


## North Boone School District

The New Illinois Language Arts Learning Standards: Incorporating the Common Core

October 7, 2011

## WHAT DO WE KNOW?

### Common Core State Standards for *Mathematics*



**Grade Level Standards**

- K-8 grade-by-grade standards organized by domain.
- 9-12 high school standards organized by conceptual categories.


**Standards for Mathematical Practice**

- Describe mathematical "habits of mind"
- Standards for mathematical proficiency: reasoning, problem solving, modeling, decision making, and engagement.
- Connect with content standards in each grade.

### Design of the K-8 Math Standards

The K-8 Math Standards are organized by *Domain*, *Clusters*, and *Standards*.

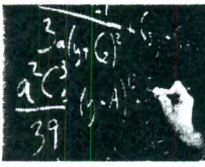
- **Domain:** Overarching ideas that connect topics across the grade levels.
- **Clusters:** Demonstrate the grade by grade progression of task complexity.
- **Standards:** Define what a student should be able to know and do at that grade level.



### Design of the 9-12 Math Standards

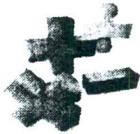
The standards are organized by conceptual categories:

- number and quantity
- algebra
- functions
- modeling
- geometry
- statistics and probability



### Additional Points on the K-12 Math Standards

- The K-12 standards stress conceptual knowledge and understanding in addition to procedural skills.
- Grades 9-12 require the application of mathematics to real world situations and issues.
- Modeling is a requirement under the Standards for Mathematical Practice.

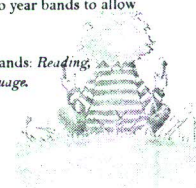


### Overview of K-8 Mathematics Standards

- The **K-5** standards provide students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals.
- The **6-8** standards describe robust learning in geometry, algebra, and probability and statistics.
- Modeled after the focus of standards from high-performing nations, the standards for grades **7-8** include significant algebra and geometry content.
- Students who have completed 7<sup>th</sup> grade and mastered the content and skills will be prepared for algebra in 8<sup>th</sup> grade or after.

### Design of the K-12 ELA Standards

- The K-12 ELA standards are benchmarked to 10 College and Career Readiness Standards.
- K-8** standards are listed by grade level.
- Standards in grades **9-12** are listed in two year bands to allow flexibility in course design.
- The standards are separated into four strands: *Reading, Writing, Speaking and Listening, and Language.*




### Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

- College and Career Readiness (CCR) Standards:**  
Overarching standards for each strand that are further defined by grade-specific standards.
- Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
  - Standards for these subjects are embedded at grades **K-5**.
  - Content-specific literacy standards are provided for grades **6-8, 9-10, and 11-12**.

### What does *College and Career Ready* Mean?

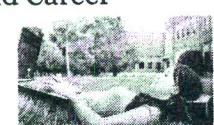
The College and Career Ready descriptions are not standards themselves but instead offer a portrait of students who meet the new standards.

As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.



### 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.




### Overview of *Reading* Strand

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)
- Reading Standards for Literature (K-12)
- Reading Standards for Informational Text (K-12)
- Reading Standards for Literacy in History/Social Studies (6-12)
- Reading Standards for Literacy in Science and Technical Subjects (6-12)




### Overview of *Writing Strand*

- 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 standards' appendices for writing samples).



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### Overview of *Speaking and Listening Strands*



- 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.

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### Overview of *Language Strands*



- Include conventions for writing and speaking.
- Highlight the importance of vocabulary acquisition through a mix of conversation, direct instruction, and reading.
- To be addressed in context of reading, writing, speaking, and listening.


Media and Technology are integrated throughout the standards.

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

Reading Standards for History/Social Studies, Science, and Technical Subjects

- 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.



Writing Standards for History/Social Studies, Science, and Technical Subjects

- 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.

