

Illinois Arts Learning Standards and the Common Core State Standards in English Language Arts: A Comparison

In a study conducted by the College Board for the National Coalition for Core Arts Standards (2014)¹, the eleven arts anchor standards in the [National Core Arts Standards](#) (NCAS) were compared to each of the Common Core (CCSS) anchor standards for [English Language Arts](#), as well as the [Standards for Mathematical Practice](#), with the goal of highlighting any similarities in the types of habits, skills, and abilities that were described in each.

The study approach involved determining two levels of alignment. First, **high-level** or **primary-level alignments** “were instances in which the expectations put forth in each of the two standards being compared were highly similar, and described nearly identical practices in the context of two different subject areas” (The College Board, 2014, p. 6). Second, “comparisons that did not yield obvious and straightforward parallels but were still potentially related to one another were deemed **secondary-level alignments**” (2014, p. 6, emphasis ours). The study determined that “the practices described in each standard *may* relate to one another in certain instances, and that the cognitive habits that students are expected to engage in do share certain similarities” (2014, p. 6).

The [Illinois Arts Learning Standards](#) (ILAS), modeled on the NCAS, retain all of the NCAS anchor standards with several modifications:

- **Anchor Standard #3** has been modified from “Refine and complete artistic work” to “**Revise**, refine, and complete artistic work.” The final stages of work in media arts and visual arts can involve revising as well as refining. Adding “revise” to this anchor standard more effectively aligns it with media arts and visual arts and does not negatively impact the other disciplines.
- **Anchor Standard #8** has been modified from “*Interpret intent* of artistic work” to “**Construct meaningful interpretations** of artistic work,” on the grounds that the goal of arts interpretation is not to determine the artist’s intent (nor are we able to do so).

Given that the two sets of anchor standards parallel one another in almost every aspect, the CPS Department of Arts Education has reviewed the College Board study results to affirm that the alignments between the NCAS and CCSS hold true for the ILAS. The Department determined that all alignments between the ILAS and the CCSS can be supported with the same evidence used to draw primary and secondary alignments between the NCAS and the CCSS.

The following tables show primary and secondary alignments between the ILAS and the CCSS for English Language Arts. Primary alignments are **highlighted in yellow**.

¹ The College Board. (2014). *The Arts and the Common Core: A Comparison of the National Core Arts Standards and the Common Core State Standards*. New York: The College Board.

| Common Core Anchor Standards for READING | Illinois Arts Learning Anchor Standards | | |
|---|--|--|---|
| | ARTISTIC PROCESS Creating: Conceiving and developing new ideas and work | | |
| | Cr.1. Generate and conceptualize artistic ideas and work. | Cr.2. Organize and develop artistic ideas and work. | Cr.3. Revise, refine and complete artistic ideas and work. |
| Key Ideas and Details | | | |
| CCRA.R.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | No correlation | No correlation | No correlation |
| CCRA.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | No correlation | Secondary: The ability to summarize key supporting details and ideas of a text may relate to the ability to organize and develop artistic ideas and work . | Secondary: The ability to analyze the development of central ideas and themes of a text may relate to the ability to revise, refine, and complete artistic ideas and work . |
| CCRA.R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | No correlation | No correlation | Secondary: The ability to analyze how and why ideas develop over the course of a text may relate to the ability to revise and refine artistic ideas . |
| Craft and Structure | | | |
| CCRA.R.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | No correlation | No correlation | Secondary: The ability to analyze how word choices shape meaning or tone may relate to the ability to revise and refine artistic ideas and work . |
| CCRA.R.5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | No correlation | No correlation | Secondary: The ability to analyze how portions of a text relate to each other and the whole may relate to the ability to revise and refine artistic ideas and work . |

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| CCRA.R.6. Assess how point of view or purpose shapes the content and style of a text. | Secondary: The ability to assess how point of view or purpose shapes content and style may relate to the ability to generate and conceptualize artistic ideas and work . | Secondary: The ability to assess how point of view or purpose shapes content and style may relate to the ability to organize and develop artistic ideas and work . | Secondary: The ability to assess how point of view or purpose shapes content and style may relate to the ability to revise, refine, and complete artistic ideas . |
| Integration of Knowledge and Ideas | | | |
| CCRA.R.7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words. | <i>No correlation</i> | Secondary: The ability to integrate and evaluate content presented in diverse media and formats may relate to the ability to organize and develop artistic ideas . | Secondary: The ability to integrate and evaluate content presented in diverse media and formats may relate to the ability to revise, refine, and complete artistic ideas . |
| CCRA.R.8. Delineate and evaluate the argument and specific claims in a text, including the validity of reasoning as well as the relevance and sufficiency of the evidence. | <i>No correlation</i> | Secondary: The ability to delineate and evaluate arguments and claims may relate to the ability to organize and develop artistic ideas and work . | Secondary: The ability to delineate and evaluate arguments and claims may relate to the ability to revise, refine, and complete artistic ideas . |
| CCRA.R.9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | <i>No correlation</i> | <i>No correlation</i> | <i>No correlation</i> |
| Range of Reading and Level of Text Complexity | | | |
| CCRA.R.10. Read and comprehend complex literary and informational texts independently and proficiently. | <i>No correlation</i> | <i>No correlation</i> | Secondary: The ability to read independently and proficiently may relate to the ability to revise and refine artistic ideas . |

