

Illinois Standards Orientation

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Introductions

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- Today's Presenters
- Collaborating Partners

Illinois Governor's Office of Early Childhood Development
Illinois State Board of Education
Illinois Department of Human Services
Ounce of Prevention Fund
Illinois Early Learning Council

Orientation Objectives

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- ❖ To explore the purpose and relationship of standards, guidelines, and developmental framework used in Illinois at each stage of childhood.
- ❖ To prepare parents, service and education providers for a deeper learning experience given their specific role in the success of children.
- ❖ To inspire a vision for the path to success for children from birth through high school graduation and onto college and careers.

Your turn...

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Name, your role; childhood
memory.



Think with me...

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Building A Shared Vision

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- ❖ “What are the standards of experience that we want all of our children to have?”

- Dr. Lillian Katz, Professor Emerita
- November, 2012
- University of Illinois, Champaign-Urbana



The Definition of Standards for Illinois

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A standard is a general statement of what children should know and be able to do at each age from birth through grade 12.



Realizing a Vision Together

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❖ “What does it take?”

- ❖ ALL of us committed (every day) to the readiness of children from birth to age 18 to be successful adults. (vision)
- ❖ ALL of us committed to an approach and shared standards that define ‘success’ through stages of childhood.
- ❖ All of us doing our part on behalf of children at the point we share in their lives.

The Purpose of Standards: A Path to Success

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- ❖ Standards establish clear and consistent goals for learning that will prepare our children for college and the workforce.
- ❖ Illinois has standards for children from birth to high school graduation.





Career and College Readiness

**Illinois Learning Standards
Incorporating the Common Core
*Early Elementary through High School***

**Illinois Early Learning Standards for Kindergarten
Incorporating the Common Core
*Ages 5-6 Years***

**Illinois Early Learning and
Development Standards
*Ages 3-5 Years***

**Head Start Child Development
& Early Learning Framework
*Ages 3-5 Years***

**Illinois Early Learning Guidelines
*Birth to Age 3 Years***

Alignment & Integration

Illinois Learning Standards Incorporating the Common Core (Early Elementary through High School)

- | | | | |
|---|--|--|---|
| <ul style="list-style-type: none"> • Fine Arts • Foreign Language | <ul style="list-style-type: none"> • Language Arts (Common Core) • Mathematics (Common Core) | <ul style="list-style-type: none"> • Physical Development & Health • Science | <ul style="list-style-type: none"> • Social Science • Social Emotional Learning |
|---|--|--|---|

Illinois Early Learning Standards for Kindergarten Incorporating the Common Core (Ages 5 to 6)

- | | | | |
|---|--|--|--|
| <ul style="list-style-type: none"> • Fine Arts • Foreign Language | <ul style="list-style-type: none"> • Language Arts (Common Core) • Mathematics (Common Core) | <ul style="list-style-type: none"> • Physical Development & Health • Science | <ul style="list-style-type: none"> • Social Science • Social/Emotional Development |
|---|--|--|--|

Illinois Early Learning and Development Standards (Age 3-5)

- | | |
|---|---|
| <ul style="list-style-type: none"> • Language Arts • Mathematics • Science • Social Studies | <ul style="list-style-type: none"> • Social/Emotional Development • Physical Development & Health • The Arts • English Learner Language Development |
|---|---|

Head Start Child Development & Early Learning Framework (Age 3 to 5)

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> • Approaches to Learning • Creative Arts Expression • Language Development • Literacy | <ul style="list-style-type: none"> • Logic and Reasoning • English Language Development • Mathematics Knowledge & Skills | <ul style="list-style-type: none"> • Physical Development & Health • Social and Emotional Development • Social Studies Knowledge & Skills |
|--|---|--|

Illinois Early Learning Guidelines for Children (Birth to Age 3)

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • Approaches to Learning • Cognitive Development | <ul style="list-style-type: none"> • Language Development, Communication, & Literacy • Physical Development & Health | <ul style="list-style-type: none"> • Self-Regulation • Social & Emotional Development |
|---|--|---|

Overview of Illinois Standards & Frameworks

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- ❖ Illinois Early Learning Guidelines for Children **Birth to Age Three**
- ❖ **Ages Three to Five:** Illinois Early Learning and Development Standards & Head Start Child Development & Early Learning Framework
- ❖ **Ages Five to Six:** Illinois Early Learning Standards for Kindergarten Incorporating the Common Core
- ❖ **Early Elementary through High School:** Illinois Learning Standards Incorporating the Common Core
 - ❖ Illinois English Language Learning Standards
 - ❖ Illinois Social Emotional Learning Standards



