



Capture the Core

VOLUME II ISSUE 5

FEBRUARY 2014

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

Fifth Grade

INSIDE THIS ISSUE:

- ELA 2
- Math 3
- LS 4

Test Maps for the 2014 Illinois Standards Achievement Test

Illinois is transitioning to Common Core State Standards (CCSS for reading and mathematics) - moving from the final administration of the Illinois Standards Achievement Test (ISAT) in 2013-2014 to the Partnership for Assessment of Readiness for College and Career (PARCC) Assessments in 2014-2015. What follows is information to assist educators so they can better maintain focus on the key areas in preparation for the full implementation of the Common Core State Standards and PARCC Assessments in 2014-2015.



The following outlines what reading and mathematics CCSS will be assessed on the ISAT in 2014. All items on the reading and mathematics assessments were written to the CCSS. The test maps are intended to assist educators as they consider learning progressions, instructional shifts, and rigor of the CCSS.

Please note that the science assessments are aligned to the Illinois Science Assessment Frameworks.

Reading - Grades 3-8

The operational reading assessments are comprised of 51 items – 50 multiple-choice items and 1 extended-response item.

CCSS Domain - Key Ideas & Details 50%-65% 25-32 items

CCSS Domain - Craft & Structure 15%-25% 8-13 items

CCSS Domain - Integration of Knowledge & Ideas 10%-20% 5-10 items

Mathematics – Grades 3-8

The operational mathematics assessments are comprised of 68 items – 65 multiple-choice items, 2 short-constructed-response items, and 1 extended-response item.

Click [here](#) for grade specific breakdowns

Science

The operational science assessments are comprised of 75 multiple-choice items.

Click [here](#) for more specific information

Information taken from the [ISBE website](#)

2014 Illinois State Assessment (ISAT)

March 3 – 14, 2014

Shift Kits Designed for Illinois Educators

In order to be truly aligned with the Common Core State Standards, there are instructional shifts in English Language Arts and Literacy which are required of teachers.

The ELA Content Specialists, in partnership with ISBE, created Shift Kits to provide schools and districts resources aligned with each shift of instruction.

There is a total of nine Instructional Kits and one Administrator Kit.

Each kit contains:

- A guide
- Recommendations from the International Reading Association
- PowerPoint(s) including facilitator's guides and handouts
- A list of recommended journal articles and books



Each kit also includes a table of contents where additional tools such as videos, webinars, and websites, for that shift are provided.

Educators are encouraged to visit the site and sign up for the listserv to receive notifications of updates on the Shift Kits as well as additional ELA Resources.

Educators can access the Shift Kit website at

[http://
education.illinoisstate.edu/
casei/ela/](http://education.illinoisstate.edu/casei/ela/)

Contents of the Close Reading Shift Kit

The Close Reading Shift Kit contains information about close reading for a variety of grade levels. Teachers should remember close reading requires students to read the same text multiple times for different purposes.

Students should be encouraged to answer text-dependent questions as

part of the close reading and thinking process.

The Close Reading Kit contains journal articles for professional development, power point presentations with facilitator guides, and handouts to deepen understanding. Materials can be used individually or school-wide.



Sample Videos of Close Reading for Fifth Grade

Teachers and students might find it useful to watch a video or two of the close reading process in action. Included in the Close Reading Shift Kit are videos with a variety of grade levels represented. A suitable starting video for teachers and students is under the Video section of the shift kit, the third listing, the student-friendly examples.

In this video, the close reading

process is modeled with annotations included. A Dr. Seuss poem taken from, *Oh the Places You'll Go!*, is the text used. As the poem is read aloud, students see how the reader thinks deeply about the language of the text, the story being told, the syntax, and the context of the poem.

Students will see how a seemingly simple piece of text carries significant meaning and

is thought-provoking, even for adults. They will see how it is helpful to read text more than one time. After viewing the video with students, engage in a discussion of what they saw and how this process can be used when they are reading text that requires a lot of thinking to get the full meaning. Arrange for students to participate in close reading and to use some of what they saw in the video.

Effectively Incorporate Technology in the Classroom

Today's students will continue to grow up in a rapidly evolving digital age. With this in mind, we need to expose our students to quality technology in a meaningful way to prepare them for the future. The new Illinois Learning Standards incorporating the Common Core specifically say students should be using technology to learn. Mathematical Practice Standard 5, **Use appropriate tools strategically**, says "When making mathematical models, (students) know that technology can enable them to visualize the results of varying assumptions, explore consequences, and

compare predictions with data."

The National Library of Virtual Manipulatives is free and has activities separated by grade level and Domains. <http://nlvm.usu.edu>

GeoGebra is free dynamic software that allows students and teachers to create and manipulate shapes and equations. It also has a large selection of free materials/videos already created for every grade level. <http://www.geogebra.org>

There are a variety of free online number lines to help students. One example is <http://www.ictgames.com/numberLine.html>, which can also be used by a teacher on an interactive whiteboard. Students will also be entering their reasoning and answers using a similar program to Equation Editor (found in Microsoft Word and Google Docs) on the PARCC assessment. Teachers may want to prepare students by offering practice with Equation Editor. A video guide can be found at <http://www.youtube.com/watch?v=mm5RRQ9BkVo>.

Professional Development Opportunities

Save the Dates

ISBE and the Illinois Association of Regional Superintendents of Schools are hosting two **Summer Conferences** at the Springfield Convention Center on June 17th and 18th and at Pheasant Run in St. Charles, IL on June 11th and 12th. Save the dates to join teachers and other educators who are making the new standards come alive in

their classrooms and schools!