| Common Core Anchor Standards for WRITING | Illinois Arts Learning Anchor Standards | | |
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| | ARTISTIC PROCESS <i>Creating: Conceiving and developing new ideas and work</i> | | |
| | Cr.1. Generate and conceptualize artistic ideas and work. | Cr.2. Organize and develop artistic ideas and work. | Cr.3. Revise, refine and complete artistic ideas and work. |
| Text Types and Purposes | | | |
| CCRA.W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | Secondary: The ability to support claims in an analysis and to use valid reasoning and evidence may relate to the ability to generate and conceptualize artistic ideas and work . | Secondary: The ability to support claims in an analysis of substantive topics or texts may relate to the ability to organize and develop artistic ideas and work . | Secondary: The ability to support claims using valid reasoning and relevant and sufficient evidence may relate to the ability to revise, refine, and complete artistic ideas and work . |
| CCRA.W.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | Primary: The ability to effectively select, organize, and analyze content relates to the ability to generate and conceptualize artistic ideas and work . | Primary: The ability to effectively select, organize, and analyze content relates to the ability to organize and develop artistic ideas and work . | Primary: The ability to effectively organize and analyze content and to convey complex ideas and information clearly and accurately relates to the ability to revise, refine, and complete artistic ideas and work . |
| CCRA.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | Secondary: The ability to write narratives to develop real or imagined experiences may relate to the ability to generate and conceptualize artistic ideas and work . | Primary: The ability to write narratives to develop real or imagined experiences relates to the ability to organize and develop artistic ideas and work . | Secondary: The ability to write narratives using effective technique, well-chosen details, and well-structured event sequences may relate to the ability to revise, refine, and complete artistic ideas and work . |
| Production and Distribution of Writing | | | |
| CCRA.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | Secondary: The ability to link development, organization, and style to task, purpose, and audience may relate to the ability to generate and conceptualize artistic ideas and work . | Secondary: The ability to produce clear and coherent writing and consider task, purpose, and audience may relate to the ability to organize and develop artistic ideas and work . | Secondary: The ability to link development, organization, and style to task, purpose, and audience may relate to the ability to revise, refine, and complete artistic ideas and work . |

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| CCRA.W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | Primary: The ability to develop writing through planning relates to the ability to generate and conceptualize artistic ideas and work . | Primary: The ability to develop writing through planning, revising, editing, rewriting, and trying a new approach relates to the ability to organize and develop artistic ideas and work . | Primary: The ability to develop and strengthen writing through revising, editing, rewriting, and trying a new approach relates to the ability to revise, refine, and complete artistic ideas and work . |
| CCRA.W.6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others. | <i>No correlation*</i> | <i>No correlation*</i> | <i>No correlation*</i> |
| Research to Build and Present Knowledge | | | |
| CCRA.W.7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | Secondary: The ability to conduct research projects based on focused questions may relate to the ability to generate and conceptualize artistic ideas and work . | Secondary: The ability to conduct research projects based on focused questions may relate to the ability to organize and develop artistic ideas and work . | Secondary: The ability to conduct research projects may relate to the ability to revise, refine and complete artistic ideas and work . |
| CCRA.W.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | Secondary: The ability to gather relevant information from multiple print and digital sources and integrating ideas while avoiding plagiarism may relate to the ability to generate and conceptualize artistic ideas and work . | Secondary: The ability to gather relevant information from multiple print and digital sources and integrating ideas while avoiding plagiarism may relate to the ability to organize and develop artistic ideas and work . | Secondary: The ability to integrate information while avoiding plagiarism may relate to the ability to revise, refine, and complete artistic ideas and work . |
| CCRA.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | <i>No correlation</i> | Secondary: The ability to draw evidence to support analysis, reflection, and research may relate to the ability to organize and develop artistic ideas and work . | Secondary: The ability to draw evidence to support analysis, reflection, and research may relate to the ability to revise, refine, and complete artistic ideas and work . |
| Range of Writing | | | |
| CCRA.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences. | Secondary: The ability to write routinely over extended time frames may relate to the ability to generate and conceptualize artistic ideas and work . | Secondary: The ability to write routinely over extended time frames may relate to the ability to organize and develop artistic ideas and work . | Secondary: The ability to write routinely over extended time frames may relate to the ability to revise, refine, and complete artistic ideas and work . |

*Note: Although the Illinois Arts Learning Anchor Standards for Creating do not align with Anchor Standard #6 for Writing, some of the IL Arts grade-level standards in this category do reference the use of technology.

| Common Core Anchor Standards for SPEAKING & LISTENING | Illinois Arts Learning Anchor Standards | | |
|---|--|--|--|
| | ARTISTIC PROCESS Creating: Conceiving and developing new ideas and work | | |
| | Cr.1. Generate and conceptualize artistic ideas and work. | Cr.2. Organize and develop artistic ideas and work. | Cr.3. Revise, refine and complete artistic ideas and work. |
| Comprehension and Collaboration | | | |
| CCRA.SL.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. | Secondary: The ability to build on others' ideas and express [one's] own clearly and persuasively may relate to the ability to generate and conceptualize artistic ideas and work. | Secondary: The ability to build on others' ideas and express [one's] own clearly and persuasively may relate to the ability to organize and develop artistic ideas and work. | Secondary: The ability to build on others' ideas and express [one's] own clearly and persuasively may relate to the ability to revise, refine, and complete artistic ideas and work. |
| CCRA.SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | Secondary: The ability to integrate and evaluate information presented in diverse media and formats may relate to the ability to generate and conceptualize artistic ideas and work. | Secondary: The ability to integrate and evaluate information presented in diverse media and formats may relate to the ability to organize and develop artistic ideas and work. | Secondary: The ability to integrate and evaluate information presented in diverse media and formats may relate to the ability to revise, refine, and complete artistic ideas and work. |
| CCRA.SL.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. | <i>No correlation</i> | <i>No correlation</i> | <i>No correlation</i> |
| Presentation of Knowledge and Ideas | | | |
| CCRA.SL.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | <i>No correlation</i> | <i>No correlation</i> | <i>No correlation</i> |
| CCRA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. | <i>No correlation*</i> | <i>No correlation*</i> | <i>No correlation*</i> |