Career and College Readiness

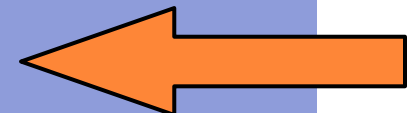
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Illinois Early Learning Guidelines
Birth to Age 3 Years



Birth to Three

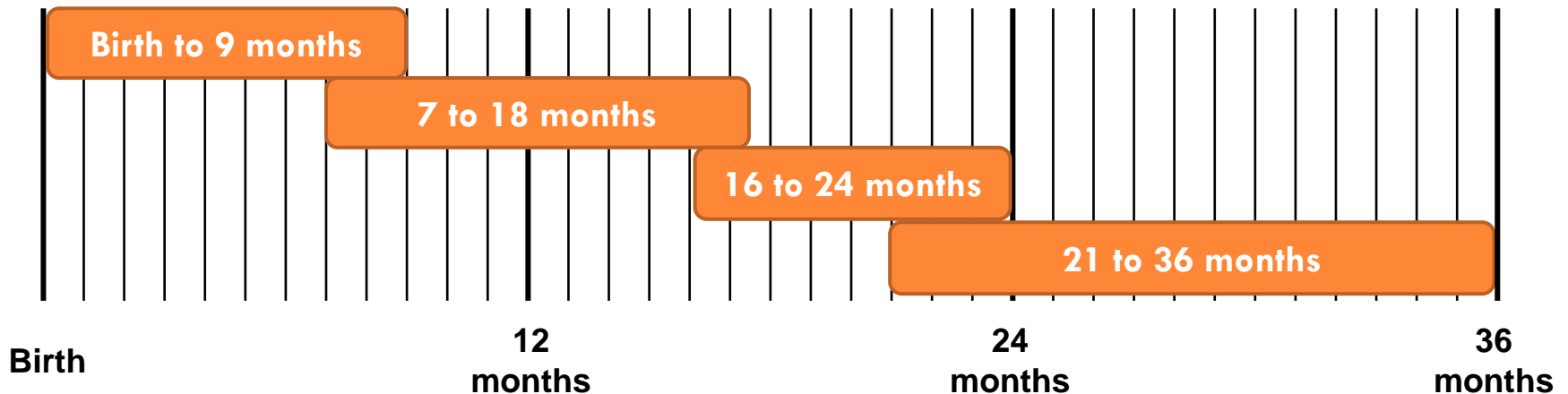
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Inside the IELG

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- ❖ **Overlapping age descriptors:** Demonstrate how development builds on itself across the age span. Age groupings are used in order to reflect changes in behavior triggered by changes in the brain.
- ❖ **Indicator:** Specific statement of skills, knowledge and/or characteristics, in each age group that indicate progress toward the standard.



Illinois Early Learning Guidelines (IELG)

Birth to Age Three

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- ❖ IELG serve as the foundational knowledge that undergirds how we support healthy learning and development in all settings in the first 3 years of life.
- ❖ IELG provide suggestions and ideas on how to create early experiences that benefit all children's learning and development.

Standard: Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.

Standard: Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults

During this age period:

Birth to 9 months: Children develop the ability to signal for caregivers. By the end of this age period, children begin to engage in playful communication with familiar adults.

7 months to 18 months: Children use familiar adults for guidance and reassurance. Children also initiate and engage in back-and-forth interactions with familiar adults.

Indicators for children include:

- Uses signals to communicate needs, e.g., crying, body language, and facial expressions
- Attempts to engage both unfamiliar and familiar adults
- Engages in social interactions with adults through smiles, coos, and eye contact
- Demonstrates preference for familiar adults, e.g., reaches hands out to signal for caregiver(s)
- Cautious of unfamiliar adults
- Begins to engage in simple, back-and-forth interactions with a familiar adult, e.g., plays “peek-a-boo,” babbles in response to an adult speaking and repeats this interaction

Indicators for children include:

- Looks for caregiver’s response in uncertain situations
- Engages with adults during play, e.g., bangs on a toy drum and repeats action after an adult completes the same action
- Uses key adults as a “secure base” when exploring the environment
- Uses “social referencing” when encountering new experiences, e.g., glances at a caregiver’s face for cues on how to respond to an unfamiliar person or unknown object
- Draws a familiar adult into an interaction, e.g., hands a book or toy to engage in together

