

Knowing, Understanding and Applying the Common Core State Standards for English Language Arts

IATD State Conference, FY 2011-12

Laura Beltchenko

Associate Supt. Curriculum and
Instruction, Wauconda CUSD #118

Lbeltchenko_d118@yahoo.com

Common Core State Standards, CCSS Affiliate Organizations

<http://www.corestandards.org/the-standards>



Laura Beltchenko, ELA CCSS,
2011-12

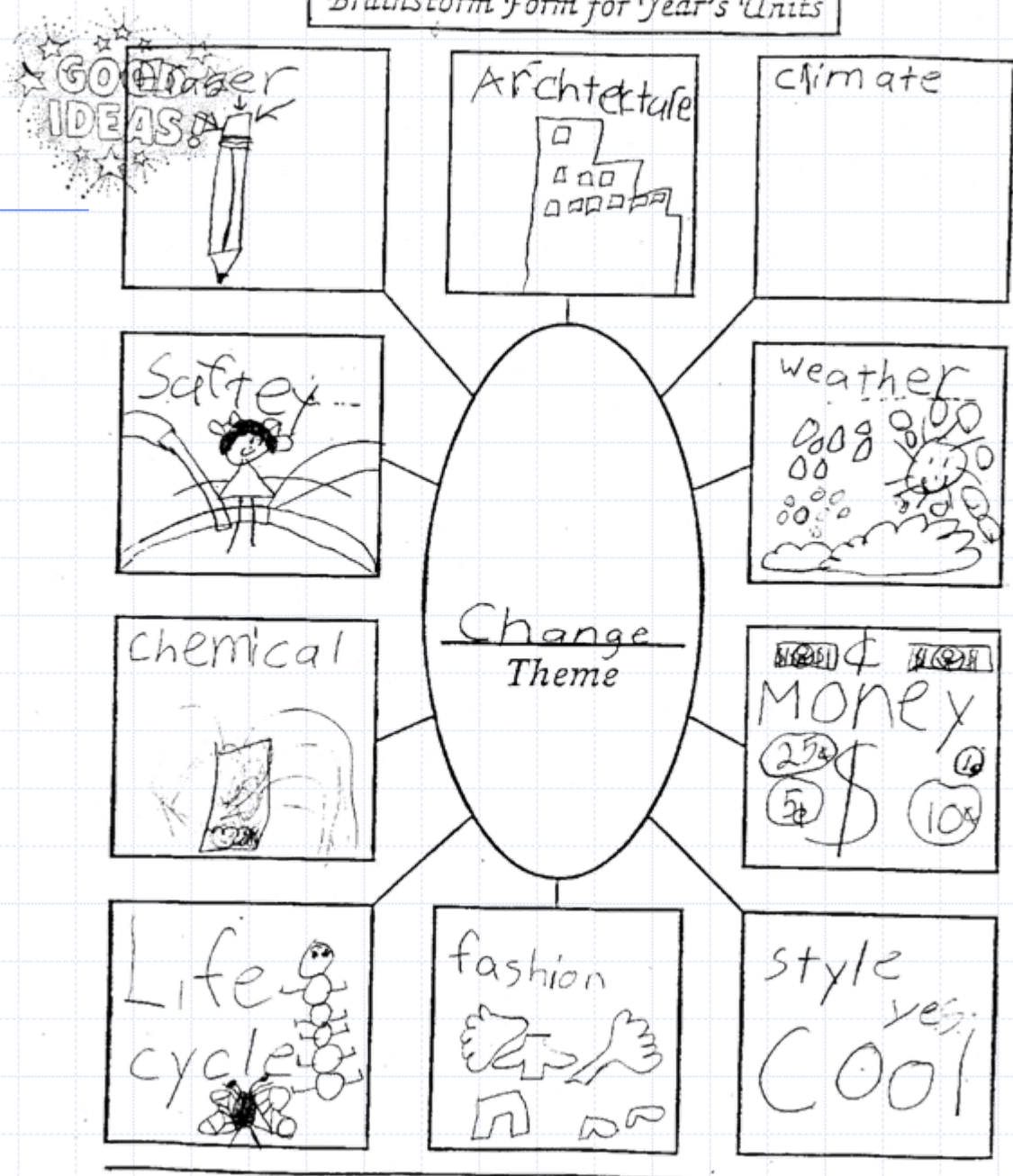


American Diploma Project Network





DIAGRAM FORM FOR 'Year's Units'



