

Common Core Take-Aways for LMES

INSTRUCTIONAL MOVES TO CONTINUE: WAYS WE ALREADY TEACH THE COMMON CORE WAY

- Continue emphasizing speaking in complete sentences, in addition to speaking and listening skills in Morning Meeting and all throughout the day.
- Continue emphasizing that students HAVE an opinion and need to justify it with reasons. Playing games like, Would You Rather? and The Book of Questions.
- Continue doing and having conversations around Daily Analogies *.DA helps kids classify words and the relationship of those classifications.*
- Continue emphasizing Identifying Similarities and Differences
- When speaking and listening, continue getting kids to justify their thinking with reasons and evidence...I infer ___ because___. *The SIP team felt that creating Critical Thinking Sentence Frames was a vital behavior for critical thinking to occur in our school.*
- Continue using and teaching to the three highest levels of Blooms...the posters are not just posters, but conversations with students. *They are an anchor and a label for the thinking work.*
- Continue emphasizing the daily learning of lots and lots of words with "permission" to add any word to their notebook (this builds ownership and engagement)
- Continue modeling the 3 column template for Vocabulary Notebook entries
- Continue to build & increase content vocabulary using the 6-step process
- Continue using more complex texts via shared reading to teach standards 2-9, like interactive read-alouds/think-alouds/text-talk lessons and novel studies.
- Continue instructing students at their instructional level in guided reading with an emphasis on the instructional shifts below.

INSTRUCTIONAL MOVES TO SHIFT: TEACHING THE COMMON CORE WAY

- Replace looking at the standards quickly with “close” reading and analysis of the standards (per quarter) by teachers to see what's in (and not in) the new standards. Use the app.
- Replace teaching Text to Self Connections with teaching Text to Text Connections and replace teaching Activating Prior Knowledge with How is This Content Relevant to My Life? (Real World Connections) *sending kids the message that mastering content matters beyond passing a test and has implications for their daily lives.*
- Replace cursory, fast and one-time text reading with emphasizing “close” reading and re-reading by students to analyze and evaluate the author’s choice of words, language structure, language syntax, the words and phrases that are said, and *not said*, paying close attention to what the author included and what the author left out and why.
- Replace generic question stems with text based questions and text based answers. De-emphasize reader response like schema & background knowledge as a basis for their justifications and emphasis more text-based evidence as a basis for their justifications.
- Go beyond summarizing and continue teaching Big Ideas and Concepts that answer the question “So What?” in non-fiction (Polar Bears)