Strategies for interaction:

- Provide prompt, responsive, and sensitive care to the child’s needs
- Provide a loving and nurturing environment with trustworthy adults, and assign a primary caregiver to consistently take care of the child’s needs
- Engage with the child through everyday, loving interactions
- Comfort the child when upset, frightened, or overwhelmed, e.g., gentle hugs or using a soothing voice
- Follow the child’s lead when interacting and playing

Strategies for interaction:

- Follow the child’s lead in play; respond genuinely while interacting
- Respond to the child consistently; this helps build trust
- Offer support through reassuring behaviors such as smiles, hugs, and cuddles
- Provide dedicated periods of time to play and engage with the child with limited interruptions



Career and College Readiness

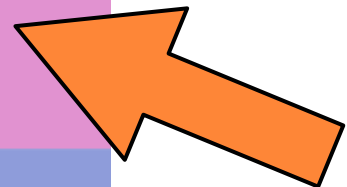
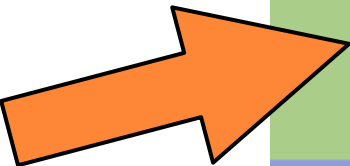
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Illinois Early Learning Guidelines
Birth to Age 3 Years



Three - Five

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- ❖ Illinois Early Learning and Development Standards (IELDS)
- ❖ Head Start Child Development And Early Learning Framework

Illinois Early Learning and Development Standards (IELDS)

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IELDS Purposes

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- Create a foundational, shared understanding of what 3-5 year olds are expected to know and do.
- Improve the intentional, developmentally appropriate practices to support development.
- Provide support for a more qualified workforce.
- Align with existing guidelines or standards for younger and older children.
- Serve as a resource for those involved in policies and practices.

Note: Modified from the ELDS pg. 7.

Guiding Principles

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- ❖ Early learning and development are multidimensional. Developmental domains are highly interrelated.
- ❖ Young children are capable and competent.
- ❖ Children are individuals who develop at different rates.
- ❖ Children will exhibit a range of skills and competencies in any domain of development.
- ❖ Knowledge of how children grow and develop, together with expectations that are consistent with growth patterns, are essential to develop, implement and maximize the benefits of educational experiences for children.
- ❖ Young children learn through active exploration of their environment in child-initiated and teacher (adult) selected activities.
- ❖ Families are the primary caregivers and educators of young children.

Inside the IELDS: Basic Tools

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- ❖ Language Arts
- ❖ Mathematics
- ❖ Science
- ❖ Social Studies
- ❖ Physical Development and Health
- ❖ The Arts
- ❖ English Language Learner Home Language Development
- ❖ Social/Emotional Development



Sample Page: 33 – Illinois Early Learning and Development Standards

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Language Arts

GOAL 3

Demonstrate interest in and understanding of informational text.

LEARNING STANDARD 3.A

Recognize key ideas and details in nonfiction text.¹⁰

LANGUAGE ARTS | 3.B

Preschool Benchmarks

3.A.ECa With teacher assistance, ask and answer questions about details in a nonfiction book.

3.A.ECb With teacher assistance, retell detail(s) about main topic in a nonfiction book.

Example Performance Descriptors

EXPLORING	DEVELOPING	BUILDING
With teacher assistance, look at the pictures or text in a nonfiction book.	With teacher assistance, ask and answer simple questions about the pictures or text in a nonfiction book.	With teacher assistance, look at pictures in an informational book to find an answer to a question (e.g., looking to see what a tadpole looks like and how it is different from a frog).
With teacher assistance, identify one important fact in a nonfiction book heard read aloud.	With teacher assistance, identify more than one important fact from a nonfiction book heard read aloud.	With teacher assistance, recall important facts from a nonfiction book heard read aloud.

LEARNING STANDARD 3.B

Recognize features of nonfiction books.¹¹

Preschool Benchmarks

3.B.ECa With teacher assistance, identify basic similarities and differences in pictures and information found in two texts on the same topic.

Example Performance Descriptors

EXPLORING	DEVELOPING	BUILDING
With teacher assistance, talk about how the pictures in two books about the same topic are alike and different (e.g., noticing that photographs are used in one book and drawings in another book on the same topic).	With teacher assistance, talk about how the facts in two books about the same topic are alike and different (e.g., in two books about construction vehicles, notice that one includes two kinds of dump trucks).	With teacher assistance, talk about how the pictures and facts in two books about the same topic are alike and different (e.g., in two books about birds, notice that they both have many birds with red beaks and show different kinds of nests).