**“When you disturb the
status quo,
Disagreement is normal.”**

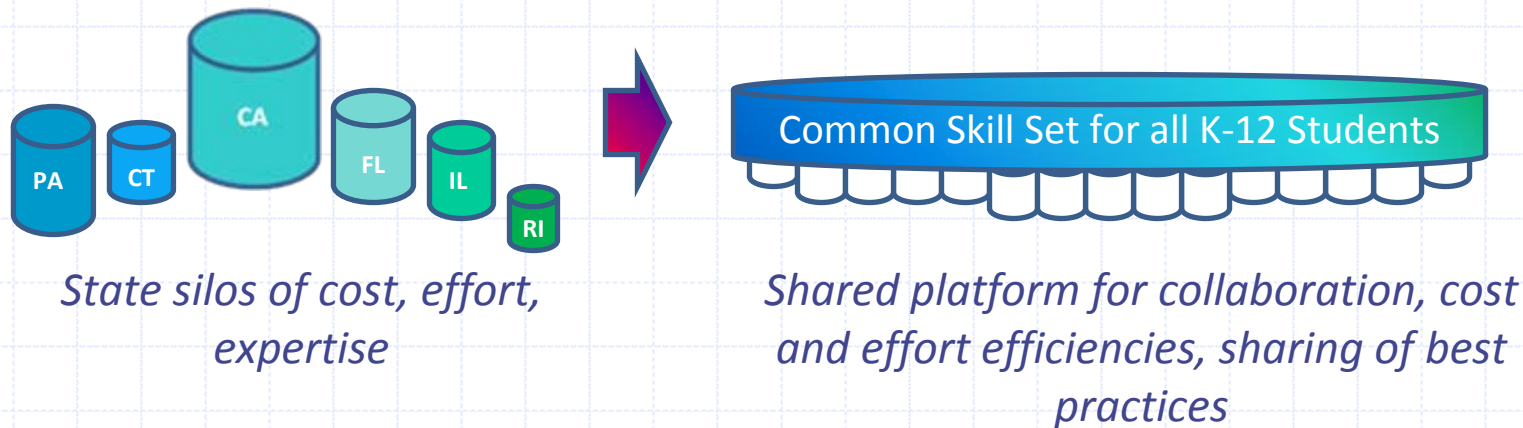
**--Michael Fullan
August 2005**

CCSS Mission Statement

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Setting the Tone for American Public Education

- ◆ The **Common Core State Standards (CCSS)** set a tone for American public education - establishing a common foundation for building excellence and equity for all students.



- ◆ **The next critical steps:**

- Developing common performance standards and assessment systems that **measure proficiency and individual growth**
- **Developing an interactive, online digital library that accelerates the identification and sharing of best resources, tools and practices**

Why are a Common Set of Standards Important?



- ◆ **Clarity:** The standards are designed to help teachers, students, and parents understand what is expected of them to be ready to enter the workforce or college.
- ◆ **Consistency:** These standards will level the playing field so all students will be held to the same rigorous expectations.
- ◆ **Global Society:** The standards are internationally benchmarked to high performing countries to help our students succeed in a global economy.

Why are a Common Set of Standards Important?

- ◆ **Preparation:** These standards are designed for students to be college and career ready upon completing secondary education.
- ◆ **Skilled Workforce:** These standards emphasize skills and application, in addition to content, to prepare students for working in the current workforce.
- ◆ **Integration:** CCSS provides opportunities for teachers to teach cross disciplines and students to see the connections and “argue” the points of view.

Key Advances of the Common Core State Standards

MATHEMATICS

Focus, coherence and clarity: emphasis on key topics at each grade level and coherent progression across grades

Procedural fluency and understanding of concepts and skills

Promote rigor through mathematical proficiencies that foster reasoning and understanding across discipline

High school standards organized by conceptual categories

ENGLISH LANGUAGE ARTS/LITERACY

Balance of literature and informational texts; focus on text complexity

Emphasis on argument, informative/explanatory writing, and research

Speaking and listening skills

Literacy standards for history, science and technical subjects

ANCHORED IN COLLEGE AND CAREER READINESS

What are College and Career Readiness Skills?



- They demonstrate independence.
- They build strong content knowledge.
- They respond to varying demands of audience, task, purpose discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.
- (not to be mistaken for the ACT College Readiness Standards)

Bloom's Taxonomy

<http://www4.uwsp.edu/education/lwilson/curric/newtaxonomy.htm>

Original: 1956

Knowledge

Comprehension

Application

Analysis

Synthesis

Evaluation

Revised: 2000

Remember

Understand

Apply

Analyze

Evaluate

Create

The CCSS English Language Arts: Philosophy and Developmental Sequence



Hunt Institute (informative videos)

Common Core State Standards

To access the full Introduction to the Standards video vignettes, please click here:

<http://www.youtube.com/user/TheHuntInstitute>

To access an Introduction to the Mathematics video vignettes, please click here:

<http://www.youtube.com/user/TheHuntInstitute#p/a/u/2/dnjbwJdcPjE>

To access an Introduction to the English-Language Arts video vignettes, please click here:

http://www.youtube.com/watch?v=d1MVErnOD7c&feature=mfu_in_order&list=UL

What kinds of instruction would need to be taught to interpret/comprehend and evaluate this sample text?

ELA-. Extended research writing assessment Grade 10

Example Topic #1: Science/Technical Texts

The latest sciences site evidence based research about genetically modified food. Compare available research and inherent research against to formulate arguments for and against this type of food. Evaluate the hypotheses, data analysis, and conclusion of each side. Include the determining factors that extent to each side in the debate over genetically modified food, how it relies on the available science, argues from an economic perspective or how they appeal to political and emotional concerns. Verify the data from each author and corroborate or challenge the conclusions with other sources of information.

English Language Arts Standards

English Language Arts is presented in four documents:

The Common Core Standards document, which includes an explanatory introduction on how to read and use the standards; this document is organized into four content strands:

- ◆ Reading, Writing, Speaking and Listening, and Language.
- ◆ Appendix A, including clarifying information, a bibliography, and glossary;
- ◆ Appendix B, which lists text exemplars for reading
- ◆ Appendix C, providing examples of authentic student writing.

What are the Stand Out Differences Between ILS and CCSS

Grade-Level Standards in English Language Arts

- K-8, grade by grade
- 9-10 and 11-12 grade bands for high school

Standards for Literacy in History/Social Studies, Science, and Technical Subjects

- These standards are embedded in grades K-5
- Content-specific literacy standards are provided for grades 6-8, 9-10 and 11-12.

Literary Text

Literary text is a narrative form of text and can be viewed as fiction, nonfiction, or poetry

- ◆ **Fiction:** Text that is imagined more than real and its main purpose is to entertain and engage readers. Examples include traditional literature, fantasy, science fiction, realistic and historical fiction.
- ◆ **Non Fiction:** Text that contains idea, fact, and principles related to the natural and social world. Broad enough to include nature writing, travel writing, biographies, memoirs, essays.
- ◆ **Poetry:** Text that is more succinct form of writing as well as imaginative and artistic.

