



Happy June, Core Advocates!

June is here and school is out for summer, or almost out, for many Core Advocates! We hope you'll use the summertime to reflect, relax, and recharge. We know educators spend time during the summer doing professional learning and we've got you covered with great webinars, a reading club, and other resources to look at when you're ready to begin planning for a new school year. Enjoy!

Jump to June 2018 Highlights

[Spotlight on Instructional Advocacy](#)

[Classroom Connections](#)

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Core Advocate Learning

Webinars

Monthly Core Advocate Webinar Series

Join the SAP Professional Learning team for summer learning through the Core Advocate Webinar Series!

July Webinar: The Problem of Teaching Literacy Backwards

To what extent has the half-century continuance of the opportunity gap been a result of literacy instruction in the United States being backwards? David Liben, Student Achievement Partners Senior Research Fellow, will showcase recent research that asks us to consider whether the traditional approach to literacy instruction is, in fact, all turned around. Join us on Wednesday, July 11 at 7:00 p.m. ET to find out whether your

ELA/literacy instruction contains the evidence-based ingredients validated in this research.

Register for the July Core Advocate Webinar!

August Webinar: Don't Make Every Math Strategy a Separate Lesson: Developing Understanding and Skill with K-4 Operations

Are you ready to put debates about the usefulness of strategies for addition and subtraction to rest? Join us on Wednesday, August 8 at 7:00 p.m. ET to learn about empowering all students with conceptual understanding and procedural skill across grades K-4 by carefully sequencing, representing, and connecting high-leverage strategies for addition and subtraction.

June "Mini" Webinar: Introduction to #BookSnaps

BookSnaps are a great new way to have text-centered conversations! By taking a picture of a portion of the text (in a book, online article, etc.) and then annotating the picture with thoughts, wonderings, insights, etc., readers are able to share what made an impact on them. In this webinar, you'll learn:

- What BookSnaps are
- How to use BookSnaps for professional learning and sharing among fellow educators
- How to use BookSnaps with students in the classroom
- Quick and easy ways to design your own BookSnaps

Our Summer Reading Club will be using the #BookSnaps model to discuss articles all summer, so don't miss this chance to learn how to join the conversation. [Register here!](#)

Summer Reading Club

Join our [Summer Reading Club](#)! This year we're reading some of our favorite Aligned articles and having an ongoing virtual discussion via [Twitter](#). After you read, snap a photo of a section of the article that made an impact on you--it could be something that resonated, something new you learned, something you can't wait to try, etc.! Then share your photo on Twitter using #CoreAdvocates #Booksnaps. All of the authors will be sharing their booksnaps as well! You can comment on any article at any time. Can't wait to see your thoughts!

In the News

Why Johnny Still Can't Read -- And What To Do About It

This [article](#) on Forbes.com by Natalie Wexler describes the vital importance of foundational skills and how we continue to get it wrong. For decades, there's been an overwhelming scientific consensus on the best way to teach kids to read. As

many as half of all children won't learn to read unless they get systematic instruction in what are called foundational reading skills, including phonics. And even those who manage to learn to read without that kind of instruction would benefit from it.



Showcasing Our Network

Question of the Month

This Month

How do you plan to recharge during the summer?

Submit for a chance to win a \$25 Amazon gift card

Last Month

Question: What strategy or instructional practice do you use to "shift the lift" to students, ensuring they are the ones doing the thinking and talking in the classroom?

Winning Answer:

"Because I am an EL teacher, shifting the learning to students is critical to their burgeoning self-efficacy. In addition, the more the students speak and write, and listen to their peers, the more language they will acquire. I use unique books with history and social studies topics to grab student interest (my third graders are reading John Hersey's "Hiroshima" now) and spark discussion. Aside from high-level and high-interest books, I have adopted the Sustainable Development Goals developed by the United Nations to engage students with the actions of their families, communities, and state to look for ways that they can have an impact on progress toward a more sustainable worldview in the United States and beyond. Both of these strategies have enabled students to look at long-term real-world projects in which they can apply what they have learned. I have found that if they get that initial spark, they will search high and low to find more information, and more to read. My students have become avid readers and avid students since I have implemented both of these broad strategies."