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### Timeline

- Phase I—Adoption, Communication, and Coordination (End of 2011 school year)
- Phase II—Communication, Resource Design, and Design of Implementation System (ongoing)
- Phase III—Transition, Implementation, and Technical Assistance (ongoing)
- Assessments—the new system will be in place 2014-2015

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### PARCC (assessments)

- Two summative assessment components
  - College and career-readiness and on-track determinations
  - Measure full range of standards and performance continuum
  - Data for accountability/measures of growth
- Two interim assessment components
  - Timely information for informing instruction, interventions, and professional development
  - Assess speaking and listening skills

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## Summative Assessment

- Performance Based Assessment (PBA)
  - End of year.
  - Writing effectively when analyzing text
- End of Year Assessment (EOY)
  - After approximately 90% of school year
  - Reading comprehension

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## Interim Assessment Components

- Early Assessment
  - Indicator of student knowledge and skills so that instruction, support, and professional development can be tailored to meet student needs
- Mid-Year Assessment
  - Comprised of performance-based items and tasks with an emphasis on hard to measure standards.

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## Current Assessment

- Field testing—2012-2014
- Target date for implementation of the new assessment is the 2014-2015 school year
- Setting achievement standards—summer of 2015

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◦ **WHAT WILL WE DO THIS YEAR?**

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## Evaluate

- Publishers' criteria for the common core state standards in ELA, Grades 3-12
- Publishers' criteria for the common core state standards in History/Social Studies, Science, and Technical Subjects Literacy Curricula Grades 6-12

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## Criteria for ELA Materials 3-12

- Text selection
  - Text complexity
  - Range and Quality of Texts
- Questions and Tasks
  - High-quality text-dependent questions and tasks
  - Cultivating students' ability to read complex texts independently
- Academic Vocabulary

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## Criteria for ELA Materials 3-12

- Writing to Sources and Research
  - Writing to sources—a key task
  - Extensive practice with short, focused research projects
- Additional Key Criteria for Student Reading, Writing, Listening, and Speaking
  - Reading complex text with fluency
  - Increasing focus on argument and informative writing
  - Engaging in academic discussions
  - Using multi-media and technology skillfully
  - Covering the most significant grammar and language conventions

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## Essential Skills

- Reading
  - Fiction/Non-Fiction
  - Literature/Informational Text
- Writing
- Language
- Speaking and Listening

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## Meeting the Standards All Year

Quarter 1	Quarter 2
<p><b>Reading Informational Text</b></p> <p>[R] I can identify a theme and explain how it develops using specific details throughout the text.</p> <p>[R] I can analyze how complex characters develop over the course of a text, tracing their actions and choices the plot or the theme.</p> <p>[R] I can describe how an author uses words to create meaning and tone in a literary text.</p> <p>[R] I can analyze how an author uses plot elements, sequences of events, tone, or pacing to create mood or atmosphere.</p> <p>[R] I can analyze how a point of view or cultural responses to a text from outside the United States.</p> <p><b>Writing</b></p> <p>[W] I can write a narrative that provides an effective story resolution, creating a smooth development of events.</p> <p>[W] I can write a narrative that develops characters and events using techniques such as flashback, suspense, multiple plot lines and pacing.</p> <p>[W] I can write a narrative that uses various transitions to highlight events and create a logical whole.</p> <p>[W] I can write a narrative that uses precise words and phrases, details, and sensory language to convey a vivid picture.</p> <p>[W] I can write a narrative that provides a conclusion that is consistent with the course of the narrative.</p> <p><b>Language</b></p> <p>[L] I can use various types of phrases and clauses in writing to convey meaning and add variety.</p> <p>[L] I can use context to analyze figurative language, figures of speech, word relationships and nuances (e.g. connotation) and determine that impact on the text.</p>	<p><b>Reading Informational Text</b></p> <p>[R] I can identify a theme and explain how it develops using specific details throughout the text in an informational text.</p> <p>[R] I can analyze how complex characters develop over the course of a text, including what they think and feel, and how their choices and interactions with others advance the plot or the theme.</p> <p>[R] I can describe how an author uses words to create meaning and tone in an informational text.</p> <p>[R] I can analyze specific passages from the text to analyze how the author develops her/his theme or topic.</p> <p>[R] I can explain how an author uses various means to develop purpose and point of view.</p> <p>[R] I can analyze and evaluate an argument and assess by assessing what is valid, reasonable, or fair.</p> <p><b>Writing</b></p> <p>[W] I can write an argument that introduces a claim, acknowledges counter-claims and clearly analyzes the reasons and evidence for both.</p> <p>[W] I can write an argument that develops claims and multiple claims, supports assertions for both, and develops the logical connections of both, based on what is right to be asserted by the audience.</p> <p>[W] I can write an argument that uses transitions to link the major sections of a text, creates unity, and explains the relationships, claims, reasons, and evidence.</p> <p>[W] I can write an argument that contains a concluding statement that supports the main argument.</p> <p>[W] I can write a clear and logical series of writing that shows an understanding of the text, processes, and audience.</p> <p><b>Language</b></p> <p>[L] I can use context to analyze figurative language, figures of speech, word relationships and nuances (e.g. connotation) and determine that impact on the text.</p> <p>[L] I can use context to analyze figurative language, figures of speech, word relationships and nuances (e.g. connotation) and determine that impact on the text.</p>