Informational Text

Informational text is a kind of nonfiction text that includes exposition; argumentation and persuasive text as well as procedural text and documents.

- ◆ Expository text: (e.g. textbooks, reports, workplace document, essays)
- ◆ Argumentation and persuasive text: (e.g. writing to persuade, appeal to emotion)
- ◆ Procedural text: (e.g. "how-to text, directions)
- ◆ Documents: (e.g. primary and secondary sources)

Literature vs. Informational Text (Appendix A, CCSS for ELA)

Grade	Literature	Informational
K-5	50%	50%
6-8	45%	55%
9-12	30%	70%

Reading Standards Coding System

Progressive development of reading comprehension:
students gain more from what they read

Emphasize the importance of grade-level texts that are of appropriate difficulty and are increasingly sophisticated.

- ◆ Standards for Reading Foundational Skills, K-5 (RF)
- ◆ Reading Standards for Literature, K-12), (RL)
- ◆ Reading Standards for Informational Text, K-12 (RI)
- ◆ Reading Standards for History/Social Studies, embedded in K-5, separate strand for 6-12. (RH)
- ◆ Reading Standards for Science and Technical Subjects, embedded in K-5, separate strand for 6-12. (RST)

College and Career Readiness Anchor Standards for Reading

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse forms and media, including visually and quantitatively as well as in words.¹
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Please see “Research to Build Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Question Answer Relationship, (QAR) T. Raphael, 86,06

Reading strategy that support locating information in texts.

(Adapted by L. Beltchenko)

I can find the evidence right here in the text.

Right There

What does the author/text evidence say and what is my argument.

Author and Me

Read it, search for evidence, think about it, then “reread” to confirm your thinking.

Think and Search

What I know and what evidence I can find to support my own knowledge.

On My Own

“Close Reading”

Depth and Complexity of Reading

◆ Literary devices

The devices commonly used in literature to give added depth to the work, such as imagery or symbolism

◆ Tone

The author’s attitude to the subject as revealed in the manner of the writing

◆ Style

The author’s particular choice and combination of all these features of writing creates a recognizable and distinctive manner of writing

"Close Reading"

Integration not Isolation of:

◆ Grammar

The relationships of the words in sentences

◆ Vocabulary

The author's choice of individual words

◆ Figures of speech

The rhetorical devices used to give imaginative expression to literature, such as simile or metaphor

CCSS, Reading Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
(Progression in Reading)

Reading Standards for Literature

Grade 3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Grade 7: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)

Grades 11-12: Evaluate various explanations for characters' actions or for events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.



Reading Standards for Informational Text

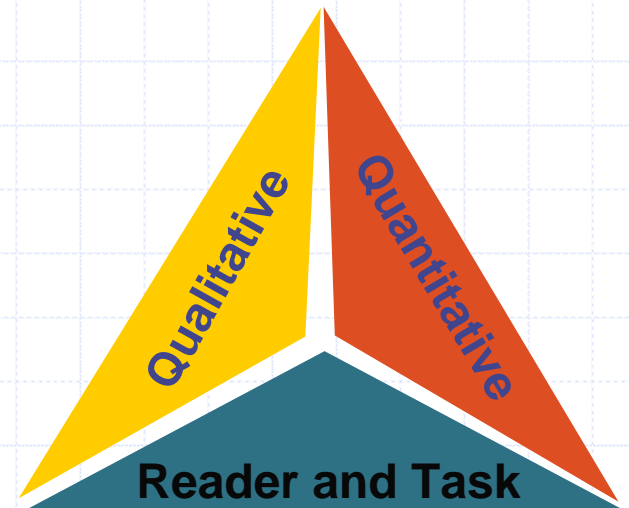
Grade 3: Describe the relationships between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Grade 7: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Grades 11-12: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Overview of Text Complexity

- ◆ Reading Standards include over exemplar texts (stories and literature, poetry, and informational texts) that illustrate appropriate level of complexity by grade
- ◆ Text complexity is defined by:
 1. Qualitative measures – levels of meaning, structure, language conventionality and clarity, and knowledge demands
 2. Quantitative measures – readability and other scores of text complexity
 3. Reader and Task – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned



Key Points in Reading Text Complexity Grade Bands and Associated Lexile Ranges

Text Complexity Grade Band in the CCSS	Current Lexile Ranges	Lexile Ranges Aligned to CCR expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155
9-10	960-1115	1080-1305
11-CCR	1070-1220	1215-1355

A “Portrait” of Students who meet the ELA Standards are as follows:

- ◆ Develops and builds strong content knowledge with increased complexity
- ◆ Demonstrates independence
- ◆ Responds to the varying demands of audience, task, purpose and content discipline
- ◆ Comprehends as well as critiques
- ◆ Values evidence
- ◆ Utilizes technology and digital media strategically and capably
- ◆ Understands other perspectives and cultures.

These portraits exemplify students who are college and career ready.

Overview of Writing Strand, (W)

- Expect students to compose arguments and opinions, informative/explanatory pieces and narrative texts
- Focus on the use of reason and evidence to substantiate an argument or claim
- Emphasize ability to conduct research – short projects and sustained inquiry
- Require students to incorporate technology as they create, refine, and collaborate on writing
- Include student writing samples that illustrate the criteria required to meet the standards (See Appendix C for writing samples)

Writing: Three Types, Appendix A

- ◆ **Argument**: An argument is a reasoned, logical way of demonstrating that the writer's position, belief or conclusion is valid.
- ◆ **Information**: to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.
- ◆ **Narrative**: either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade or entertain.