¹⁰ Aligns with Kindergarten Common Core, Reading Informational Text 1-3.

¹¹ Aligns with Kindergarten Common Core, Reading Informational Text 7-9.

Head Start

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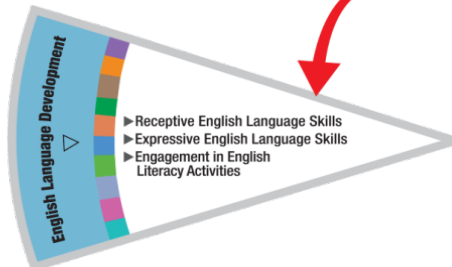


The Head Start Child Development And Early Learning Framework



English Language Development

The ten domains above apply to all children. One domain, English Language Development, applies only to children who are dual language learners (DLLs). These children speak a language other than English at home.





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Kindergarten (Five – Six)

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Kindergarten Standards - sample

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LANGUAGE ARTS

MATHEMATICS

SCIENCE

SO

Language Arts

*State Goal 1: Read with understanding and fluency.
(continued)*

Learning Standard B

Apply reading strategies to improve understanding and fluency.

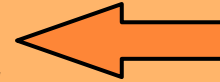
BENCHMARKS

- 1.B.Ka Make predictions based on cover, title, and pictures.
- 1.B.Kb Connect text to prior experiences and knowledge.
- 1.B.Kc Engage in shared/independent reading of familiar

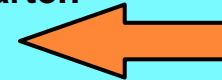


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Birth to Age 3 Years

Common Core State Standards: Kindergarten – 12th Grade

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Our Commitment to All Children In Illinois

Our Students. . . . prepared for success after high school

Our Promise. . . .leadership, advocacy & support

Our Future. . . .strong communities, competitive workforce

The standards:

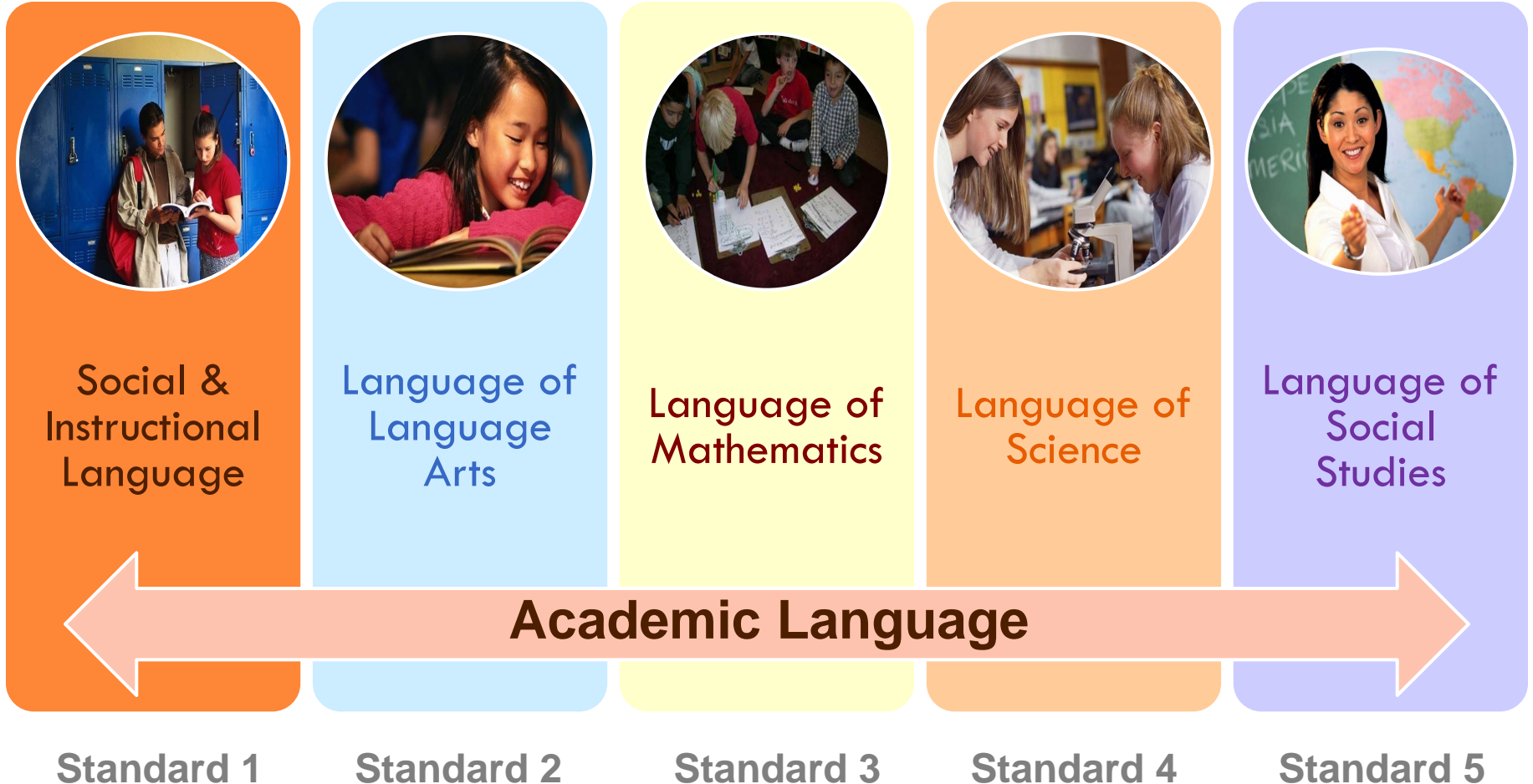
- ❖ Are aligned with college and workforce expectations;
- ❖ Are clear, understandable and consistent;
- ❖ Include rigorous content and application of knowledge through high-order skills;
- ❖ Build upon strengths and lessons of current state standards;
- ❖ Are informed by standards in other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- ❖ Are evidence-based.