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| CCRA.SL.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | <i>No correlation</i> | <i>No correlation</i> | <i>No correlation</i> |
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**Note: Although the Illinois Arts Learning Anchor Standards for Creating do not align with Anchor Standard #5 for Speaking and Listening, some of the IL Arts grade-level standards in this category do reference the use of digital media and/or visual displays of data.*

| Common Core Anchor Standards for LANGUAGE | Illinois Arts Learning Anchor Standards | | |
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| | ARTISTIC PROCESS Creating: Conceiving and developing new ideas and work | | |
| | Cr.1. Generate and conceptualize artistic ideas and work. | Cr.2. Organize and develop artistic ideas and work. | Cr.3. Revise, refine and complete artistic ideas and work. |
| Conventions of Standard English | | | |
| CCRA.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | No correlation | No correlation | No correlation |
| CCRA.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | No correlation | No correlation | No correlation |
| Knowledge of Language | | | |
| CCRA.L.3. 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. | No correlation | Secondary: The ability to make effective choices of language for meaning or style may relate to the ability to organize and develop artistic ideas and work . | Secondary: The ability to make effective choices of language for meaning or style may relate to the ability to revise, refine, and complete artistic ideas and work . |
| Vocabulary Acquisition and Use | | | |
| CCRA.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | No correlation | No correlation | No correlation |
| CCRA.L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | Secondary: The ability to demonstrate understanding of figurative language, word relationships, and nuance in word meanings may relate to the ability to generate and conceptualize artistic ideas and work . | Secondary: The ability to demonstrate understanding of figurative language, word relationships, and nuances in word meanings may relate to the ability to organize and develop artistic ideas and work . | Secondary: The ability to demonstrate understanding of figurative language, word relationships, and nuances in word meanings may relate to the ability to revise, refine, and complete artistic ideas and work . |

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| <p>CCRA.L.6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p> | <p><i>No correlation</i></p> | <p><i>No correlation</i></p> | <p><i>No correlation</i></p> |
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| Common Core Anchor Standards for READING | Illinois Arts Learning Anchor Standards | | |
|---|---|---|---|
| | <p style="text-align: center;">ARTISTIC PROCESS</p> <p style="text-align: center;">Performing: <i>Realizing artistic ideas and work through interpretation and presentation.</i></p> <p style="text-align: center;">Presenting: <i>Interpreting and sharing artistic work.</i></p> <p style="text-align: center;">Producing: <i>Realizing and presenting artistic ideas and work.</i></p> | | |
| | Pr.4. Select, analyze, and interpret artistic work for presentation. | Pr.5. Develop and refine artistic techniques and work for presentation. | Pr.6. Convey meaning through the presentation of artistic work. |
| Key Ideas and Details | | | |
| CCRA.R.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | Primary: The ability to read closely to determine what a text says relates to the ability to analyze and interpret artistic work for presentation. | No correlation | No correlation |
| CCRA.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | Primary: The ability to determine central ideas or themes of a text and analyze their development relates to the ability to analyze and interpret artistic work for presentation. | No correlation | No correlation |
| CCRA.R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | Primary: The ability to analyze how and why individuals, events, and ideas develop and interact over the course of a text relates to the ability to analyze and interpret artistic work for presentation. | No correlation | No correlation |
| Craft and Structure | | | |
| CCRA.R.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | Primary: The ability to interpret words and phrases as they are used in a text relates to the ability to analyze and interpret artistic work for presentation. | No correlation | No correlation |

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| CCRA.R.5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | Primary: The ability to analyze the structure of texts relates to the ability to analyze and interpret artistic work . | No correlation | No correlation |
| CCRA.R.6. Assess how point of view or purpose shapes the content and style of a text. | Primary: The ability to assess how point of view or purpose shapes a text's content and style relates to the ability to analyze and interpret artistic work . | No correlation | No correlation |
| Integration of Knowledge and Ideas | | | |
| CCRA.R.7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words. | Primary: The ability to integrate and evaluate content presented in diverse media and formats may relate to the ability to analyze and interpret artistic work . | No correlation | No correlation |
| CCRA.R.8. Delineate and evaluate the argument and specific claims in a text, including the validity of reasoning as well as the relevance and sufficiency of the evidence. | Primary: The ability to delineate and evaluate the argument of a text relates to the ability to analyze and interpret artistic work . | No correlation | No correlation |
| CCRA.R.9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | Primary: The ability to analyze how two or more texts address similar themes or topics relates to the ability to analyze and interpret artistic work . | No correlation | No correlation |
| Range of Reading and Level of Text Complexity | | | |
| CCRA.R.10. Read and comprehend complex literary and informational texts independently and proficiently. | Primary: The ability to comprehend complex texts relates to the ability to analyze and interpret artistic work . | No correlation | No correlation |