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## Meeting the Standards All Year

Quarter 3	Quarter 4
<p><b>Reading Informational Text</b></p> <p>[R] I can identify a theme and explain how it develops using specific details throughout the text in an informational text.</p> <p>[R] I can analyze how complex characters develop over the course of a text, including what they think and feel, and how their choices and interactions with others advance the plot or the theme.</p> <p>[R] I can describe how an author uses words to create meaning and tone in an informational text.</p> <p>[R] I can analyze specific passages from the text to analyze how the author develops her/his theme or topic.</p> <p>[R] I can explain how an author uses various means to develop purpose and point of view.</p> <p>[R] I can analyze and evaluate an argument and assess by assessing what is valid, reasonable, or fair.</p> <p><b>Writing</b></p> <p>[W] I can write an argument that introduces a claim, acknowledges counter-claims and clearly analyzes the reasons and evidence for both.</p> <p>[W] I can write an argument that develops claims and multiple claims, supports assertions for both, and develops the logical connections of both, based on what is right to be asserted by the audience.</p> <p>[W] I can write an argument that uses transitions to link the major sections of a text, creates unity, and explains the relationships, claims, reasons, and evidence.</p> <p>[W] I can write an argument that contains a concluding statement that supports the main argument.</p> <p>[W] I can write a clear and logical series of writing that shows an understanding of the text, processes, and audience.</p> <p><b>Language</b></p> <p>[L] I can use context to analyze figurative language, figures of speech, word relationships and nuances (e.g. connotation) and determine that impact on the text.</p> <p>[L] I can use context to analyze figurative language, figures of speech, word relationships and nuances (e.g. connotation) and determine that impact on the text.</p>	<p><b>Reading Informational Text</b></p> <p>[R] I can identify a theme and explain how it develops using specific details throughout the text in an informational text.</p> <p>[R] I can analyze how complex characters develop over the course of a text, including what they think and feel, and how their choices and interactions with others advance the plot or the theme.</p> <p>[R] I can describe how an author uses words to create meaning and tone in an informational text.</p> <p>[R] I can analyze specific passages from the text to analyze how the author develops her/his theme or topic.</p> <p>[R] I can explain how an author uses various means to develop purpose and point of view.</p> <p>[R] I can analyze and evaluate an argument and assess by assessing what is valid, reasonable, or fair.</p> <p><b>Writing</b></p> <p>[W] I can write an argument that introduces a claim, acknowledges counter-claims and clearly analyzes the reasons and evidence for both.</p> <p>[W] I can write an argument that develops claims and multiple claims, supports assertions for both, and develops the logical connections of both, based on what is right to be asserted by the audience.</p> <p>[W] I can write an argument that uses transitions to link the major sections of a text, creates unity, and explains the relationships, claims, reasons, and evidence.</p> <p>[W] I can write an argument that contains a concluding statement that supports the main argument.</p> <p>[W] I can write a clear and logical series of writing that shows an understanding of the text, processes, and audience.</p> <p><b>Language</b></p> <p>[L] I can use context to analyze figurative language, figures of speech, word relationships and nuances (e.g. connotation) and determine that impact on the text.</p> <p>[L] I can use context to analyze figurative language, figures of speech, word relationships and nuances (e.g. connotation) and determine that impact on the text.</p>

