

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENT

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AUTHORITY: Implementing Sections 2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-21.4a, 10-22.43a, 21B-5, 21B-20, 22-30, 22-60, 24-24, 26-13, 27-1, 27-3.5, 27-6, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3, and 27-23.8 and authorized by Section 2-3.6 of the School Code [105 ILCS 5].

SOURCE: Adopted September 21, 1977; codified at 7 Ill. Reg. 16022; amended at 9 Ill. Reg. 8608, effective May 28, 1985; amended at 9 Ill. Reg. 17766, effective November 5, 1985; emergency amendment at 10 Ill. Reg. 14314, effective August 18, 1986, for a maximum of 150 days; amended at 11 Ill. Reg. 3073, effective February 2, 1987; amended at 12 Ill. Reg. 4800, effective February 26, 1988; amended at 14 Ill. Reg. 12457, effective July 24, 1990; amended at 15 Ill. Reg. 2692, effective February 1, 1991; amended at 16 Ill. Reg. 18010, effective November 17, 1992; expedited correction at 17 Ill. Reg. 3553, effective November 17, 1992; amended at 18 Ill. Reg. 1171, effective January 10, 1994; emergency amendment at 19 Ill. Reg. 5137, effective March 17, 1995, for a maximum of 150 days; amended at 19 Ill. Reg. 6530, effective May 1, 1995; amended at 19 Ill. Reg. 11813, effective August 4, 1995; amended at 20 Ill. Reg. 6255, effective April 17, 1996; amended at 20 Ill. Reg. 15290, effective November 18, 1996; amended at 22 Ill. Reg. 22233, effective December 8, 1998; emergency amendment at 24 Ill. Reg. 6111, effective March 21, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 12985, effective August 14, 2000; amended at 25 Ill. Reg. 8159, effective June 21, 2001; amended at 25 Ill. Reg.

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16073, effective November 28, 2001; amended at 26 Ill. Reg. 1157, effective January 16, 2002; amended at 26 Ill. Reg. 16160, effective October 21, 2002; amended at 28 Ill. Reg. 8486, effective June 1, 2004; emergency amendment at 28 Ill. Reg. 13637, effective September 27, 2004, for a maximum of 150 days; amended at 29 Ill. Reg. 1891, effective January 24, 2005; amended at 29 Ill. Reg. 11811, effective July 13, 2005; amended at 29 Ill. Reg. 12351, effective July 28, 2005; amended at 29 Ill. Reg. 15789, effective October 3, 2005; amended at 29 Ill. Reg. 19891, effective November 23, 2005; amended at 30 Ill. Reg. 8480, effective April 21, 2006; amended at 30 Ill. Reg. 16338, effective September 26, 2006; amended at 30 Ill. Reg. 17416, effective October 23, 2006; amended at 31 Ill. Reg. 5116, effective March 16, 2007; amended at 31 Ill. Reg. 7135, effective April 25, 2007; amended at 31 Ill. Reg. 9897, effective June 26, 2007; amended at 32 Ill. Reg. 10229, effective June 30, 2008; amended at 33 Ill. Reg. 5448, effective March 24, 2009; amended at 33 Ill. Reg. 15193, effective October 20, 2009; amended at 34 Ill. Reg. 2959, effective February 18, 2010; emergency amendment at 34 Ill. Reg. 9533, effective June 24, 2010, for a maximum of 150 days; amended at 34 Ill. Reg. 17411, effective October 28, 2010; amended at 35 Ill. Reg. 1056, effective January 3, 2011; amended at 35 Ill. Reg. 2230, effective January 20, 2011; amended at 35 Ill. Reg. 12328, effective July 6, 2011; amended at 35 Ill. Reg. 16743, effective September 29, 2011; amended at 36 Ill. Reg. 5580, effective March 20, 2012; amended at 36 Ill. Reg. 8303, effective May 21, 2012; amended at 38 Ill. Reg. 6127, effective February 27, 2014; amended at 38 Ill. Reg. 11203, effective May 6, 2014; amended at 39 Ill. Reg. 2773, effective February 9, 2015; emergency amendment at 39 Ill. Reg. 12369, effective August 20, 2015, for a maximum of 150 days; amended at 39 Ill. Reg. 13411, effective September 24, 2015; amended at 40 Ill. Reg. 1900, effective January 6, 2016; amended at 40 Ill. Reg. 2990, effective January 27, 2016; amended at 40 Ill. Reg. 4929, effective March 2, 2016; amended at 40 Ill. Reg. 12276, effective August 9, 2016; emergency amendment at 40 Ill. Reg. 15957, effective November 18, 2016, for a maximum of 150 days; amended at 41 Ill. Reg. 126, effective December 27, 2016; amended at 41 Ill. Reg. 4430, effective April 5, 2017; amended at 41 Ill. Reg. 6924, effective June 2, 2017; emergency amendment at 41 Ill. Reg. 8932, effective June 28, 2017, for a maximum of 150 days; amended at 41 Ill. Reg. 14044, effective November 3, 2017; amended at 42 Ill. Reg. 11512, effective June 8, 2018; amended at 43 Ill. Reg. 3792, effective February 28, 2019; amended at 43 Ill. Reg. 10213, effective August 30, 2019; amended at 43 Ill. Reg. 10718, effective September 11, 2019; amended at 43 Ill. Reg. 13324, effective October 29, 2019; emergency amendment at 43 Ill. Reg. 14305, effective November 20, 2019, for a maximum of 150 days; emergency amendment to emergency rule at 43 Ill. Reg. 14941, effective December 4, 2019, for the remainder of the 150 days; emergency amendment to amended emergency rule at 44 Ill. Reg. 4085, effective February 25, 2020, for the remainder of the 150 days; amended at 44 Ill. Reg. 1929, effective January 13, 2020; amended at 44 Ill. Reg. 6377, effective April 9, 2020; emergency amendment at 44 Ill. Reg. 7971, effective April 27, 2020, for a maximum of 150 days; emergency expired September 23, 2020; emergency amendment at 44 Ill. Reg. 8382, effective May 1, 2020, for a maximum of 150 days; emergency expired September 27, 2020; amended at 44 Ill. Reg. 9961, effective May 21, 2020; emergency amendment at 44 Ill. Reg. 13498, effective July 31, 2020, for a maximum of 150 days;

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emergency expired December 27, 2020; emergency amendment at 44 Ill. Reg. 16860, effective September 29, 2020, for a maximum of 150 days; emergency amendment to emergency rule at 44 Ill. Reg. 17816, effective October 23, 2020, for the remainder of the 150 days; emergency rule as amended expired February 25, 2021; amended at 45 Ill. Reg. 867, effective January 4, 2021; amended at 45 Ill. Reg. 1644, effective January 22, 2021; emergency amendment at 45 Ill. Reg. 4543, effective March 24, 2021, for a maximum of 150 days; emergency expired August 20, 2021; amended at 45 Ill. Reg. 5362, effective April 12, 2021; amended at 45 Ill. Reg. 5744, effective April 21, 2021; amended at 45 Ill. Reg. 8280, effective June 24, 2021; amended at 45 Ill. Reg. 9446, effective July 7, 2021; amended at 45 Ill. Reg. 9760, effective July 22, 2021; emergency amendment at 45 Ill. Reg. 11212, effective August 26, 2021, for a maximum of 150 days; emergency expired January 22, 2022; amended at 45 Ill. Reg. 13180, effective October 8, 2021; emergency amendment at 45 Ill. Reg. 14211, effective October 28, 2021, for a maximum of 150 days; emergency amendment to emergency rule at 45 Ill. Reg. 15344, effective November 22, 2021, for the remainder of the 150 days; emergency rule as amended expired March 26, 2022; amended at 45 Ill. Reg. 14769, effective November 10, 2021; amended at 45 Ill. Reg. 15997, effective December 1, 2021; amended at 46 Ill. Reg. 6272, effective April 11, 2022; amended at 46 Ill. Reg. 12736, effective July 13, 2022; amended at 46 Ill. Reg. 17093, effective October 3, 2022; amended at 46 Ill. Reg. 18472, effective November 7, 2022; amended at 47 Ill. Reg. 18457, effective November 28, 2023; amended at 48 Ill. Reg. 2411, effective February 5, 2024; emergency amendment at 48 Ill. Reg. 6909, effective April 24, 2024, for a maximum of 150 days; emergency expired September 20, 2024; amended at 48 Ill. Reg. 7716, effective May 9, 2024; amended at 48 Ill. Reg. 8535, effective May 29, 2024; amended at 48 Ill. Reg. 13586, effective August 27, 2024; amended at 48 Ill. Reg. 14539, effective September 26, 2024; amended at 50 Ill. Reg. _____, effective _____.

Section 1.APPENDIX D State Goals for Learning and Learning Standards

The State Goals for Learning are broad statements of what students in kindergarten through grade 12 should know and be able to do as a result of their public education. The Illinois Learning Standards provide more specific definition of the essential knowledge and skills desired of Illinois students. The State Assessment and the Illinois Kindergarten Individual Development Survey are designed to measure students' mastery of the Illinois Learning Standards, so that a clear connection will emerge between students' learning and the goals and standards of the State of Illinois.

**ENGLISH LANGUAGE ARTS AND LITERACY IN HISTORY/SOCIAL STUDIES,
SCIENCE, AND TECHNICAL SUBJECTS**

There are no State Goals for Learning in this area. The applicable standards shall be the "Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects" (2010) published by the Common Core State

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Standards Initiative, National Governors Association, Hall of the States, 444 North Capitol Street, Suite 267, Washington DC 20001-1512 and posted at <http://www.thecorestandards.org/>. No later amendments to or editions of these standards are incorporated by this Section.

MATHEMATICS

There are no State Goals for Learning in this area. The applicable standards shall be the "Common Core State Standards for Mathematics" (2010) published by the Common Core State Standards Initiative, National Governors Association, Hall of the States, 444 North Capitol Street, Suite 267, Washington DC 20001-1512 and posted at <http://www.thecorestandards.org/>. No later amendments to or editions of these standards are incorporated by this Section.

WORLD LANGUAGES

The applicable standards shall be the World-Readiness Standards for Learning Languages. 4th ed. (2015) published by the National Standards Collaborative Board, 1001 N. Fairfax Street, Suite 200, Alexandria VA 22314 and posted at <https://www.actfl.org/publications/all/world-readiness-standards-learning-languages>. No later amendments to or editions of these standards are incorporated by this Section.

COMPREHENSIVE PERSONAL HEALTH AND SAFETY AND COMPREHENSIVE SEXUAL HEALTH EDUCATION STANDARDS

There are no State Goals for Learning in this area and the applicable standards shall be the National Sex Education Standards: Core Content and Skills, K–12 (Second Edition) (2020) published by Future of Sex Education Initiative. Posted at <https://siecus.org/wp-content/uploads/2020/03/NSES-2020-2.pdf>. No later amendments to or editions of these standards are incorporated by this Section. The State Board of Education may provide additional guidance on such standards, available at www.isbe.net.

SCIENCE

Beginning in the 2016-17 school year, there are no State Goals for Learning in this area and the applicable standards shall be the "Next Generation Science Standards" (2013) published by Achieve, Inc., 1400 16th Street NW, Suite 510, Washington DC 20036 and posted at <http://www.nextgenscience.org/>. No later amendments to or editions of these standards are incorporated by this Section.

SOCIAL SCIENCE

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There are no State Goals for Learning in this area and the standards applicable to individual grade levels shall be in effect.

Standards Beginning in the 2022-23 School Year.

The Social Science Standards consist of both inquiry standards and disciplinary standards. In implementing the Social Science Standards, the inquiry standards should be used simultaneously with the individual disciplinary standards to ensure both students' comprehension and application of the knowledge and skills acquired.

In addition to the Social Science Standards, there are State-mandated units of study that may apply to Social Science coursework or curriculum. These mandates can be found in the School Code and are summarized at <https://www.isbe.net/Documents/IL-Mandated-Units-of-Study.pdf>.

All standards are coded for ease of use and reference. The code is keyed as follows:

"Content Area.Grade Band or Level.Content Domain.Number of Standard"

K-12 Inquiry Framework for Social Science

The inquiry standards include the following areas:

Recognize Perspectives and Articulate Identities

- Recognize one's own perspective in relation to the perspective of others.
- Articulate the construction and meaning of individual and collective identities
- Articulate unity and variation across human societies
- Evaluate the Role of Power and Systems
- Analyze power, inequality and the impact of systems on reinforcing power and inequality
- Analyze social systems, social structures, social institutions, and their impact on social change

Developing Questions and Planning Inquiries

- Constructing Essential Questions

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- Constructing Supporting Questions
- Determining Helpful Sources

Evaluating Sources and Using Evidence

- Gathering and Evaluating Sources
- Developing Claims and Using Evidence

Communicating Conclusions and Taking Informed Action

- Communicating Conclusions
- Critiquing Conclusions
- Taking Informed Action

Inquiry Standards

Working individually and collaboratively, and using nonfiction and fiction, students will engage in inquiry within the disciplines about important public issues, trends, and events in social studies that are relevant to students' lives. These skills should be applied while teaching and learning the disciplinary concepts for a deeper understanding that allows students to take ownership of their learning.

Inquiry skills emphasize the importance of inquiry and action (thinking and doing) in all of the social science courses. Inquiry skills are important for all learners to apply to their grade-level standards. These skills have been grade-banded for students at kindergarten through second grade, third through fifth grades, sixth through eighth grades, and ninth through twelfth grades.

Inquiry Standards

Kindergarten and Grades 1 and 2

SS.K-2.IS.1. Create questions that are relevant to self as they relate to the content of the Social Science Standards.

SS.K-2.IS.2. With guidance and support, use varied teacher-selected resources to learn procedures to locate evidence that assists with finding answers to their

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questions. Introduce the importance of informational resources that are reliable sources and distinguish fact from opinion.

SS.K-2.IS.3. With guidance and support, gather relevant information from multiple sources to analyze information.

SS.K-2.IS.4. With guidance and support, evaluate a source by distinguishing between fact and opinion.

SS.K-2.IS.5. With guidance and support, students will share their findings on the asked and answered questions with peers.

SS.K-2.IS.6. With guidance and support, reflect on one's inquiry process and findings.

SS.K-2.IS.7. Using various viewpoints, students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps.

Grades 3-5

SS.3-5.IS.1. Develop essential questions and explain the importance of the questions to self and others.

SS.3-5.IS.2. Generate supporting questions that require investigation to help answer essential questions.

SS.3-5.IS.3. Identify varied resources that answer essential and student-generated questions and that take into consideration multiple points of view.

SS.3-5.IS.4. Gather relevant information and distinguish between fact and opinion to determine credibility of multiple sources.

SS.3-5.IS.5. Develop claims using evidence from multiple sources to answer essential questions.

SS.3-5.IS.6. Construct arguments using claims and evidence from multiple sources.

SS.3-5.IS.7. Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data.

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SS.3-5.IS.8. Present a summary of arguments and explanations to others inside and/or outside of the classroom using print and oral technologies.

SS.3-5.IS.9. Explain the use of inquiry strategies, approaches, and relevant sources that will allow students to address local, regional, State, national, and global problems.

SS.3-5.IS.10. Engage in reflective conversations to draw conclusions on inquiry findings and create action steps that consider multiple viewpoints.

Grades 6-8

SS.6-8.IS.1.LC. Create essential questions that consider multiple perspectives to help guide inquiry about a topic.

SS.6-8.IS.1.MdC. Ask essential and focusing questions that consider multiple perspectives and will lead to independent research.

SS.6-8.IS.1.MC. Determine sources representing multiple points of view and diversity of authorship that will assist in organizing a research plan.

SS.6-8.IS.2.LC. Determine the value of sources by evaluating their relevance and intended use.

SS.6-8.IS.2.MdC. Determine the credibility of sources based upon their origin, authority and context.

SS.6-8.IS.2.MC. Gather relevant information from credible sources and determine whether they support each other.

SS.6-8.IS.3.LC. Appropriately cite all the sources used.

SS.6-8.IS.3.MdC. Identify evidence from multiple sources to support claims, noting any limitations of the evidence.

SS.6-8.IS.3.MC. Develop claims and counterclaims using evidence from credible sources while pointing out the strengths and limitations of both.

SS.6-8.IS.4.LC. Construct arguments using claims and evidence from multiple sources, while acknowledging the arguments' strengths and limitations.

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SS.6-8.IS.4.MdC. Construct explanations for a specific audience using reasoning, correct sequences, examples, and details, while acknowledging their strengths and weaknesses.

SS.6-8.IS.4.MCa. Present arguments and explanations that would appeal to audiences and venues outside of the classroom, using a variety of media.

SS.6-8.IS.4.MCb. Critique the structure and credibility of arguments and explanations (self and others) about a topic.

SS.6-8.IS.5.LC. Analyze how a problem can manifest itself, identify the individuals and communities impacted by a problem, and address the challenges and opportunities faced by those trying to take action toward solutions.

SS.6-8.IS.5.MdC. Assess individual and collective capacities within a given context to take action, address problems, and identify potential outcomes.

SS.6-8.IS.5.MC. Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.

Grades 9-12

SS.9-12.IS.1. Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.

SS.9-12.IS.2. Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.

SS.9-12.IS.3. Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).

SS.9-12.S.4. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

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SS.9-12.IS.5. Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.

SS.9-12.IS.6. Analyze evidence and identify counter perspectives to revise or strengthen claims.

SS.9-12.IS.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources while acknowledging counterclaims, perspectives, and biases.

SS.9-12.IS.8. Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.

SS.9-12.IS.9. Develop and prepare communication by identifying stakeholders (or audiences) and evaluate what messages and media are likely to result in stakeholder support or opposition.

SS.9-12.IS.10. Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.

SS.9-12.IS.11. Use interdisciplinary lenses to identify local, regional, state, natural, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.

SS.9-12.IS.12. Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.

SS.9-12.IS.13. Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional or global concerns, and take action in or out of school.

SS.9-12.IS.14. Take measurable action to effect changes that bring about equity, inclusion, and the community and civic good.

SS.9-12.IS.15. Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.