| Common Core Anchor Standards for WRITING | Illinois Arts Learning Anchor Standards | | |
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| | ARTISTIC PROCESS Performing: Realizing artistic ideas and work through interpretation and presentation. Presenting: Interpreting and sharing artistic work. Producing: Realizing and presenting artistic ideas and work. | | |
| | Pr.4. Select, analyze, and interpret artistic work for presentation. | Pr.5. Develop and refine artistic techniques and work for presentation. | Pr.6. Convey meaning through the presentation of artistic work. |
| Text Types and Purposes | | | |
| CCRA.W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | Secondary: The ability to write arguments in an analysis of substantive topics or texts may relate to the ability to select, analyze, and interpret artistic work for presentation. | <i>No correlation</i> | Primary: The ability to write arguments to support claims relates to the ability to convey meaning through the presentation of artistic work. |
| CCRA.W.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | Primary: The ability to effectively select, organize, and analyze content relates to the ability to select, analyze, and interpret artistic work for presentation. | <i>No correlation</i> | Primary: The ability to write texts to examine and convey complex ideas and information relates to the ability to convey meaning through the presentation of artistic work. |
| CCRA.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | <i>No correlation</i> | Primary: The ability to develop real or imagined experiences using effective technique and well-chosen details relates to the ability to develop and refine artistic techniques and work for presentation. | Secondary: The ability to develop real or imagined experiences using effective technique may relate to the ability to convey meaning through the presentation of artistic work. |
| Production and Distribution of Writing | | | |
| CCRA.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | <i>No correlation</i> | Primary: The ability to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience relates to the ability to develop and refine artistic techniques and work for presentation. | Primary: The ability to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience relates to the ability to convey meaning through the presentation of artistic work. |

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| CCRA.W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | No correlation | Primary: The ability to develop writing by planning, revising, editing, rewriting, or trying a new approach relates to the ability to develop and refine artistic techniques and work for presentation . | Primary: The ability to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach relates to the ability to convey meaning through the presentation of artistic work . |
| CCRA.W.6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others. | No correlation | Secondary: The ability to use technology to produce and publish writing may relate to refining artistic techniques and work for presentation . | Secondary: The ability to use technology to produce and publish writing and to interact and collaborate with others may relate to the ability to convey meaning through the presentation of artistic work . |
| Research to Build and Present Knowledge | | | |
| CCRA.W.7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | No correlation | No correlation | No correlation |
| CCRA.W.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | Secondary: The ability to gather information, assess sources, and integrate information may relate to the ability to analyze, interpret, and select artistic work . | No correlation | No correlation |
| CCRA.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | Primary: The ability to draw evidence from texts to support analysis, reflection, and research relates to the ability to analyze, interpret, and select content for presentation . | No correlation | No correlation |
| Range of Writing | | | |
| CCRA.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences. | No correlation | Primary: The ability to write for a range of tasks, purposes, and audiences relates to the ability to develop and refine artistic techniques and work for presentation . | Secondary: The ability to write routinely for a range of tasks, purposes, and audiences may relate to the ability to convey meaning through the presentation of artistic work . |

| Common Core Anchor Standards for SPEAKING & LISTENING | Illinois Arts Learning Anchor Standards | | |
|---|---|--|--|
| | ARTISTIC PROCESS Performing: Realizing artistic ideas and work through interpretation and presentation. Presenting: Interpreting and sharing artistic work. Producing: Realizing and presenting artistic ideas and work. | | |
| | Pr.4. Select, analyze, and interpret artistic work for presentation. | Pr.5. Develop and refine artistic techniques and work for presentation. | Pr.6. Convey meaning through the presentation of artistic work. |
| Comprehension and Collaboration | | | |
| CCRA.SL.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. | <i>No correlation</i> | <i>No correlation</i> | Secondary: The ability to participate effectively in a range of conversations and collaborations with diverse partners may relate to the ability to convey meaning through the presentation of artistic work . |
| CCRA.SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | Primary: The ability to integrate and evaluate information presented in diverse media and formats relates to the ability to analyze, interpret, and select artistic work . | <i>No correlation</i> | <i>No correlation</i> |
| CCRA.SL.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. | Secondary: The ability to evaluate a speaker's point of view may relate to the ability to analyze, interpret, and select artistic work . | <i>No correlation</i> | <i>No correlation</i> |
| Presentation of Knowledge and Ideas | | | |
| CCRA.SL.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | Secondary: The ability to present information such that listeners can follow the line of reasoning may relate to the ability to analyze, interpret, and select work for presentation . | Primary: The ability to present information such that the organization and style are appropriate to the task, purpose, and audience relates to the ability to develop and refine artistic techniques and work for presentation . | Primary: The ability to present information such that the style is appropriate to task, purpose, and audience relates to the ability to convey meaning through the presentation of work . |

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| <p>CCRA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> | <p><i>No correlation</i></p> | <p>Secondary: The ability to strategically use digital media and visual displays to enhance understanding of presentations may relate to the ability to develop and refine artistic techniques and work for presentation.</p> | <p>Primary: The ability to strategically use digital media and visual displays to express information and enhance understanding of presentations relates to the ability to convey meaning through the presentation of artistic work.</p> |
| <p>CCRA.SL.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> | <p><i>No correlation</i></p> | <p>Secondary: The ability to adapt speech to a variety of contexts and communicative tasks may relate to the ability to develop and refine artistic techniques and work for presentation.</p> | <p>Secondary: The ability to adapt speech to a variety of contexts and communicative tasks may relate to the ability to convey meaning through the presentation of artistic work.</p> |

