



Capture the Core

VOLUME II ISSUE 2

OCTOBER 2014

A PUBLICATION
OF THE
ILLINOIS STATE
BOARD OF
EDUCATION
STATEWIDE
SYSTEM OF
SUPPORT
CONTENT
SPECIALISTS

Ninth Grade

INSIDE THIS ISSUE:

ELA	2
Math	3
Learning Supports	4

Capture the Classroom

We at Capture the Core need your help! We are looking for stories “from the field” on your successes with the New Illinois Learning Standards. Share your successful lessons and experiences with your colleagues around the state and beyond. How are you seeing your students’ thinking expand?

Teachers and Administrators

- How are you seeing your students’ thinking expand?
- What are some positive reactions you have heard from your students?
- Do you have a great project to share? (NILS are a wonderful format for project based learning!)
- Have you had success with higher order questioning, formative assessment or student engagement?
- What are your observations of classrooms, educators and students as they engage in the New Illinois Learning Standards?



Spread the wealth by sharing your experience.

Note: If you would like to submit a lesson, please [email us](#) with your name, district, school and grade or subject. We will email you a brief template to guide you with your submission. Submissions should be 200 – 400 words.

Thank you for sharing your experience with others.

- The Capture the Core Staff

Preparing for PARCC

Looking for a way to better prepare for the upcoming PARCC assessments? PARCC makes all of its blueprints, evidence tables, and test specifications available on their website: <http://parconline.org/assessment-blueprints-test-specs>. Item writers and test developers use these documents to properly align the tests to the standards and create a test that fully assesses each student’s full range of skills and abilities.

Additionally, PARCC makes available a number of sample tests (with more coming soon) as well as a tutorial of how to use the testing software. These resources can also be found on PARCC’s website: <http://parconline.org/computer-based-samples>. Exposure to these resources will help assure that there are no surprises on test day.

New ISBE Writing Website Revealed



The Illinois State Board of Education is pleased to announce a new website created by the ELA Content Specialists entitled, Illinois Writing Matters. This website is a result of requests from educators for one location to find writing resources aligned to the New Illinois Writing

standards. The grade-level specific design of the website allows teacher to find resources aligned directly to their classroom.

- Some of the resources include,
- Background information about each standard
 - Progression documents
 - Strategies
 - Graphic Organizers
 - Student Samples
 - Rubrics
 - Recommended Resources such as PowerPoints, videos, lessons and units,

websites, professional books, and other professional development resources.

To access the resources on the website, go to www.ilwritingmatters.weebly.com/. Scroll down and click on



Writing Focus: Begin with Standard 10

This year's newsletters will have a focus of writing and delve into what students will need to accomplish at each grade level in order to become college and career ready. We begin this year with standard ten due to the nature of it's demand to implement writing into all coursework throughout the year.

"To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating

understanding of the subjects they are studying, and conveying real and imagined experiences and events (CCAS, 2010). Standard ten requires students to "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" (CCAS, 2010).

Organizing and building classroom activities that meet

this standard along with combining with other literacy standards is a critical factor for the student. "They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year" (CCAS, 2010).

Writing Strategy: Summary "Tweet"

There is extensive research that shows that summarization is among the top nine most effective teaching strategies in the history of education (Marzano, Pickering, and Pollock, 2001)

As students read, have them write a summary as if they were "tweeting" (writing a Twitter message) to a peer. Twitter only allows for 140 characters including spaces and punctuation.

Students write out their Twitter summaries on paper, but they are conscious of their characters the entire time. This requires students to summarize the main idea of the reading, but it also gives them an authentic audience (a peer), connects to their love of anything digital, and answers the age-old student question: "How many sentences do we have to write?"



Marzano, R., & Pickering, D. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, Va.: Association for Supervision and Curriculum

EngageNY

EngageNY is a website developed by the New York State Education Department to support the implementation of the CCSSM.

The website provides educators with professional learning tools and resources for support of achieving college and career readiness for all students. EngageNY contains curriculum and



instruction resources that include in-class activities, exit slips and practice sets with teacher notes and sample student responses.

Also look at the units and lessons developed by Illinois Teachers for the Illinois Model Curriculum.

<http://www.livebinders.com/play/play?id=953710>

9th Grade Example

This is an exercise from Lesson 11, in Algebra Module 2. Module 2 focuses on Interpreting Categorical and Quantitative Data. This problem has students working on S-ID.5 (Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including

joint, marginal, and conditional relative frequencies.) Recognize possible associations and trends in the data.) and S-ID.9 (Distinguish between correlation and causation.)

<https://www.engageny.org/resource/algebra-i-module-2>

"No employment can be managed without arithmetic, no mechanical invention without geometry."

		Exercise Level		Total
		High	Low	
Sugar Consumption	High	14	18	32
	Low	14	4	18

Is there evidence of an association between sugar consumption category and exercise level? Support your answer using conditional relative frequencies.

Do you think it is reasonable to conclude that high sugar consumption is the cause of the observed differences in the conditional relative frequencies? What other explanations could explain a difference in the conditional relative frequencies? Explain your answer.



Bullying In The Classroom

<http://bit.ly/ISBEresources>

Signs of Bullying

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewelry
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating.
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations

IL Public Act 98-0801 defines bullying as: “repeated aggression, harassment, threats or intimidation when one person has greater status or power than another”.



Systems’ Change Thinking

- ◆ Establish whole-school social culture where positive behavior is expected and reinforcement for bullying and aggression are not provided.
- ◆ Provide training and support for adults to know how to (a) pre-correct before bullying behaviors might occur and (b) respond when bullying behaviors do occur.
- ◆ Provide direct, individualized support for students who engage in disrespectful behavior or are recipients of disrespectful behaviors.
- ◆ Teach a “STOP” message to all students!

Stop Bullying on the Spot

Do:

- Intervene immediately. It is ok to get another adult to help.
- Separate the kids involved.
- Make sure everyone is safe.
- Meet any immediate medical or mental health needs.
- Stay calm. Reassure the kids involved, including bystanders.
- Model respectful behavior when you intervene.

Avoid these common mistakes:

- Do not ignore it. Students need adult help for these situations.
- Do not immediately try to sort out the facts.
- Do not force other kids to say publicly what they saw.
- Do not question the children involved in front of other kids.
- Do not talk to the kids involved together, only separately.
- Do not make the students involved apologize or patch up relations on the spot.

Support the Kids Involved

Support Kids Who are Bullied

- Listen and focus on the child
- Assure the child that bullying is not their fault
- Give advice about “what to do”
- Work together to resolve the situation and protect the bullied child

Address Bullying Behavior

- Make sure the child knows what the problem behavior is.
- Show kids that bullying is taken seriously
- Involve the kid who bullied in making amends or repairing the situation.

Support Kids Who witness Bullying

- Teach what to do to stop it.
- May not feel safe stepping in in the moment, but there are many other steps they can take.



I believe that if we are to survive as a planet, we must teach this next generation to handle their own conflicts assertively and nonviolently. If in their early years our children learn to listen to all sides of the story, use their heads and then their mouths, and come up with a plan and share, then, when they become our leaders, and some of them will, they will have the tools to handle global problems and conflict. -Barbara Coloroso

