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# Integrating Innovation Skills within the Common Core for 21<sup>st</sup> Century Learning



*Presented by ISBE Learning Supports Specialists  
in cooperation with ISBE English/Language Arts Specialists*



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## Guiding Questions for 21<sup>st</sup> Century Learning

Are environmental **conditions** conducive to learning?

Are **learning goals** clear, standards-based, and understood or even set by students?

Are **instructional methods** balanced and *facilitative when possible*?

Are **performance tasks** relevant to real life and purposeful?

Are **students** engaged? If not, how can they be re-engaged?



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### **Common Core State Standards in English/Language Arts**

***What should a student do in relation to English/Language Arts?***

#### **Common Core English/Language Arts “Capacities of a Literate Student”**

- They demonstrate independence.
- They build strong content knowledge.
- They respond to varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

*Source: Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.*

***How should educators focus instruction to help students develop these skills?***

#### **Common Core Instructional Shifts in ELA/Literacy**

- Building knowledge through content-rich nonfiction and informational texts
- Reading and writing grounded in evidence from text
- Regular practice with complex text and its academic vocabulary

*Source: AchievetheCore.org*



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## Common Core State Standards in Mathematics

***What should a 21<sup>st</sup> Century student do in relation to Mathematics?***

### **Common Core Mathematics Practice Standards**

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

*Source: Common Core State Standards for Mathematics.*

***How should educators focus instruction to help students develop these skills?***

### **Common Core Instructional Shifts in Mathematics**

- Focus strongly where the Standards focus
- Coherence: think across grades, and link to major topics within grades
- Rigor: in major topics pursue:
  - conceptual understanding,
  - procedural skill and fluency, and
  - applicationwith equal intensity.

*Source: AchievetheCore.org*

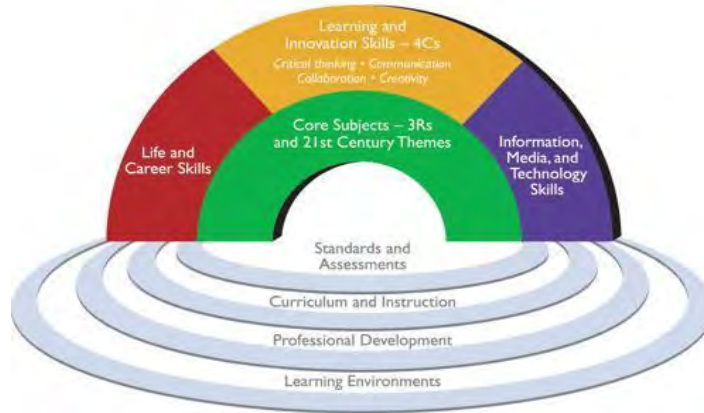
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## Framework that Guides 21<sup>st</sup> Century Skill-Building

Source: Partnership for 21<sup>st</sup> Century Skills

21<sup>st</sup> Century Student Outcomes  
and Support Systems



<p><b>Interdisciplinary Themes</b></p> <ul style="list-style-type: none"> <li>● Global Awareness</li> <li>● Financial, Economic, Business and Entrepreneurial Literacy</li> <li>● Civic Literacy</li> <li>● Health Literacy</li> <li>● Environmental Literacy</li> <li>● Government and Civics</li> </ul>	<p><b>Core Subjects</b></p> <ul style="list-style-type: none"> <li>● English, Reading or Language Arts</li> <li>● World languages</li> <li>● Arts</li> <li>● Mathematics</li> <li>● Economics</li> <li>● Science</li> <li>● Geography</li> <li>● History</li> </ul>
<p><b>Learning/Innovation Skills</b></p> <ul style="list-style-type: none"> <li>● Critical Thinking</li> <li>● Communication</li> <li>● Collaboration</li> <li>● Creativity</li> </ul>	<p><b>Life and Career Skills</b></p> <ul style="list-style-type: none"> <li>● Flexibility and Adaptability</li> <li>● Initiative and Self-direction</li> <li>● Social and Cross-Cultural Skills</li> <li>● Productivity and Accountability</li> <li>● Leadership and Responsibility</li> </ul>
<p><b>Information, Media, and Technology Skills</b></p> <ul style="list-style-type: none"> <li>● Information Literacy</li> <li>● Media Literacy</li> <li>● Communications Literacy</li> </ul>	



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## Examples of Alignment: P21 and Common Core ELA

P21 Framework Element	CCSS ELA Capacity of a Literate Student
Core Subjects	Build strong content knowledge.
Critical thinking and Problem Solving	Respond to the varying demands of audience, task, purpose, and discipline
Communication	Comprehend as well as critique.
Information Literacy	Value evidence.
Self Direction	Demonstrate independence.
Global Awareness	Come to understand other perspectives and cultures.
Information, Media, and Technology Skills	Use technology and digital media strategically and capably.