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| Common Core Anchor Standards for LANGUAGE | Illinois Arts Learning Anchor Standards | | |
| | ARTISTIC PROCESS Performing: Realizing artistic ideas and work through interpretation and presentation. Presenting: Interpreting and sharing artistic work. Producing: Realizing and presenting artistic ideas and work. | | |
| | Pr.4. Select, analyze, and interpret artistic work for presentation. | Pr.5. Develop and refine artistic techniques and work for presentation. | Pr.6. Convey meaning through the presentation of artistic work. |
| Conventions of Standard English | | | |
| CCRA.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | No correlation | No correlation | Secondary: The ability to demonstrate command of the conventions of standard English may relate to the ability to convey meaning through the presentation of artistic work. |
| CCRA.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | No correlation | No correlation | Secondary: The ability to demonstrate command of the conventions of standard English may relate to the ability to convey meaning through the presentation of artistic work. |
| Knowledge of Language | | | |
| CCRA.L.3. 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. | Secondary: The ability to understand how language functions in different contexts and to make effective choices for meaning or style may relate to the ability to analyze, interpret, and select artistic work for presentation. | Secondary: The ability to make effective choices for meaning or style may relate to the ability to develop and refine artistic techniques for presentation. | Primary: The ability to make effective choices for meaning or style relates to the ability to convey meaning through the presentation of artistic work. |
| Vocabulary Acquisition and Use | | | |

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| <p>CCRA.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> | <p>Secondary: The ability to use context clues and analyze meaningful word parts may relate to the ability to analyze and interpret artistic work.</p> | <p><i>No correlation</i></p> | <p><i>No correlation</i></p> |
| <p>CCRA.L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> | <p>Secondary: The ability to demonstrate understanding of figurative language, word relationships, and nuances in word meanings may relate to the ability to analyze and interpret artistic work.</p> | <p><i>No correlation</i></p> | <p>Secondary: The ability to demonstrate understanding of figurative language, word relationships, and nuances in word meanings may relate to the ability to convey meaning through the presentation of artistic work.</p> |
| <p>CCRA.L.6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p> | <p><i>No correlation</i></p> | <p><i>No correlation</i></p> | <p><i>No correlation</i></p> |

| Common Core Anchor Standards for READING | Illinois Arts Learning Anchor Standards | | |
|---|---|--|---|
| | ARTISTIC PROCESS Responding: <i>Understanding and evaluating how the arts convey meaning.</i> | | |
| | Re.7. Perceive and analyze artistic work. | Re.8. Construct meaningful interpretations of artistic work. | Re.9. Apply criteria to evaluate artistic work. |
| Key Ideas and Details | | | |
| CCRA.R.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | Primary: The ability to read closely to determine what a text says explicitly and to make logical inferences from it , as well as citing specific evidence to support conclusions , relates to the ability to perceive and analyze artistic work . | Primary: The ability to read closely to determine what a text says explicitly and to make logical inferences from it , as well as citing specific evidence to support conclusions , relates to the ability to construct meaningful interpretations of artistic work . | Primary: The ability to determine what the text says explicitly and to make logical inferences from it relates to the ability to apply criteria to evaluate artistic work . |
| CCRA.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | Primary: The ability to determine central ideas or themes of a text and analyze their development relates to the ability to perceive and analyze artistic work . | Primary: The ability to determine central ideas or themes of a text and analyze their development relates to the ability to construct meaningful interpretations of artistic work . | Secondary: The ability to analyze the development of central ideas or themes of a text may relate to the ability to apply criteria to evaluate artistic work . |
| CCRA.R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | Primary: The ability to analyze how and why individuals, events, and ideas develop and interact over the course of a text relates to the ability to perceive and analyze artistic work . | Primary: The ability to analyze how and why individuals, events, and ideas develop and interact over the course of a text relates to the ability to construct meaningful interpretations of artistic work . | Secondary: The ability to analyze how and why individuals, events, and ideas develop and interact over the course of a text may relate to the ability to apply criteria to evaluate artistic work . |
| Craft and Structure | | | |
| CCRA.R.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | Primary: The ability to interpret words and phrases, including determining meanings , and to analyze how word choices shape meaning or tone relates to the ability to perceive and analyze artistic work . | Primary: The ability to interpret words and phrases, including determining meanings , and to analyze how word choices shape meaning or tone relates to the ability to construct meaningful interpretations of artistic work . | Secondary: The ability to interpret words and phrases, including determining meanings , may relate to the ability to apply criteria to evaluate artistic work . |