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Kindergarten

SS.K.CV.1. With guidance and support, identify the roles of individuals and leaders and their responsibility to meet the needs of different people and communities.

SS.K.CV.2. With guidance and support, identify reasons for rules and explain how rules establish responsibilities and roles for various settings.

Grade 1

SS.1.CV.1. With guidance and support, explain how individuals who live, learn, and work together make important decisions, and the effect that these decisions have on a variety of diverse communities.

SS.1.CV.2. Identify reasons for rules and explain how rules establish responsibilities and roles, and their effect on one's own and other groups and communities.

Grade 2

SS.2.CV.1. With guidance and support, identify features and functions of governments.

SS.2.CV.2. With guidance and support, describe how communities can collaborate to accomplish tasks, establish roles and responsibilities and achieve equitable outcomes for the community.

Grade 3

SS.3.CV.1. Explain how families, workplaces, organizations and government entities interact and affect communities in multiple ways.

SS.3.CV.2. Using evidence, describe how people have strived to improve communities over time to achieve equitable outcomes, practices, or policies.

Grade 4

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SS.4.CV.1. Explain the roles and responsibilities of government officials at the local, State and national levels and investigate how the roles and responsibilities of government have changed over time.

SS.4.CV.2. Define democracy and explain how limited participation affects the political representation of multiple groups.

SS.4.CV.3. Identify core civic virtues and democratic principles that guide governments, society, and communities.

SS.4.CV.4. Using evidence, explain how rules, regulations, and laws alter or transform societies and how people from multiple communities influence and experience this transformation.

Grade 5

SS.5.CV.1. Explain the roles and responsibilities of government officials at the local, State, and national level levels and investigate how the roles and responsibilities of the three branches of government have changed over time.

SS.5.CV.2. Examine the origins and purposes of rules, laws and key U.S. Constitutional provisions and investigate the impact they had/have on multiple groups of people.

SS.5.CV.3. Compare and contrast the U.S. Government to other global governments in their structure and systems of governing with consideration for their impact on equitable outcomes.

SS.5.CV.4. Using evidence, explain how policies are developed to address public problems and concerns and achieve equitable outcomes.

Grades 6-8

SS.6-8.CV.1.LC. Identify different types of citizenship and immigration statuses of individuals in the United States and the different rights and roles (e.g., voters, jurors, taxpayers, military, protesters and officeholders) based on citizenship or immigration status.

SS.6-8.CV.1.MdC. Describe and analyze the roles of political, civil and economic organizations from a national to local scale in impacting multiple individuals and communities.

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SS.6-8.CV.1.MC. Evaluate the powers and responsibilities of individuals, political parties, interest groups and the media, how these have changed over time, and the impacts on multiple communities.

SS.6-8.CV.2.LC. Describe the origins and purposes and impact of governing documents and policies (e.g., U.S. Constitution, Illinois Constitution, laws, treaties and international agreements) and synthesize their application and impacts on multiple groups of people with how they have changed over time.

SS.6-8.CV.2.MdC. Explain the origins, functions and structure of government with reference to the U.S. Constitution, Illinois Constitution and other systems of government and how they have impacted multiple groups of people.

SS.6-8.CV.2.MCa. Analyze how the application of laws and the protection, granting, or denial of individual and collective rights have impacted participation and powers of various groups of people.

SS.6-8.CV.2.MCb. Synthesize how the changes over time in the application of laws and granting or denial of rights have impacted governments, public officials, and bureaucracies at different levels in the U.S., U.S. territories, and tribal nations within the U.S.

SS.6-8.CV.3.LC. Identify the means used by individuals and groups to either maintain or change powers and protect, grant, or deny rights of individuals and communities in societies.

SS.6-8.CV.3.MdC. Analyze the origins, purposes, and processes connected to maintaining or changing powers and how individuals and societies protect, grant, or deny rights.

SS 6-8.CV.3.MC. Explain how granting rights for individuals or communities does not reduce the ability of other individuals or communities to exercise the same rights and evaluate how efforts to maintain systems or initiate change within societies have worked for or against the benefit or oppression of multiple groups.

SS.6-8.CV.4.LC. Analyze the relationships among democratic principles, civic virtues, special interests, and perspectives to the ideas and principles contained in the constitutions, laws, treaties, and international agreements of the U.S. and other countries.

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SS.6-8.CV.4.MdC. Analyze and synthesize ideas and principles contained in the founding and governing documents and practices of the U.S., U.S. territories, and tribal nations within the U.S.

SS.6-8.CV.4.MC. Evaluate and critique deliberative processes surrounding the development and application of governing documents and policies and how they have changed over time.

SS.6-8.CV.5.LC. Identify the impact of specific rules and laws (both those that are in effect and proposed) on multiple individuals and communities in relationship to the intended issues they were meant to address. Analyze cause and effect relationships of issues that resulted in specific rules and laws.

SS.6-8.CV.5.MdC. Analyze the perspectives and positions of multiple individuals and communities impacted by specific rules and laws (both actual and proposed); the equitable application of rules and laws, and consequences for not abiding by rules and laws historic and contemporary settings.

SS.6-8.CV.5.MC. Develop and evaluate procedures for making decisions in historic and contemporary settings (e.g., school, civil society, or local, state or national government).

Grades 9-12

SS.9-12.CV.1. Distinguish between the rights, roles, powers and responsibilities of individuals and institutions in the political system and analyze the marginalization of multiple groups and perspectives in that system.

SS.9-12.CV.2. Evaluate the opportunities and limitations of participation in elections, voting and the electoral process, and the impact disenfranchisement has on these processes.

SS.9-12.CV.3. Analyze constitutions, laws and agreements to determine the degree to which they achieve justice, equality and liberty.

SS.9-12.CV.4. Evaluate the U.S. Constitution's ability to establish a system of government with power, responsibilities and limits, and explain how the U.S. Constitution has evolved/changed over time and is still debated.

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SS.9-12.CV.5. Analyze civic dispositions, democratic principles, constitutional rights and human rights and their impact on personal interests and multiple perspectives.

SS.9-12.CV.6. Identify and explain how political parties, the media and public interest groups both influence and reflect social and political interests.

SS.9-12.CV.7. Compare and contrast the democratic concepts and principles inherent to the U.S. system of government.

SS.9-12.CV.8. Analyze the methods individuals can use to challenge laws to address a variety of public issues.

SS.9-12.CV.9. Evaluate public policies in terms of intended and unintended outcomes and related consequences on different communities including the marginalization of multiple groups.

SS.9-12.CV.10. Explain the role of compromise and deliberation in the legislative process.

Economic Standards

Kindergarten

SS.K.EC.1. Explain that choices are made because of scarcity (i.e., because individuals cannot have everything that they want).

Grade 1

SS.1.EC.1. Explain and give examples of when choices are made that something else is given up.

SS.1.EC.2. Describe the skills and knowledge required to produce certain goods and services.

Grade 2

SS.2.EC.1. Demonstrate how our choices can affect ourselves and others in positive and negative ways.

SS.2.EC.2. Explain the role of money in making exchange easier.

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SS.2.EC.3. Compare the goods and services that people in the local community produce and those that are produced in other communities.

Grade 3

SS.3.EC.1. Compare the goods and services that people in the local community produce and those that are produced in other communities.

SS.3.EC.2. Generate examples of the goods and services that governments provide.

Grade 4

SS.4.EC.1. Explain how profits reward and influence sellers.

SS.4.EC.2. Describe how goods and services are produced using human, natural and capital resources (e.g., tools, machines).

Grade 5

SS.5.EC.1. Analyze why and how individuals, businesses, and nations around the world specialize and trade.

SS.5.EC.2. Discover how positive incentives (e.g., sale prices, earning money) and negative consequences (e.g., library fines, parking tickets) influence behavior in the U.S. economy and around the world.

SS.5.EC.3. Determine the ways in which government pays for goods and services it provides.

Grades 6-8

SS.6-8.EC.1.LC. Explain how economic decisions affect the well-being of individuals, businesses, and society.

SS.6-8.EC.1.MdC. Explain how external benefits and costs influence choices.

SS.6-8.EC.1.MC. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.

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SS.6-8.EC.2.LC. Analyze the role of innovation and entrepreneurship in a market economy.

SS.6-8.EC.2.MdC. Describe the roles of institutions, such as corporations, non-profit organizations, and labor unions, in a market economy.

SS.6-8.EC.2.MC. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.

SS.6-8.EC.3.LC. Explain why standards of living increase as productivity improves.

SS.6-8.EC.3.MdC. Explain barriers to trade and how those barriers influence trade among nations.

SS.6-8.EC.3.MC. Evaluate employment, unemployment, inflation, total production, income, and economic growth data and how they affect different groups.

Grades 9-12

SS.9-12.EC.1. Analyze how scarcity and incentives influence the consumption choices for goods and services made by different individuals and communities and evaluate the role of scarcity, both from nature and human-made.

SS.9-12.EC.2. Use marginal benefits and marginal costs to propose solutions to a significant issue for an individual or community and evaluate the effectiveness of applying cost/marginal benefits to account for economic differences across multiple communities.

SS.9-12.EC.3. Evaluate different market structures, including competitive markets, monopolies, or oligopolies; how those different market structures affect groups differently; examples of these markets in the U.S.; and the assumptions of each market type.

SS.9-12.EC.4. Evaluate how much competition exists within and among sellers and buyers within the markets to which the students or school community belong and other specific markets.

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SS.9-12.EC.5. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.

SS.9-12.EC.6. Evaluate the extent to which specific government policies address inequalities, improve market outcomes, or reduce inefficiencies, and the unintended consequences of these policies for one's community and for diverse groups of people.

SS.9-12.EC.7. Analyze the ways in which market structures influence what is produced and distributed in a market system while accounting for disparity in both implementation and outcomes in one's own and other communities.

SS.9-12.EC.8. Use data and economic indicators to analyze past and current states of the economy and predict future trends and economic conditions among multiple, diverse communities.

SS.9-12.EC.9. Compare the benefits and problems of different economic systems, (e.g., capitalism, socialism, communism, mixed systems), particularly their impact on equitable outcomes.

SS.9-12.EC.10. Evaluate how government policies are influenced by and impact a variety of stakeholders.

SS.9-12.EC.11. Analyze how advances in technology and investment in capital goods and human capital affect economic growth and standards of living.

SS.9-12.EC.12. Analyze the role of comparative advantage in global trade of goods and services.

SS.9-12.EC.13. Explain how current and past globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution.

FINANCIAL LITERACY

SS.1.EC.FL.1. Explain how people earn pay or income in exchange for work.

SS.2.EC.FL.1. Explain that money can be saved or spent on goods and services.

SS.3.EC.FL.1. Describe the role of banks and other financial institutions in an economy.

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SS.3.EC.FL.2. Explain that, when people borrow, they receive something of value now and agree to repay the lender over time.

SS.4.EC.FL.1. Analyze how spending choices are influenced by prices, as well as many other factors (e.g., advertising, peer pressure, options).

SS.4.EC.FL.2. Explain that income can be saved, spent on goods and services, or used to pay taxes.

SS.5.EC.4. Explain that interest is the price the borrower pays for using someone else's money.

SS.6-8.EC.FL.1.LC. Analyze the relationship among skills, education, jobs, and income.

SS.6-8.EC.FL.2.LC. Explain the roles and relationships among savers, borrowers, interest, time, and the purposes for saving.

SS.6-8.EC.FL.1.MdC. Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable expenses.

SS.6-8.EC.FL.2.MdC. Explain the correlation among investors, investment options (and associated risks), and income/wealth.

SS.6-8.EC.FL.1.MC. Describe the connection among credit, credit options, interest, and credit history.

SS.6-8.EC.FL.2.MC. Analyze the relationship among financial risks and protection, insurance, and costs.

SS.9-12.EC.FL.1. Understand how costs and benefits can be subject to individual circumstances and factors outside of one's control.

SS.9-12.EC.FL.2. Explain the importance of making informed financial decisions by collecting information, planning, and budgeting while accounting for individual circumstances that can limit access to capital.

SS.9-12.EC.FL.3. Explain how time, interest rates and inflation influence saving patterns over a lifetime.

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SS.9-12.EC.FL.4. Analyze costs and benefits of different credit and payment options for goods and services, the role of lenders and interest, and identify the impact of each on individuals and multiple communities.

SS.9-12.EC.FL.5. Evaluate risks and returns on diversified investments while accounting for the individual risk-disposition among students.

SS.9-12.EC.FL.7. Analyze how the cognitive biases, environmental influences, and access to resources and necessities of an individual can impact financial decision-making and the application of economic decision-making strategies.

SS.9-12.EC.FL.8. Evaluate risk disposition and opportunity recognition for individual students and multiple communities, accounting for structural impacts on these dispositions.

SS.9-12.EC.FL.9. Evaluate the disparate impact of government and private business policies related to banking, credit, and mortgage lending in one's own and others' contexts while using current economic indicators to analyze or propose future policies.

Geography Standards

Kindergarten

SS.K.G.1. With guidance and support, explain how weather, climate and other environmental characteristics affect people's lives and cultural identities in our region.

SS.K.G.2. With guidance and support, explain how people and goods move from place to place.

SS.K.G.3. With guidance and support, identify characteristics of print and digital maps, graphs, and other cultural representations of familiar places.

Grade 1

SS.1.G.1. With guidance and support, construct and interpret print and digital maps and other cultural representations of familiar places.

SS.1.G.2. With guidance and support, describe how human activities affect the cultural and environmental characteristics of places or regions.

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SS.1.G.3. Compare how people in different types of communities use local and world-wide environments to meet their daily needs.

Grade 2

SS.2.G.1. With guidance and support, use print and digital maps, globes and other simple geographic models to identify cultural and environmental characteristics of places.

SS.2.G.2. With guidance and support, identify some cultural and environmental characteristics of your community and compare to other places or regions.

SS.2.G.3. Describe the connections between the physical environment of a place and the economic activities found there.

Grade 3

SS.3.G.1. Using print and digital maps, globes, and other simple geographic models to identify topographic and other graphic representations of both familiar and unfamiliar locations.

SS.3.G.2. Explain how culture influences the way people modify and adapt to the environment or the way people do not modify and adapt to their environments.

SS.3.G.3. Describe the movement of goods, people, jobs, and/or information and the effect of the cultural and environmental characteristics on movement of goods.

Grade 4

SS.4.G.1. Construct print and digital maps and other topographic representations to show the details of places and regions and their environmental characteristics.

SS.4.G.2. Explain how the cultural and environmental characteristics of places change over time.

SS.4.G.3. Investigate the human effects on the physical environment over time.

Grade 5

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SS.5.G.1. Use print and digital maps of different scales to describe the locations of cultural and environmental characteristics.

SS.5.G.2. Investigate and explain how the cultural and environmental characteristics of places within the U.S. change over time.

SS.5.G.3. Explain how human settlements and technological advancements have impacted natural resources.

SS.5.G.4. Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

Grades 6-8

SS.6-8.G.1.LC. Use geographic representations (e.g., maps, photographs, satellite images) to explain relationships between the locations (places and regions) and changes in their environment.

SS.6-8.G.1.MdC. Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.

SS.6-8.G.1.MC. Construct different representations to explain the spatial patterns of cultural and environmental characteristics.

SS.6-8.G.2.LC Explain how humans and their environment affect one another.

SS.6-8.G.2.MdC. Compare and contrast the cultural and environmental characteristics of different places or regions.

SS.6-8.G.2.MC. Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.

SS.6-8.G.3.LC. Explain how environmental characteristics affect human migration and settlement.

SS.6-8.G.3.MdC. Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.

SS.6-8.G.3.MC. Evaluate the influences of long-term, human-induced environmental change on spatial patterns of conflict and cooperation.

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SS.6-8.G.4.LC. Identify how cultural and environmental characteristics vary among regions of the world.

SS.6-8.G.4.MdC. Explain how global changes in population distribution patterns affect changes in land use.

SS.6-8.G.4.MC. Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.

Grades 9-12

SS.9-12.G.1. Use maps (created using geospatial and related technologies, if possible), satellite images and photographs to display and explain the spatial patterns of physical, cultural, political, economic and environmental characteristics.

SS.9-12.G.2. Explain how mapping is used to claim political sovereignty and to obscure disagreements over the nature of space, human relationship with place, and power to determine how humans interact with landscapes, animals, and plants.

SS.9-12.G.3. Use self-collected or pre-existing data sets to generate spatial patterns at multiple scales that can be used to conduct analyses or to take civic action.

SS.9-12.G.4. Analyze data and trends at various scales to address inequalities in race, ethnicity, gender, religion, sexual identity, ability status, and socioeconomic groups across time and space.

SS.9-12.G.5. Analyze different ways of representing geographic information in order to compare cartographers' perspectives, biases, and goals.

SS.9-12.G.6. Analyze and explain how humans affect and interact with the environment and vice versa.

SS.9-12.G.7. Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions.

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SS.9-12.G.8. Analyze how human societies plan for and respond to the consequences of human-made and naturally occurring catastrophes and how these events affect trade, politics and migration.

SS.9-12.G.9. Explain how landscape, land and resource use, and means of interacting with land, animals, and plants each reflect cultural beliefs and identities.

SS.9-12.G.10. Analyze how historical events and the diffusion of ideas, technologies and cultural practices have influenced migration patterns and the distribution of the human population.

SS.9-12.G.11. Evaluate how economic activities and political decisions impact spatial patterns at various scales.

SS.9-12.G.12. Evaluate how short- and long-term climate variability affects human migration and settlement patterns, resource use and land uses, and land relationship.

SS.9-12.G.13. Describe and explain the characteristics that constitute culture.

SS.9-12.G.14. Explain how a person's identity (e.g., race, ethnicity, gender, sexuality, spirituality/religion, ability status, socioeconomic group) shapes and is shaped by worldview.

SS.9-12.G.15. Explain how characteristics of culture and measures of development shape an individual's worldview.

SS.9-12 G.16. Explain how globalization affects the cultural, political, economic, and environmental characteristics of a place or region.