Writing as a Progressive Process

Focus on Argument and Informative

- ◆ In Elementary School, 30% of student writing should be to argue, 35% should be to explain/inform and 35% should be narrative.
- ◆ In Middle School, 35%: writing arguments, 35%: writing to explain/inform and 30%: narrative.
- ◆ In High School, 40%: argumentative, 40%: explain/inform and 20% narrative

Language, (L): Elements

Teaching and Learning the Conventions of Standard English

- ◆ *Development of Grammatical Knowledge*
- ◆ *Making Appropriate Grammar and Usage Choices in Writing and Speaking*
- ◆ *Using Knowledge of Grammar and Usage for Reading and Listening Comprehension*

Language, includes Vocabulary

The key to students' vocabulary development is building rich and flexible word knowledge.

According to Isabel Beck and Margaret McKeown :

The conceptualizing categories of words that readers encounter in texts are:

Tier I words: Everyday speech usually learned in early grades

Tier II words: general academic words

Tier III words: specific to a domain of study (found within informational texts)

(from: *Bringing Words to Life*, Guilford Press, 2002
Creating Robust Vocabulary, Guilford Press, 2008)

Overview of Speaking and Listening and Language Strands

Speaking and Listening

- Focus on speaking and listening in a range of settings, both formal and informal – academic, small-group, whole-class discussions
- Emphasize effective communication practices
- Require interpretation and analysis of message as presented through oral, visual, or multimodal formats

Media and Technology are integrated throughout the standards.

Overview of Standards for History/Social Studies, Science, and Technical Subjects

Reading Standards for History/Social Studies, Science, and Technical Subjects (embedded K-5, separate Standards for 6-12)

- Knowledge of domain-specific vocabulary
- Analyze, evaluate, and differentiate primary and secondary sources
- Synthesize quantitative and technical information, including facts presented in maps, timelines, flowcharts or diagrams

Overview of Standards for History/Social Studies, Science, and Technical Subjects

Writing Standards for History/Social Studies, Science, and Technical Subjects (embedded K-5, separate Standards for 6-12)

- Write arguments on discipline-specific content and informative/explanatory texts
- Use of data, evidence and reason to support arguments and claims
- Use of domain-specific vocabulary



Common Core Standards Publishers and Curriculum Designers Guide

http://www.corestandards.org/assets/Publishers_Criterial_for_K-2.pdf

http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf



New York City, Department of Education Sample CCSS Assessments

<http://schools.nyc.gov/Academics/CommonCoreLibrary/work/default.htm>

IIRC

Illinois Interactive Report Card

<http://iirc.niu.edu/>

The *Resource* tab will begin your journey to valuable resources including the Survey for Enacted Curriculum, Contour Maps that compare the ILF and the CCSS



Percentage of Overall Mathematics Instructional Time

Coarse Grain Alignment: 0.53

Administration Year: 2011

Administration Year: 2011

Viewing: ACT Readiness Gr. 9_12 Data

Viewing: CCSS Gr. 9_12 Data

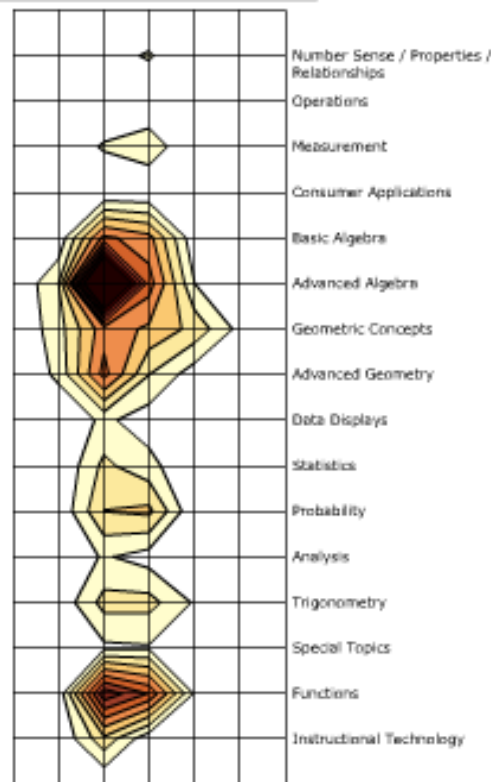
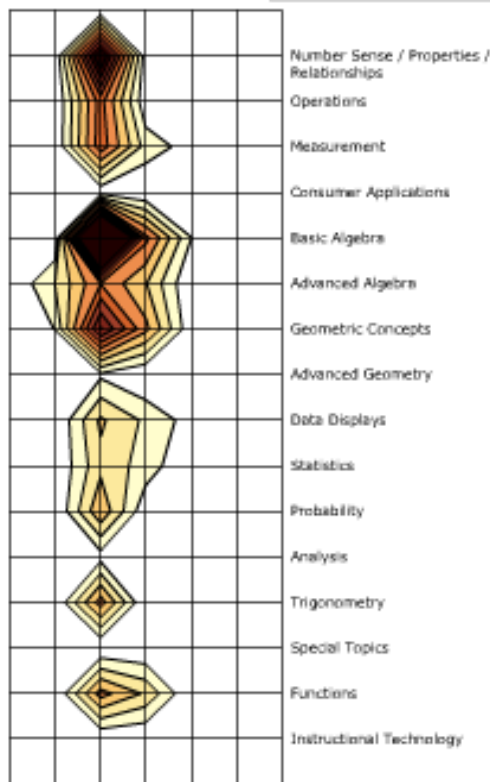
Data Cut: All Data

Data Cut: All Data

Count: 1

Count: 1

Update Maps



Memorize Facts, Definitions, Formulas
 Perform Procedures
 Demonstrate Understanding
 Conjecture, Analyze, Generalize, Prove
 Solve Non-Routine Problems/Make Connections

