
ACHIEVE THE CORE

Core Advocate Newsletter

New Tools, Core Advocate Stories and Ways to Get Involved

Working together for student success

One of the benefits of the **Common Core State Standards** is the opportunity for educators from across the country to network and collaborate for the benefit of our students. We've heard that teacher collaboration benefits teachers and students alike, and with common Standards, language, goals, and struggles, our collaborative group has expanded to include teachers all over the U.S.! The Core Advocate Network, made up of all of you, is an exemplary model of teachers owning the work, and of how collaboration and shared commitment makes each and every one of us better at our craft. In 2016, the Field Impact Team at **Student Achievement Partners** will join at least eight more states in implementing teacher-designed and teacher-delivered professional learning opportunities that will support thousands of teachers in implementing the Shifts in their classrooms, and thereby improving student achievement. We are grateful for the work each and every one of our Core Advocates does each and every day to support student learning. Thank you all!

Washington Hosts Core Advocate Catalysts Meeting

On January 9-10, over 85 educators from across Washington state gathered to learn about the **Shifts** and to launch math and ELA/literacy campaigns designed to address Washington-specific instructional issues. Washington's Core Advocate captain, Jennie Beltramini, reminded the group of catalysts that "student success counts on all of us working together; learning, growing, collaborating, sharing knowledge." ELA/literacy educators will engage teachers across the state in effective vocabulary instruction, and math educators will focus on the Shifts of Focus and Coherence. These campaigns will provide teachers with skills and knowledge necessary to support students with unfinished learning. Congratulations on a successful start to this important work!



**WE'RE
HIRING!**

The Field Impact Team at Student Achievement Partners is hiring a Teacher Engagement Manager. We are looking for someone (a Core Advocate, perhaps?) to support our growing Core Advocate network and to develop and maintain relationships with our external partners. Click [here](#) to learn more about this position and apply by sending your resume and a letter of interest to **Sandra Alberti**.



Elevating Instructional Advocacy in Denver

Our second annual Core Advocate Conference, *Elevating Instructional Advocacy*, will be held May 14-15, 2016 in Denver, CO. Core Advocates wanting to deepen their understanding of the Shifts, the tools and resources on Achievethecore.org, and the successful work of other Core Advocates can apply [here](#) to attend. The \$200 registration fee covers travel, lodging, breakfast and lunch, and all conference programming. Applications are accepted through February 15, 2016. We hope to see you there!



Are you a Core Advocate attending the Annual Conference of the National Council of Teachers of Mathematics in San Francisco, CA in April, 2016? Please complete [this brief survey](#). Thank you!

Core Advocate Question of the Month

Core Advocate Angela Gunter earned a \$25 Amazon Gift Card for her response to last month's question, ***What positive changes have you seen in your classroom since implementing the Shifts?*** See Angela's and other great responses, then submit your answer to this month's question for a chance to be our next winner!



My students understand

With a focus on complex nonfiction texts, my students have expressed an appreciation that they can actually read and understand important, scholarly writing and feel included in an adult conversation about significant topics.

-Angela Gunter

Math nightmares conquered

I have taught the concepts of multiplication of multi-digit numbers with multiplication of fractions (a student's



worst nightmare!) together. I introduced the topic to them and they said "That's it? That's so easy!" I've seen a total change in their expectations around the difficulty of multiplying fractions, and their fear of this seems to be gone.

-Amber Jinnett



Teachers changing their practice

I am a curriculum specialist, so in a sense, teachers are my students. The biggest changes I've seen are in the amounts of writing we ask of students, the deeper focus on conceptual understanding in math tasks, and the goal of guiding students to provide multiple ways to explain and explore their understanding. Additionally, teachers are now engaging in conversations about the complexity of text and the worthiness of tasks and learning activities - success!

-Tamara Houchard

Other great responses

I see more positive attitudes in my colleagues and students. There is no more blame game, and all teachers are rock stars because their content matters, then, now, and in the future.

-Stephanie Barnett

My students can demonstrate conceptual understanding in mathematics. My students are able to explain their thinking verbally and in written form. It's absolutely amazing!

-Erin Chavez

Students are more engaged and thinking critically, and are working more independently, even in kindergarten!

-Karen K. Parrino

Students are not as reluctant to start reading, they use the tools they have learned to break text into digestible pieces and are more confident when asked to read complex text.

