Transitioning to the Illinois Learning Standards Incorporating the Common Core

No Child Left Behind Conference
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February 9, 2011
Transition Timeline

July 2010
Board Awareness

August - October
Staff Awareness

October – December
Develop Implementation Process-Samples

January Institute
Communicate Implementation Process

Phase I

Phase II

Phase III
Phase I: Standards and Resource Alignment
February - March

Who:
• Grades 2-8 Language Arts Teams
• Grades 6-8 Math Teams

Actions:
• Align CCS to IAF using district template
• Identify existing resources that support teaching and learning

Professional Development:
• 21st Century Thinking and Technology Integration
• Balanced Literacy & Numeracy
• Differentiation
# PHASE I TEMPLATE

<table>
<thead>
<tr>
<th>Illinois Common Core</th>
<th>Illinois Assessment Framework</th>
<th>Resources</th>
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<tbody>
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<td><strong>Key Ideas and Details</strong>&lt;br&gt;RL1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI1, RH 1, RST1]</td>
<td><strong>1.6.14 Determine the answer to a literal or simple inference question regarding the meaning of a passage.</strong>&lt;br&gt;<strong>1.6.19 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</strong></td>
<td><strong>•Read Aloud &amp; Extended Response:</strong>&lt;br&gt;<strong>•Cheyenne Again-Eve Bunting</strong></td>
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**Source:**
## ON A SIDE NOTE…

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| **Range of Reading & Level of Text Complexity**  
RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry *at the high end of the grade level text complexity band independently and proficiently.*  
[RI10, RH10, RST10] | ILS 1B Fluency                 | •Basic Reading Inventory, Independent Reading/Conferring |

Source:
PHASE II: Instruction & Resource Alignment: May

Who:
• Grades 2-8 Language Arts Teams
• Grades 6-8 Math Teams

Actions:
• Best Practice Resource Review Team
• Assessment Development Team
• Response to Intervention (RtI) Team

Professional Development:
• 21st Century Thinking and Technology Integration
• Balanced Literacy & Numeracy
• Differentiation/RtI
• Assessment Literacy and Evaluating Student Work

Backmapping
• K-1 ELA
• K-5 Math

Source:
Who:
• Grades 2-8 Language Arts Teams
• Grades 6-8 Math Teams

Actions:
• Design sample lessons and interdisciplinary lessons for new standards…
  • Integrate science and social science themes

Professional Development:
• 21st Century Thinking and Technology Integration
• Balanced Literacy & Numeracy
• Differentiation/RtI
• Assessment Literacy and Evaluating Student Work
WADING… & COLLABORATION
LANGUAGE ARTS: Gr. 6

IAF 2.6.01 Identify elements of fiction. IAF 2.6.04 Identify the author’s message or theme.

CCS-RL9 Compare text in different forms or genres in terms of their approaches to similar themes and topics.

Performance Task: Demonstrates an understanding of elements of literature [analysis, inductive reasoning]

Read “Cinderella,” “The Emperor’s New Clothes,” and “Inktomi Lost His Eyes.” How do they compare? What connections do you find? Explain the conclusions you can draw from reading these stories.
IAF 9.5.01 Classify, describe, and sketch two-dimensional shapes.

CCS- 5G3 Understand that attributes belonging to a category of two dimensional figures also belong to all subcategories of that category.

Performance Task: Demonstrates an understanding of concepts of geometry [analysis, inductive reasoning, abstracting]

Your friendly geometry teacher says, “A square is a quadrilateral, as is a rectangle, a trapezoid, a parallelogram, and isosceles trapezoid, a rhombus.” Identify the general pattern you find in the classification of quadrilaterals. Where else does this pattern occur (e.g., cats, triangles)?
Verb: To rid oneself of something not wanted or needed:

• "I have shed trying to cover everything in the curriculum and have focused more on the skills that students need to learn."
• "I have deliberately cut down on the amount of homework that used to be given in math in order to give students time to really practice and understand what was taught in class that day.
• "In Saturday School, we have shed doing 'drill and kill' and have adopted meaningful activities that will help students think at higher levels."
HOTS Revisited: A Thinking Development Approach to Reducing the Learning Gap After Grade 3 by Stanley Pogrow

Phi Delta Kappan – September 2005