Memorize Facts, Definitions, Formulas
 Perform Procedures
 Demonstrate Understanding
 Conjecture, Analyze, Generalize, Prove
 Solve Non-Routine Problems/Make Connections



Percentage of Overall English Language Arts Instructional Time

Coarse Grain Alignment: 0.54

Administration Year: 2011

Administration Year: 2011

Viewing: ACT Readiness Eng & Read Gr. 9_12 Data

Viewing: CCSS Gr. 9_12 Data

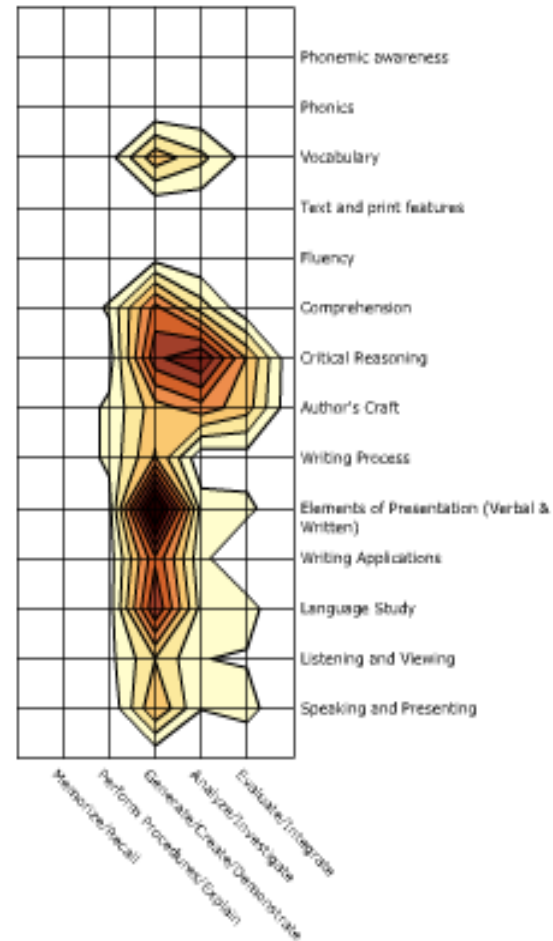
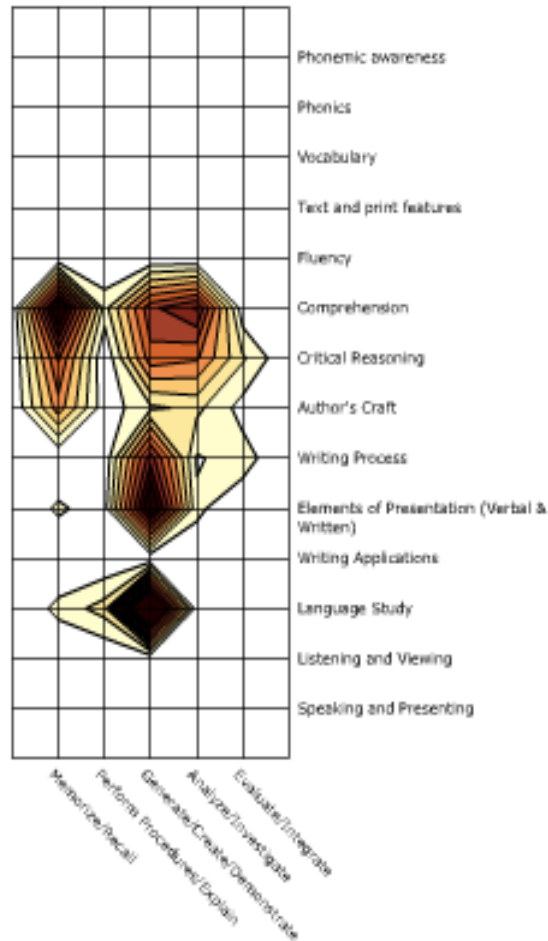
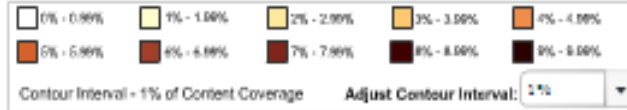
Data Cut:

Data Cut:

Count: 1

Count: 1

Update Maps



Common Core Curriculum Maps

<http://commoncore.org/maps/>

This is a Commercial Product, however it provides ideas for implementation. The web and digital resources are a valuable collection for review.

These maps are \$ 20.00 per grade span or \$ 60.00 for K-12.

PARCC Assessment www.parcconline.org



Partnership for Assessment of
Readiness for College and Careers

PARCC PLACE
CONTACT US
NEWS

Stay Informed!

Keep up with what's happening at PARCC.

Enter your email



Home

About PARCC

The PARCC Assessment

Implementation

In the Classroom

PARCC States



Better Instruction, Better Results

"I support PARCC because it is necessary for our students to be college and career ready. We need better ways to assess their preparedness for education and careers, and that assessment needs to be aligned with the common core. The results of these assessments can help us to better revise instruction to meet our students' needs."

— Patricia, High School Teacher

1 2 3 4 5

About PARCC



PARCC is a 25-state consortium working together to develop next-generation K-12 assessments in English and math. PARCC benefits:

Students who will know if they are on track to graduate ready for college and careers

Teachers with regular results available to guide learning and instruction

Parents with clear and timely information about

PARCC Place



We are very excited to share the new website for the Partnership for Assessment of Readiness for College and Careers!

Whether you are an educator, policymaker, parent, student or simply an engaged member of the public, this website offers useful information on the Common Core State Standards and PARCC assessments.