-Leigh Metcalfe

I've seen increased student engagement, more in depth discussions, and assessments and student projects with more focus. Teachers are motivated and excited about classroom learning, and there is increased integration of core curriculum.

-Yolanda Munoz

**This month's question:
How do you engage students in mathematical discourse?**

Submit Your Answer

What question would you ask our readers?



Rigor in math

Why *Rigor* doesn't mean harder

There are terms in education that carry different meanings and can be hard to pin down, such as *critical thinking*, *problem-based learning*, or *learning goals*. Rigor is one of these terms, and the word often causes educators, parents, and students to think of something difficult, tedious, or severe.

Although these are certainly appropriate synonyms of rigor, the math **Shift** of Rigor refers to something different than these typical definitions of the word. Specifically, Rigor means that "in major topics [teachers] pursue: conceptual understanding, procedural skill and fluency, and application with equal intensity." But how does that actually play out in a math classroom? How can teachers determine when to pursue conceptual understanding and when it should be application? What is the role of procedural skill and fluency, and how can equal intensity be measured? These questions and others can inhibit teachers from implementing this Shift, and a closer look at these three aspects can support better classroom instruction and increased student learning.

When a teacher attends to the Shift of Rigor, students are more likely to learn mathematics that extends beyond a single lesson, unit, or grade, and are better prepared for the increasing complexity of mathematics across their K-12 experience. Join us for the March Core Advocates Webinar, ***Rigor in math: Why Rigor doesn't mean harder***, on Tuesday, March 15, 2016 from 7:00 - 8:00 EDT, and explore the three aspects of Rigor and tools to support instruction. **Register now** and invite a friend!

Network News and Opportunities

America Achieves Fellowship Opportunity: The America Achieves Fellowship for Teachers and Principals application is live. [Apply here](#) now to join the movement of educators impacting practice and policy across our nation! Teachers and principals who are selected will receive deep content and skills training helping them to leverage their voices to influence policy and the public debate on current issues of our time, including opportunities to advance the profession, assessment and accountability, and academic standards. Fellows also receive a competitive stipend for their time. Learn more about this [work on this website](#) or [please refer to this FAQ sheet](#). **The application will close on 2/28/2016.**

Good to Great: The New Teacher Project (**TNTP**) is taking New Orleans by storm this summer! The Good to Great Institute is an intensive summer experience that prepares teachers to rise to the challenge of the Common Core State Standards in ELA and math by working with highly successful experienced teachers, attending content-specific training, collaborating with peers, and practicing teaching students. TNTP is looking for experienced teachers to lead this work, and provides a competitive salary and travel expenses. Email [Kaycee Eckhardt](#) at TNTP for more information about the application process.

College and Career Readiness: The **Committee for Economic Development** (CED) is a nonprofit, nonpartisan public policy organization that develops and advocates for policies in education. Their vested interest in education has led the CED to start a new podcast series entitled "*Conversations on College and Career Readiness*" that discusses key issues regarding Common Core State Standards from a business perspective. Each installment takes approximately 15-30 minutes to address the ways in which education standards, as well as their implementation and assessments, impact the business sector and economic issues. If you have experience in business or teach business-oriented classes, and would like to dialogue about the business world's connections to College and Career Readiness please contact [Haile Bennett](#) today!

State Standards and Assessment Work: Several states are looking for educators to get involved in work related to standards and assessment, from providing feedback to serving on work groups and committees. Follow the links below by clicking on the state name, or check out your state's Department of Education website to see how you can get involved.

- [Alabama](#) - standards review
- [Alaska](#) - assessment content reviews
- [Arizona](#) - AZMerit assessment workgroups
- [Arkansas](#) - standards review
- [Georgia](#) - science and social studies standards review
- [Pennsylvania](#) - assessment committee application
- [South Dakota](#) - standards review and public hearings

Upcoming Regional Core Advocate Events:

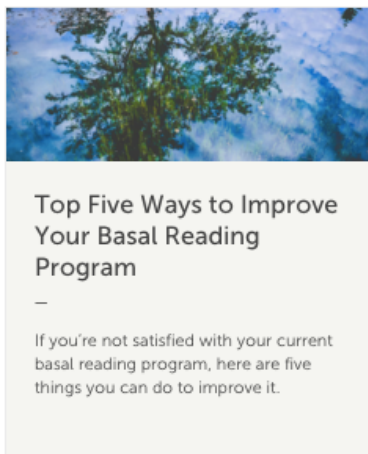
- Teach for America 25th Anniversary Summit - February 5-7, Washington, DC
- Arizona State Catalysts Convening - February 20-21, Phoenix, AZ
- Core Advocate State Captains Retreat - February 27-28, Philadelphia, PA
- New Jersey State Catalysts Convening - March 5, location TBD
- North Carolina State Catalysts Convening - April 23-24, Greensboro, NC
- Core Advocate Conference - May 14-15, Denver, CO

Resources for Your Classroom

	Dogs	Paws
Grade 6	1	4
	2	8
Grade 7	5	20
	6	24
	9	36

Math Mini-Assessments

Be sure to check out the [mini-assessments for math](#) on [Achievethecore.org](#). These resources illustrate the Focus, Coherence and Rigor of the Standards, and can be used in the classroom, or by teachers for professional learning. Two of the most recent mini-assessments are for standard **4.NBT.B.4**, which sets the expectation for fluently adding and subtracting multi-digit whole numbers using the standard algorithm, and **7.RP.A**, which requires students to analyze proportional relationships and use them to solve real world and mathematical problems. Additional mini-assessments are in development; remember to check back often!



Aligned Blog

Check out the latest on Achieve the Core's [Aligned blog](#) including [10 Ways Teachers Can Impact Curricular Materials](#), [Top Five Ways to Improve Your Basal Reading Program](#), and [Top Five Ways to Improve Your Math Materials](#). Are exciting things happening with instructional materials in your school or district? Have a unique perspective to share? Email us your blog post idea at ccssmaterials@studentsachieve.net.

Wonderopolis

Looking for a new source of non-fiction texts? Are your students always asking “why?” and “how” when discussing the latest phenomena? Each day [Wonderopolis](#) poses an intriguing question and explores it in a variety of ways – including an article with defined vocabulary words and quick quiz after reading. It also includes images, video and infographics



When Was the Toothbrush
Invented?

as well as activities for hands-on learning. Explore topics ranging from “*Why does Jell-o jiggle?*” to “*How much of our brains do we use?*”

Recommend a Resource

In Case You Missed It

Jasonimba, a lead writer of the Common Core State Standards for Mathematics and a Founding Partner of Student Achievement Partners, maintains a [blog](#) where he shares his thoughts on many topics, from math education to book reviews to parenthood. A recent post titled [How I See Addition Facts](#) provides an insightful structure for parents and teachers of primary school children. The post is repeated below, in case you missed it!

Since I've been doing Saturday School with my kids, I've continued to appreciate how intricate is the structure of the addition facts as they play out in the curriculum. Right now, my younger is learning some of the facts from memory and, for some others, learning the strategy of making ten.

At this stage of learning, making ten is a great strategy for a problem like $8 + 5$. But the strategy doesn't help you in a problem like $12 + 3$. To solve that problem, at this stage of learning, I'd say you want to

- appreciate the place value structure as $10 + 2 + 3$,
- know from memory that $2 + 3 = 5$, and also
- understand the meaning of teen numbers so that $10 + 5 = 15$.

And in general, each region of the $a + b$ map has its own story. These graphics shows the map with different regions color-coded, and a key to the colors.

6+1	Counting on
6+0	Property of 0
2+3	Addition within 10
4+6	Partners of 10
8+5	Making 10
10+7	Meaning of teen numbers
13+4	Place value computation
10+10	Link between count sequence and place value

0+0	1+0	2+0	3+0	4+0	5+0	6+0	7+0	8+0	9+0	10+0	11+0	12+0	13+0	14+0	15+0	16+0	17+0	18+0	19+0	20+0
0+1	1+1	2+1	3+1	4+1	5+1	6+1	7+1	8+1	9+1	10+1	11+1	12+1	13+1	14+1	15+1	16+1	17+1	18+1	19+1	
0+2	1+2	2+2	3+2	4+2	5+2	6+2	7+2	8+2	9+2	10+2	11+2	12+2	13+2	14+2	15+2	16+2	17+2	18+2		
0+3	1+3	2+3	3+3	4+3	5+3	6+3	7+3	8+3	9+3	10+3	11+3	12+3	13+3	14+3	15+3	16+3	17+3			
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0+20																				