SS.9-12.G.17. Evaluate how competition for scarce natural resources contributes to conflict and cooperation within and among countries.

History Standards

Kindergarten

SS.K.H.1. With guidance and support, compare life in the past to life today, including the points of view of diverse groups of people.

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SS.K.H.2. Identify and describe the purpose of the national holidays of the United States, the major holidays of diverse groups, and the bravery or achievements of the diverse people who make these days special holidays.

Grade 1

SS.1.H.1. Create a chronological sequence of multiple events based on current learning.

SS.1.H.2. Generate questions and investigate diverse individuals and groups who have shaped a significant historical change.

SS.1.H.3. With guidance and support, investigate how our perspectives of historical events have changed over time.

Grade 2

SS.2.H.1. Identify main ideas and changes that have occurred in the local community over time and retell how these changes impacted diverse groups in the community.

SS.2.H.2. Examine key events that changed history from multiple perspectives, including the perspectives, including the perspectives of diverse individuals, cultures, and groups.

Grade 3

SS.3.H.1. Create and use a chronological sequence of related events to compare developments that happened at the same time.

SS.3.H.2. Explain how the diverse perspectives of people and events develop and shape communities and or regions.

SS.3.H.3. Identify and analyze how different kinds of historical sources are used to explain events in the past.

Grade 4

SS.4.H.1. Study important individuals or major events in order to recognize and explain that there are multiple cultural perspectives.

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SS.4.H.2. Generate questions about multiple historical sources and their relationships to particular historical events and developments.

SS.4.H.3. Explain probable causes and effects of events and developments in Illinois history.

Grade 5

SS.5.H.1. Create and use a chronological sequence of related events to identify cause and effects of relationships in history and the impacts of underrepresented groups.

SS.5.H.2. Use information about a historical source, including the creator (author), date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

SS.5.H.3. Summarize the central claim in a work of history.

Grades 6-8

SS.6-8.H.1.LC. Identify and describe the contexts of a series of historical events and developments as examples of change and/or continuity based on the perspectives of multiple diverse groups.

SS.6-8.H.1.MdC. Analyze connections and disconnections among events and developments in broader historical contexts and identify the effects of events on groups of people who have been marginalized.

SS.6-8.H.1.MC. Evaluate the significance of historical events to multiple groups and the relationship to modern-day movements and events.

SS.6-8.H.2.LC. Explain how and why perspectives of people have changed over time.

SS.6-8.H.2.MdC. Analyze and compare multiple factors that influenced the perspectives of multiple groups of people during different historical eras relevant to the cultural groups.

SS.6-8.H.2.MC. Evaluate how perspectives of multiple individuals and groups have impacted the availability of information and the creation of historical sources.

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SS.6-8.H.3.LC. Classify the kinds of historical sources used in a secondary interpretation to include sources representing multiple perspectives.

SS.6-8.H.3.MdC. Detect possible biases and limitations in the historical record based on evidence collected from different kinds of historical sources by identifying the author, purpose, funding/source, type of publication/outlet, intended audience, etc.

SS.6-8.H.3.MC. Evaluate the validity of claims made in historical sources representing a variety of perspectives, describe the possible or actual impact(s) of the sources on audiences, and determine uses and applications.

SS.6-8.H.4.LC. Describe the differences between correlation and causation in historical events and explain multiple causes and effects of historical events.

SS.6-8.H.4.MdC. Compare and contrast the central historical arguments in secondary works across multiple media.

SS.6-8.H.4.MC. Organize and critique applicable evidence to develop a coherent argument about the past.

Grades 9-12

SS.9-12.H.1. Evaluate the context of time and place as well as structural factors that influence historical developments.

SS.9-12.H.2. Analyze change and continuity across historical eras and identify what perspectives have typically influenced how historical eras are constructed.

SS.9-12.H.3. Evaluate the methods used to promote change and the effects and outcomes of these methods on diverse groups of people.

SS.9-12.H.4. Analyze how people and institutions have interacted with environmental, scientific, technological societal challenges.

SS.9-12.H.5. Analyze the factors and historical context, including overarching movements that influenced the perspectives of people during different historical eras.

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SS.9-12.H.6. Analyze the concept and pursuit of the "American Dream" and identify the factors that could promote or present barriers to the pursuit of the "American Dream" for multiple groups of people.

SS.9-12.H.7. Identify and analyze the role of individuals, groups and institutions in people's struggle for safety, freedom, equality and justice.

SS.9-12.H.8. Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.

SS.9-12.H.9. Analyze the relationship between historical sources and the secondary interpretations made from them.

SS.9-12.H.10. Identify and analyze ways in which marginalized communities are represented in historical sources and seek out sources created by historically oppressed peoples.

SS.9-12.H.11. Analyze primary and secondary historical sources from multiple vantage points and perspectives to identify and explain dominant narratives and counter narratives of historical events.

SS.9-12.H.12. Analyze the causes and effects of global conflicts and economic crises.

SS.9-12.H.13. Analyze multiple and complex causes and effects of events in the past.

SS.9-12.H.14. Analyze the geographic and cultural forces that have resulted in conflict and cooperation. Identify the cause and effects of imperialism and colonization.

Standards for Anthropology, Psychology, Sociology, and Religious Studies Apply to Grades 9-12 Only

Anthropology Standards

SS.9-12.ANTH.1. Analyze the elements of culture and explain the factors that shape these elements differently around the world.

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SS.9-12.ANTH.2. Explain how cultures develop and vary in response to their physical and social environment, including local, national, regional and global patterns.

SS.9-12.ANTH.3. Explain why anthropologists study culture from a holistic perspective.

SS.9-12.ANTH.4. Evaluate one's own cultural assumptions using anthropological concepts.

SS.9-12.ANTH.5. Apply anthropological concepts and anthropological knowledge to a variety of everyday, real-world situations.

SS.9-12.ANTH.6. Explain how local actions can have global consequences and how global patterns and processes can affect seemingly unrelated local actions.

Psychology Standards

SS.9-12.PSY.1. Identify scientific methodologies utilized in psychological research.

SS.9-12.PSY.2. Evaluate the conclusions made by psychological research, including ethical concerns.

SS.9-12.PSY.3. Understand a variety of psychological perspectives and apply their concepts and theoretical ideas to the investigation of similarities and differences in behavior and mental processes.

SS.9-12.PSY.4. Analyze how biological, psychological and sociocultural factors and their interactions influence individuals' behavior and mental processes.

SS.9-12.PSY.5. Evaluate the complexities of human thought and behavior, as well as the factors related to the individual differences among people.

SS.9-12.PSY.6. Identify and apply psychological thinking to personal and societal experiences and issues.

SS.9-12.PSY.7. Apply psychological knowledge to one's daily life.

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SS.9-12.PSY.8. Use appropriate psychological terminology with reference to psychologists and their experiments and theories in order to explain the possible causes of and impact on behavior and mental processes.

Sociology Standards

SS.9-12.SOC.1. Identify and apply sociological perspectives and a variety of sociological theories.

SS. 9-12.SOC.2. Analyze the impact of social structure, including culture, institutions, and societies.

SS.9-12.SOC.3. Hypothesize how primary agents of socialization influence the individual.

SS.9-12.SOC.4. Describe the impact of social relationships on the self, groups and socialization processes.

SS.9-12.SOC.5. Explain the social construction of self and groups and their impact on the life changes of individuals.

SS.9-12.SOC.6. Analyze the impact of stratification and inequality on groups and the individuals within them.

Religious Studies Standards

SS.9-12.REL.1. Explain and analyze the distinction between a devotional assertion of religious beliefs and behaviors and the academic study of diverse devotional assertions from a nonsectarian perspective in specific social and historical contexts.

SS.9-12.REL.2. Describe and analyze examples of how religions are internally diverse at both macro levels (sects and divisions within traditions) and micro levels (differences within specific religious communities).

SS.9-12.REL.3. Describe and analyze examples of how religions evolve and change over time in response to differing social, historical, and political contexts.

SS.9-12.REL.4. Describe and analyze examples of how religions are embedded in all aspects of culture and cannot only be isolated to the "private" sphere.

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SS.9-12.REL.5. Explain how religious identities shape and are shaped by the beliefs people hold, the behaviors they exhibit, and the ways people experience membership in intersecting communities.

SS.9-12.REL.6. Identify how internal diversity is evident in beliefs, behaviors, and experiences of belonging to various communities.

SS.9-12.REL.7. Analyze how beliefs, behaviors, and experiences of belonging to communities change over time.

SS.9-12.REL.8. Interpret how beliefs, behaviors, and experiences of belonging to various communities affect and are affected by other social, political, and cultural forces.

SS.9-12.REL.9. Give examples of how beliefs, behaviors, and community experiences shape and are shaped by one another in particular social and historical contexts.

PHYSICAL DEVELOPMENT AND HEALTH

State Goal 19: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.

Standards:

Demonstrate physical competency in a variety of motor skills and movement patterns.

Analyze various movement concepts and applications.

Demonstrate knowledge of rules, safety, and strategies during physical activity.

State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

Standards:

Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.

Assess individual fitness levels.

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Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.

State Goal 21: Develop skills necessary to become a successful member of a team by working with others through physical activity.

Standards:

Demonstrate personal responsibility during group physical activities.

Demonstrate cooperative skills during structured group physical activity.

State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

Standards:

Explain the basic principles of health promotion, illness prevention and safety, including how to access valid information, products and services.

Describe and explain the factors that influence health among individuals, groups and communities.

Explain how the environment can affect health.

Describe how to advocate for the health of individuals, families, and communities.

State Goal 23: Understand human body systems and factors that influence growth and development.

Standards:

Describe and explain the structure and functions of the human body systems and how they interrelate.

Explain the effects of health-related actions on the body systems.

Describe factors that affect growth and development.

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Describe and explain the structures and functions of the brain and how they are affected by different types of physical activity and levels of fitness.

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

Standards:

Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.

Apply decision-making skills related to the protection and promotion of individual, family, and community health.

Demonstrate skills essential to enhancing health and avoiding dangerous situations.

SOCIAL AND EMOTIONAL LEARNING STANDARDS

[Standards beginning in the 2026-2027 school year.](#)

[Goal 1: Self-Awareness](#)

[Develop the ability to recognize and understand one's own emotions, identities, biases, and values; reflect on how personal experiences, power, and privilege shape one's attitudes and behaviors, and cultivate a sense of individual within social, cultural, and political contexts. Self-awareness enables young people to respond thoughtfully, affect change, cope with emotions, and motivate themselves to persevere when faced with personal, academic or work-related obstacles.](#)

[Indicator 1A: Demonstrate awareness and understanding of one's emotions and their influence upon behavior.](#)

[1A.1. Early Elementary \(Kindergarten-Grade 2\)](#)

[1A.1.1. Identify emotions to support personal well-being.](#)

[1A.1.2. Describe situations that may cause a variety of emotions.](#)

[1A.2. Late Elementary \(Grades 3-5\)](#)

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1A.2.1. Identify a range of increasingly complex emotions and possible causes for those emotions.

1A.2.2. Identify coping strategies that help express emotions in a healthy manner.

1A.3. Middle School (Grades 6-8)

1A.3.1. Identify the relationships between physiological changes, thoughts, feelings, and behaviors.

1A.3.2. Identify how personal strengths, challenges, experiences, and identities influence choices and outcomes.

1A.4. Early High School (Grades 9-10)

1A.4.1. Analyze patterns in emotional responses and decision-making in future situations.

1A.4.2. Evaluate how personal qualities and emotions impact choices, interactions, relationships, and academics.

1A.5. Late High School (Grades 11-12)

1A.5.1. Identify strategies for managing emotional responses and decision-making in future situations.

1A.5.2. Adjust behaviors to emotional stressors, reflect on outcomes, and use insights for personal growth and life success.

Indicator 1B: Demonstrate awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.

1B.1. Early Elementary (Kindergarten-Grade 2)

1B.1.1. Identify and discuss personal strengths, challenges, and interests.

1B.1.2. Engage in conversations about themselves and important people, places, and routines in their lives.

1B.2. Late Elementary (Grades 3-5)

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1B.2.1. Identify and explore opportunities to develop personal strengths and assets (e.g., unique cultural and language assets).

1B.2.2. Explain how one's identity can be used to connect with peers, school, and community.

1B.3. Middle School (Grades 6-8)

1B.3.1. Identify and explore opportunities to develop personal strengths and assets and how they influence aspirations.

1B.3.2. Recognize how family, peers, school, and community culture enrich their identity development.

1B.4. Early High School (Grades 9-10)

1B.4.1. Build self-confidence through positive self-talk using affirmations and personal strengths, to solve problems.

1B.4.2. Identify positive adult role models and support systems and analyze if and how they contribute to identity development.

1B.5. Late High School (Grades 11-12)

1B.5.1. Create goals based on personal strengths, assets, and aspirations.

1B.5.2. Participate meaningfully and assess ways involvement in a community can support identity development and encourage aspirations.

Indicator 1C: Understand how external influences like culture, family, and community can deepen understanding of personal and academic goals.

1C.1. Early Elementary (Kindergarten-Grade 2)

1C.1.1. Set short-term goals and identify reasons behind them with adult assistance.

1C.1.2. Identify a trusted adult as a resource or support outside of the family.

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1C.2. Late Elementary (Grades 3-5)

1C.2.1. Identify a change they want to see in their community and create a goal to accomplish it.

1C.2.2. Demonstrate the ability to access a variety of resources to accomplish goals.

1C.3. Middle School (Grades 6-8)

1C.3.1. Develop a long-term goal that aligns with personal and academic interests and identify external resources for support.

1C.3.2. Identify and understand the attributes of safe peers at school or in the community.

1C.4. Early High School (Grades 9-10)

1C.4.1. Demonstrate persistence and adaptability in pursuing goals while considering the impact of changing external circumstances.

1C.4.2. Develop and implement a long-term plan that anticipates and reflects unexpected outcomes, while adapting strategies and leveraging external resources such as family, community, and other supports.

1C.5. Late High School (Grades 11-12)

1C.5.1. Analyze how external factors like socioeconomic background, cultural norms, and role models have shaped their academic and career pathways.

1C.5.2. Evaluate and adjust goals over time in response to changing external circumstances or new insights and knowledge.

Goal 2: Self-Management

Self-management includes abilities such as managing one's emotions, identifying and using stress management and self-care strategies, expressing emotions in healthy ways, exhibiting self-discipline and self-motivation, setting personal and collective goals, using planning and organizational skills, showing the courage to take initiative, demonstrating personal and collective agency, and cultivating resilience and overcoming adversity. Self-

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management empowers individuals to regulate their emotions and behavior, cope with stress and adversity, and build resilience, agency, and hope—ultimately leading to stronger relationships, improved mental health, academic and life success, and the ability to achieve personal and collective goals.

Indicator 2A: Manage one's emotions, thoughts, and behaviors in effective ways.

2A.1. Early Elementary (Kindergarten-Grade 2)

2A.1.1. Describe connections between feelings, thoughts, and actions.

2A.1.2. Use a variety of strategies to manage strong emotions.

2A.2. Late Elementary (Grades 3-5)

2A.2.1. Recognize early signs of stress or frustration and apply effective coping strategies.

2A.2.2. Adapt behavior in different settings to meet expectations.

2A.3. Middle School (Grades 6-8)

2A.3.1. Demonstrate impulse control in constructive ways to handle conflict or disappointment.

2A.3.2. Balance responsibilities and manage time effectively to meet independently set goals.

2A.4. Early High School (Grades 9-10)

2A.4.1. Apply self-regulation strategies in real-life situations.

2A.4.2. Sustain focus and motivation by applying healthy coping strategies to manage stress, anxiety, or setbacks.

2A.5. Late High School (Grades 11-12)

2A.5.1. Demonstrate self-regulation skills in challenging or unfamiliar contexts.

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2A.5.2. Demonstrate resilience and flexibility when facing unexpected changes.

Indicator 2B: Demonstrate awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.

2B.1. Early Elementary (Kindergarten-Grade 2)

2B.1.1. Apply basic coping strategies and seek appropriate help when facing challenges.

2B.1.2. Reframe setbacks positively, with adult support.

2B.2. Late Elementary (Grades 3-5)

2B.2.1. Select and use appropriate coping strategies for different situations and celebrate small wins.

2B.2.2. Demonstrate flexibility when plans change or during academic or social challenges.

2B.3. Middle School (Grades 6-8)

2B.3.1. Identify common stressors and describe healthy strategies to manage stress and anxiety.

2B.3.2. Adapt to challenges using effective coping strategies during complex personal and academic situations.

2B.4. Early High School (Grades 9-10)

2B.4.1. Reframe setbacks and adjust goals to adapt to new challenges to sustain effort toward long term personal and academic success.

2B.4.2. Reflect on the outcomes of personal goals and seek support when needed.

2B.5. Late High School (Grades 11-12)

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2B.5.1. Apply effective strategies to challenges and use setbacks as opportunities for growth.

2B.5.2. Understand which strategies and coping mechanisms work best for them and apply them when dealing with life events.

Indicator 2C: Understand how external influences like culture, family, and community can deepen understanding of personal and academic goals.

2C.1. Early Elementary (Kindergarten-Grade 2)

2C.1.1. Identify a personal or academic goal, with adult support, and use simple strategies to meet the goal.

2C.1.2. Express feelings and choices when facing a challenge, celebrate progress, and recognize when a problem is solved.

2C.2. Late Elementary (Grades 3-5)

2C.2.1. Set short-term goals, identify steps to meet those goals, and modify the steps if needed.

2C.2.2. Identify personal needs and understand how well-being supports meeting goals.

2C.3. Middle School (Grades 6-8)

2C.3.1. Prioritize tasks and manage time effectively to support goal achievement.

2C.3.2. Recognize the connection between healthy habits and the ability to focus and achieve goals.

2C.4. Early High School (Grades 9-10)

2C.4.1. Apply structured problem-solving strategies to overcome challenges and seek feedback when needed.

2C.4.2. Demonstrate consistent personal wellness routines for health and safety, with increasing independence.

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2C.5. Late High School (Grades 11-12)

2C.5.1. Evaluate the effectiveness of problem-solving strategies and independently solve problems.

