

Capture the Core



Third Grade The Basal Alignment Project

A Publication of the Illinois
State Board of Education
Statewide System of
Support Content
Specialists

April 2013



The Basal Alignment Project was created to support districts with a basal reading series to more easily transition to Common Core State Standards in grades 3 – 5.

At the site, visitors will find text dependent questions, aligned to the CCSS, to go with the texts from their basal series. While new materials are being developed, teachers may continue to use their basal, but with text dependent questions that have greater rigor and are CCSS aligned. It provides a sampling of modified questions that will guide educators to necessary modifications in further lessons as well as lesson plan descriptions, tasks and vocabulary.

The BAP materials can be found on [Edmodo](http://edmodo.com). Registration is free. Enter the code: etuyrm to join the group and then click on folders on the top tab to access the questions for your particular basal series.

The Basal Alignment Project is led by the Council of the Great City Schools, which represents the largest school districts in the country, with the assistance of School Achievement Partners, whose co-founders had leading roles in the development of the Common Core State Standards.

<http://www.edmodo.com/>



Support for grades 6 – 12 can be found at an additional project, the Aligning Anthologies Project, which is currently in development and expected to be released in late spring of 2013.

To learn more about the project, a video is posted on [Vimeo](https://www.vimeo.com), presented by David Liben from Student Achievement Partners.

Basal Readers covered:

HMH Collections
HMH Journeys
HMH Medallion/Reading
HMH Nation's Choice
HMH Story Town
HMH Trophies
MH Imagine It!
MH Open Court
MH Treasures
Pearson Reading Street
260+ lessons available

Inside this issue:	
Data and Assessment	1
English Language Arts	2
Mathematics	3
Learning Supports	4
Web Resources	4

Speaking and Listening Standards

The key points of the standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.

An important focus of the standards is academic discussion with partners, in a small group and in whole class settings. Formal presentations are one way such talk can take place. Such an opportunity can also be provided with more informal



discussions that take place as students collaborate to answer questions, build understanding and solve problems.

From kindergarten through high school, Standard One insists that students work responsively and respectfully with diverse partners. Students need to come prepared with research they have done for the discussion. In addition, they must listen carefully, share findings, and challenge one another to leave the collaboration knowing more than before they started.

Source: <http://www.youtube.com/watch?v=FZXwEaHrdb0>

A Third Grade Strategy: Think-Write/Draw-Share

Learning is a collaborative venture. The more we can provide opportunities for our students to think, collaborate and learn from each other – the more we are preparing them for their futures!

The **Think-Pair-Share** strategy is a three-step collaborative learning structure with little risk involved and is ideally suited for teachers and students who are new to collaborative learning. Each component is equally important in the process and so

needs to be included in the lesson.

During **Think-Write/Draw-Share**, students write or draw their own ideas before they are divided into pairs to discuss them with a partner. This allows students to more fully develop their own ideas before sharing.

Source for additional information:

<http://www.readingrockets.org/strategies/think-pair-share/>

Lyman, F. (1981). "The responsive classroom discussion." In Anderson, A. S. (Ed.), *Mainstreaming Digest*. College Park, MD: University of Maryland College of Education.



New ISBE Winter/Spring Series: ELA Common Core Shift Training Sponsored by the Illinois State Board of Education



Coming Soon...

The ELA Content Area Specialists will be hosting another professional development opportunity with several one day stops around the state. The cost will be minimal and registration information can be found on the ISBE website.

Content will be geared towards the CCSS shifts and updates that PARCC has made regarding assessments. Breakout sessions will be offered along with lunch.

Dates and locations are:

May 1st: Peoria
May 2nd: Urbana
May 3rd: Chicago/Midway

Registration details can be found at the following link:

<http://conferences.illinoisstate.edu/ela/>

Focus on Mathematical Practice 7

The seventh Mathematical Practice Standard, **Look for and make use of structure**, means that mathematically proficient students look closely to discern a pattern or structure. Students will see 7×8 equals $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. Students encounter numerical problems that require deferring calculation steps until one sees the overall structure, or problems that assess how aware they are of how concepts link together. They will solve mathematical and

real-world problems that reward seeing structure in an algebraic expression and using structure to rewrite it for a purpose.



To support student growth and understanding for Mathematical Practice Standard 7, teachers can ask students:

- Why does this happen?
- How is ___ related to ___?
- What patterns do you notice?
- What do you know about _____ that you could apply to this problem?
- Why is this important to the problem situation?
- What happens when we change this?

Third Grade Problem from Illustrative Mathematics

3.NF.2 Which is Closer to 1?