If you missed the **Illinois Institute for Mathematics Leaders** last year, have no fear, another institute is being hosted by ISBE. Save the date for June 16th and 17th in Springfield. There will be two concurrent institutes: K-5 and 6-12.

More information and registration is coming soon.

"Go down deep enough into anything and you will find mathematics."

Dean Schlicter

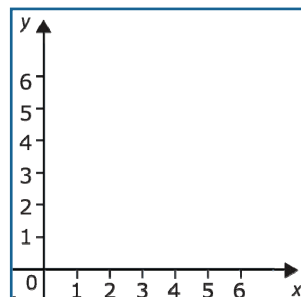
5th Grade Geometry

The North Carolina Department of Public Instruction released sample tasks, which are available at <http://3-5cctask.ncdpi.wikispaces.net/Fifth+Grade+Tasks>.

Here is one fifth grade example focusing on 5.G.1 and 5.G.2.

Paul walks his dog around his neighborhood. He starts at his house (0,0) and walks to

Paul's house (3,2). He then goes to Tara's house (5,4) before returning home. Paul only walks along the streets, which run horizontal or



vertical on the grid. Using the grid below draw Paul's trip around the neighborhood.

How many units did Paul walk total? Write an equation to match this problem. If each unit on the grid represents 100 yards, how many yards did Paul walk? Write a sentence to explain your answer.



Dealing with Mid-Year Stress

Keeping Assessment in Perspective

During this time of year, teachers and students often start to feel low energy as well as an urgency in regard to annual assessments. Testing can offer valuable information, but may also cause concern, stress or fear. Teachers can help keep assessment in perspective by:

- **Maintaining a balanced approach to testing**
Annual testing is just *one* component of a balanced assessment strategy and should be considered in proportion with other assessment feedback.
- **Focusing on assessment's purpose**
Gaining a cumulative measure of student learning that highlights learning strengths and achievement gaps can help identify appropriate interventions and effective teaching strategies.
- **Sharing the "why" with students**
Share with students the purpose and benefits of assessment. Relieve student stress by letting them know how the information gathered will be used to promote their learning.
- **Building skills, not pressure**
Maintain focus on instruction based on learning standards and student *growth*, instead of just grades.

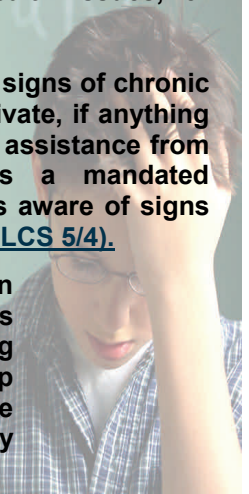
Chronic Stress

Too much stress can become counterproductive and prolonged stress can be disruptive to student learning. Studies have shown that exposure to this kind of chronic stress can produce negative academic (Duplechain, 2008) as well as mental, physical, and social impacts.

Children may experience multiple triggers of chronic stress both inside and outside of school, including divorcing parents, health issues, or bullying (Felitti, 1998).

If a student exhibits re-occurring signs of chronic stress, a teacher may ask, in private, if anything is upsetting him/her and request assistance from school support personnel. As a mandated reporter, a teacher who becomes aware of signs of abuse MUST report them (325 ILCS 5/4).

Dealing with stress is an important life skill that teachers can model powerfully. Learning how to deal with stress can help students and teachers persevere through challenges to ultimately improve student learning.



Making Connections

Social/Emotional Learning Goal 1:

"Develop self-awareness and self-management skills to achieve school and life success."

Danielson Framework:

- 1b. Demonstrating knowledge of students
- 2b. Establishing a culture for learning
- 3a. Communicating with students
- 4e. Growing and developing professionally

Conditions for Learning Indicators (Rising Star): CL 10 and CL 11

"The school culture promotes and supports the academic, physical, social, emotional, and behavioral skill development and engagement of students.(AND) ...the physical, social, emotional and behavioral health of all school personnel."

Teacher Self-Care

Teachers are also subject to stress, including secondary trauma as they "take on" the stress of their students. Fortunately, teachers can model resiliency, emotional self-monitoring, and strategies that benefit both teachers and students (Wolpow, 2011).

[Click here](#) for a student-friendly video about reducing stress. (Visit link at bottom of page for online newsletter.)



Signs and Strategies

If chronically stressed, students may:

- Have difficulty paying attention
- Be quiet, upset or withdrawn
- Show changes in performance
- Complain about being tired
- Increase aggressive behavior (OJJDP)

Ways to Reduce Stress at School:

- 1) **Create emotionally safe conditions for learning.**
Ex: recognize/discuss worries
- 2) **Model and practice stress reduction behaviors.**
Ex: peer-support, breathing exercises, physical activity, art
- 3) **Adapt physical environments.**
Ex: music, lighting, nature indoors, less stimulating walls

Related Conditions for Learning Indicators are included in the [Rising Star on IIRC school improvement tool](#) and accessible at [ISBE's Learning Supports web site](#).

Duplechain, R., Reigner, R. & Packard, A. (2008). Striking Differences: The Impact of Moderate and High Trauma on Reading Achievement. *Reading Psychology*, 29, 117-136.

Felitti, V. et al (1998). Relationship of Childhood Abuse and Household Dysfunction to Leading Many Causes in Adults: The Adverse Childhood Experience (ACE) Study. *American Journal of Preventative Medicine*, 14 (4).

Office of Juvenile Justice and Delinquency Prevention (OJJDP). Trauma-Informed Care For Children Exposed To Violence: Tips for Teachers.

Wolpow, R. et al (2011). Compassionate Schools: The Heart of Teaching and Learning. Washington State Office of Superintendent of Public Instruction (OSPI) Compassionate Schools.

[Click here](#) for this and archived editions of the *Capture the Core* newsletter.