2C.5.2. Utilize resiliency, resources, and inherent capabilities to prepare for life beyond high school.

Goal 3: Social Awareness

Social Awareness is the ability to understand the perspectives of and empathize with others, including those with diverse backgrounds, cultures, abilities, identities, contexts, and life experiences by recognizing perspectives, showing concern for others, and demonstrating mutual understanding in interpersonal interactions. Social awareness builds inclusive, safe learning environments and fosters empathy, compassion, and civic responsibility. It equips students to work effectively in diverse teams, strengthens relationships, reduces conflict, and enhances school culture, while preparing students to be culturally sensitive citizens in a global society.

Indicator 3A: Recognize that others may have similar or different thoughts and feelings based upon their experiences, abilities, community, and cultural and social groups.

3A.1. Early Elementary (Kindergarten-Grade 2)

3A.1.1. Recognize that others may have different preferences, beliefs, or feelings about the same situation.

3A.1.2. Recognize and name basic emotions of others using facial expressions, tone of voice, and context clues.

3A.2. Late Elementary (Grades 3-5)

3A.2.1. Identify similarities and differences in verbal and non-verbal communication between and within a variety of cultural and social groups.

3A.2.2. Identify how backgrounds can be similar and different and demonstrate acceptance of differing social beliefs and perspectives.

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3A.3. Middle School (Grades 6-8)

3A.3.1. Explore ways to use culturally responsive practices to enrich an understanding of the world.

3A.3.2. Practice and adopt clear strategies for accepting and supporting similarities and differences between oneself and others.

3A.4. Early High School (Grades 9-10)

3A.4.1. Analyze how social, historical, and cultural contexts shape people's experiences and worldviews.

3A.4.2. Demonstrate empathy and humility by actively listening to and supporting diverse viewpoints, especially those different from their own.

3A.5. Late High School (Grades 11-12)

3A.5.1. Evaluate strategies for engaging in non-verbal and verbal communication across multiple cultures.

3A.5.2. Apply empathy and perspective-taking in real-world contexts, including civic engagement, leadership, and collaborative problem-solving.

Indicator 3B: Demonstrate a range of skills to interact and communicate effectively with others in social and academic settings.

3B.1. Early Elementary (Kindergarten-Grade 2)

3B.1.1. Use words or non-verbal gestures to comfort or welcome others.

3B.1.2. Demonstrate the ability to wait, take turns, and share with others.

3B.2. Late Elementary (Grades 3-5)

3B.2.1. Use calming signals or check-in signals to demonstrate understanding and focus.

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3B.2.2. Attempt different roles in cooperative groups.

3B.3. Middle School (Grades 6-8)

3B.3.1. Engage in simple conversations with awareness of different communication styles.

3B.3.2. Interpret verbal and nonverbal cues to identify others' emotions and respond with consideration even when perspectives differ.

3B.4. Early High School (Grades 9-10)

3B.4.1. Explore ways to use culturally specific practices like language, customs, and ways of engaging to enrich understanding of the world.

3B.4.2. Present information and adapt organization to the task, purpose, and audience, considering diverse communication preferences.

3B.5. Late High School (Grades 11-12)

3B.5.1. Reflect on and adjust communication style to better understand the impact of inequities on individuals and groups.

3B.5.2. Advocate for self, others, or groups who are marginalized, experiencing distress, or societal inequities in culturally and contextually considerate ways.

Indicator 3C: Demonstrate awareness of other's emotions, perspectives, backgrounds, identities, languages, abilities and cultures.

3C.1. Early Elementary (Kindergarten-Grade 2)

3C.1.1. Identify visible differences among people.

3C.1.2. Learn about others' cultures, holidays, and traditions through stories, conversations, and classroom activities.

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3C.2. Late Elementary (Grades 3-5)

3C.2.1. Acknowledge and appreciate cultural practices and traditions.

3C.2.2. Reflect on how learning about others helps build a stronger, more inclusive community.

3C.3. Middle School (Grades 6-8)

3C.3.1. Participate in activities, with adult support, that identify and challenge stereotypes or assumptions about people from different backgrounds or abilities.

3C.3.2. Engage with peers who have different backgrounds, identities, and abilities in an open dialogue.

3C.4. Early High School (Grades 9-10)

3C.4.1. Examine how cultural, social, and personal identities and abilities influence people's values, behaviors and perspectives.

3C.4.2. Analyze the importance of inclusion and representation in school, community, and media through collaborative dialogue.

3C.5. Late High School (Grades 11-12)

3C.5.1. Engage in dialogue and collaborative action to address inequities in one's community.

3C.5.2. Examine how personal identity, values, and experiences can influence interactions with others in the community and broader society.

Goal 4: Relationship Skills

The ability to establish, maintain, and restore healthy, rewarding connections with individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking or offering help when needed. Relationship skills are the foundation for success in school, work, and life. Supportive, nurturing relationships with others is

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essential to the healthy and holistic development of all young people. Whether it's collaborating on a group project, navigating a disagreement with a friend, or working in a diverse team as an adult, strong interpersonal skills are what make these interactions effective and meaningful.

Indicator 4A: Recognize, value, and affirm individual and group similarities and differences to build stronger relationships within communities.

4A.1. Early Elementary (Kindergarten-Grade 2)

4A.1.1. Share and celebrate something special about themselves and something special about a classmate.

4A.1.2. Work cooperatively with others, showing willingness to include everyone.

4A.2. Late Elementary (Grades 3-5)

4A.2.1. Analyze how similarities and differences among individuals and groups influence relationships.

4A.2.2. Engage in collaborative problem-solving that values input from all group members.

4A.3. Middle School (Grades 6-8)

4A.3.1. Identify how others may be feeling by observing body language, tone of voice, and the situation.

4A.3.2. Recognize and acknowledge others' emotions and perspectives in various social situations.

4A.4. Early High School (Grades 9-10)

4A.4.1. Express and affirm that similarities and differences are what make communities strong and interesting.

4A.4.2. Participate in community or school activities that acknowledge, include, or celebrate diverse voices.

4A.5. Late High School (Grades 11-12)

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4A.5.1. Critically examine how recognizing and affirming differences strengthens teams, communities, and the workplace.

4A.5.2. Exhibit leadership through service to improve the school and community.

Indicator 4B: Demonstrate effective communication and listening skills with individuals with diverse perspectives, cultures, languages, histories, identities, and abilities to build relationships.

4B.1. Early Elementary (Kindergarten-Grade 2)

4B.1.1. Recognize differences in how people express themselves.

4B.1.2. Learn ways to share ideas and show interest in what others are saying in a variety of situations or environments.

4B.2. Late Elementary (Grades 3-5)

4B.2.1. Use inclusive language and avoid teasing or exclusion.

4B.2.2. Listen actively and allow space for communication by reducing distractions.

4B.3. Middle School (Grades 6-8)

4B.3.1. Engage in conversations that reflect understanding of others' viewpoints.

4B.3.2. Engage in inclusive conversations and cooperative group interactions while avoiding distractions.

4B.4. Early High School (Grades 9-10)

4B.4.1. Demonstrate the ability to present and support a point of view in a positive, and inclusive manner.

4B.4.2. Demonstrate the ability to listen and engage when faced with conflicting viewpoints.

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4B.5. Late High School (Grades 11-12)

4B.5.1. Analyze how an individual's own identity and the identity of others influence communication.

4B.5.2. Adjust communication styles to be inclusive while also recognizing the impact of technology on face-to-face interactions in academic and professional settings.

Indicator 4C: Demonstrate an ability to prevent, manage, and resolve conflicts by interacting productively with others.

4C.1. Early Elementary (Kindergarten-Grade 2)

4C.1.1. Use calm words and actions to try to stop small problems before they become bigger.

4C.1.2. Communicate needs and wants clearly with peers and adults.

4C.2. Late Elementary (Grades 3-5)

4C.2.1. Identify self-regulation strategies and to take a break when conflicts arise.

4C.2.2. Identify the steps it takes to solve a problem and, with prompting, put those steps into action.

4C.3. Middle School (Grades 6-8)

4C.3.1. Identify the connections between behaviors and outcomes and understand that choices are influenced by potential consequences.

4C.3.2. Demonstrate consideration of others during conflict and seek adult assistance when needed.

4C.4. Early High School (Grades 9-10)

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4C.4.1. Analyze the short-term and long-term outcomes of all behaviors and evaluate how responsible decision making improves outcomes.

4C.4.2. Apply problem-solving steps to find fair solutions to conflicts, including responding to feedback from others in a productive manner.

4C.5. Late High School (Grades 11-12)

4C.5.1. Use cooperative strategies for collaborating with peers, adults, and others in the community.

4C.5.2. Practice using negotiation skills to reach collective solutions that value relationships, promote justice, and acknowledge the needs of everyone involved.

Goal 5: Responsible Decision-Making

The ability to make caring and constructive choices about personal behavior and social interactions across various situations. Demonstrate intentional decision-making skills and behaviors that consider social, emotional, and physical safety and well-being in personal, school, and community contexts. This includes the capacities to consider ethical standards and safety concerns, as well as to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Responsible decision-making is the foundation of an individual's participation in community. Each person needs the ability to solve problems by defining issues and decisions to be made, generating multiple solutions, anticipating the outcomes of each solution, and having the ability to evaluate and learn from the outcomes of their decision making.

Indicator 5A: Actively engage in a process of questioning, investigating, and seeking understanding about a topic or problem to construct knowledge and problem solving.

5A.1. Early Elementary (Kindergarten-Grade 2)

5A.1.1. Ask questions using what, when, where, why, and how to learn about the environment and others.

5A.1.2. Identify problems in their environment and who is involved.

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5A.2. Late Elementary (Grades 3-5)

5A.2.1. Demonstrate the ability to ask questions aimed at understanding different perspectives or experiences.

5A.2.2. Demonstrate interest as to why some people may have different life opportunities, needs, or perspectives.

5A.3. Middle School (Grades 6-8)

5A.3.1. Generate and pose open-ended questions to explore problems affecting different people, places, or systems.

5A.3.2. Investigate how identity, context, and perspective influence how problems are defined, experienced, and addressed.

5A.4. Early High School (Grades 9-10)

5A.4.1. Pose questions about the world and people and how various problems impact various groups.

5A.4.2. Identify how bias and assumptions influence knowledge, research, and problem solving.

5A.5. Late High School (Grades 11-12)

5A.5.1. Seek input from diverse sources and voices when exploring a problem.

5A.5.2. Seek understanding of different viewpoints prior to making insightful decisions.

Indicator 5B: Consider multiple sources of information and diverse perspectives to make informed decisions about the potential impact on themselves and others.

5B.1. Early Elementary (Kindergarten-Grade 2)

5B.1.1. Use classroom materials and adults to learn about a topic before making a choice.

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5B.1.2. Describe how a decision made in class or at home affected others.

5B.2. Late Elementary (Grades 3-5)

5B.2.1. Compare different viewpoints or facts before choosing a course of action.

5B.2.2. Reflect on how a decision impacted oneself and others.

5B.3. Middle School (Grades 6-8)

5B.3.1. Consider how personal values, peer influence, and media shape decision making.

5B.3.2. Reflect on how decisions affect relationships, group dynamics, or community well-being.

5B.4. Early High School (Grades 9-10)

5B.4.1. Synthesize information from varied and credible sources to support complex decisions.

5B.4.2. Anticipate and reflect upon the broader social, emotional, and ethical consequences of decisions.

5B.5. Late High School (Grades 11-12)

5B.5.1. Make informed decisions grounded in data and ethical reasoning by anticipating how their choices can advance or hinder self or others.

5B.5.2. Generate solutions while considering the impact on personal well-being, relationships, and communities.

Indicator 5C: Demonstrate the ability to make thoughtful, safe, and inclusive decisions when making choices in academic, social, and digital environments.

5C.1. Early Elementary (Kindergarten-Grade 2)

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5C.1.1. Use technology and follow basic digital safety rules with guidance.

5C.1.2. Choose inclusive behaviors during play and express understanding of how those decisions affect others.

5C.2. Late Elementary (Grades 3-5)

5C.2.1. Make safe choices online and use technology appropriately.

5C.2.2. Recognize when their decision did not lead to the intended outcome and identify an alternate solution.

5C.3. Middle School (Grades 6-8)

5C.3.1. Demonstrate key aspects of digital citizenship, including empathy, digital well-being, and managing time spent online.

5C.3.2. Identify ways to make thoughtful, safe, and inclusive decisions in the future through self-reflection.

5C.4. Early High School (Grades 9-10)

5C.4.1. Develop strong digital citizenship skills to navigate a complex digital landscape and protect self from harm.

5C.4.2. Consider self-reflections to make future decisions that are honest, more equitable, and considerate of their well-being and the well-being of others.

5C.5. Late High School (Grades 11-12)

5C.5.1. Utilize technology to prepare for future academic and professional success.

5C.5.2. Apply insights from past experiences to make future decisions for the safety of themselves and others.

~~Goal 1: Develop self-awareness and self-management skills to achieve school and life success.~~

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~~Learning Standard A: Identify and manage one's emotions and behavior.~~

~~Learning Standard B: Recognize personal qualities and external supports.~~

~~Learning Standard C: Demonstrate skills related to achieving personal and academic goals.~~

~~Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.~~

~~Learning Standard A: Recognize the feelings and perspectives of others.~~

~~Learning Standard B: Recognize individual and group similarities and differences.~~

~~Learning Standard C: Use communication and social skills to interact effectively with others.~~

~~Learning Standard D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.~~

~~Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.~~

~~Learning Standard A: Consider ethical, safety, and societal factors in making decisions.~~

~~Learning Standard B: Apply decision-making skills to deal responsibly with daily academic and social situations.~~

~~Learning Standard C: Contribute to the well-being of one's school and community.~~

FINE ARTS

Beginning in the 2018-19 school year, there are no State Goals for Learning in this area and the standards set forth below shall apply.

Discipline: Visual Arts

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Process: Creating – Investigate, Plan, Make

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understandings

Creativity and innovative thinking are essential life skills that can be developed.

Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

Process: Creating – Investigate

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understandings

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

People create and interact with objects, places and designs that define, shape, enhance and empower their lives.

Process: Creating – Reflect, Refine, Continue

Anchor Standard 3: Revise, refine and complete artistic work.

Enduring Understanding

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

Process: Presenting – Select

Anchor Standard 4: Select, analyze and interpret artistic work for presentation.

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Enduring Understanding

Artists and other presenters consider various technologies, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

Process: Presenting – Analyze

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Enduring Understanding

Artists, curators, and others consider a variety of factors and methods, including evolving techniques, when preparing and refining artwork for display or when deciding if and how to preserve and protect artwork.

Process: Presenting – Share

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding

Objects, artifacts, and artworks collected, preserved, or presented by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences, resulting in the cultivation of appreciation and understanding.

Process: Responding – Perceive

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understandings

Individual aesthetic and empathic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

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Visual imagery influences understanding of and responses to the world.

Process: Responding – Analyze

Anchor Standard 8: Construct meaningful interpretations of artistic work.

Enduring Understanding

People gain insights into meanings of artworks by engaging in the process of art criticism.

Process: Responding – Interpret

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding

People evaluate art based on various criteria.

Process: Connecting – Synthesize

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

Process: Connecting – Relate

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding

People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Discipline: Music

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Process: Creating – Investigate, Plan, Make

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding

The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding

Creative choices are influenced by one's expertise, context, and expressive intent.

Anchor Standard 3: Revise, refine and complete artistic work.

Enduring Understanding

People evaluate and refine their work through openness to new ideas, persistence, and the application of the appropriate criteria.

Process: Performing

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding

Performers' interest in and knowledge of musical works, context for performance and understanding of their own musicianship influence the selection of repertoire.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Enduring Understanding

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To express their musical idea, performers analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding

Performers judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Process: Responding

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding

Individuals choose music based on their interests, experiences, musical understanding, and the musical work's purpose.

Anchor Standard 8: Construct meaningful interpretations of artistic work.

Enduring Understanding

Through their use of elements and structures of music, creators, and performers provide clues to their expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding

The personal evaluation of musical works and performances is informed by analysis, interpretation, and teacher- or student-established criteria.

Process: Connecting

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

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Enduring Understanding

Performers connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding

Understanding connections to varied contexts and daily life enhances one's creating, performing, and responding.

Discipline: Dance

Process: Creating – Explore

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding

Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Process: Creating – Plan

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding

The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.

Process: Creating – Revise

Anchor Standard 3: Revise, refine and complete artistic work.

Enduring Understanding

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Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

Process: Performing – Express

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding

Body, space, time, and energy are the basic elements of dance.

Process: Performing – Embody

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Enduring Understanding

Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Process: Performing – Present

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding

Dance performance is an interaction among choreographer, performer, production elements and audience that heightens and amplifies artistic intention.

Process: Responding – Analyze

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding

Dance is perceived and analyzed to comprehend its meaning.

Process: Responding – Interpret

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Anchor Standard 8: Construct meaningful interpretations of artistic work.

Enduring Understanding

Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure and context.

Process: Responding – Critique

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding

Criteria for evaluating dance vary across genres, styles and cultures.

Process: Connecting – Synthesize

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding

Personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning in dance.

Process: Connecting – Relate

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding

Dance literacy includes deep knowledge and perspectives about societal, cultural, historical and community contexts.

Discipline: Theater

Process: Creating – Envision, Conceptualize

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Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding

Theater artists rely on intuition, curiosity, and critical inquiry.

Process: Creating – Develop

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding

Theater artists work to discover different ways of communicating meaning.

Process: Creating – Rehearse

Anchor Standard 3: Revise, refine and complete artistic work.

Enduring Understanding

Theater artists refine their work and practice their craft through rehearsal.

Process: Performing – Select

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding

Theater artists make strong choices to convey meaning effectively.

Process: Performing – Prepare

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Enduring Understanding

Theater artists develop personal processes and skills for a performance or design.

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Process: Performing – Share, Present

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding

Theater artists share and present stories, ideas and envisioned worlds to explore human experience.

