

# Development and Adoption of the 2011 MA Curriculum Framework

Phyllis Goldstein, English Language Arts Liaison  
Worcester Public Schools



**2009:** I along with educators from across the state began to examine the existing Framework and others from across the nation to revise the format and the content of the standards.

**2010:** The Massachusetts revisions became the backbone of the CCSS discussion.

The CCSS were completed and a public comment session was held at WTHS.

Educators met to identify additional standards that would make the CCSS uniquely fit for the children of Massachusetts.

**2011:** After the Board of Elementary and Secondary Education approved the revisions, the 2011 ELA/Literacy Framework was formally adopted.



# Curriculum Development in Worcester

**2011:**

- I met with principals, literacy coaches and teacher groups to “unpack” the grade-level standards.
- I held curriculum renewal sessions to which parents were invited to participate.
- I made several reports to the Teaching and Learning Subcommittee of the Worcester School Committee.



# English Language Arts Curriculum Development

**2012:**

- I worked with 60 teachers to create curriculum maps that include:
  - Transfer goals
  - Framework standards to be learned
  - Essential questions to engage students
  - Knowledge that students will gain
  - Skills students will exhibit
  - Suggestions for a variety of assessments



# English Language Arts Standards

- **Reading**

- Literature
- Informational Texts
- Reading Foundations

- **Speaking/Listening**

- **Writing**

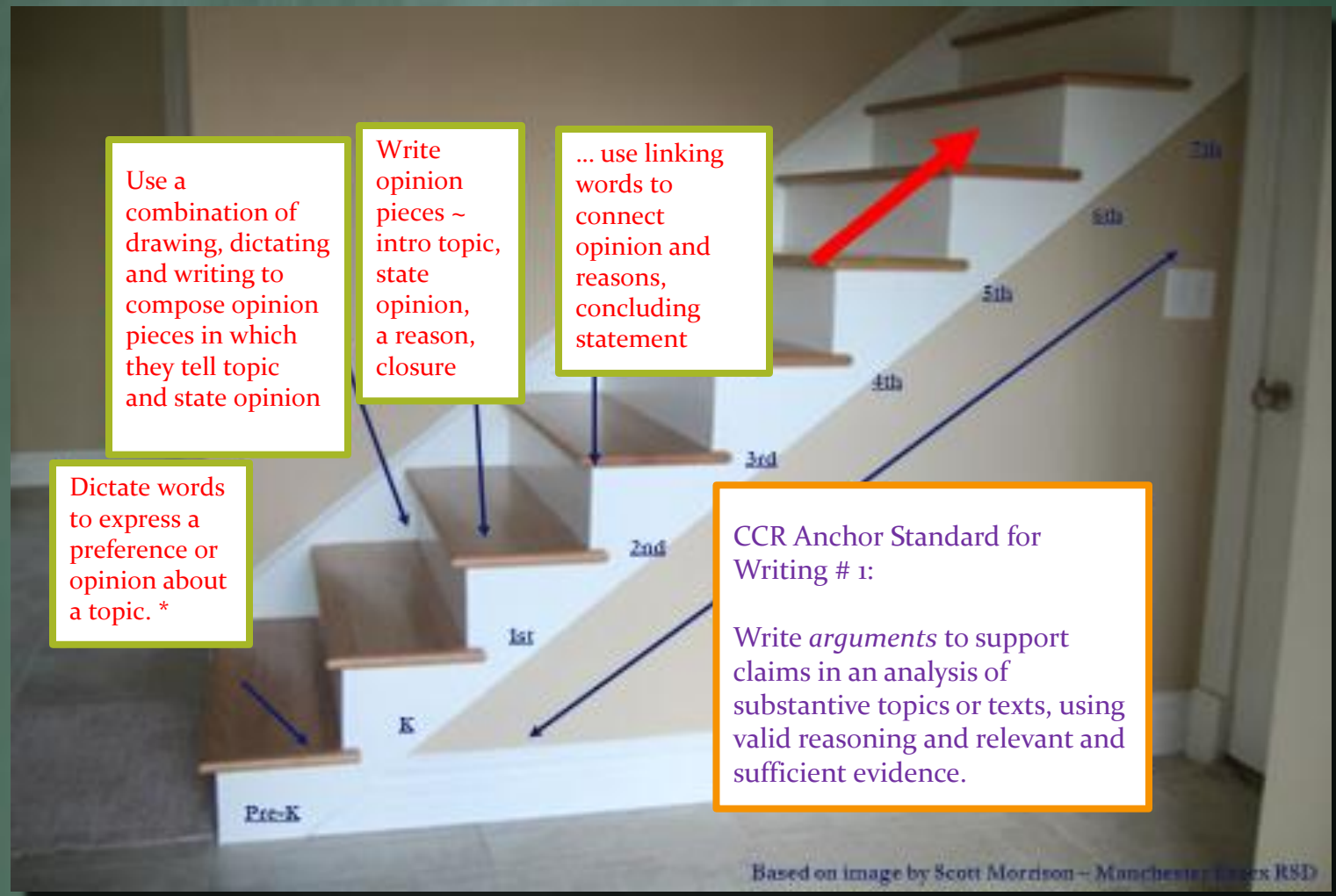
- Opinion/Persuasion
- Informational/Explanatory
- Narrative