– Elizabeth Arias

Other Noteworthy Answers:

"I use 'I Notice' and 'I Wonder'" to get students to start looking at numbers and problems in a different way. Then I build on this strategy and have students use it during Number Talks. Students begin to use 'I Notice' and 'I Wonder' during Number Talks to figure out how the expressions or diagrams are connected. The mathematical connections

presented during a Number Talk are then communicated to me as the teacher instead of me telling students."

– Sara Downs

"One great strategy for shifting the lift from the teacher to the students involves teaching students to ask their own questions. Teachers can use the Question Formulation Technique (see *Make Just One Change* by Dan Rothstein and Luz Santana, Harvard Education Press, 2017) to move from using their own questions to prompt student thinking to working to challenge students to come up with their own questions. This process walks through teachers creating a Question Focus (QFocus) to serve as a stimulus to jump start student questions."

– Beth Shipe

"I do not answer questions or help with task before students have an opportunity to respond and work through questions with their peers. They must see three others before they see me if it is individual or group work. If it's whole group, groups work together to work through the questions or tasks. This ensures that students are owning the work, and it builds confidence. It also is rooted in the literacy shifts, helping them to use complex texts and academic language, read, write, and speak grounded in texts, and build knowledge through content-type nonfiction."

– Nicole Nelson

"Number talks – students are given a problem to solve and then they have to show their strategy, explain it to the group and then answer clarifying questions from the other students. It allows for differentiated learning experiences, reflection and idea sharing!"

– Heather Wise

Showcasing Instructional Advocacy

Instructional Advocacy Action Form Spotlight

Core Advocates from around the country are making an impact on educators and students through their instructional advocacy. We love to hear stories about the great work being done by Core Advocates in classrooms, schools, districts, states, and beyond! You can share your stories by filling out the quick [Instructional Advocacy Action Form](#) survey each time you engage in work related to aligned instructional practice, materials, and assessment. Each month in the Core Advocate newsletter, we will be highlighting one of the responses. Be sure to tell us about your action for a chance to be selected and win Core Advocate gear!

May Spotlight

Danette Hardy, a Tennessee Core Advocate, told us about her instructional advocacy in Shelby County as a result of participating in the [Foundational Skills Mini-Course](#) and her knowledge of the [Instructional Practice Guide \(IPG\)](#). Danette said, "I am on a newly devised Early Learning Task Force." She reported that, "Teacher leaders will engage in professional development around foundational literacy and redeliver the content to teachers in their buildings. Once content has been delivered, task force members, including district personnel and teacher leaders, will team up to observe implementation. We will be using an iteration of the IPG for foundational skills to collect data on K-2 teacher practice. The tool that we revamped simply includes some district

level expectations and language from the Tennessee State Standards. We will use collected data to plan and implement professional learning opportunities. We are also leveraging much of the content from the foundational skills mini-course to build teacher leader capacity to support foundational literacy in their buildings."

Thank you for sharing the great work you are a part of in Memphis, Danette!

Share your Instructional Advocacy!