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| CCRA.R.5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | Primary: The ability to analyze the structure of texts, including how specific [elements] relate to each other and the whole relates to the ability to perceive and analyze artistic work . | Primary: The ability to analyze the structure of texts, including how specific [elements] relate to each other and the whole relates to the ability to construct meaningful interpretations of artistic work . | Secondary: The ability to analyze the structure of texts may relate to the ability to apply criteria to evaluate artistic work . |
| CCRA.R.6. Assess how point of view or purpose shapes the content and style of a text. | Primary: The ability to assess how point of view or purpose shapes the content and style of a text is related to the ability to perceive and analyze artistic work . | Primary: The ability to assess how point of view or purpose shapes the content and style of a text is related to the ability to construct meaningful interpretations of artistic work . | Secondary: The ability to assess how point of view or purpose shapes the content and style of a text is related to the ability to apply criteria to evaluate artistic work . |
| Integration of Knowledge and Ideas | | | |
| CCRA.R.7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words. | Primary: The ability to integrate and evaluate content presented in diverse media and formats relates to the ability to perceive and analyze artistic work . | Primary: The ability to integrate and evaluate content presented in diverse media and formats relates to the ability to construct meaningful interpretations of artistic work . | Primary: The ability to evaluate content presented in diverse media and formats relates to the ability to apply criteria to evaluate artistic work . |
| CCRA.R.8. Delineate and evaluate the argument and specific claims in a text, including the validity of reasoning as well as the relevance and sufficiency of the evidence. | Primary: The ability to delineate and evaluate the argument and specific claims in a text relates to the ability to perceive and analyze artistic work . | Primary: The ability to delineate and evaluate the argument and specific claims in a text relates to the ability to construct meaningful interpretations of artistic work . | Primary: The ability to delineate and evaluate the argument and specific claims in a text relates to the ability to apply criteria to evaluate artistic work . |
| CCRA.R.9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | Primary: The ability to analyze how two or more texts address similar themes or topics relates to the ability to perceive and analyze artistic work . | Primary: The ability to analyze how two or more texts address similar themes or topics relates to the ability to construct meaningful interpretations of artistic work . | Primary: The ability to analyze how two or more texts address similar themes or topics relates to the ability to apply criteria to evaluate artistic work . |
| Range of Reading and Level of Text Complexity | | | |
| CCRA.R.10. Read and comprehend complex literary and informational texts independently and proficiently. | Primary: The ability to read and comprehend complex texts relates to the ability to perceive and analyze artistic work . | Primary: The ability to read and comprehend complex texts relates to the ability to construct meaningful interpretations of artistic work . | <i>No correlation</i> |

| Common Core Anchor Standards for WRITING | Illinois Arts Learning Anchor Standards | | |
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| | ARTISTIC PROCESS | | |
| | Responding: Understanding and evaluating how the arts convey meaning. | | |
| | Re.7. Perceive and analyze artistic work. | Re.8. Construct meaningful interpretations of artistic work. | Re.9. Apply criteria to evaluate artistic work. |
| Text Types and Purposes | | | |
| CCRA.W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | Primary: The ability to analyze substantive topics or texts relates to the ability to perceive and analyze artistic work . | Secondary: The ability to analyze substantive topics or texts may relate to the ability to construct meaningful interpretations of artistic work . | Secondary: The ability to analyze substantive topics or texts may relate to the ability to apply criteria to evaluate artistic work . |
| CCRA.W.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | Secondary: The ability to effectively select, organize, and analyze content may relate to the ability to perceive and analyze work . | No correlation | No correlation |
| CCRA.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | No correlation | No correlation | No correlation |
| Production and Distribution of Writing | | | |
| CCRA.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | No correlation | No correlation | No correlation |
| CCRA.W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | Secondary: The ability to develop and strengthen writing as needed may relate to the ability to analyze artistic work . | No correlation | Secondary: The ability to strengthen writing as needed by revising, editing, rewriting, or trying a new approach may relate to the ability to apply criteria to evaluate artistic work . |
| CCRA.W.6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others. | No correlation | No correlation | No correlation |

| Research to Build and Present Knowledge | | | |
|--|--|-----------------------|--|
| CCRA.W.7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | <i>No correlation</i> | <i>No correlation</i> | <i>No correlation</i> |
| CCRA.W.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | <i>No correlation</i> | <i>No correlation</i> | Secondary: The ability to assess the credibility and accuracy of digital and print sources may relate to the ability to apply criteria to evaluate artistic work . |
| CCRA.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | Secondary: The ability to draw evidence from texts to support analysis, reflection, and research may relate to the ability to perceive and analyze artistic work . | <i>No correlation</i> | <i>No correlation</i> |
| Range of Writing | | | |
| CCRA.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences. | <i>No correlation</i> | <i>No correlation</i> | <i>No correlation</i> |

| Common Core Anchor Standards for SPEAKING & LISTENING | Illinois Arts Learning Anchor Standards | | |
|---|---|--|---|
| | ARTISTIC PROCESS | | |
| | Responding: Understanding and evaluating how the arts convey meaning. | | |
| | Re.7. Perceive and analyze artistic work. | Re.8. Construct meaningful interpretations of artistic work. | Re.9. Apply criteria to evaluate artistic work. |
| Comprehension and Collaboration | | | |
| CCRA.SL.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. | No correlation | No correlation | No correlation |
| CCRA.SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | Primary: The ability to evaluate information presented in diverse media and formats relates to the ability to perceive and analyze artistic work . | Primary: The ability to evaluate information presented in diverse media and formats relates to the ability to construct meaningful interpretations of artistic work . | Primary: The ability to evaluate information presented in diverse media and formats relates to the ability to apply criteria to evaluate artistic work . |
| CCRA.SL.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. | Primary: The ability to evaluate a speaker's point of view, reasoning, and use of evidence relates to the ability to perceive and analyze artistic work . | Primary: The ability to evaluate a speaker's point of view, reasoning, and use of evidence relates to the ability to construct meaningful interpretations of artistic work . | Primary: The ability to evaluate a speaker's point of view, reasoning, and use of evidence relates to the ability to apply criteria to evaluate artistic work . |
| Presentation of Knowledge and Ideas | | | |
| CCRA.SL.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | Secondary: The ability to present information, findings, and supporting evidence such that listeners can follow the line of reasoning may relate to the ability to perceive and analyze artistic work . | No correlation | No correlation |
| CCRA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. | No correlation | No correlation | No correlation |