- **Language**

- Vocabulary
- Development
- English conventions



# Staircase to College and Career Readiness





# Key Pedagogical Shifts

- Balance informational and literary texts
- Build knowledge in the disciplines through texts
- Provide opportunities for students to engage in text-based discussion and reflection
- Write from sources to inform or make an argument
- Build academic vocabulary



# Sample Map    Grade 5, Unit 1    5 weeks

## Transfer Goals

**Students will be able to independently use their learning to:**

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations
- Communicate ideas effectively in writing to suit a particular audience and purpose





# English Language Arts Unit Standards

- **RL.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.5.4:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RL.5.5:** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
  
- **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.5** Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.



# English Language Arts Unit Standards

...continued

- **W.5.3:** Write narratives to develop *real* or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - a:** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b:** Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
  - c:** Use a variety of transitional words, phrases and clauses to manage the sequence of events.
  - d:** Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - e:** Provide a conclusion that follows from the narrated experiences or events.



# Essential Questions

- What can we learn about building a reading community as we study multiple books by one author?
- How can learning about authors help us understand the choices they make as writers?
- How can an author study help us become better writers?



# **Knowledge:** *Key basic concepts, facts, and key terms that students will know independently*

## **Students will know.....**

- that authors use experiences from their own lives and background to inform and influence their writing.
- how to determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- that verb tenses convey various times, sequences, states and conditions.

## **Key Vocabulary:**

- Discussion norms
- Socratic Seminar
- Relevant evidence



# **Skills:** *The discrete skills and process students should be able to use independently.*

## **Reading**

- Quoting accurately to explain understanding and drawing inferences from text specific questions (orally and in writing)
- Comparing and contrasting characters, settings, and events
- Using various strategies to determine the meaning of unfamiliar words/language
- Explaining the overall structure of literature

## **Language**

- Speaking and writing with proper verb tense
- Speaking using formal language about an appropriate topic

## **Writing**

- Writing a narrative
  - Establishing a situation, creating a narrator/characters, sequences events, and creating a conclusion
  - Creating dialogue, description, pacing
- Using transitional words



# Acquisition

- Students will participate in a discussion protocol (e.g., Socratic Seminar) on a text that has been closely read. Use SL.5.1 as a rubric.
- Students will use evidence to answer evidence-based responses several times per week as formative assessments.
- Students will write a narrative essay based on a real experience. Use W.5.3 as a grading rubric.





# Our Goal

To support all teachers in the implementation of the ELA/Literacy Framework so that all of the Worcester Public School students will be college and career ready by the end of high school.



# How We Are Supporting Rigor for ALL Students

## Curriculum Planning

- Teaching to the MA Frameworks
- Professional Development
- MA Model Curriculum Unit Project
- Involving teachers at every step

## Instruction

- Text complexity
- Student writing anchor papers

## Assessment

- PARCC ~ task models, evidence tables, released items and complete tests
- MA Model Curriculum Unit Project ~ Performance Assessments