Process: Responding – Reflect

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding

Theater artists reflect to understand the impact of drama processes and theater experiences.

Process: Responding – Interpret

Anchor Standard 8: Construct meaningful interpretations of artistic work.

Enduring Understanding

Theater artists' interpretations of drama/theater work are influenced by personal experiences and aesthetics.

Process: Responding – Evaluate

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding

Theater artists apply criteria to investigate, explore and assess drama and theater work.

Process: Connecting – Empathize

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

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Enduring Understanding

Theater artists allow awareness of interrelationships between self and others to influence and inform their work.

Process: Connecting – Interrelate, Research

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding

Theater artists understand and can communicate their creative process as they analyze the way the world may be understood.

Theater artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

Discipline: Media Arts

Process: Creating – Conceive

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding

Media arts ideas, works and processes are shaped by the imagination, creative processes, and experiences, both within and outside the arts.

Process: Creating – Develop

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding

Media artists plan, organize and develop creative ideas, plans and models into process structures that can effectively realize the artistic idea.

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Process: Creating – Construct

Anchor Standard 3: Revise, refine and complete artistic work.

Enduring Understanding

Media artists develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

Process: Producing – Integrate

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding

Media artists make choices about how and to whom their work is presented.

Process: Producing – Practice

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Enduring Understanding

Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

Process: Producing – Present

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding

Media artists purposefully present, share and distribute media artworks for various contexts.

Process: Responding – Perceive

Anchor Standard 7: Perceive and analyze artistic work.

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Enduring Understanding

Media artworks can be appreciated and interpreted through analyzing their components.

Process: Responding – Interpret

Anchor Standard 8: Construct meaningful interpretations of artistic work.

Enduring Understanding

Interpretation and appreciation require engagement with the content, form, and context of media artworks.

Process: Responding – Evaluate

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding

Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

Process: Connecting – Synthesize

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding

Personal and cultural experiences affect and are affected by how media artworks are made and interpreted.

Process: Connecting – Relate

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding

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Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.

COMPUTER SCIENCE

Beginning in the 2022-23 school year, there are no State Goals for Learning in this area and the standards set forth below shall apply.

"Computer Science" means the study of computers and algorithms, including their principles, their hardware and software designs, their implementation, and their impact on society.

"Computer Science" does not include the study of everyday uses of computers and computer applications, such as keyboarding or accessing the Internet.

These standards are a modified version of the K-12 Computer Science Framework, available at <https://k12cs.org/>, and introduce standards for "Emerging Technologies" as a dynamic field that can contribute to many future technologies. Examples of emerging technologies currently include, but are not limited to, artificial intelligence, quantum computing, augmented reality, and applications of robotics. Teachers and students are given freedom to decide how to incorporate the future of computing into their classrooms. Within each grade band standards, this domain consists of a general progression of competencies that students should have across grade levels. These are duplicated and presented in each grade band.

Computer Science Practices

"The seven core practices of computer science describe the behaviors and ways of thinking that computationally literate students use to fully engage in today's data-rich and interconnected world. The practices naturally integrate with one another and contain language that intentionally overlaps to illuminate the connections among them. They are displayed in an order that suggests a process for developing computational artifacts. This process is cyclical and can follow many paths; in the framework, it begins with recognizing diverse users and valuing others' perspectives and ends with communicating the results to broad audiences.

Unlike the core concepts, the practices are not delineated by grade bands. Rather, the practices use a narrative to describe how students should exhibit each practice with increasing sophistication from kindergarten to Grade 12. In addition to describing the progression, these narratives also provide some examples of the interrelatedness of the practice statements and the ways in which these statements build upon one another." (K-12 Computer Science Framework).

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Computer science practices 8 and 9 were added to the seven core practices from the K-12 Computer Science Framework in order to meet the needs of emerging and future technologies.

Practice 1 – Fostering an inclusive computing culture.

Practice 2 – Collaborating around computing.

Practice 3 - Recognizing and defining computational problems.

Practice 4 - Developing and using abstractions.

Practice 5 - Creating computational artifacts.

Practice 6 - Testing and refining computational artifacts.

Practice 7 - Communicating about computing.

Practice 8 - Analyzing the effects of advancements in computing on one's society, economy, and culture.

Practice 9 - Reflecting on and revising one's computational thought processes and those of others.

All standards are coded for ease of use and reference. The code is keyed as follows:

"Grade Band.Content Domain.Number of Standard"

K-2 Standards

Computing Systems

Devices

K-2.CS.1 Select and operate appropriate software to perform a variety of tasks and recognize that users have different needs and preferences for the technology they use.

Hardware and Software

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K-2.CS.02 Use appropriate terminology in identifying and describing the function of common physical components of computing systems (hardware).

Troubleshooting

K-2.CS.03 Describe basic hardware and software problems using accurate terminology.

Networks and the Internet

Cybersecurity

K-2.NI.04 Explain what passwords are and why we use them and use strong passwords to protect devices and information from unauthorized access.

Data and Analysis

Storage

K-2.DA.05 Store, copy, search, retrieve, modify, and delete information using a computing device and define the information stored as data.

Collection, Visualization, and Transformation

K-2.DA.06 Collect and present the same data in various visual formats.

Inference and Models

K-2.DA.07 Identify and describe patterns in data visualizations, such as charts or graphs, to make predictions.

Algorithms and Programming

Algorithms

K-2.AP.08 Model daily processes by creating and following algorithms (sets of step-by-step instructions) to complete tasks.

Variables

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K-2.AP.09 Model the way programs store and manipulate data by using numbers or other symbols to represent information.

Control

K-2.AP.10 Develop programs with sequences and simple loops, to express ideas or address a problem.

Modularity

K-2.AP.11 Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions.

Program Development

K-2.AP.12 Develop plans that describe a program's sequence of events, goals, and expected outcomes.

K-2.AP.13 Give attribution when using the ideas and creations of others while developing programs.

K-2.AP.14 Debug (identify and fix) errors in an algorithm or program that includes sequences and simple loops.

K-2.AP.15 Using correct terminology, describe steps taken and choices made during the iterative process of program development.

Impacts of Computing

Culture

K-2.IC.16 Compare how people live and work before and after the implementation or adoption of new computing technology.

Social Interactions

K-2.IC.17 Work respectfully and responsibly with others online.

Safety Law and Ethics

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K-2.IC.18 Keep login information private and log off of devices appropriately.

Emerging and Future Technologies

K-2.ET.A Explain that the field of emerging technologies will be evolving and rapidly growing.

K-2.ET.B Compare existing and emerging technologies, ideas, and concepts.

K-2.ET.C Describe how emerging technologies are influencing current events at a local and global scale.

K-2.ET.D Predict the positive and negative societal, cultural, and economic impacts that emerging and future technologies may generate.

K-2.ET.E Create new or original work by applying emerging technologies.

Grades 3-5 Standards

Computing Systems

Devices

3-5.CS.01 Describe how internal and external parts of computing devices function to form a system.

Hardware and Software

3-5.CS.02 Model how computer hardware and software work together as a system to accomplish tasks. Discuss task specific embedded systems.

Troubleshooting

3-5.CS.03 Determine potential solutions to solve simple hardware and software problems using common troubleshooting strategies.

Networks and the Internet

Network Communication and Organization

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3-5.NI.04 Model how information is broken down into smaller pieces, transmitted as packets through multiple devices over networks and the Internet, and reassembled at the destination.

Cybersecurity

3-5.NI.05 Discuss real-world cybersecurity problems and how personal information can be protected.

Data and Analysis

Collection, Visualization, and Transformation

3-5.DA.06 Organize and present collected data visually to highlight relationships and support a claim.

Interference and Models

3-5.DA.07 Use data to highlight or propose cause-and-effect relationships, predict outcomes, or communicate an idea.

Algorithms and Programming

Algorithms

3-5.AP.08 Compare and refine multiple algorithms for the same task and determine which is the most appropriate.

Variables

3-5.AP.09 Create programs that use variables to store and modify data.

Control

3-5.AP.10 Create programs that include sequences, events, loops, and conditionals.

Modularity

3-5.AP.11 Decompose (break down) problems into smaller, manageable subproblems to facilitate the program development process.

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3-5.AP.12 Modify, remix, or incorporate portions of an existing program into one's own work, to develop something new or add more advanced features.

Program Development

3-5.AP.13 Use an iterative process to plan the development of a program by including others' perspectives and considering user preferences.

3-5.AP.14 Observe intellectual property rights and give appropriate attribution when creating or remixing programs.

3-5.AP.15 Test and debug (identify and fix errors) a program or algorithm to ensure it runs as intended.

3-5.AP.16 Take on varying roles, with teacher guidance, when collaborating with peers during the design, implementation, and review stages of program development.

3-5.AP.17 Describe choices made during program development using code comments, presentations, and demonstrations.

Impacts of Computing

Culture

3-5.IC.18 Discuss computing technologies that have changed the world and express how those technologies influence, and are influenced by, cultural practices.

3-5.IC.19 Brainstorm ways to improve the accessibility and usability of technology products for the diverse needs and wants of users.

Social Interactions

3-5.IC.20 Seek diverse perspectives for the purpose of improving computational artifacts.

Safety Law and Ethics

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3-5.IC.21 Use public domain or Creative Commons media and refrain from copying or using material created by others without permission.

Emerging and Future Technologies

3-5.ET.A Explain that the field of emerging technologies will be evolving and rapidly growing.

3-5.ET.B Compare existing and emerging technologies, ideas, and concepts.

3-5.ET.C Describe how emerging technologies are influencing current events at a local and global scale.

3-5.ET.D Predict the positive and negative societal, cultural, and economic impacts that emerging and future technologies may generate.

3-5.ET.E Create new or original work by applying emerging technologies.

Grades 6-8 Standards

Computing Systems

Devices

6-8.CS.01 Recommend improvements to the design of computing devices, based on an analysis of how users interact with the devices.

Hardware and Software

6-8.CS.02 Design projects that combine hardware and software components to collect and exchange data.

Troubleshooting

6-8.CS.03 Systematically identify and fix problems with computing devices and their components.

Networks and the Internet

Network Communication and Organization

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6-8.NI.04 Model the role of protocols in transmitting data across networks and the Internet.

Cybersecurity

6-8.NI.05 Explain how physical and digital security measures protect electronic information.

6-8.NI.06 Apply multiple methods of encryption to model the secure transmission of information.

Data and Analysis

Storage

6-8.DA.07 Represent data using multiple encoding schemes.

Collection Visualization and Transformation

6-8.DA.08 Collect data using computational tools and transform the data to make it more useful and reliable.

Interference and Models

6-8.DA.09 Refine computational models based on the data they have generated.

6-8.DA.10 Evaluate the misuse of data and impact of distorted outcomes.

Algorithms and Programming

Algorithms

6-8.AP.11 Use flowcharts or pseudocode to address complex problems as algorithms.

Variables

6-8.AP.12 Perform operations on student-created variables that possess descriptive names and represent different data types.

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Control

6-8.AP.13 Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals.

Modularity

6-8.AP.14 Decompose problems and subproblems into parts to facilitate the design, implementation, and review of programs.

6-8.AP.15 Create procedures with parameters to organize code and make it easier to reuse.

Program Development

6-8.AP.16 Seek and incorporate feedback from team members and users to refine a solution that meets user needs.

6-8.AP.17 Incorporate existing code, media, and libraries into original programs and give attribution.

6-8.AP.18 Systematically test and refine programs using a range of test cases.

6-8.AP.19 Distribute tasks and maintain a project timeline when collaboratively developing computational artifacts.

6-8.AP.20 Document programs to make them easier to follow, test, and debug.

Impacts of Computing

Culture

6-8.IC.21 Compare tradeoffs associated with computing technologies that affect people's everyday activities and career options.

6-8.IC.22 Discuss issues of bias and accessibility in the design of existing technologies.

Social Interactions

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6-8.IC.23 Collaborate with many contributors through strategies such as crowdsourcing or surveys when creating a computational artifact.

Safety Law and Ethics

6-8.IC.24 Describe tradeoffs between allowing information to be public and keeping information private and secure.

Emerging and Future Technologies

6-8.ET.A Explain that the field of emerging technologies will be evolving and rapidly growing.

6-8.ET.B Compare existing and emerging technologies, ideas, and concepts.

6-8.ET.C Describe how emerging technologies are influencing current events at a local and global scale.

6-8.ET.D Predict the positive and negative societal, cultural, and economic impacts that emerging and future technologies may generate.

6-8.ET.E Create new or original work by applying emerging technologies.

Grades 9-10 Standards

Computing Systems

Devices

9-10.CS.01 Explain how abstractions hide the underlying implementation details of computing systems embedded in everyday objects.

Hardware and Software

9-10.CS.02 Compare levels of abstraction and interactions between application software, system software, and hardware layers.

Troubleshooting

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9-10.CS.03 Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

Networks and the Internet

Network Communication and Organization

9-10.NI.04 Evaluate the scalability and reliability of networks, by describing the relationship between routers, switches, servers, topology, and addressing.

9-10.NI.05 Give examples to illustrate how sensitive data can be affected by malware and other attacks.

9-10.NI.06 Compare various security measures, considering tradeoffs between the usability and security of a computing system.

Cybersecurity

9-10.NI.07 Recommend security measures to address various scenarios based on factors such as efficiency, feasibility, and ethical impacts.

9-10.NI.08 Explain tradeoffs when selecting and implementing cybersecurity recommendations.

Data and Analysis

Storage

9-10.DA.09 Translate between different bit representations of real-world phenomena, such as characters, numbers, and images.

9-10.DA.10 Evaluate the tradeoffs in how data elements are organized and stored.

Collection, Visualization, and Transformation

9-10.DA.11 Create interactive data visualizations using software tools to help others better understand real-world phenomena.

Interference and Models

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9-10.DA.12 Create computational models that represent the relationships among different elements of data collected from a phenomenon or process.

Algorithms and Programming

Algorithms

9-10.AP.13 Create prototypes that use algorithms to solve computational problems by leveraging prior student knowledge and personal interests.

Variables

9-10.AP.14 Use lists to simplify solutions, generalizing computational problems instead of repeatedly using simple variables.

Control

9-10.AP.15 Justify the selection of specific control structures when tradeoffs involve implementation, readability, and program performance, and explain the benefits and drawbacks of choices made.

9-10.AP.16 Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue by using events to initiate instructions.

9-10.AP.17 Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, or objects.

Modularity

9-10.AP.18 Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

9-10.AP.19 Systematically design and develop programs for broad audiences by incorporating feedback from users.

Program Development

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9-10.AP.20 Evaluate licenses that limit or restrict use of computational artifacts when using resources such as libraries.

9-10.AP.21 Evaluate and refine computational artifacts to make them more usable and accessible.

9-10.AP.22 Design and develop computational artifacts working in team roles using collaborative tools.

9-10.AP.23 Document design decisions using text, graphics, presentations, or demonstrations in the development of complex programs.

9-10.AP.24 Describe the characteristics and evaluate the impact of human computer interaction.

Impacts of Computing

Culture

9-10.IC.25 Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

[9-10.IC.26](#) Evaluate the ways digital social interactions impact personal, ethical, social, economic, and cultural practices.

9-10.IC.~~27~~²⁶ Test and refine computational artifacts to reduce bias and equity deficits.

9-10.IC.~~28~~²⁷ Demonstrate ways a given algorithm applies to problems across disciplines.

Social Interactions

9-10.IC.~~29~~²⁸ Use tools and methods for collaboration on a project to increase connectivity of people in different cultures and career fields.

Safety Law and Ethics

9-10.IC.~~30~~²⁹ Explain the beneficial and harmful effects that intellectual property laws can have on innovation.

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9-10.IC.~~3130~~ Explain the privacy concerns related to the collection and generation of data through automated processes that may not be evident to users.

9-10.IC.~~3231~~ Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.

Emerging and Future Technologies

9-10.ET.A Explain that the field of emerging technologies will be evolving and rapidly growing.

9-10.ET.B Compare existing and emerging technologies, ideas, and concepts.

9-10.ET.C Describe how emerging technologies are influencing current events at a local and global scale.

9-10.ET.D Predict the positive and negative societal, cultural, and economic impacts that emerging and future technologies may generate.

9-10.ET.E Create new or original work by applying emerging technologies.

Grades 11-12 Standards

Computing Systems

Devices

11-12.CS.01 Compare the characteristics and uses of traditional and emerging computing devices and systems.

Hardware and Software

11-12.CS.02 Categorize the roles of operating system software.

Troubleshooting

11-12.CS.03 Illustrate ways computing systems implement logic, input, and output through hardware components.

Networks and the Internet

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Network Communication and Organization

11-12.NI.04 Describe the issues that impact network functionality (e.g., bandwidth, load, delay, topology).

Cybersecurity

11-12.NI.05 Compare ways software developers protect devices and information from unauthorized access.

Data and Analysis

Collection, Visualization, and, Transformation

11-12.DA.06 Use data analysis tools and techniques to identify patterns in data representing complex systems.

11-12.DA.07 Select data collection tools and techniques to generate data sets that support a claim or communicate information.

11-12.DA.08 Analyze the ways in which automated data collection is utilized in society.

Interference and Models

11-12.DA.09 Evaluate the ability of models and simulations to test and support the refinement of hypotheses.

Algorithms and Programming

Algorithms

11-12.AP.10 Describe how artificial intelligence drives many software and physical systems.

11-12.AP.11 Implement an artificial intelligence algorithm to play a game against a human opponent or solve a problem.

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11-12.AP.12 Use and adapt classic algorithms to solve computational problems.

11-12.AP.13 Evaluate algorithms in terms of their efficiency, correctness, and clarity.

Variables

11-12.AP.14 Compare and contrast fundamental data structures and their uses.

Control

11-12.AP.15 Illustrate the flow of execution of a recursive algorithm.

Modularity

11-12.AP.16 Construct solutions to problems using student-created components, such as procedures, modules, or objects.

11-12.AP.17 Analyze a large-scale computational problem and identify generalizable patterns that can be applied to a solution.

