC K-2 Model Content Frameworks are voluntary resources meant to be used as a companion to the Common Core State Standards to help educators and those developing aligned curricula and instructional materials. The frameworks help clarify the standards by illustrating how key content shifts from Kindergarten through Grade 2 coherently to Grade 3 and beyond.

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Unlike their later-grade counterparts, the Model Content Frameworks for K-2 are not focused on connections to summative assessments. Rather, they are designed to support the development of classroom-level, non-summative tools like PARCC's formative tasks and diagnostic assessments.

PARCC K-2 Model Content Frameworks for ELA

PARCC Partnership for Assessment of Readiness for College and Careers

PTA Parents' Guide

The National Parent Teacher Association (PTA) has created grade-by-grade overviews of the Common Core State Standards in for what students should be learning at each grade in mathematics and English Language Arts/Literacy in order to be prepared for college and careers. The Guide is available in English and Spanish. Download it from

Writing Essentials

As we announced last month, www.ilwritingmatters.org has launched to meet K-12 educators literacy needs as they relate to writing. Today, Capture the Core will highlight some essential components of the site and then share specific strategies monthly that could be taken right to the classroom!

On the home page of the site, essential documents necessary for all individuals to read are the Critical Directions section. This describes what full implementation of a great reading and writing program should have in place at all stages of a student's career.

As each grade level is selected, there is background knowledge for every standard. These "white papers" are basic research to illustrate what the meaning of the standard and to give practitioners extra support for the depth of the standard.

Progressions are offered at each grade level so that teachers will know what skills students come equipped with and what they will need the following year as well.

Rubrics are listed in two locations: one under rubrics and another under PARCC. These will assist with possible scoring but hopefully identifying the skills and structure of writing needed at each grade level.

Finally, suggested books,

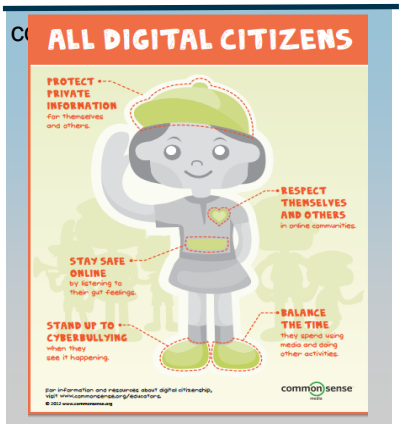
Digital Literacy & Citizenship Curriculum

Www.commonsensemedia.org

This website and materials are free for the taking and have a wealth of items for First Grade teachers! Their "materials are designed to empower students to think critically, behave safely, and participate responsibly in our digital world." Most materials are available to print as well and a scope and sequence help mark the trail for a positive classroom experience.

The "Student Video Library has more than 20 videos that are each 2-4 minutes long. These can be used in conjunction with a corresponding lesson plan, or to jumpstart a conversation with students."

Toolkits are available to support parent outreach and



Standard One: Opinion Writing

Second grade students come with varying opinions about many topics. Harnessing that energy and turning it into a well crafted piece of writing is tough but an opportunity that cannot be missed in the early years of literacy.

At this stage, students are expected to expound upon the preceding year. Students must name a topic and state an opinion about it, they must supply more than one reason to support that opinion, and provide a sense of closure. It may be easiest to model these skills in sections through different approaches through the graphic organizers provided.

It is critical that students master foundational skills in Second Grade and teachers should focus attention on what has been outlined in those standards. Incorporating literacy through read alouds, content area, and the language standards should be the basis of

Publishers' Criteria on Practice Standards Excerpt

Practice-Content Connections: Materials meaningfully connect content standards and practice standards. "Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction." (CCSSM, p. 8.) Over the course of any given year of instruction, each mathematical practice standard is meaningfully present in the form of activities or problems that stimulate students to develop the habits of mind described in the practice standards. These practices are well-grounded in the content standards. The practice standards are not just processes with ephemeral products (such as conversations). They also specify a set of products students are supposed to learn how to produce. Thus, students are asked to produce answers and solutions but also, in a grade -appropriate way, arguments, explanations, diagrams, mathematical models, etc.

"What task can I give to build understanding, rather than how can I explain clearly so they can understand."

