

Realizing Illinois

*The New Illinois Learning Standards
Incorporating the Common Core and
College and Career Readiness*

Our Students . . . Prepared for success after high school

We realize every Illinois student should graduate from high school ready for college or a career. Every student should have meaningful opportunities to choose from upon graduation from high school. Standards must reflect the knowledge and skills needed for success after high school, either in further education or in a job. We have to respond to the changing needs of the workplace and the world in which we live.

Our Promise . . . Leadership, advocacy and support

With 869 school districts in the state of Illinois, there are thousands of educators who share the promise to prepare each and every student for high school graduation. The role teachers play in the academic lives of students is critical. They must be provided with guidance and support to meet the demands of today's learning environment.

The *New Illinois Learning Standards Incorporating the Common Core* for math and English language arts include a vision of what a college and career ready student should demonstrate at the end of their K-12 experience. Each of the content areas specifically identifies the means to academically prepare the student for their next step after high school. ELA uses anchor standards and Math includes mathematical practices.

How is College and Career Readiness described in the new standards?

The standards lay out a vision of what it means to be a literate person in the 21st century. College and Career Readiness is approached in two ways, ELA includes anchor standards and a list of descriptor statements. Math includes eight mathematical practices for *all levels* of educators to build upon.



- 1. Anchor Standards and Descriptors in English Language Arts (ELA).** Each ELA strand includes college and career readiness *anchor* standards. The strands are reading, writing, speaking and language. The anchor standards further define what students should understand and be able to do by the end of each grade level to progress towards college and career readiness in that particular area. The anchor standard has an accompanying grade-specific standard to support the broad college and career ready standards statement.

ELA Descriptors: The descriptions are not standards themselves but instead offer a portrait of students who meet the standards set out in the Common Core. As students advance through each grade and master the standards in reading, writing, speaking, listening and language, they are able to exhibit with increasing fullness and regularity these capacities described below of the literate individual.

- **They demonstrate independence.** Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification and ask relevant questions. They build on others' ideas, articulate their own ideas and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary.
- **They build strong content knowledge.** Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

- They respond to the varying demands of audience, task, purpose and discipline. Students adapt their communication in relation to audience, task, purpose and discipline. They set and adjust purpose for reading, writing, speaking, listening and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history and experimental evidence in science).
- They comprehend as well as critique. Students are engaged and open-minded — but discerning — readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.
- They value evidence. Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener and they constructively evaluate others’ use of evidence.
- They use technology and digital media strategically and capably. Students employ technology thoughtfully to enhance their reading, writing, speaking, listening and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.
- They come to understand other perspectives and cultures. Students appreciate that the 21st-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.



2. Standards for Mathematical Practice. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at **all levels** should seek to develop in their students. These practices are reflected at each grade level by integrating content standards that focus on specific procedures and understanding to engage students as they progress in mathematics. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education.

Standards for Mathematical Practice:

- | | |
|---|---|
| 1. Make sense of problems and persevere in solving them. | 4. Model with mathematics. |
| 2. Reason abstractly and quantitatively. | 5. Use appropriate tools strategically. |
| 3. Construct viable arguments and critique the reasoning of others. | 6. Attend to precision. |
| | 7. Look for and make use of structure. |
| | 8. Look for and express regularity in repeated reasoning. |

To view the New Illinois Learning Standards Incorporating the Common Core, visit http://www.isbe.net/common_core

Our Future ... Strong communities, competitive work force