[Read more](#)

What's new

NEWS ITEM

Creating Tests to Assess Students' Knowledge
States are cooperating to develop tests that will assess how well students have grasped the Common... >>

PRESS RELEASE

New Jersey And Oklahoma Join Governing Board
New Jersey And Oklahoma Become Governing Board States In The PARCC Assessment ConsortiumNew Jersey... >>



Partnership for Assessment of
Readiness for College and Careers

PARCC Content Frameworks

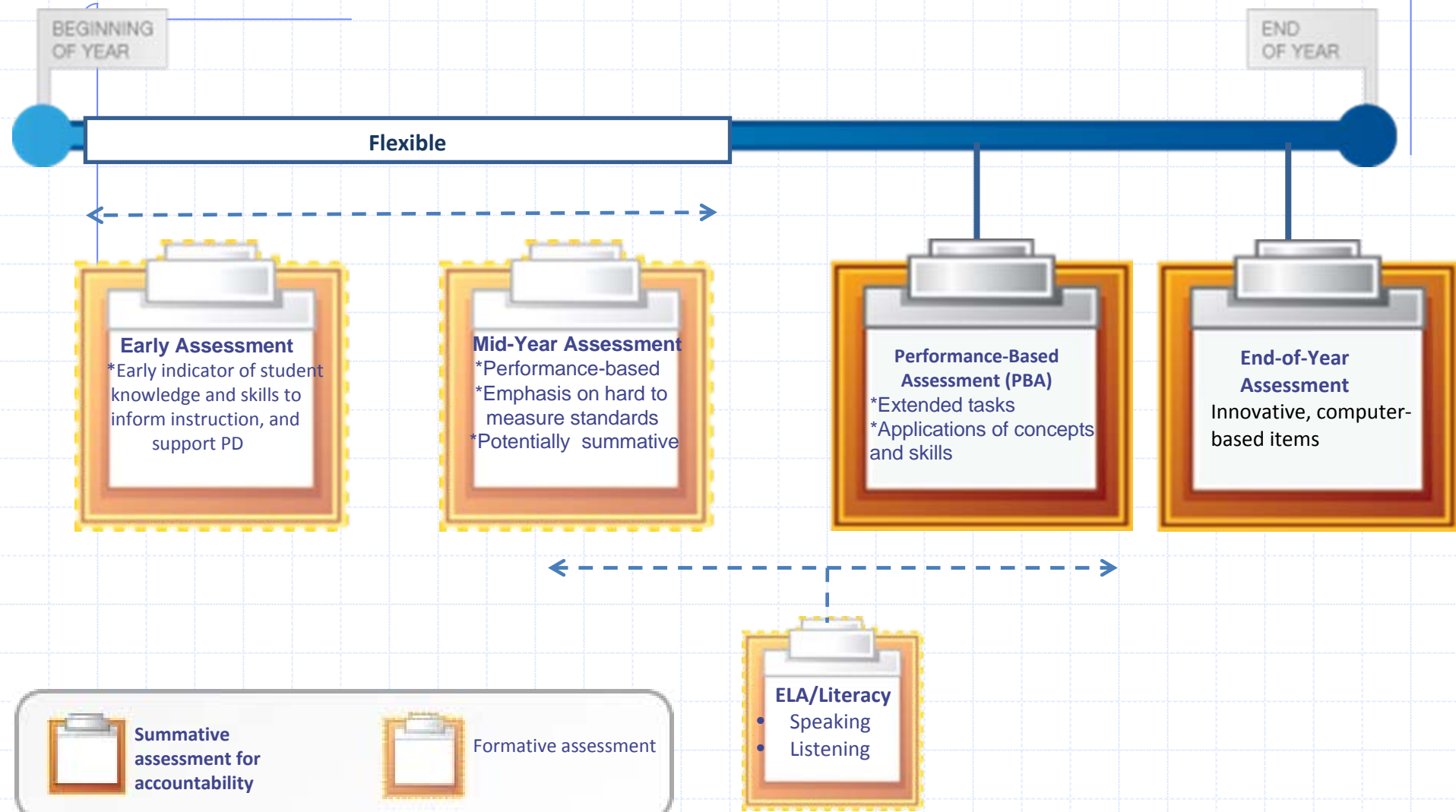
PARCC's next-generation assessment system will provide students, educators, policymakers and the public with the tools needed to identify whether students — from grade 3 through high school — are on track for postsecondary success and, critically, where gaps may exist and how they can be addressed well before students enter college or the workforce.

<http://www.parcconline.org/>

The PARCC Goals (as of Aug. 2011)

1. Create high-quality assessments
2. Build a pathway to college and career readiness for *all* students
3. Support educators in the classroom
4. Develop 21st century, technology-based assessments
5. Advance accountability at all levels

Goal #1: Create High-Quality Assessments



Goal #2: Build a Pathway to College and Career Readiness for All Students

K-2 formative assessment being developed, aligned to the PARCC system

Timely student achievement data showing students, parents and educators whether ALL students are on-track to college and career readiness

College readiness score to identify who is ready for college-level coursework

Targeted interventions & supports:

- 12th grade bridge courses
- PD for educators

K-2

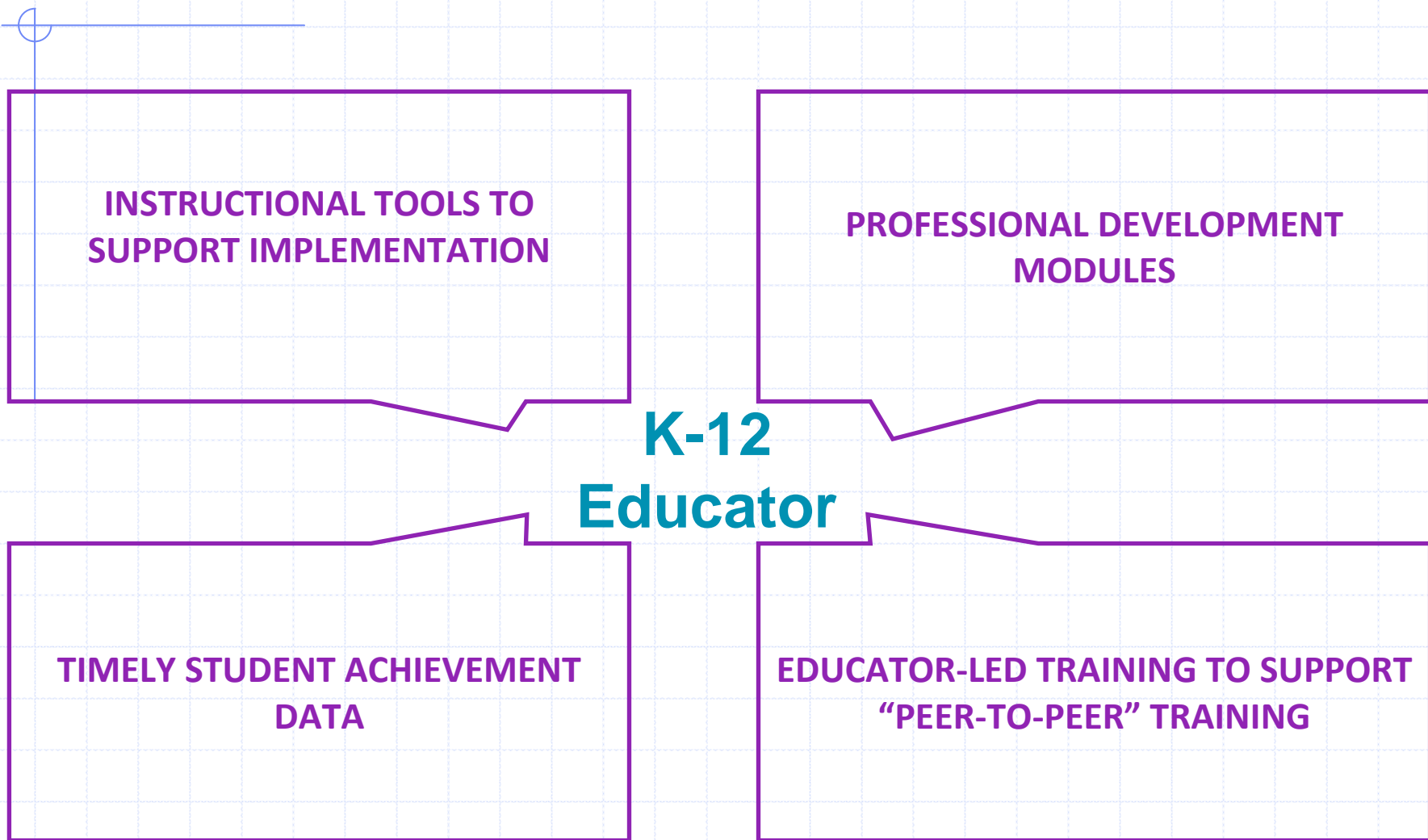
3-8

High School

SUCCESS IN FIRST-YEAR, CREDIT-BEARING, POSTSECONDARY COURSEWORK

← ONGOING STUDENT SUPPORTS/INTERVENTIONS →

Goal #3: Support Educators in the Classroom



Goal #4: Develop 21st Century, Technology-Based Assessments

PARCC's assessment proposal is to be computer-based and leverage technology in a range of ways to:

◆ Item Development

- Develop innovative tasks that engage students in the assessment process

◆ Administration

- Reduce paperwork, increase security, reduce shipping/receiving & storage
- Increase access to and provision of accommodations for SWDs and ELLs