11-12.AP.18 Demonstrate code reuse by creating programming solutions using libraries and application programming interfaces (APIs).

Program Development

11-12.AP.19 Plan and develop programs for broad audiences using a software life cycle process.

11-12.AP.20 Demonstrate conversion of source code into machine code using compilers or interpreters.

11-12.AP.21 Explain security issues that might lead to compromised computer programs.

11-12.AP.22 Develop programs for multiple computing platforms.

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11-12.AP.23 Use version control systems, integrated development environments, and collaborative tools and practices (code documentation) in a group software project.

11-12.AP.24 Develop and use a series of test cases to verify that a program performs according to its design specifications.

11-12.AP.25 Discuss social, economic, and ethical consequences of malfunctional software and software updates.

11-12.AP.26 Modify an existing program to add additional functionality and discuss intended and unintended implications (e.g., breaking other functionality).

11-12.AP.27 Evaluate key qualities of a program through a process such as a code review.

11-12.AP.28 Compare multiple programming languages and discuss how their features make them suitable for solving different types of problems.

Impacts of Computing

Culture

11-12.IC.29 Evaluate computational artifacts to maximize their beneficial effects and minimize harmful effects on society.

11-12.IC.30 Evaluate the impact of equity, access, and influence on the distribution of computing resources in a global society.

11-12.IC.31 Predict how computational innovations that have revolutionized aspects of our culture might evolve.

Safety Law and Ethics

11-12.IC.32 Debate laws and regulations that impact the development and use of software.

Emerging and Future Technologies

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11-12.ET.A Explain that the field of emerging technologies will be evolving and rapidly growing.

11-12.ET.B Compare existing and emerging technologies, ideas, and concepts.

11-12.ET.C Describe how emerging technologies are influencing current events at a local and global scale.

11-12.ET.D Predict the positive and negative societal, cultural, and economic impacts that emerging and future technologies may generate.

11-12.ET.E Create new or original work by applying emerging technologies.

SPANISH LANGUAGE ARTS

The Spanish Language Arts Standards consist of standards for Reading; Writing; Speaking and Listening; Language; Range of Reading and Level of Text Complexity. These standards correspond to the Illinois Language Arts Standards. The Spanish language has specific features and nuances that do not have a corresponding feature in English, and these unique features and nuances are represented in the standards. The Spanish standard is not always a direct translation of the English standard to reflect these features and nuances. In some cases, there is not a corresponding English standard.

Reading Standards

Reading Standards for Literature

Key Ideas and Details

Kindergarten

With prompting and support, ask and answer questions about key details in a text; retell familiar stories, including key details; and identify characters, settings, and major events in a story.

First Grade

Ask and answer questions about key details in a text.

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Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Describe characters, settings, and major events in a story, using key details.

Second Grade

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Describe how the characters in a story respond to major events and challenges.

Third Grade

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

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

Fourth Grade

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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Fifth Grade

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Sixth Grade

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Seventh Grade

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

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

Eighth Grade

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NOTICE OF PROPOSED AMENDMENT

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Ninth and Tenth Grade

Cite strong and thorough textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Eleventh and Twelfth Grade

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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NOTICE OF PROPOSED AMENDMENT

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

Kindergarten

Ask and answer questions about unknown words in a text.

Recognize common types of texts (e.g., storybooks, poems).

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

First Grade

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Identify who is telling the story at various points in a text.

Second Grade

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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Third Grade

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Distinguish their own point of view from that of the narrator or those of the characters.

Fourth Grade

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Fifth Grade

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Describe how a narrator's or speaker's point of view influences how events are described.

Sixth Grade

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NOTICE OF PROPOSED AMENDMENT

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Explain how an author develops the point of view of the narrator or speaker in a text.

Seventh Grade

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Eighth Grade

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Ninth and Tenth Grade

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Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Eleventh and Twelfth Grade

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Including Cervantes as well as other Spanish language authors.)

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

Kindergarten

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NOTICE OF PROPOSED AMENDMENT

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

First Grade

Use illustrations and details in a story to describe its characters, setting, or events.

Compare and contrast the adventures and experiences of characters in stories.

Second Grade

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Third Grade

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Fourth Grade

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

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Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Fifth Grade

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Sixth Grade

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Seventh Grade

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Eighth Grade

Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

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Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Ninth and Tenth Grade

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

Analyze how an author draws on and transforms source material in a specific work.

Eleventh and Twelfth Grade

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Cervantes and one play by a Hispanic-American dramatist.)

Demonstrate knowledge of 18th-, 19th- and early-20th -century foundational works of Hispanic-American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

Kindergarten

Actively engage in group reading activities with purpose and understanding.

First Grade

With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Second Grade

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NOTICE OF PROPOSED AMENDMENT

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Third Grade

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Fourth Grade

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Fifth Grade

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Sixth Grade

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Seventh Grade

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Eighth Grade

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NOTICE OF PROPOSED AMENDMENT

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Ninth and Tenth Grade

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Eleventh and Twelfth Grade

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-12 text complexity band independently and proficiently.

Reading Standards for Informational Text

Key Ideas and Details

Kindergarten

With prompting and support, ask and answer questions about key details in a text.

With prompting and support, identify the main topic and retell key details of a text.

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

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NOTICE OF PROPOSED AMENDMENT

First Grade

Ask and answer questions about key details in a text.

Identify the main topic and retell key details of a text.

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Second Grade

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Third Grade

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Determine the main idea of a text; recount the key details and explain how they support the main idea.

Describe the relationship 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.

Fourth Grade

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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NOTICE OF PROPOSED AMENDMENT

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Fifth Grade

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Sixth Grade

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Seventh Grade

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

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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).

Eighth Grade

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Ninth and Tenth Grade

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Eleventh and Twelfth Grade

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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NOTICE OF PROPOSED AMENDMENT

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

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.

Craft and Structure

Kindergarten

With prompting and support, ask and answer questions about unknown words in a text.

Identify the front cover, back cover, and title page of a book.

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

First Grade

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Second Grade

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

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Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Third Grade

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Distinguish their own point of view from that of the author of a text.

Fourth Grade

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Fifth Grade

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

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NOTICE OF PROPOSED AMENDMENT

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Sixth Grade

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Seventh Grade

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Determine an author's point of view or purpose in a text and analyze how authors distinguish their position from that of others.

Eighth Grade

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

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NOTICE OF PROPOSED AMENDMENT

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Ninth and Tenth Grade

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Eleventh and Twelfth Grade

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Analyze and evaluate the effectiveness of the structure an author uses in exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Integration of Knowledge and Ideas

Kindergarten

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NOTICE OF PROPOSED AMENDMENT

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

With prompting and support, identify the reasons an author gives to support points in a text.

With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

First Grade

Use the illustrations and details in a text to describe its key ideas.

Identify the reasons an author gives to support points in a text.

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Second Grade

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Describe how reasons support specific points the author makes in a text.

Compare and contrast the most important points presented by two texts on the same topic.

Third Grade

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

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NOTICE OF PROPOSED AMENDMENT

Compare and contrast the most important points and key details presented in two texts on the same topic.

Fourth Grade

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Explain how an author uses reasons and evidence to support particular points in a text.

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Fifth Grade

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Sixth Grade

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

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NOTICE OF PROPOSED AMENDMENT

Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Seventh Grade

Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Eighth Grade

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Ninth and Tenth Grade

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

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NOTICE OF PROPOSED AMENDMENT

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Analyze seminal documents of historical and literary significance from Hispanic-American countries, including how they address related themes and concepts.

Eleventh and Twelfth Grade

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Delineate and evaluate the reasoning in seminal Hispanic-American texts, including the application of constitutional principles and use of legal reasoning (e.g., the works of Hispanic-American jurists and statesmen) and the premises, purposes, and arguments in works of public advocacy.

Analyze 17th-, 18th-, and 19th-century foundational documents of historical and literary significance (including the declarations of independence of Hispanic-American countries) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

Kindergarten

Actively engage in group reading activities with purpose and understanding.

First Grade

With prompting and support, read informational texts appropriately complex for grade 1.

Second Grade

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By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Third Grade

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Fourth Grade

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Fifth Grade

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Sixth Grade

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Seventh Grade

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Eighth Grade

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By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Ninth and Tenth Grade

By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

Eleventh and Twelfth Grade

By the end of grade 11, read and comprehend literary nonfiction in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.

Reading Standards for Foundational Skills

Print Concepts

Kindergarten

Demonstrate understanding of the organization and basic features of print.

Follow words from left to right, top to bottom, and page by page.

Recognize that spoken words are represented in written language by specific sequences of letters.

Understand that words are separated by spaces in print.

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Recognize and name all upper and lowercase letters of the alphabet.

Use of Accent Marks

Recognize that the written accent (spelling accent) is a mark, called a tilde, placed on a vowel that indicates where the emphasis of the word lies.

First Grade

Demonstrate understanding of the organization and basic features of print.

Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation, use of question marks (?), exclamation marks (!) and the dash (—) to open and close dialogue).

Use of Accent Marks

Recognize that the written accent (spelling accent) is a mark, called a tilde, placed on a vowel that indicates where the emphasis of the word lies.

Recognize that the written accent sometimes indicates a different meaning in words that are written with the same letters; in that case it is called a diacritical accent.

Phonological Awareness

Kindergarten

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Recognize and produce rhyming words.

Count, pronounce, blend, and segment syllables in spoken words.

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Combine and segment single syllable consonant and vowel phonemes.

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phonemes (consonant-vowel-consonant, or CVC) words. Include words that end with /l/ and /r/.

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words of one or two syllables.

Combine two syllables to form familiar disyllabic words.

Recognize spoken alliteration or groups of words that begin with the same single syllable or initial sound.

Use of Accent Marks

Separate and count orally the syllables of a word. In multi-syllabic words they point out the syllable on which the emphasis of the voice falls (tonic accent).

First Grade

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Distinguish long from short vowels sounds in a spoken, single-syllable word.

Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

Isolate and pronounce initial, medial vowel, and final sounds (phonemes), in spoken single-syllable words.

Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Divide CVCV disyllabic words into their component syllables.

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Use of Accent Marks

Distinguish orally the sounds of vowels in a single syllable that form a diphthong.

Recognize that a syllable can consist of only one vowel.

Phonics and Word Recognition

Kindergarten

Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

Associate the long and short sounds with common spellings (graphemes) for the five major vowels, including the use of y as an equivalent to the vowel i.

Read common high-frequency words by sight.

Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Recognize the two syllables CV that form high-frequency words in everyday language.

Use of Accent Marks

Identify the letters that represent the vowels (Aa, Ee, Ii, Oo, Uu, including the use of the y as equivalent to the i).

Recognize the use of the spelling accent to distinguish the pronunciation between words that are spelled the same.

Recognize that the written accent (orthographic accent) is a mark on a vowel that indicates the pronunciation of the

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word according to the syllable that receives the emphasis when the word is pronounced.

Decode words with "mute h" and consonant digraphs like /ch/, /rr/, and /ll/.

First Grade

Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

Know the spelling-sound correspondences for the three consonant digraphs: ch, ll, rr.

Distinguish between open syllables (ending in a vowel) and closed syllables (ending in a consonant).

Distinguish between strong vowels (a, e, o) and weak vowels (i, u) that are combined in a syllable to form a diphthong.

Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word (for example, syllables with one vowel, a diphthong, or a triphthong).

Decode two- or three-syllable words following basic patterns by breaking the words into syllables.

Read words with inflectional endings (gender -o/-a; number -os/-as; augmentatives -ote; and diminutives -ito).

Recognize and read grade-appropriate words with complex spellings (b-v; c-s-z-x; c-k-qu; g-j; y-ll; r-rr; m-n).

Recognize consonant combinations (consonant + l; consonant + r) in words already known that contain liquid letters.

Use of Accent Marks

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Distinguish between vowels and consonants and recognize that only vowels have a written accent.

Recognize that the written accent (orthographic accent) is a mark placed on a vowel that indicates which syllable is the most emphasized in the word and that it follows the rules of spelling.

Second Grade

Know and apply grade-level phonics and word analysis skills in decoding words.

Distinguish vowel and diphthong sounds while reading one syllable words with regular spelling.

Distinguish the sounds of vowels in triphthongs while reading familiar words (Paraguay, Uruguay) paying attention to the use of y as a vowel.

Decode multisyllable words.

Decode words with common prefixes and suffixes.

Identify words that have the same phoneme but have distinct graphemes (b-v; c-s-z-x; c-k-qu; g-j; y-ll; r-rr).

Recognize and read grade-appropriate irregularly spelled words with h, which is always silent, except in the digraph ch, and that the u is silent with the syllables que, qui, gue, gui.

Use of Accent Marks

Identify the last, penultimate, and antepenultimate syllable in multi-syllabic words and recognize in which syllable the tonic accent falls.

Classify words according to their tonic accent into categories based on the written accent spelling rules of sharp, grave, and stressed on the third-to-last syllable.

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Recognize and use written accent to indicate that there is hiatus and not diphthong in familiar words.

Third Grade

Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

Identify and know the meaning of the most common prefixes and derivational suffixes.

Decode words with common Latin suffixes.

Decode multisyllable words.

Read grade-appropriate irregularly spelled words (e.g., recognize that the h is silent, except in the digraph ch; and that the u is silent in the syllables que, qui, gue, gui).

Recognize cognates between English and Spanish and explain the differences in their pronunciation and spelling.

Know the masculine or feminine words that do not agree with the common rules.

Know and use diminutives and augmentatives (e.g., -ito, -ote, -ón).

Know and use the endings for the agreement of adjectives with nouns.

Recognize the degrees of comparative adjectives (e.g., superlative adjectives).

Use of Accent Marks

Correctly use the written accent according to the tonic accent in words already known by applying systematic analysis.

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Count the number of syllables.

Name the syllable that carries the emphasis.

Categorize the word according to its tonic accent.

Determine the sound or letter in which the word ends (vowel or consonant /n/ or /s/).

Write the spelling accent if necessary.

Recognize that some homophonic words have written accents (diacritical accents) to distinguish their function and meaning.

Fourth Grade

Know and apply grade-level phonics and word analysis skills in decoding words.

Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Distinguish homophonic words by their function and meaning and recognize the use of the diacritical accent to distinguish them.

Recognize the necessary changes in pronunciation and spelling when an affix is added to the word.

Correctly use the diaeresis to indicate the letter u with sound in the syllables güe and güi.

Use of Accent Marks

Use the written accent correctly according to the tonic accent in words appropriate to the grade level applying a systematic analysis.

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Count the number of syllables.

Name the syllable that carries the emphasis.

Categorize the word according to its tonic accent.

Determine the sound or letter in which the word ends (vowel or consonant /n/ or /s/).

Write the spelling accent if necessary.

Justify the accentuation of words according to spelling rules.

Recognize when a strong vowel (a, e, o) and a weak vowel (i, u) or two weak vowels form hiatus and not diphthong. Correctly place the written accent on the vowel where the tonic accent falls.

Fifth Grade

Know and apply grade-level phonics and word analysis skills in decoding words.

Use combined knowledge of all letter sound correspondences, syllabication patterns, paying attention to the written accent according to morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.

Spell words correctly with enclitics (verb + pronoun or article or both).

Use of Accent Marks

Correctly use the written accent according to the tonic accent in words at grade level by applying systematic analysis.

Count the number of syllables.

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Name the syllable that carries the emphasis.

Categorize the word according to its tonic accent.

Determine the sound or letter in which the word ends (vowel, consonant, or /n/).

Write the spelling accent if necessary.

Justify the accentuation of words according to spelling rule.

Recognize when a strong vowel (a, e, o) and a weak vowel (i, u) or two weak vowels form hiatus and not diphthong. Correctly place the written accent on the vowel where the tonic accent falls according to its meaning in context.

Fluency

Kindergarten

Read emergent-reader texts with purpose and understanding.

First Grade

Read with sufficient accuracy and fluency to support comprehension.

Read on-level text with purpose and understanding.

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Second Grade

Read with sufficient accuracy and fluency to support comprehension.

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Read on-level text with purpose and understanding.

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Third Grade

Read with sufficient accuracy and fluency to support comprehension.

Read on-level text with purpose and understanding rereading as necessary.

Read on-level prose and poetry orally with accuracy, appropriate rate, and expression successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Fourth Grade

Read with sufficient accuracy and fluency to support comprehension.

Read on-level text with purpose and understanding.

Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Fifth Grade

Read with sufficient accuracy and fluency to support comprehension.

Read on-level text with purpose and understanding.

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Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

Text Types and Purposes

Kindergarten

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

First Grade

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Second Grade

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Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Third Grade

Write opinion pieces on topics or texts, supporting a point of view with reasons.

Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

Provide reasons that support the opinion.

Use linking words and phrases to connect opinion and reasons.

Provide a concluding statement or section.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

Develop the topic with facts, definitions, and details.

Use linking words and phrases to connect ideas within categories of information.

Provide a concluding statement or section.

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Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Use temporal words and phrases to signal event order.

Provide a sense of closure.

Fourth Grade

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

Provide reasons that are supported by facts and details.

Link opinion and reasons using words and phrases.

Provide a concluding statement or section related to the opinion presented.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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Link ideas within categories of information using words and phrases.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Provide a concluding statement or section related to the information or explanation presented.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

Use a variety of transitional words and phrases to manage the sequence of events.

Use concrete words and phrases and sensory details to convey experiences and events precisely.

Provide a conclusion that follows from the narrated experiences or events.

Fifth Grade

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

Provide logically ordered reasons that are supported by facts and details.

Link opinion and reasons using words phrases, and clauses.

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Provide a concluding statement or section related to the opinion presented.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Link ideas within and across categories of information using words, phrases, and clauses.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Provide a concluding statement or section related to the information or explanation presented.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

Use narrative techniques, such as dialogue description, and pacing, to develop experiences and events or show the responses of characters to situations.

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

Use concrete words and phrases and sensory details to convey experiences and events precisely.

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Provide a conclusion that follows from the narrated experiences or events.

Sixth Grade

Write arguments to support claims with clear reasons and relevant evidence.

Introduce claims and organize the reasons and evidence clearly.