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## Curriculum Map-Template

Course Titles School/District	Grades				

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## Curriculum Map-Sample

Course	English 1	Quarter 1	Quarter 2	Quarter 3	Quarter 4

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## Other Goals For the Year

- Continuity of Curriculum
- Common Vocabulary
- Common Assessments
- Accountability

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## WHAT CAN TEACHERS DO NOW?

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## What Have You Done?

- I have read the new standards for my grade level.
- I have read the common core introduction.
- I have reviewed the glossary.
- I have reviewed the appendices.
- I have reviewed the college and career readiness information.
- I have reviewed the new standards for the grade before and after my current grade level.
- I have reviewed a gap analysis between the 1997 Learning Standards and the new common core.
- I have started to identify where I will need to modify lessons or projects.
- I have started to identify what lessons/activities will not be necessary.
- I have started to identify what professional development I will need to fully implement the new standards.
- I can identify curriculum issues that will need to be addressed.
- I have suggestions for grade level sharing and planning.
- I have identified immediate needs to discuss regarding transition to the new standards.

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## Beyond the Workshop

Student Achievement Increases when Teachers	Possible Activities
1. Display and state objectives before and at the end of the lesson.	<ul style="list-style-type: none"> <li>-Create unit objectives for upcoming units.</li> <li>-Examine previously written objectives and determine their depth, variety, and comprehensiveness.</li> </ul>
2. Provide frequent feedback to students about their learning related to the objectives (usually within 48 hours of the learning root of the time).	<ul style="list-style-type: none"> <li>-Create a rubric for a performance, product, or task.</li> <li>-Examine a previously written test and tag the items with the unit objectives.</li> <li>-Create a test directly based upon the importance of the objectives and their emphasis during instruction.</li> <li>-Review a test to determine how effective it is for measuring students' strengths and learning needs. Make necessary or desired changes.</li> <li>-Create an assessment plan for an upcoming unit identifying types, frequency, and placement of assessments.</li> </ul>
3. Provide corrective or enrichment activities that respond to the student progress and provide additional opportunities (learning and re-assessment) for students to demonstrate their learning.	<ul style="list-style-type: none"> <li>-Create corrective activities that respond to students' learning needs for upcoming units.</li> <li>-Create enrichment activities that respond to students' mastery of tested materials and need for extension.</li> <li>-Create alternative assessments to use for reassessing student learning.</li> </ul>
4. Activate and build background information about the topic of learning before you begin teaching new unit content.	<ul style="list-style-type: none"> <li>-Create activities that activate and build student background information to be used before new information/content is delivered.</li> </ul>