I use this map to orient myself toward my kids' learning as they progress toward fluency with addition facts and knowing them from memory. For example, the image below shows the worksheet I made for today's Saturday School. You'll see that the worksheet has 36 sums for practice—precisely the 36 sums that are coded yellow above. This is an intense practice day for making ten. Over the past few Saturdays, we established that the partners of 10 (magenta) were down cold, that there was fluency within 10 (red), and that the structure of the teen numbers was well understood (green). These are the key prerequisites for making ten. (Another is the ability to use properties of addition where helpful.)

NAME _____

If you know the sum, just write it down. If not, then find the sum by making ten.

$\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$
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$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 9 \\ \hline \end{array}$
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$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$
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$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 5 \\ \hline \end{array}$
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$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 9 \\ \hline \end{array}$
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$\begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$
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Social Media Spotlight



Steve Figurelli

@SteveFigurelli



Follow

The Text Set Project is a stellar resource from
[@achievethecore](#):
achievethecore.org/dashboard/300/...
[#coreadvocates](#) [#edisonk12](#)

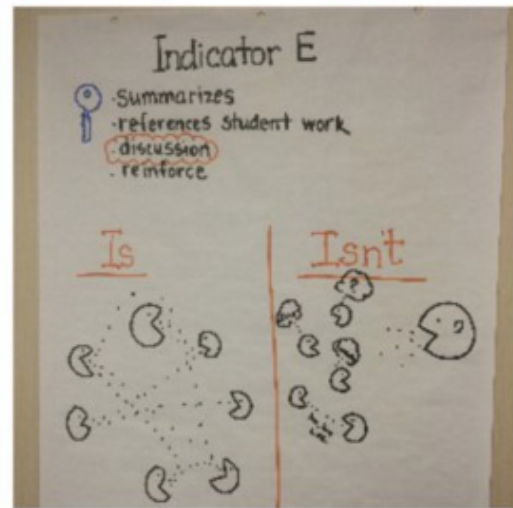
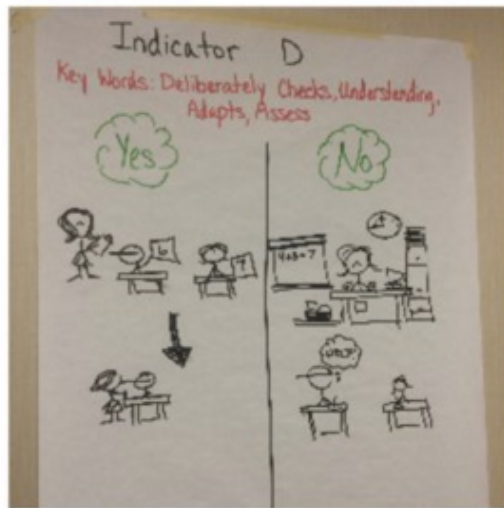
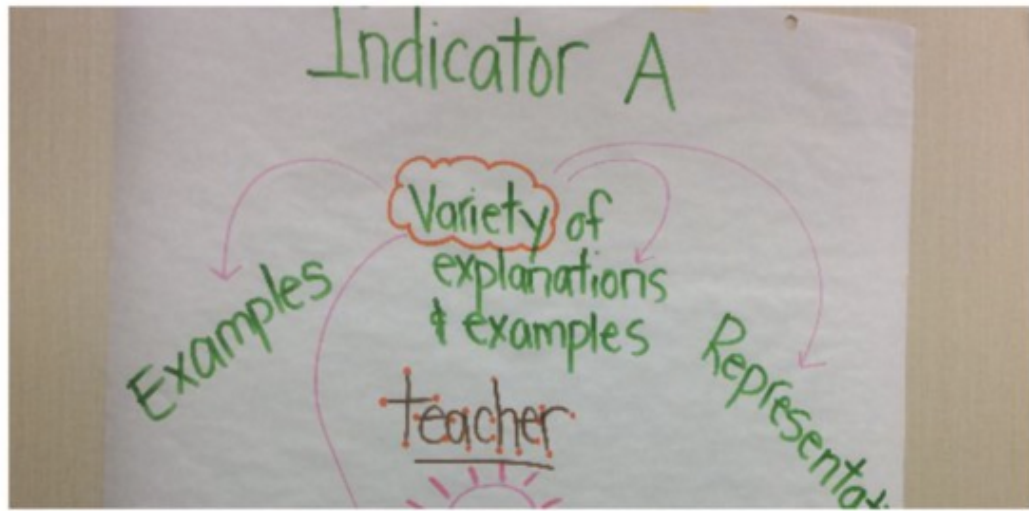
Build Knowledge with Different Media