◆ Scoring

- Make scoring more efficient by combining human and automated approaches

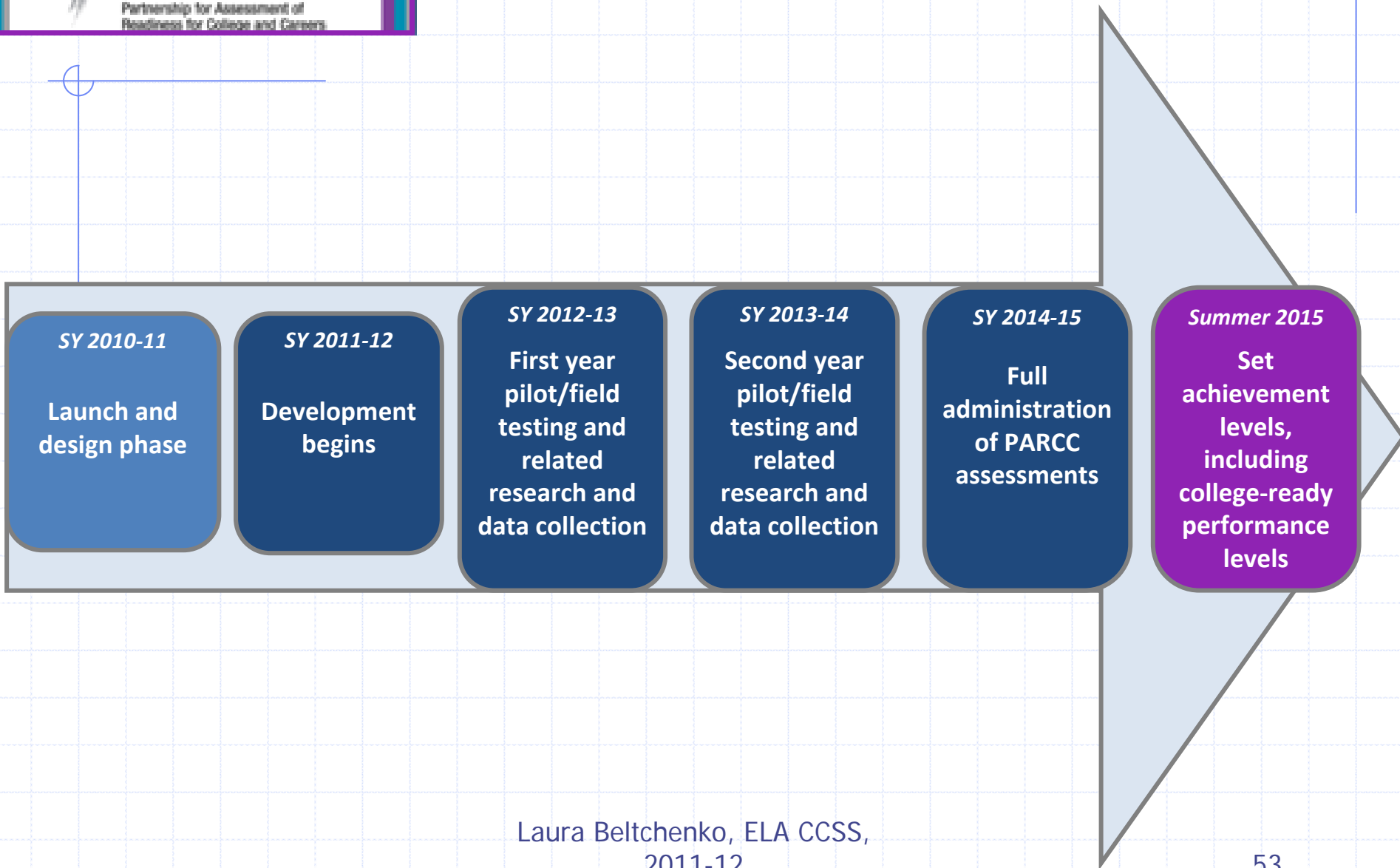
◆ Reporting

- Produce *timely* reports of students performance throughout the year to inform instructional, interventions, and professional development

Goal #5: Develop 21st Century, Technology-Based Assessments

- ◆ PARCC assessments will be purposefully designed to generate **valid, reliable and timely** data, including measures of **growth**, for various accountability uses including:
 - School and district effectiveness
 - Educator effectiveness
 - Student placement into college-credit bearing courses
 - Comparisons with other state and international benchmarks
- ◆ PARCC assessments will be designed for other accountability uses as states deem appropriate

PARCC Timeline



Key Challenges for PARCC

Technical Challenges

- ◆ Developing an interoperable technology platform
- ◆ Transitioning to a computer-based assessment system
- ◆ Developing and implementing automated scoring systems and processes
- ◆ Identifying effective, innovative item types

Implementation Challenges


- ◆ Estimating costs over time, including long-term budgetary planning
- ◆ Transitioning to the new assessments at the classroom level
- ◆ Ensuring long-term sustainability

Policy Challenges

- ◆ Student supports and interventions
- ◆ Accountability
- ◆ High school course requirements
- ◆ College admissions/placement
- ◆ Perceptions about what these assessments can do

ISBE Common Core Website

http://www.isbe.net/common_core/default.htm



Illinois State Board of Education

Jesse Ruiz, Board Chair
Dr. Christopher Koch, State Superintendent

[ISBE Home](#) | [Site Map](#) | [Funding Opps](#) | [IWAS](#) | [ECS](#) | [FRIS Inquiry](#) | [Programs](#)

Search ISBE:

Administrator Info

Board

Calendar

Contact ISBE

Division Descriptions

Division Links

Education Vacancies

Employment at ISBE

Forms

Glossary

ISBE Info

Learning Standards

Press Releases

Programs

School Info

Send ISBE a file

Student & Parent Info


Teacher Info

SUPERINTENDENT'S
WEEKLY
MESSAGES

The New Illinois Learning Standards Incorporating the Common Core





Our Students... Our Promise... Our Future

-  **Fewer, clearer, higher**
-  **Internationally benchmarked**
-  **21st Century Skills**
-  **Evidence-based**



The Illinois State Board of Education has adopted new Math and English Language Arts standards for K-12 education known as the New Illinois State Learning Standards Incorporating the Common Core. The goal is to better prepare Illinois students for success in college and the workforce in a competitive global economy.

Why new standards?



-  Our expectations for what students must know and be able to demonstrate were different in 1997 when Illinois adopted the current standards.
-  The new standards aim to provide clear, consistent academic benchmarks with "fewer, clearer and higher" academic standards for essential learning and skills. The standards were developed while considering the standards of top performing countries and the strengths of current state standards.
-  The 2010 state standards provide benchmarks for academic progress (skills and knowledge) that students should have at the conclusion of each grade level. This will allow teachers to establish the best approach to help their students meet those standards.

Resources


News

-   [PARCC Web Site](#)
- [The New Common Core - Standards with Intro & Glossary](#)
-  [English Language Arts](#)
-  [Mathematics](#)

The New Common Core - Standards Only

-  [ELA PDF](#)
-  [ELA Excel](#)
-  [Math PDF](#)
-  [Math Excel](#)

Common Core Facts

-  [Assessment FAQ's](#)
-  [What Illinois Teachers Should Know about Common Core Standards Video](#)
-  [New Illinois Learning Standards Incorporating the Common Core Overview](#)

Create your District Vision for College and Career Ready Students



Thank you for allowing me to assist you in
Knowing, Understanding and Applying the
Illinois Common Core Standards

Laura Beltchenko

Wauconda CUSD #118

Lbeltchenko_d118@yahoo.com