## Beyond the Workshop

Student achievement increases when teachers	Possible Activities
5. Explicitly teach vocabulary as well as memory retention and retrieval strategies.	<ul style="list-style-type: none"> <li>-List vocabulary words that are important for students to know for each unit of study.</li> <li>-Create a list of "no excuses" words that students must know by the end of the course.</li> </ul>
6. Explicitly teach reading, writing, and thinking skills as well as content material by using graphic organizers.	<ul style="list-style-type: none"> <li>-Select graphic organizers that match the type of thinking/comprehension you expect from students and plan lessons to place in the unit instruction.</li> <li>-Create exemplars of graphic organizers for upcoming units that you will use to teach, model, and reinforce thinking/comprehension and content concurrently.</li> </ul>
7. Explicitly teach reading, writing, and thinking skills as well as content material by using summary frames and writing templates.	<ul style="list-style-type: none"> <li>-Select summary frames that match the type of thinking/comprehension you expect from students and plan lessons to place in the unit instruction.</li> <li>-Create exemplars of summaries for upcoming units that you will use to teach, model, and reinforce thinking/comprehension and content concurrently.</li> </ul>
8. Encourage students to regularly think about their strategies for learning and doing, set improvement goals, and make adjustments to the way they learn.	<ul style="list-style-type: none"> <li>-Determine practices/techniques you will use to engage students in the process of self-assessment and adjustment.</li> <li>-Create exemplars of improvement goals.</li> </ul>
9. Work in professional learning teams to examine student achievement and take decisive actions based upon research supported practices.	<ul style="list-style-type: none"> <li>-Examine student work and/or achievement data and identify the greatest areas of student learning needs.</li> <li>-Create a 30-60 day SMART goal to increase student learning.</li> <li>-Explore research-supported and classroom-tested practices/strategies that could address the student learning needs.</li> <li>-Create a plan for taking decisive new actions and/or for implementing new practices.</li> <li>-Review the implementation of new practices, determine the impact on student learning, and identify what your professional team has learned.</li> </ul>

## Sample Lesson Plan

Describe a current lesson plan

Which parts of the lesson address both ILS and Common Core State Standards?

What modifications are needed with this lesson to fully address the new standard?

Which parts of the lesson address only ILS or only Common Core Standards?

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## Sample Lesson Plan cont'd

**IL State Goal 5c. 3c:** Use the language arts to acquire, assess and communicate information.

**Common Core: Literacy in History/Social Studies, Science, and Technical Studies Grade 6-8 #7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**Example:** Present a power point presentation on a WWII battle. This lesson addresses both ILS and Common Core standards and no modifications are needed.

**New Terminology:**

**Questions:**

**Notes:**

**Materials or Resources:**

Submitted by Michelle Bink, Purdue-014 Holiday School District and Jodi Herrig, Belle Valley Elementary

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## RESOURCES

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## ISBE Website

- Starting point to navigate through Common Core
  - [http://www.isbe.net/common\\_core/default.htm](http://www.isbe.net/common_core/default.htm)
- IL PTA and ISBE Parent Guides
  - [http://www.isbe.net/common\\_core/pdf/guide/grade6.pdf](http://www.isbe.net/common_core/pdf/guide/grade6.pdf) (sample for grade 6/also available in Spanish)
- Guide to New Assessments for the Common Core State Standards
  - [http://www.k12center.org/rsc/pdf/Assessments\\_for\\_the\\_Common\\_Core\\_Standards.pdf](http://www.k12center.org/rsc/pdf/Assessments_for_the_Common_Core_Standards.pdf)
- [Lesson Example by ELA Lead Writer \(PARCC\)](#)

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## Common Core State Standards Initiative

- Resources Page
  - <http://www.corestandards.org/resources>
- Key Points of the ELA Standards
  - <http://www.corestandards.org/assets/KeyPointsELA.pdf>
- The Hunt Institute's You Tube Channel
  - <http://www.youtube.com/user/TheHuntInstitute#/u>

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## Additional Common Core Resources

- International Reading Association
  - <http://www.reading.org/resources/ResourcesByTopic/CommonCore-resourcetype/CommonCore-rt-resources.aspx>
- CommonCore.org
  - [http://commoncore.org/maps/resources/digital\\_resources](http://commoncore.org/maps/resources/digital_resources)
- Achievement Strategies, Inc.
  - <http://www.achievementstrategies.org/templates.html>

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