Support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

Use words, phrases, and clauses to clarify the relationships among claims and reasons.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from the argument presented.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Introduce a topic or organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate transitions to clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

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Establish and maintain a formal style.

Provide a concluding statement or section that follows from the information or explanation presented.

Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Provide a conclusion that follows from the narrated experiences or events.

Seventh Grade

Write arguments to support claims with clear reasons and relevant evidence.

Introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence.

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Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Introduce a topic organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

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Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Provide a conclusion that follows from and reflects on the narrated experiences or events.

Eighth Grade

Write arguments to support claims with clear reasons and relevant evidence.

Introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.

Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one timeframe or setting to another, and show the relationships among experiences and events.

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Provide a conclusion that follows from and reflects on the narrated experiences or events.

Ninth and Tenth Grade

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.

Develop claims and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Introduce a topic, organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

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Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Eleventh and Twelfth Grade

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on

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addressing what is most significant for a specific purpose and audience.

Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Production and Distribution of Writing

Kindergarten

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

First Grade

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Second Grade

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Third Grade

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Fourth Grade

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Fifth Grade

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Sixth Grade

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Seventh Grade

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Eighth Grade

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Ninth and Tenth Grade

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Eleventh and Twelfth Grade

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

Kindergarten

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

First Grade

Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Second Grade

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Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Recall information from experiences or gather information from provided sources to answer a question.

Third Grade

Conduct short research projects that build knowledge about a topic.

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Fourth Grade

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information; and provide a list of sources.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words or actions)").

Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

Fifth Grade

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

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Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information; and provide a list of sources.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text (e.g., how characters interact)").

Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points").

Sixth Grade

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics").

Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

Seventh Grade

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Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

Eighth Grade

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works

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such as the Bible, including describing how the material is rendered new").

Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

Ninth and Tenth Grade

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work (e.g., how Cervantes treats a theme or topic from Cid Campeador or Greco-Roman mythology or how a later author, like Jorge Luis Borges draws on El Quijote by Cervantes)").

Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Eleventh and Twelfth Grade

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Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of 18th-, 19th- and early-20th-century foundational works of Hispanic-American literature, including how two or more texts from the same period treat similar themes or topics").

Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts of Hispanic America, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

Range of Writing

Kindergarten

(Begins in grade 3)

First Grade

(Begins in grade 3)

Second Grade

(Begins in grade 3)

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Third Grade

Write routinely over extended timeframes (time for research, reflection, and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Fourth Grade

Write routinely over extended timeframes (time for research, reflection, and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Fifth Grade

Write routinely over extended timeframes (time for research, reflection, and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Sixth Grade

Write routinely over extended timeframes (time for research, reflection, and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Seventh Grade

Write routinely over extended timeframes (time for research, reflection, and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Eighth Grade

Write routinely over extended timeframes (time for research, reflection, and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Ninth and Tenth Grade

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Write routinely over extended timeframes (time for research, reflection, and revision) and shorter timeframes (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Eleventh and Twelfth Grade

Write routinely over extended timeframes (time for research, reflection, and revision) and shorter timeframes (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards

Comprehension and Collaboration

Kindergarten

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

Continue a conversation through multiple exchanges.

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

First Grade

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

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Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

Ask questions to clear up any confusion about the topics and texts under discussion.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Ask and answer questions about what is said during a conversation in order to obtain additional information or clarify something that is not understood.

Second Grade

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Build on others' talk in conversations by linking their comments to the remarks of others.

Ask for further clarification and further explanation as needed about the topics and texts under discussion.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Third Grade

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

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Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion.

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Explain their own ideas and understanding in light of the discussion.

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Fourth Grade

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion.

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Explain their own ideas and understanding in light of the discussion.

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Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Identify the reasons and evidence a speaker provides to support particular points.

Fifth Grade

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion.

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Explain their own ideas and understanding in light of the discussion.

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Sixth Grade

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to

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evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Seventh Grade

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

Acknowledge new information expressed by others and, when warranted, modify their own views.

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Eighth Grade

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Ninth and Tenth Grade

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to

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evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Eleventh and Twelfth Grade

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

Kindergarten

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Add drawings or other visual displays to descriptions as desired to provide additional detail.

Speak audibly and express thoughts, feelings, and ideas clearly.

First Grade

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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Produce complete sentences when appropriate to task and situation.

Second Grade

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Third Grade

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Fourth Grade

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Differentiate between contexts that call for formal Spanish (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal Spanish when appropriate to task and situation.

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Fifth Grade

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Adapt speech to a variety of contexts and tasks, using formal Spanish when appropriate to task and situation.

Sixth Grade

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal Spanish when indicated or appropriate

Seventh Grade

Present claims and findings emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal Spanish when indicated or appropriate.

Eighth Grade

Present claims and findings emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-

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chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal Spanish when indicated or appropriate.

Ninth and Tenth Grade

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose audience, and task.

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal Spanish when indicated or appropriate.

Eleventh and Twelfth Grade

Present information, findings, and supporting evidence conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal Spanish when indicated or appropriate.

Language Standards

Conventions of Standard Spanish

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Kindergarten

Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.

Print many upper-and lowercase letters.

Use frequently occurring nouns and verbs using the correct agreements.

Form regular plural nouns orally by adding /s/ or /es/.

Understand and use question words (interrogatives).

Use the most frequently occurring prepositions.

Produce and expand complete sentences in shared language activities.

Use the definite and indeterminate articles paying attention to the agreement of gender and number with the noun.

Use of Accent Marks

Recognize the written accent (spelling accent) in simple and already known words.

First Grade

Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.

Print all uppercase and lowercase letters.

Use common, proper, and possessive nouns.

Use singular and plural nouns with matching verbs in basic sentences.

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Use personal, possessive, and indefinite pronouns. Recognize formal and informal uses.

Use verbs to convey a sense of past, present, and future.

Use frequently occurring adjectives noting the agreement of gender and number with the noun.

Use frequently occurring conjunctions.

Use determiners (e.g., articles, demonstratives) recognizing the agreement of gender and number.

Use frequently occurring prepositions.

Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Read compound words and separate the two words that make them up.

Recognize and explain the formation of the two contractions of Spanish.

Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing.

Capitalize dates and names of people, places, names of holidays, and important events.

Use correct punctuation to begin and/or end sentences, including the correct use of question marks ¿?; and exclamation marks ¡!.

Recognize the function of the comma in order to list and separate words in a series.

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

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Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Use of Accent Marks

Recognize the written accent in simple and already known words.

Second Grade

Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.

Use collective nouns.

Form and use frequently occurring irregular plural nouns that change z for c or the written accent or spelling.

Use reflexive pronouns.

Form and use the past tense of frequently occurring irregular verbs.

Use adjectives and adverbs and choose between them depending on what is to be modified.

Produce, expand, and rearrange complete simple and compound sentences.

Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing.

Capitalize proper nouns, holidays, product names, geographic names, and only the first letter of titles of book, movie, theatrical works, etc.

Use a colon and a new paragraph in the greeting of a letter; and a comma in the closings of letters written in Spanish. Recognize that a comma is used in the greeting and closing of a letter written in Spanish.

Use contractions correctly and recognize prepositions that signal possession.

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Generalize learned spelling patterns when writing, forming, and using nouns that in the plural change spelling.

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings or consult translations.

Use the short hyphen to separate the syllables of a word (e.g., to indicate level, range or intervals 1:00 p.m. - 3:00 p.m. (January-March)); the long hyphen to introduce a dialogue.

Use of Accent Marks

Categorize words according to their tonic accent and use the written accent (orthographic accent) in words already known).

Third Grade

Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Form and use regular and irregular plural nouns including forms that require spelling changes.

Use abstract nouns.

Form and use regular verbs that end in -ar, -er, -ir and irregular verbs.

Form and use the simple and recognize the use of verbs in the subjunctive mode (mandates, expressions of possibility)

Ensure subject-verb and pronoun-antecedent agreement.

Recognize the use of verbal formal and informal forms.

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Form and use comparative and superlative adjectives and adverbs and choose between them depending on what needs to be modified.

Use coordinating and subordinating conjunctions.

Produce simple, compound, and complex sentences.

Recognize the change of meaning or emphasis by the position of the adjective before or after the noun.

Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing.

Capitalize only on the first letter of the first word in titles.

Use commas in addresses.

Use the dash (–) to indicate dialogue.

Use prepositions to indicate possession.

Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.

Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

Consult reference materials, including beginning dictionaries, or consult translations, as needed to check and correct spellings.

Use of Accent Marks

Recognize and use spelling accents in acute words, grave words, and words stressed on the third to last syllable at the grade level.

Use the diacritical accent to distinguish homophonic words by their meaning and function.

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Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.

Use interrogative, relative pronouns and relative adverbs.

Form and use compound tenses of verbs and recognize their limited use in Spanish (an action in progress).

Use auxiliary verbs with the infinitive of a verb to express diverse conditions or to form the conditional of a verb.

Order adjectives within sentences according to conventional patterns.

Form and use prepositional phrases.

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Correctly use frequently confused words.

Identify and correctly use the copreterite or imperfect preterite.

Recognize the shortened form in the use of adjectives.

Identify and correctly use regular verbs in the preterite tense.

Identify and use copulative.

Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing.

Use correct capitalization.

Use commas and quotation marks to mark direct speech and quotations from a text.

Use a comma before a coordinating conjunction in a compound sentence.

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Spell grade-appropriate words correctly, consulting references as needed.

Identify and use verbs ending in -zar,- car and -gar, changing the a to e and z to c.

Use the comma before and after an explanation that is inserted in a sentence (e.g., She, among my friends, is the nicest one).

Correctly write words that have a relationship between phoneme and multiple graphemes. (b-v; c-s-z-x; c-k-qu; g-j; y-ll, r-rr) and silent letters (H/h; u in the syllables gue, gui, que, qui) in grade-level words.

Use of Accent Marks

Recognize that accent marks are used in all of the words stressed on the third to last syllable and stressed on the fourth from the last syllable.

Use the diacritical accent in interrogations, exclamations, and to differentiate demonstrative from determinative pronouns.

Fifth Grade

Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

Form and use the perfect verb tenses or compound verbs with haber and the past participle.

Use verb tense to convey various times, sequences, states, and conditions including the contrast between the uses of the preterite and imperfect to express action in the past.

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Recognize and correct inappropriate shifts in verb tense. (e.g.: lack of agreement between subject and verb; incorrect use of preterite vs. Imperfect; lack of use of the subjunctive).

Use correlative conjunctions with the appropriate form of negation.

Recognize and correctly apply the agreement between the subject, the verb and the indirect object.

Distinguish and explain the use of parallel forms according to the context and meaning of the sentence.

Identify and use all sorts of conjunctions, such as: concessive and final.

Identify and explain the use of personal "a" with direct complements by naming people or pets.

Recognize when the subject pronoun is integrated into the verb.

Recognize and correctly use irregular verbs in their tenses and modes, such as future.

Correctly use pronouns and the singular or plural of the verb to express the passive voice.

Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing.

Use punctuation to separate items in a series.

Use a comma to separate an introductory element from the rest of the sentence.

Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.

Use italics to indicate title of works.

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Spell grade-appropriate words correctly, including using the written accent, based in pronunciation and diacritical marks, consulting references as needed.

Write without a capital letter the gentilic adjectives.

Correctly write words that contain a relationship between phonemes and multiple graphemes (b-v; c-s-z-x; c-k-qu; g-j; y-ll, r-rr) and silent letters (H/h; u in the syllables gue, gui, que, qui) in grade-level words.

Use of Accent Marks

Recognize and explain the change in spelling in inflected words.

Use correct spelling in enclitic words (verb + pronoun or article or both).

Sixth Grade

Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.

Ensure that the different types of pronouns are used appropriately (e.g., personal, possessive, demonstrative, relative, interrogative, and reflexive).

Correctly use all pronouns.

Recognize and correct inappropriate shifts in pronoun number and person and correct inappropriate changes in pronoun number and person (e.g., feminine and masculine mixed).

Recognize and correct indefinite pronouns whose identity or quantity are imprecise.

Recognize variations from standard Spanish in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

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Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing, paying particular attention the rules that differ from English.

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

Spell correctly.

Seventh Grade

Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.

Explain the function of phrases and clauses in general and their function in specific sentences.

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing paying particular attention to the rules that differ from English.

Use a comma to separate coordinate adjectives but do not put a comma before certain conjunctions.

Spell correctly.

Eighth Grade

Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.

Explain the function of impersonal verbs (gerunds, participles, infinitives) in general and their function in particular sentences.

Form and use verbs in the active and passive voice.

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Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood, as well as the conditional tense and interrogative pronouns.

Recognize and correct inappropriate shifts in verb voice and mood.

Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing paying particular attention to the rules that are different from English.

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

Use an ellipsis to indicate an omission.

Spell correctly.

Ninth and Tenth Grade

Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.

Use parallel structure.

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing, paying particular attention to the rules that are different from English.

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

Use a colon to introduce a list or quotation.

Spell correctly.

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Eleventh and Twelfth Grade

Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

Resolve issues of complex or contested usage, consulting references as needed.

Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing, paying particular attention to the rules that are different from English.

Observe hyphenation conventions, recognizing the difference between the use of the dash from English.

Spell correctly.

Knowledge of Language

Kindergarten

(Begins in grade 2)

First Grade

(Begins in grade 2)

Second Grade

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Compare formal and informal uses of Spanish.

Third Grade

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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Choose words and phrases for effect.

Recognize and observe differences between the conventions of spoken and written standard Spanish.

Fourth Grade

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Choose words and phrases to convey ideas precisely.

Choose punctuation for effect.

Differentiate between contexts that call for formal Spanish (e.g., presenting ideas) and situation where informal discourse is appropriate (e.g., small-group discussion).

Fifth Grade

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Compare and contrast the varieties of Spanish (e.g., dialects, registers) used in stories, dramas, or poems.

Sixth Grade

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vary sentence patterns for meaning, reader/ listener interest, and style.

Maintain consistency in style and tone.

Seventh Grade

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Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Eighth Grade

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Use verbs in the active and passive voice and in the indicative, subjunctive, and imperative moods to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty, or describing a state contrary to fact).

Ninth and Tenth Grade

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

Eleventh and Twelfth Grade

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

Kindergarten

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Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Identify new meanings for familiar words and apply them accurately.

Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.

With guidance and support from adults, explore word relationships and nuances in word meanings.

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Identify real-life connections between words and their use.

Distinguish shades of meaning among verbs describing the same general action by acting out the meanings. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

First Grade

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

Use sentence-level context as a clue to the meaning of a word or phrase.

Use frequently occurring affixes as a clue to the meaning of a word.

Identify frequently occurring root words and their inflectional forms.

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With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

Define words by category and by one or more key attributes.

Identify real-life connections between words and their use.

Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

Second Grade

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

Use sentence-level context as a clue to the meaning of a word or phrase.

Determine the meaning of the new word formed when a known prefix is added to a known word.

Use a known root word as a clue to the meaning of an unknown word with the same root.

Use knowledge of the meaning of individual words to predict the meaning of compound words.

Use glossaries and beginning dictionaries both print and digital, to determine or clarify the meaning of words and phrases.

Demonstrate understanding of word relationships and nuances in word meanings.

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Identify real-life connections between words and their use.

Distinguish shades of meaning among closely related verbs.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Third Grade

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Use sentence-level context as a clue to the meaning of a word or phrase.

Determine the meaning of the new word formed when a known affix is added to a known word.

Use a known root word as a clue to the meaning of an unknown word with the same root.

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Demonstrate understanding of word relationships and nuances in word meanings.

Distinguish the literal and non-literal meanings of words and phrases in context including the particular meaning of words in idioms.

Identify real-life connections between words and their use.

Distinguish shades of meaning among related words that describe states of mind or degrees of certainty and use the subjunctive mode to express doubt.

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Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships.

Fourth Grade

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Explain the meaning of simple similes and metaphors in context.

Recognize and explain the meaning of common idioms, adages, and proverbs.

Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Acquire and use accurately grade-appropriate, general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being.

Fifth Grade

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

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Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figurative language, including similes and metaphors, in context.

Recognize and explain the meaning of common idioms, adages, and proverbs.

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Acquire and use accurately grade-appropriate, general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Sixth Grade

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

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Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., personification) in context.

Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

Distinguish among the connotations (associations) of words with similar denotations (definitions).

Acquire and use accurately grade-appropriate, general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Seventh Grade

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

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Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

Distinguish among the connotations (associations) of words with similar denotations (definitions).

Acquire and use accurately grade-appropriate, general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Eighth Grade

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

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Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g. verbal irony, puns) in context.

Use the relationship between particular words to better understand each of the words.

Distinguish among the connotations (associations) of words with similar denotations (definitions).

Acquire and use accurately grade-appropriate, general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ninth and Tenth Grade

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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NOTICE OF PROPOSED AMENDMENT

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Analyze nuances in the meaning of words with similar denotations.

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Eleventh and Twelfth Grade

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

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Analyze nuances in the meaning of words with similar denotations.

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Literacy in History and Social Studies and Science and Technical Subjects

Reading Standards for Literacy in History and Social Studies

Key Ideas and Details

Sixth – Eighth Grade

Cite specific textual evidence to support analysis of primary and secondary sources.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Ninth – Tenth Grade

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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NOTICE OF PROPOSED AMENDMENT

Eleventh – Twelfth Grade

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

Sixth – Eighth Grade

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. Describe how a text presents information (e.g., sequentially, comparatively, causally).

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Ninth – Tenth Grade

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

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NOTICE OF PROPOSED AMENDMENT

Eleventh – Twelfth Grade

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

Sixth – Eighth Grade

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Distinguish among fact, opinion, and reasoned judgment in a text.

Analyze the relationship between a primary and secondary source on the same topic.

Ninth – Tenth Grade

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Assess the extent to which the reasoning and evidence in a text support the author's claims.

Compare and contrast treatments of the same topic in several primary and secondary sources.

Eleventh – Twelfth Grade

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Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

Sixth – Eighth Grade

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Ninth – Tenth Grade

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Eleventh – Twelfth Grade

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently.