Resources

Classroom Connections

ELA Mini-Assessments

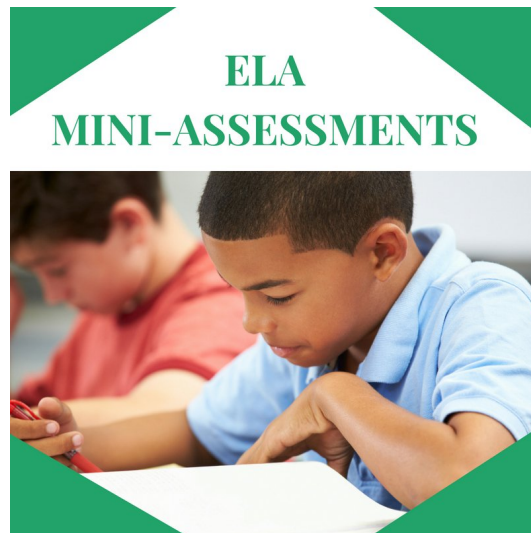
Jenni Aberli and Rob Woodworth presented "Assessing Literacy: A Model for Using Achieve the Core's [ELA Mini-Assessments](#)" during our monthly [webinar series](#). They were full of information about unique ways to incorporate the tools into your classroom practice. If you were unable to attend, you can access the slides [here](#).

Also, more ELA mini-assessments are coming soon! Thank you to those Core Advocates who participated in the survey on what new mini-assessments you'd like to see added to the inventory. There were some fabulous ideas, and we've already begun to dig in, searching for passages that will serve as the hearts of the new documents. Be on the lookout for new mini-assessments posted to Achieve the Core coming soon!

Adapting ELA Curriculum


Does your school use Wonders for ELA curriculum? Make sure you've taken a look at our [Materials Adaptation Project](#)! The recommended adaptations elevate the best *Wonders* materials while supporting additional modifications for college- and career-ready instruction.

Bulletin Board



Get Involved

Join us for our June Twitter Chat: Preventing Summer Learning Loss – Keeping the Learning Close. The Twitter chat is on Wednesday, June 27th from 6:00 – 6:30 p.m. ET, using the #CoreAdvocates to share and learn strategies for preventing and addressing summer learning loss.



CORE ADVOCATE TWITTER CHAT - SAVE THE DATE

PREVENTING SUMMER LEARNING LOSS - KEEPING THE LEARNING CLOSE

WEDNESDAY
JUNE 27
6 P.M. ET

[@achievethecore](#) [#CoreAdvocates](#) core advocates ►

Job Opportunities with Student Achievement Partners!

We're hiring! Student Achievement Partners is looking to hire a Product Manager on the Tools and Classroom Resources Team and an Analyst on the Finance, HR, and Operations Team. Check out our job opportunities on [LinkedIn](#).

Upcoming Events

June 12
Core Advocate Mini Webinar
Introduction to #BookSnaps
6:00 – 6:30 p.m. ET

June 27
Core Advocate Twitter Chat
Preventing Summer Learning Loss
6:00 p.m.

July 11
Core Advocate Webinar
The Problem of Teaching Literacy
Backwards
7 p.m. – 8 p.m. (ET)


August 8
Core Advocate Webinar
Don't Make Every Math Strategy a



Separate Lesson
7 p.m. – 8 p.m. (ET)





Social Media Spotlight


Celebrating those who joined us, in person and virtually, in Denver at the Core Advocate convening in May!



Rebecca Johnson @RebsLJ · May 19





Kicking off the 2018 [#coreadvocates](#) convening here in Denver and already hearing about efforts to create more equitable classrooms using Common Core aligned practices!


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Char Shryock @edtechgirl · May 19





My take away from opening session is the power of people who own the vision, network and support each other, and work toward equity in education for all children [#coreadvocates](#) [#MyOhioStory](#) [@achievethecore](#)