-Grayson Wheatley

Focus and Coherence via Practice Standards: Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. Content and practice standards are not connected mechanistically or randomly, but instead support focus and coherence. Examples: Materials connect looking for and making use of structure (MP.7) with Structural themes emphasized in the standards such as properties of operations, place value decompositions of numbers, numerators and denominators of fractions, numerical and algebraic expressions, etc.; materials use repeated reasoning (MP.8) as a tool with which to explore content that is emphasized in the Standards. (In K-5, materials might use regularity in repetitive reasoning to shed light on, e.g., the 10 x 10 addition table, the 10 x 10 multiplication table, the properties of operations, the relationship between addition and subtraction or multiplication and division, and the place value system; in 6-8, materials might use regularity in repetitive reasoning to shed light on proportional relationships and linear functions; in high school, materials might use regularity in repetitive reasoning to shed light on formal algebra as well as functions, particularly recursive definitions of functions.)

Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard. For example, MP.1 does not say, "Solve problems." Or "Make sense of problems." Or "Make sense of problems and solve them." It says "Make sense of problems and persevere in solving them." Thus, students using the materials as designed build their perseverance in grade -level-appropriate ways by occasionally solving problems that require them to persevere to a solution beyond the point when they would like to give up.16 MP.5 does not say, "Use tools." Or "Use appropriate tools." It says "Use appropriate tools strategically." Thus, materials include problems that reward students' strategic decisions about how to use tools, or about whether to use them at all. MP.8 does not say, "Extend patterns." Or "Engage in repetitive reasoning." It says "Look for and express regularity in repeated reasoning." Thus, it is not enough for students to extend patterns or perform repeated calculations. Those repeated calculations must lead to an insight (e.g., "When I add a multiple of 3 to another multiple of 3, then I get a multiple of 3."). The analysis for evaluators explains how the full meaning of each practice standard has been attended to in the materials. http://isbe.net/common_core/pdf/math-pub-crit-k8.pdf

More Information on Practice Standards

Inside Mathematics http://www.insidemathematics.org/common-core-resources/mathematical-practice-standards
Capture the Core 2012- Summer 2013 http://isbe.net/common_core/htmls/news.htm
K-5 Illustrative Mathematics http://commoncoretools.me/wp-content/uploads/2014/02/Elaborations.pdf
6-8 Illustrative Mathematics http://commoncoretools.me/wp-content/uploads/2014/05/2014-05-06-Elaborations-6-8.pdf

Comprehensive System of Learning Supports

Three Elements of Student Engagement

Students' classroom work embodies substantial intellectual engagement (reading, thinking, writing, problem-solving and meaning-making). Students take ownership of their learning to develop, test and refine their thinking. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. Student talk also embodies substantive and intellectual thinking. Here are some activities to incorporate the elements of student engagement (Cognitive, Social and Emotional) into lessons and units. ISBE engagement and re-engagement website; http://www.isbe.net/learningsupports/html/engagement.htm

Cognitive Engagement

Enhance Self-Regulation

- Peer –to-peer Editing
- Use Interactive Math Journals
- Allow Students to Teach lessons
- Utilize Checklist/Boxes to show completion of activities

Support Learning Goals

- Produce reflective writing about the goals that were included in the unit
- Create visual representation of specific goals
- Employ a Graffiti Wall Review—Fill whiteboard with review of concepts...pictures and words
- Have students identify unit goals and the steps needed to complete them

Increase Investment in Learning

- Employ Self-grading techniques for student identification of struggles
- Develop student progress monitoring tools
- Create student made math word problems

Social Engagement

Support Positive Interactions

- Collaborative Group Work
- Random Grouping
- Group Centers—Non-fiction newspaper hunt, Spelling word searches...etc.

Enhance Ownership and Effort

- Reflection time at the end of each day
- Rubrics for reflecting on group work
- Public applause/acknowledgement
- Role play opportunities

Increase Participation

- Student driven conversations about topics related to a novel or story
- Group writing of a descriptive paragraph or complete story
- Random selection of students during whole class activity
- Group research and presentations. Allow students to teach the class on the topic

Emotional Engagement

Generate Interest

- Develop math problems that incorporate student interests
- Explore writing and editing skills needed in many occupations
- Conduct interest inventories to identify what each student connects with
- Integrate Technology

Identification for Personal Connection

- Use student names in word problems and stories
- Connect Current events connected to the students
- Develop a classroom Mascot
- Craft social stories with names and pictures of the students

Create a sense of Belonging

- Cite student work within the room during and after the unit
- Work with additional classrooms to create a "whole school" positive climate
- Schedule class meetings
- Always use student names, avoid "he", "she" or "you".

Supporting a Positive Attitude About Learning

- Develop a class "what went well" journal
- Provide Positive responses for not only correct work, but effort as well
- Allow time for Individual and class reflection
- Plan for Re-telling of what was learned the day before

Related Conditions for Learning Indicators are included in the Rising Star on IIRC school improvement tool and accessible at the ISBE Learning Supports web site.

Visit www.isbe.net to download this newsletter.