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| CCRA.SL.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | <i>No correlation</i> | <i>No correlation</i> | <i>No correlation</i> |
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| Common Core Anchor Standards for LANGUAGE | Illinois Arts Learning Anchor Standards | | |
|---|---|--|---|
| | ARTISTIC PROCESS | | |
| | Responding: Understanding and evaluating how the arts convey meaning. | | |
| | Re.7. Perceive and analyze artistic work. | Re.8. Construct meaningful interpretations of artistic work. | Re.9. Apply criteria to evaluate artistic work. |
| Conventions of Standard English | | | |
| CCRA.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | No correlation | No correlation | No correlation |
| CCRA.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | No correlation | No correlation | No correlation |
| Knowledge of Language | | | |
| CCRA.L.3. 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. | Secondary: The ability to apply knowledge of language to understand how language functions in different contexts may relate to the ability to perceive and analyze artistic work . | Secondary: The ability to apply knowledge of language to understand how language functions in different contexts may relate to the ability to construct meaningful interpretations of artistic work . | No correlation |
| Vocabulary Acquisition and Use | | | |
| CCRA.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | Secondary: The ability to determine or clarify word meaning using context clues and analyzing meaningful word parts may relate to the ability to perceive and analyze artistic work . | Secondary: The ability to determine or clarify word meaning using context clues and analyzing meaningful word parts may relate to the ability to construct meaningful interpretations of artistic work . | No correlation |

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| <p>CCRA.L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> | <p>Secondary: The ability to understand figurative language, word relationships, and nuance in word meanings may relate to the ability to perceive and analyze artistic work.</p> | <p>Secondary: The ability to understand figurative language, word relationships, and nuance in word meanings may relate to the ability to construct meaningful interpretations of artistic work.</p> | <p><i>No correlation</i></p> |
| <p>CCRA.L.6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p> | <p><i>No correlation</i></p> | <p><i>No correlation</i></p> | <p><i>No correlation</i></p> |

| Common Core Anchor Standards for READING | Illinois Arts Learning Anchor Standards | |
|---|--|---|
| | ARTISTIC PROCESS | |
| | Connecting: Relating artistic ideas and work with personal meaning and external context. | |
| | Cn.10. Synthesize and relate knowledge and personal experiences to make art. | Cn.11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. |
| Key Ideas and Details | | |
| CCRA.R.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | No correlation | No correlation |
| CCRA.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | No correlation | No correlation |
| CCRA.R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | No correlation | Secondary: The ability to analyze how and why individuals, events, and ideas develop and interact over the course of a text may relate to the ability to relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. |
| Craft and Structure | | |
| CCRA.R.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | No correlation | Secondary: The ability to interpret words and phrases and analyze how specific word choices shape meaning and tone may relate to the ability to relate artistic ideas with societal, cultural, and historical context to deepen understanding. |
| CCRA.R.5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | No correlation | No correlation |

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| CCRA.R.6. Assess how point of view or purpose shapes the content and style of a text. | Secondary: The ability to assess how point of view or purpose shapes content and style may relate to the ability to synthesize and relate knowledge and personal experiences to make art . | Secondary: The ability to assess how point of view or purpose shapes the content and style of a text may relate to the ability to relate artistic ideas with societal, cultural, and historical context to deepen understanding . |
| Integration of Knowledge and Ideas | | |
| CCRA.R.7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words. | <i>No correlation</i> | Secondary: The ability to integrate and evaluate content presented in diverse media and formats may relate to the ability to relate artistic works with societal, cultural, and historical context to deepen understanding . |
| CCRA.R.8. Delineate and evaluate the argument and specific claims in a text, including the validity of reasoning as well as the relevance and sufficiency of the evidence. | <i>No correlation</i> | <i>No correlation</i> |
| CCRA.R.9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | <i>No correlation</i> | Secondary: The ability to analyze how two or more texts address similar themes or topics may relate to the ability to relate artistic ideas with societal, cultural, and historical context to deepen understanding . |
| Range of Reading and Level of Text Complexity | | |
| CCRA.R.10. Read and comprehend complex literary and informational texts independently and proficiently. | <i>No correlation</i> | Secondary: The ability to read and comprehend complex texts may relate to the ability to relate artistic ideas and works with societal, cultural, and historical context to deepen understanding . |