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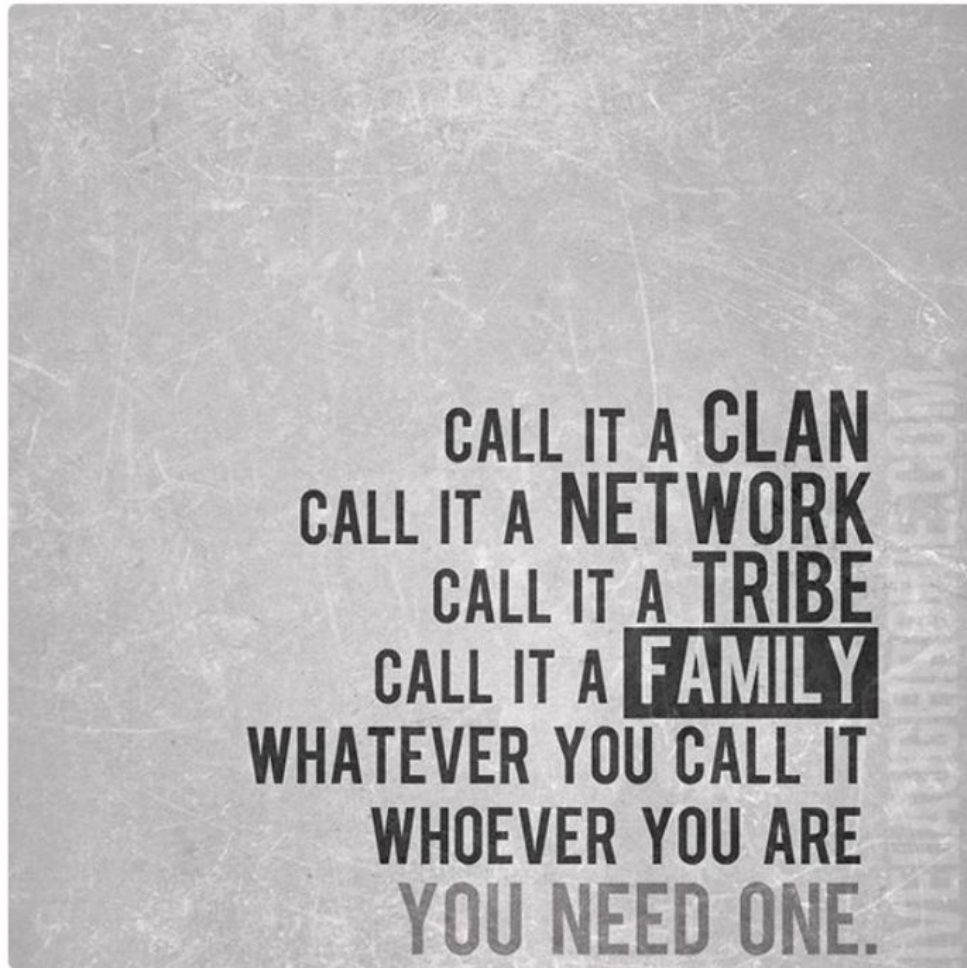
Adrienne Williams @msadrienneames · May 19

"It's not our job to make this work easy; it is not easy work. It's the right work to work hard on." [@salberti](#) [@achievethecore](#) [#coreadvocates](#) [#itsamarathonnotasprint](#) [#bethechange](#)🔥

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Andrea Raines @araines_ · May 19
Thankful for my [#CoreAdvocates](#) tribe!



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Dana Cartier @DanaCartier · May 19
A2: my favorite takeaway so far is how crucial a network of dedicated, passionate and smart educators can change education for all students. [#coreadvocates](#)



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FL StandardsAdvocate @4flstandards · May 20



Amazing dedicated @4flstandards #CoreAdvocates spending a weekend together in Denver to #LearnLeadImpact moving education forward in Florida!



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Jaimee Massie @JaimeeMassie · May 20



Oregon #CoreAdvocates rocking #ecet2or and giving a shout out to our fellow @achievethecore Core Advocates!



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Jenny Cheng @msjaycheng · May 20

Honored to work and learn from an AMAZING group of mathematical modeling advocates, with the guru, Jason Zimba!! [#CoreAdvocates](#)



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BERNADETTE SALGARINO @salg274 · May 20

[#coreadvocates](#) in heavy discussion around [#equity](#) @unboundededu realizing how we can act upon inequities in different settings!@achievethecore @ca_coreadvocate @CAMathCouncil @WeAreCTA – at Renaissance Denver Hotel



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