The **Text Set Project**, from **Student Achievement Partners**, lets teachers create text sets composed of articles and media on a similar topic. The texts are sequenced to create a coherent and gradual knowledge-building process, empowering students to become "experts" on the topic. The text sets typically begin with lower reading levels and increase in complexity to support students in reading the next selection (mostly) independently and acquire a deeper understanding of the topic. The sets are equipped with a **glossary of terms** to help students access challenging vocabulary. The sets also include **suggested activities** to help students consolidate and express their learning.



Jennie Beltramini @JennieBeltro · Jan 9

Powerful weekend with WA educators unpacking effective math instruction!
#CoreAdvocates @WACoreAdvocates



Dan Alderson

@alderson_dan



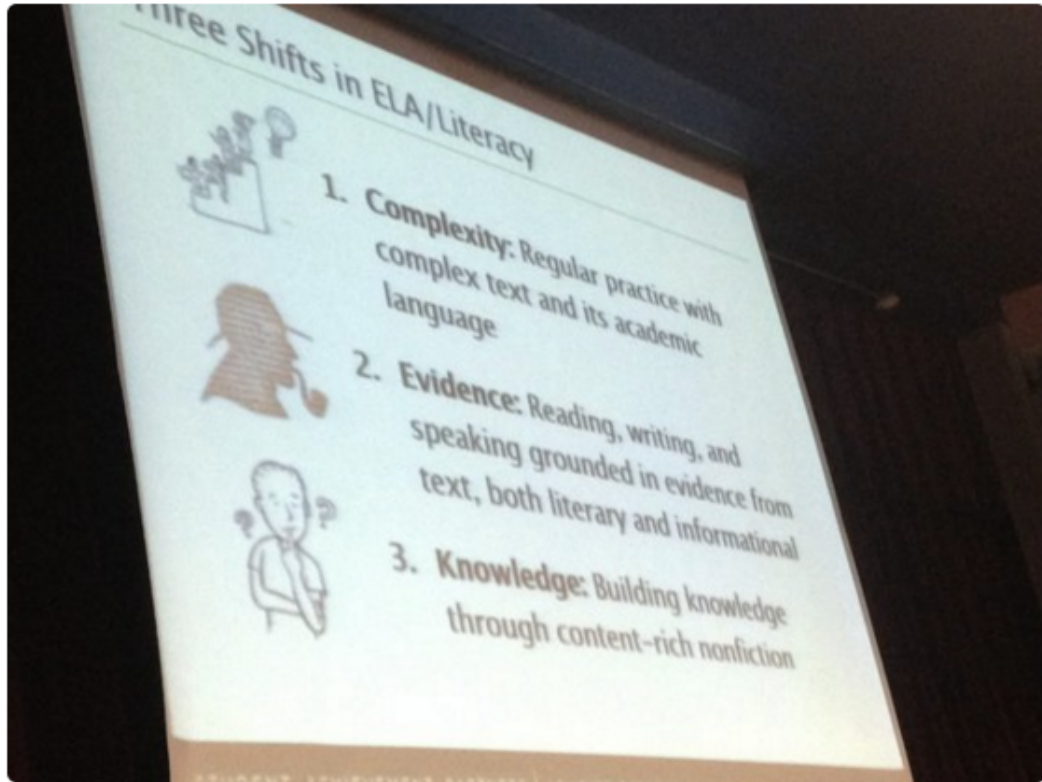
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We need to disrupt inequality. #coreadvocates



ficore advocate @4flstandards · Jan 15

All about the #Shifts ELA: complex text evidence building knowledge
#vscsshifts #CoreAdvocates



Theodore Mueller

@MuellerTheodore



Follow

All Ss deserves Ts who support them...well I'm still learning too. When we support each other Ss win! #coreadvocates @Mrs_Schimizzi

Join the Twitter Conversation



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