“Which is closer to 1 on the

number line, $\frac{4}{5}$ or $\frac{5}{4}$? Explain.”

This task helps students have a better understanding of fractions. Students are encouraged to use a number line as a diagram to facilitate their understanding. This problem also provides a

good opportunity to discuss the definition of a fraction, which does not limit fractions to “proper” or “improper” forms.

For more information go to: <http://www.illustrativemathematics.org/illustrations/172>

“The common core standards finally make real the promise of American public education to expect the best of all our schoolchildren.”

Michael Casserly
Executive Director
Council of the Great City Schools

Back Pocket Questions

Back pocket questions are questions that you can keep in your back pocket and use at any time to enhance student learning. Create a poster using these questions to remind you to use this language and to remind your students that they should also use this language when communicating with classmates:

- In your own words, what is the question asking?
- Guess an approximate answer.
- What do you know is a wrong answer?

- What have we learned before that may be useful in doing this problem?
- What strategy could you use?
- What assumptions are you making?
- How did you get your answer?
- How do you know your answer is correct?
- Does this make sense? Is your answer reasonable?
- How could we do it another way?
- Of the strategies your classmates used, which method would you use next time?
- What went right/wrong here?
- Can you represent this in a graph/table/picture, etc?
- Can you apply this to real-life by writing a word problem?
- What if we changed the problem to ...?
- Why?

What questions would you add to this list?



New View on Professional Development

What traditionally comes to mind upon hearing the phrase “professional development?” Research-based, formal professional development options are abundant and span a vast amount of topics and mediums. There are seminars, webinars, online courses and resources, and educator in-service trainings. Yet professional development, in its essence, can be defined more informally and personally. Think about professional development as everything one does, thinks about, and discusses with colleagues to improve on-the-job skills. Where can teachers go for the most effective personal assistance? Sometimes it is as close as the classroom next door.

Research shows that educators who develop relationships with professional colleagues for guidance and support are more likely to implement new practices (Bryk and Schneider, 2002). Empirical evidence also suggests that learning teams positively contribute to social and behavioral outcomes (Joyce et al., 1989; Stevens and Slavin, 1995). Working with fellow teachers to build a collaborative learning team, mentoring fellow teachers, and peer coaching have been proven to increase the development of new ideas and promote positive student outcomes. Taking time to conduct peer observations to note different and innovative approaches may inspire an educator in his/her own professional growth. The introduction of the Common Core State Standards gives teachers an opportunity to expand their skill repertoire and incorporate many new ideas and strategies into the classroom.

One study shows that 95% of teachers who utilize on-the-job coaching demonstrate increase in knowledge and skills and are more likely to implement new innovations in the classroom (Joyce, B., & Showers, B. (2002). Benefits of this approach multiply when teachers and administrators are fully involved and supportive. Just as students increase their learning with



interactive and collaborative processes, so can teachers. In addition, education personnel working together collaboratively for professional growth demonstrates for students a real-life 21st Century skill.

Reflect and Review

April is here and summer is right around the corner! How has the school year gone so far? One key activity for educators to engage in to grow professionally is to reflect and review what classroom practices and lessons were/were not effective. Some possible data pieces to use when evaluating the effectiveness of expectations, standards, and strategies are classroom observations and lesson plans.

When reflecting on the lessons and expectations set within the classroom, teachers can benefit by asking themselves and their peers questions for clarity and understanding. This includes reflecting with colleagues on the individual components of the lesson. Considering a colleague’s viewpoint can help with identifying necessary lesson adjustments needed to increase student engagement and success. Below is a list of questions to consider when reflecting and reviewing lessons or expectations set within the classroom.

- Did the lesson address specified, standards-based learning goals (Common Core State Standards, if teaching English Language Arts or Math)?
- Did you adapt your plan?
- If so, how and why?
- How did the modification improve the lesson?
- If you had to teach this lesson again to the same group of students, what would you do differently?

Conditions for Learning Indicators discussed here (CL 9, 16 & 17) and others are included in the Rising Star on IIRC online school improvement system and accessible via the ISBE Learning Supports Web Page.

Helpful Resources

<http://www.commoncoreworks.org/Page/366>

An easy to view and parent friendly guide to Common Core State Standards for Mathematics. These roadmaps are grade level specific and designed with parents in mind.

http://standards.dpi.wi.gov/stn_dl-suitcase

This website offers sample lessons and ideas for the implementation of the Common Core State Standards for Literacy in all subjects.

www.isbe.net/learningsupports

Learning Supports site including Conditions for Learning indicators and an A-Z index of resources for helping students