Reading Standards for Literacy in Science and Technical Subjects

Key Ideas and Details

Sixth – Eighth Grade

Cite specific textual evidence to support analysis of science and technical texts.

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Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Ninth – Tenth Grade

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Eleventh – Twelfth Grade

Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

Sixth – Eighth Grade

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Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Ninth – Tenth Grade

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

Analyze the structure of the relationships among concepts in a text, including relationships among key terms.

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Eleventh – Twelfth Grade

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Ideas

Sixth – Eighth Grade

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Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Ninth – Tenth Grade

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Eleventh – Twelfth Grade

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a

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process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

Sixth – Eighth Grade

By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Ninth – Tenth Grade

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

Eleventh – Twelfth Grade

By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.

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

Text Types and Purposes

Sixth – Eighth Grade

Write arguments focused on discipline-specific content.

Introduce claims about a topic or issue, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.

Support claims with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

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Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style and objective tone.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Ninth – Tenth Grade

Write arguments focused on discipline-specific content.

Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization

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that establishes clear relationships among the claims, counterclaims, reasons, and evidence.

Develop claims and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

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Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Eleventh – Twelfth Grade

Write arguments focused on discipline-specific content.

Introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences the claims, counterclaims, reasons, and evidence.

Develop claims and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

Sixth – Eighth Grade

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Ninth – Tenth Grade

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and display information flexibly and dynamically.

Eleventh – Twelfth Grade

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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Research to Build and Present Knowledge

Sixth – Eighth Grade

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis reflection and research.

Ninth – Tenth Grade

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis reflection, and research.

Eleventh – Twelfth Grade

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;

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synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing

Sixth – Eighth Grade

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Ninth – Tenth Grade

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Eleventh – Twelfth Grade

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DRIVER EDUCATION

There are no State Goals for Learning in the area of Driver Education.

Standards Beginning in the 2024-25 School Year.

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The Illinois Learning Standards for Driver Education have been adapted from the Novice Teen Driver Education and Training Administrative Standards, developed and written by the Association of National Stakeholders in Traffic Safety Education in affiliation with the National Highway Transportation Safety Administration.

The Driver Education Standards consist of both classroom standards and behind-the-wheel standards. The classroom standards should be mastered by learners before the introduction of the corresponding behind-the-wheel standards to ensure both comprehension and application of the knowledge and skills are acquired by learners. The learning standards for driver education shall be implemented with the most current version of the Illinois Rules of the Road, published by the Illinois Secretary of State, as the primary supporting text.

In addition to the learning standards for driver education, there are State rules and regulations that may apply to driver education coursework or curriculum. These rules and regulations can be found in the Illinois Vehicle Code [625 ILCS 5] and 92 Ill. Adm. Code 1030.

All standards are coded for ease of use and reference. The code is keyed as follows:

"Content Area.Content Domain.Number of Standard"

Classroom Instruction Standards

DE.C.1. Preparing To Operate a Vehicle

DE.C.1.1. Graduated Driver License (GDL) Requirements and Responsibilities

DE.C.1.1.1. Identify the GDL requirements and responsibilities.

DE.C.1.1.2. Understand driving with temporary impairment and permanent disabilities, including the use of controlled substances (i.e., illegal and legal drugs that are controlled by the government and are more likely to be abused by individuals) and the use of prescription and over-the-counter medicines.

DE.C.1.1.3. Identify the risk of injury for drivers and passengers in a vehicle.

DE.C.1.2. Rules of the Road, State and Local Requirements

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DE.C.1.2.1. Identify and describe the purpose of signs, signals, and road markings.

DE.C.1.2.2. Identify and describe legal stops and speed regulations.

DE.C.1.2.3. Describe pedestrian and bicyclist rights and responsibilities.

DE.C.1.3. Vehicle Operating Space

DE.C.1.3.1. Identify visual limitations to the front, rear, and sides of the vehicle.

DE.C.1.3.2. Identify the length and width of the vehicle's blind spot.

DE.C.1.3.3. Identify how to mitigate the impact of blind spots through the use of enhanced mirror settings.

DE.C.1.4. Preparing to Drive a Vehicle

DE.C.1.4.1. Describe the impact of mental and physical well-being on the operation of a motor vehicle.

DE.C.1.4.2. Identify strategies for managing emotions while operating a motor vehicle.

DE.C.1.4.3. Identify and describe proper use of safety equipment to protect self and others (e.g., active/passive restraints and guidelines for children, airbags, and impact protection).

DE.C.1.4.4. Describe pre-check procedures to ensure personal safety (e.g., checking outside and inside vehicle before opening door and locking doors after entry).

DE.C.1.4.5. Identify and describe how to make basic vehicle adjustments necessary for safe operation (e.g., adjustments to seats, mirrors, safety restraints, etc.).

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DE.C.1.4.6. Identify and describe the functions of basic gauges, alerts, and warning lights.

DE.C.1.4.7. Identify the purpose and use of a vehicle's owner manual.

DE.C.1.4.8. Describe the importance of routine vehicle checks and the importance of performing scheduled maintenance to ensure tire and engine safety.

DE.C.2. Understanding Vehicle Controls

DE.C.2.1. Identify visual and mental requirements.

DE.C.2.1.1. Identify the three basic visual fields (i.e., central, fringe or focal, and peripheral) and how they are used in the driving task.

DE.C.2.1.2. Compare visual skills to mental perception.

DE.C.2.1.3. Identify techniques to improve visual skills.

DE.C.2.1.4. Identify techniques to improve mental perception of traffic events.

DE.C.2.1.5. Identify techniques to overcome visual deficiencies.

DE.C.2.2. Define targeted line of sight, target to end path of travel, and reference vehicle to path of travel.

DE.C.2.3. Identify or describe basic motion control techniques, maintaining suspension balance, and communication techniques.

DE.C.2.3.1. Describe how speed affects vehicle direction.

DE.C.2.3.2. Describe basic concepts essential for maintaining suspension balance while placing a vehicle into motion and maneuvering the vehicle in a variety of conditions.

DE.C.2.3.3. Identify the purpose of the dead pedal.

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DE.C.2.3.4. Identify and describe appropriate use for each communication technique, including the use of a turn signal before turning or changing lanes, use of headlights for visibility, and use of the horn.

DE.C.2.3.5. Describe how to apply a firm squeezing braking force at the beginning of the braking process and how to bring the vehicle to a smooth stop.

DE.C.3. Introducing Traffic Entry Skills

DE.C.3.1. Identify and describe all signs, signals, and pavement markings featured in the Illinois Vehicle Code.

DE.C.3.2. Identify and describe roadway characteristics, including intersection types, traffic calming devices, surface conditions, slope/grade, traction potential, highway conditions, and lane controls.

DE.C.3.3. Utilize the space management system (i.e., the Identify, Predict, Decide, and Execute (IPDE) process).

DE.C.3.3.1. Identify conditions for searching changes to path of travel, changes to the line of sight, and changes in road surface and condition.

DE.C.3.3.2. Identify situations for evaluating alternative paths of travel, appropriate position, appropriate speed, and communication.

DE.C.3.3.3. Describe skills needed to execute decisions, including speed changes, position changes, and communication needs.

DE.C.4. Space Management and Vehicle Control Skills in Moderate Risk Environments

DE.C.4.1. Identify and describe the principles of the IPDE process for managed-risk vehicle operations.

DE.C.4.1.1. Practice commentary response to identify speed and position adjustment development, reference points for maneuvers, and rear space/zone view conditions.

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DE.C.4.1.2. Identify blind spots and truck no-zones for different types of vehicles.

DE.C.4.2. Identify and describe basic procedures for reduced-risk speed management.

DE.C.4.2.1. Describe procedures for reduced-risk speed management for a variety of driver, road, and vehicle positions.

DE.C.4.2.2. Identify or describe strategies, as appropriate, for navigating roadway and traffic flow in varying contexts on limited access roadways and roadways without limited access at speeds up to 55 m.p.h. (e.g., space management, intersection entry, curve navigation, and planned passing).

DE.C.4.2.3. Identify or describe strategies, as appropriate, for navigating roadway and traffic flow in varying contexts on limited access roadways and roadways without limited access at maximum highway speeds (to include, but not limited to space management, intersection entry, curve navigation, and planned passing).

DE.C.5. Factors Affecting Driver Performance

DE.C.5.1. Define legal responsibility to not use alcohol, cannabis, and other substances that affect the ability to operate a vehicle safely and develop strategies for alternative means of safe transportation.

DE.C.5.2. Discuss the importance of driver fitness to aid managed-risk driver performance and identify factors that can cause inattention to task and may result in injury and physical damage crashes (e.g., internal/external vehicle distractions, fatigue, and aggression).

DE.C.5.3. Describe the impact of temporary impairments and long-term disabilities and identify strategies to compensate or enhance managed-risk driver performance.

DE.C.5.4. Describe the importance of driver attentiveness and identify types of internal/external distractions that could lead to inattentive and distracted driving (e.g., passengers, electronic devices, and other tasks).

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DE.C.6. Managing Adverse Conditions

DE.C.6.1. Describe the impact of varying weather conditions on visibility and traction and identify appropriate strategies to navigate roadways and maneuver a vehicle in varying contexts.

DE.C.6.2. Describe the impact of driving in low light or no light conditions on visibility and space management and identify strategies to ensure safe operation of a vehicle.

DE.C.6.3. Describe the increased risk of driving through road construction and maintenance zones and identify appropriate strategies to navigate roadways and ensure safe operation of a vehicle.

DE.C.7. Other Roadway Users

DE.C.7.1. Describe the characteristics and limitations of a variety of motorized vehicles and identify appropriate space management principles to apply in varying contexts (e.g., heavy commercial vehicles, passenger vehicles, trailers, motorcycles, farm vehicles, snowmobiles/ATVs, and funeral processions).

DE.C.7.2. Describe the characteristics and limitations of a variety of non-motorized vehicles and pedestrians and identify appropriate space management principles to apply in varying contexts (e.g., pedal/bicycles, personal transport, horse-drawn equipment, and pedestrians).

DE.C.7.3. Describe the characteristics and limitations of a variety of tracked vehicles and identify appropriate space management principles to apply in varying contexts (e.g., freight trains, passenger trains, rapid transit, and cable/trolley cars).

DE.C.8. Responding to Emergencies, Vehicle Malfunctions, and Crashes, and Understanding Vehicle Technology

DE.C.8.1. Describe a variety of vehicle malfunctions and identify appropriate managed-risk responses for varying contexts (e.g., electronic, signals, engine/fuel/ignition systems, steering/suspension systems, tires, and braking systems).

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DE.C.8.2. Discuss applications and limitations for current and emerging vehicle technologies as they become available in the future.

DE.C.8.3. Discuss how the roadway system is managed by law enforcement and other State agencies to assist with emergencies, crashes, and vehicle malfunctions.

DE.C.8.4. Describe the responsibilities for attending to a crash scene situation.

DE.C.8.5. Identify appropriate responsibilities and responses when encountering emergency or disabled vehicles on or near a roadway (see Section 11-907 of the Illinois Vehicle Code).

DE.C.8.6. Identify and describe law enforcement procedures for traffic stops and appropriate interactions with law enforcement, including a demonstration of the proper actions to be taken during a traffic stop by drivers and passengers.

DE.C.8.7. Describe proper actions to be taken following vehicle disablement for a variety of roadside emergencies in varying roadway and environmental conditions.

DE.C.9. Making Informed Consumer Choices

DE.C.9.1. Perform map-reading and trip planning exercises using current and emerging technology, including, but not limited to, static maps and interactive maps.

DE.C.9.2. Identify factors to consider when purchasing vehicle insurance and an automobile.

Behind-the-Wheel Instruction Learning Standards

DE.BTW.1. Preparing to Operate a Vehicle

DE.BTW.1.1. Identify the visual limitation to a vehicle for the front, rear, right side, and left side.

DE.BTW.1.2. Describe the limited visual view in the rear-view mirror.

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DE.BTW.1.3. Identify how to appropriately apply the traditional and enhanced mirror view settings for the rear and side view mirrors in a variety of contexts.

DE.BTW.1.4. Adjust head restraints, seat position, mirrors, safety restraints, and steering wheel position, as appropriate.

DE.BTW.1.5. Check all occupants for appropriate safety restraint use.

DE.BTW.1.6. Identify basic indicators and gauges that need attending before placing the vehicle into motion.

DE.BTW.1.7. Follow basic procedures to start the vehicle.

DE.BTW.1.7.1. Identify and place brake in set position, as required by law and the vehicle's owner's manual.

DE.BTW.1.7.2. Identify and select proper gear for starting the vehicle.

DE.BTW.1.7.3. Identify and secure foot brake pedal.

DE.BTW.1.7.4. Identify and describe alert lights for safety accessories.

DE.BTW.1.7.5. Demonstrate proper use of ignition starting device.

DE.BTW.1.7.6. Select appropriate gear for movement.

DE.BTW.1.7.7. Turn on headlights and identify appropriate settings for automatic features and manual selection for a variety of environmental factors.

DE.BTW.2. Placing the Vehicle into Motion

DE.BTW.2.1. Follow basic procedures to place the vehicle into motion.

DE.BTW.2.1.1. Identify open space to enter before moving foot from brake to accelerator.

DE.BTW.2.1.2. Place the vehicle into motion smoothly.

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DE.BTW.2.2. Follow basic procedures to appropriately bring the moving vehicle to a stop.

DE.BTW.2.2.1. Identify braking needs after searching ahead of the vehicle.

DE.BTW.2.2.2. Apply controlled braking with heel of foot on the floorboard.

DE.BTW.2.2.3. Bring the vehicle to a smooth stop by squeezing on and off brake pedal.

DE.BTW.2.2.4. Visually check the rear zone/space before, during, and after braking actions.

DE.BTW.2.3. Follow basic procedures to appropriately steer a vehicle in motion.

DE.BTW.2.3.1. Appropriately use targeting procedures for intended path of travel.

DE.BTW.2.3.2. Utilize a balanced hand position on the wheel, as appropriate for the vehicle.

DE.BTW.2.3.3. Maintain intended path of travel by matching speed to steering for a variety of situations.

DE.BTW.2.3.4. Utilize hand-over-hand, hand-to-hand, or evasive action steering methods, as appropriate for a variety of situations.

DE.BTW.2.3.5. Utilize a visual search pattern, including checking the rear-view mirror, side-view mirrors, and mirror blind spot areas.

DE.BTW.2.4. Demonstrate appropriate vehicle placement within typical lane positions with appropriate distance from curb or lane lines for a variety of situations (i.e., backing, turning right, and turning left).

DE.BTW.3. Securing the Vehicle

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DE.BTW.3.1. Bring the vehicle to a stop in a safe and legal position.

DE.BTW.3.2. Set the parking brake as required by state law and the vehicle owner's manual.

DE.BTW.3.3. Shift vehicle into PARK before removing foot from brake pedal.

DE.BTW.3.4. Visually check the flow of traffic before opening the door to safely exit the vehicle.

DE.BTW.3.5. Ensure doors are locked and secure any alarm system before leaving the vehicle unattended.

DE.BTW.4. Traffic Entry and Intersection Approach

DE.BTW.4.1. Demonstrate appropriate use of signals, visually check mirrors, and visually check blind spots before moving into roadway.

DE.BTW.4.2. Demonstrate appropriate use of visualization to identify a target, target area, and targeting path to maintain the intended path of travel.

DE.BTW.4.3. Demonstrate appropriate use of searching the target, target area, and targeting path to determine appropriate strategies to maintain the intended path of travel.

DE.BTW.4.4. Demonstrate appropriate focal vision attention for multiple traffic situations.

DE.BTW.4.5. Make speed and lane position adjustments to maintain an appropriate minimum following distance based on road conditions.

DE.BTW.4.6. Apply appropriate strategies of adjustment when changes to the ability to see, line of sight, or path of travel are presented.

DE.BTW.4.7. Identify open, closed, or changing zones/spaces and apply appropriate strategies for a variety of situations.

DE.BTW.4.8. Demonstrate appropriate use of searching and evaluating intersection zones/spaces before entering an intersection.

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DE.BTW.4.9. Demonstrate appropriate use of searching and evaluating to apply appropriate speed and position adjustments before entering a curve or hill crest for a variety of situations.

DE.BTW.4.10. Demonstrate appropriate rearview and side view mirror usage for multiple traffic situations.

DE.BTW.5. Vehicle Operation in Moderate Risk Environments.

DE.BTW.5.1. As appropriate, utilize managed risk strategies for navigating roadway and traffic flow in varying contexts on limited access roadways and roadways without limited access at speeds up to 55 m.p.h. (e.g., space management, intersection entry, curve navigation, and planned passing).

DE.BTW.5.2. As appropriate, utilize managed risk strategies for navigating roadway and traffic flow in varying contexts on limited access roadways and roadways without limited access at maximum highway speeds (e.g., space management, intersection entry, curve navigation, and planned passing).

DE.BTW.6. Vehicle Operation in Adverse Conditions

DE.BTW.6.1. As appropriate, use managed-risk strategies to navigate roadways and safely operate a vehicle in varying weather conditions.

DE.BTW.6.2. As appropriate, use managed-risk strategies to navigate roadways and safely operate a vehicle while driving in low light or no light conditions.

DE.BTW.6.3. As appropriate, use managed-risk strategies to navigate roadways and safely operate a vehicle when sharing a roadway with other motorized vehicles (e.g., heavy commercial vehicles, passenger vehicles, trailers, motorcycles, farm vehicles, snowmobiles/all-terrain vehicles, or vehicles used during funeral processions), non-motorized vehicles (e.g., pedal/bicycles, personal transport, or horse-drawn equipment), pedestrians, and tracked vehicles (e.g., freight trains, passenger trains, rapid transit, or cable/trolley cars).

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DE.BTW.7. Demonstrate correct procedures for tasks from the Cooperative Driver Testing Program exam, including uphill and downhill parking, turnabouts, backing, lane changes, stop signs and traffic signals, navigating intersections, and railroad tracks.

(Source: Amended at 50 Ill. Reg. _____, effective _____)