| Common Core Anchor Standards for WRITING | Illinois Arts Learning Anchor Standards | |
|--|---|---|
| | ARTISTIC PROCESS Connecting: <i>Relating artistic ideas and work with personal meaning and external context.</i> | |
| | Cn.10. Synthesize and relate knowledge and personal experiences to make art. | Cn.11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. |
| Text Types and Purposes | | |
| CCRA.W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | Secondary: The ability to write arguments to support claims in an analysis of substantive topics or texts may relate to the ability to synthesize and relate knowledge and personal experience to make art. | Secondary: The ability to write arguments that support claims in an analysis of substantive topics or texts may relate to the ability to relate artistic ideas with societal, cultural, and historical context to deepen understanding. |
| CCRA.W.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | Secondary: The ability to write texts to examine and convey complex ideas and information clearly and accurately may relate to the ability to synthesize and relate knowledge and personal experience to make art. | Secondary: The ability to effectively select, organize, and analyze content in order to write texts that convey complex ideas and information clearly and accurately may relate to the ability to relate artistic ideas and works with societal, cultural and historical context to deepen understanding. |
| CCRA.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | Primary: The ability to write narratives to develop real or imagined experiences or events may relate to the ability to synthesize and relate knowledge and personal experiences to make art. | Secondary: The ability to write narratives to develop real or imagined experiences or events may relate to the ability to relate artistic ideas with societal, cultural, and historical context to deepen understanding. |
| Production and Distribution of Writing | | |
| CCRA.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | Secondary: The ability to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience may relate to the ability to synthesize and relate knowledge and personal experience to make art. | Secondary: The ability to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience may relate to the ability to relate artistic ideas with societal, cultural, and historical context to deepen understanding. |
| CCRA.W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | <i>No correlation</i> | <i>No correlation</i> |
| CCRA.W.6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others. | <i>No correlation</i> | <i>No correlation</i> |

| Research to Build and Present Knowledge | | |
|--|-----------------------|---|
| CCRA.W.7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | <i>No correlation</i> | Secondary: The ability to demonstrate an understanding of a subject under investigation may relate to the ability to relate artistic ideas and works with societal, cultural and historical context to deepen understanding. |
| CCRA.W.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | <i>No correlation</i> | Secondary: The ability to gather information from multiple print and digital sources and assess the credibility and accuracy of each source may relate to the ability to relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. |
| CCRA.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | <i>No correlation</i> | Secondary: The ability to draw evidence from texts to support analysis, reflection, and research may relate to the ability to relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. |
| Range of Writing | | |
| CCRA.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences. | <i>No correlation</i> | <i>No correlation</i> |

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|---|--|---|
| Common Core Anchor Standards for SPEAKING & LISTENING | Illinois Arts Learning Anchor Standards | |
| | ARTISTIC PROCESS <i>Connecting: Relating artistic ideas and work with personal meaning and external context.</i> | |
| | Cn.10. Synthesize and relate knowledge and personal experiences to make art. | Cn.11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. |
| Comprehension and Collaboration | | |
| CCRA.SL.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. | Secondary: The ability to participate effectively in a range of conversations and collaborations, expressing [one's] own [ideas] clearly and persuasively may relate to the ability to synthesize and relate one's own knowledge and personal experiences to make art. | Secondary: The ability to participate effectively in a range of conversations and collaborations, building on others' ideas and expressing [one's] own clearly and persuasively may relate to the ability to relate artistic ideas with societal, cultural, and historical context to deepen understanding. |
| CCRA.SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | Secondary: The ability to integrate and evaluate information presented in diverse media and formats may relate to the ability to synthesize and relate knowledge and personal experiences to make art. | Secondary: The ability to integrate and evaluate information presented in diverse media and formats may relate to the ability to relate artistic ideas with societal, cultural, and historical context to deepen understanding. |
| CCRA.SL.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. | <i>No correlation</i> | Secondary: The ability to evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric may relate to the ability to relate artistic ideas with societal, cultural, and historical context to deepen understanding. |
| Presentation of Knowledge and Ideas | | |
| CCRA.SL.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | <i>No correlation</i> | Secondary: The ability to present information such that the style [is] appropriate to task, purpose, and audience may relate to the ability to relate ideas with societal, cultural, and historical context to deepen understanding. |
| CCRA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. | <i>No correlation</i> | <i>No correlation</i> |

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| <p>CCRA.SL.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> | <p>Secondary: The ability to adapt speech to a variety of contexts and communicative tasks may relate to the ability to synthesize and relate knowledge and personal experience to make art.</p> | <p>Secondary: The ability to adapt speech to a variety of contexts and communicative tasks may relate to the ability to relate artistic ideas with societal, cultural, and historical context to deepen understanding.</p> |
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| Common Core Anchor Standards for LANGUAGE | Illinois Arts Learning Anchor Standards | |
|---|--|---|
| | ARTISTIC PROCESS | |
| | Connecting: Relating artistic ideas and work with personal meaning and external context. | |
| | Cn.10. Synthesize and relate knowledge and personal experiences to make art. | Cn.11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. |
| Conventions of Standard English | | |
| CCRA.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | No correlation | Secondary: The ability to demonstrate command of the conventions of standard English grammar and usage may relate to the ability to relate artistic ideas with societal context to deepen understanding. |
| CCRA.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | No correlation | Secondary: The ability to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling may relate to the ability to relate artistic ideas with societal context to deepen understanding. |
| Knowledge of Language | | |
| CCRA.L.3. 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. | No correlation | Secondary: The ability to apply knowledge of language to understand how language functions in different contexts may relate to the ability to relate artistic ideas with societal, cultural, and historical context to deepen understanding. |
| Vocabulary Acquisition and Use | | |
| CCRA.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | No correlation | Secondary: The ability to clarify the meaning of unknown and multiple-meaning words using context clues, analyzing meaningful word parts, and consulting reference materials may relate to the ability to relate ideas with societal, cultural, and historical context to deepen understanding. |
| CCRA.L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | No correlation | No correlation |

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| <p>CCRA.L.6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p> | <p><i>No correlation</i></p> | <p>Secondary: The ability to accurately use a range of general academic and domain-specific words and phrases may relate to the ability to relate ideas with societal, cultural, and historical context to deepen understanding.</p> |
|--|------------------------------|--|