## Examples of Alignment: P21 and Common Core Math

P21 Element	CCSS Mathematics Practice
Critical thinking and Problem Solving	Make sense of problems and persevere in solving them Reason abstractly and quantitatively Model with mathematics Look for and make use of structure
Communication Information Literacy	Construct viable arguments and critique the reasoning of others Attend to precision Look for and express regularity in repeated reasoning
Technology Literacy	Use appropriate tools strategically

Taken directly from Partnership for 21<sup>st</sup> Century Skills, "P21 Common Core Toolkit: A Guide to Aligning the Common Core State Standards with the Framework for 21<sup>st</sup> Century Skills"

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<b>Questions to Consider</b>	
<p>How does the learning task promote learning and innovation skills?</p> <ul style="list-style-type: none"><li>• Critical thinking</li><li>• Communication and Collaboration</li><li>• Creativity</li></ul>	
<p>How does the learning task correlate with Common Core capacities of a literate student?</p>	
<p>What would a teacher need to consider when creating an environment that facilitates this kind of learning?</p>	



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## 4<sup>th</sup> Grade – Sample ELA Lesson Starter

**Example: Using an open-ended literary inspiration for writing, each student writes the beginning of a story and records it as a podcast. Students in other classes listen to the story, create the ensuing episodes, and record them as podcasts, until a final group writes and records the conclusions.**

Common Core Standards:

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.4.6 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 setting.

*Source: 21<sup>st</sup> Century Skills Map- English ([www.p21.org](http://www.p21.org))*



## 8<sup>th</sup> Grade – Sample ELA Lesson Starter

**After completing a literature circle unit of teen problem novels, students brainstorm a list of significant social, emotional, or health issues that teens face today. Working in groups, students research one issue and create a public service announcement on a closed YouTube channel to persuade their peers about one action they should take regarding this issue. Students will select and use references from literary readings (e.g. citing how a particular novel presents the issue) as well as research from nonfiction sources to illustrate major points.**

Common Core Standards:

RI.8.2 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.

WHST.6-8.8 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 for citation.

RST.6-8.7 Integrate quantitative or technical information expressed in words or in a text with a version of that information expressed visually (e.g. in a flowchart, diagram, model, graph, or table).

*Source: 21<sup>st</sup> Century Skills Map- English ([www.p21.org](http://www.p21.org))*



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### 12<sup>th</sup> Grade – Sample ELA Lesson Starter

**Example:** After completing a literature unit on the “American dream” during which students have read *The Great Gatsby*, *Death of a Salesman*, and *A Raisin in the Sun*, they explore what it means to have access to an American dream. Students are asked to create non-profit organizations that would help to meet the needs of their community by helping a group of people to meet their American dream, without duplicating current services offered in the community. Students conceive of organizations, formulate extensive grant proposals that help them vie for funding from the fictitious Society for the American Dream, and finally vie for fictitious funding allocations of up to \$500,000. Students pitch their ideas and advocate for funding to the grant panel, comprised not of teachers, but community representatives.

Common Core Standards:

RL.11-12.9 Demonstrate knowledge of eighteenth-nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (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.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 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.

*Source: Sarah Brown Wessling, National Teacher of the Year, 2010-2011*



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### **Resources to assist implementation of learning standards supported by a Comprehensive System of Learning Supports:**

**ISBE Learning Supports Home Page** – introductory information regarding implementation of a Comprehensive System of Learning Supports. <http://www.isbe.net/learningsupports>

**Conditions for Learning Indicators** - research-based *indicators of effective practice* describing the structural systems necessary to promote optimal learning conditions within an educational system. <http://www.isbe.net/learningsupports/html/conditions.htm>

**Learning Supports A-Z Index** – collection of resources regarding specific topics related to the development of teacher and student competencies, engagement and re-engagement, promotion of optimal conditions for learning, and reduction of barriers to learning. <http://www.isbe.net/learningsupports/html/a-z-index.htm>

**Capture the Core Newsletter** – monthly online newsletter produced by ISBE to assist teachers in implementing Common Core State Standards and Learning Supports in the classroom. [http://www.isbe.net/common\\_core/htmls/news.htm](http://www.isbe.net/common_core/htmls/news.htm)

**Common Core State Standards (CCSS)** – learning standards outlining the knowledge, skills, and attributes required for college and career readiness in Mathematics and English/Language Arts (ELA) and Literacy in History/Social Studies, Science, and Technical Subjects. (Included within *Illinois Learning Standards incorporating the Common Core.*) [www.isbe.net/common\\_core/default.htm](http://www.isbe.net/common_core/default.htm)

**Illinois Learning Standards incorporating the Common Core** – comprehensive list of learning standards guiding teaching and learning across subject areas in the state of Illinois. [www.isbe.net/common\\_core/default.htm](http://www.isbe.net/common_core/default.htm)

**ISBE Professional Learning Series** – interactive collection of recommended tools and resources designed to help school personnel facilitate and maintain the implementation of Common Core State Standards. [http://www.isbe.state.il.us/common\\_core/pls/default.htm](http://www.isbe.state.il.us/common_core/pls/default.htm)

**ISBE Online ELA Learning Progressions** – Common Core English/Language Arts grade-level standards and supporting information organized in order of progressive skills in order to facilitate focused instruction and assessment toward student growth. <http://learningprogressions.tctl.org/>



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***Thank you for your time and participation!  
Please answer these questions to help us continuously improve.***

What is your current professional position?

If a teacher, what grade level and subject area do you teach?

What region/area/community are you from?

**1. What is something you already knew or currently do that was reinforced during this presentation?**

**2. What is something you learned and had not thought of before this presentation?**

**3. What is something you plan to do differently in your classroom/school as a result of this presentation?**

**4. Additional comments or feedback for the presenters:**