More About the Common Core

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- ❖ English Language Arts and Math were developed first because they teach skills which students build upon for other subjects. The work on Science and Social Studies standards has been started.
- ❖ Standards which list expectations for teachers to make sure students have the skills and knowledge they need at each grade level.
- ❖ New Math and English Language Arts standards for K-12 education known as the New Illinois State Learning Standards Incorporating the Common Core go into effect in all schools in the 2014-2015 school year.

****WIDA's English Language Development Standards**



****Language Domains**

Listening

Process, understand, interpret and evaluate spoken language in a variety of situations

Speaking

Engage in oral communication in a variety of situations for a variety of purposes and audiences

Reading

Process, understand, interpret and evaluate written language, symbols and text with understanding and fluency

Writing

Engage in written communication in a variety of situations for a variety of purposes and audiences

****English Language Development (ELD) Standards Framework**

ELD Standards

- ❖ Academic language development
- ❖ Language-based
- ❖ Reflective of the varying stages of second language acquisition
- ❖ Representative of social and academic language contexts

State Content Standards

- ❖ Academic achievement
- ❖ Content-based
- ❖ Reflective of conceptual development
- ❖ Representative of the school's academic curriculum

Mathematics

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Grade 1 Overview

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction.
Understand and apply properties of operations and the relationship between addition and subtraction.
Add and subtract within 20.
Work with addition and subtraction equations.

Number and Operations in Base Ten

Extend the counting sequence.
Understand place value.
Use place value understanding and properties of operations to add and subtract.

Measurement and Data

Measure lengths indirectly and by iterating length units.
Tell and write time.
Represent and interpret data.

Illinois Social-Emotional Learning Standards

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Illinois Social-Emotional Learning Standards

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- ❖ **Goal 1** - Develop self-awareness and self-management skills to achieve school and life success.
- ❖ **Goal 2** - Use social-awareness and interpersonal skills to establish and maintain positive relationships.
- ❖ **Goal 3** - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Common Core: For Parents and Caregivers

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- ❖ Parents will know what is expected of their children at each grade level.
- ❖ Standards give parents specific information when talking with teachers during the school year.
- ❖ Standards assure parents their children have access to the same high-quality education as other students in Illinois and in other parts of the country.
- ❖ Parents will know that their child is learning skills and knowledge to be successful in the 21st century.

NOTE: The Illinois PTA (Parent Teacher Association) and the Illinois State Board of Education have co-branded the **Parents' Guide to Success**. (a series of brochures for each grade level designed especially for parents)

On Behalf of Illinois' Children:

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- ❖ Commit (every day) to the readiness of children from birth to age 18 to be successful adults. (vision)
- ❖ Adopt a shared approach and standards that define 'success' through stages of childhood.
- ❖ Do your part on behalf of children at the point you share in their lives.



Ready to learn more?