

Development and Adoption of the 2011 MA Curriculum Framework

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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**

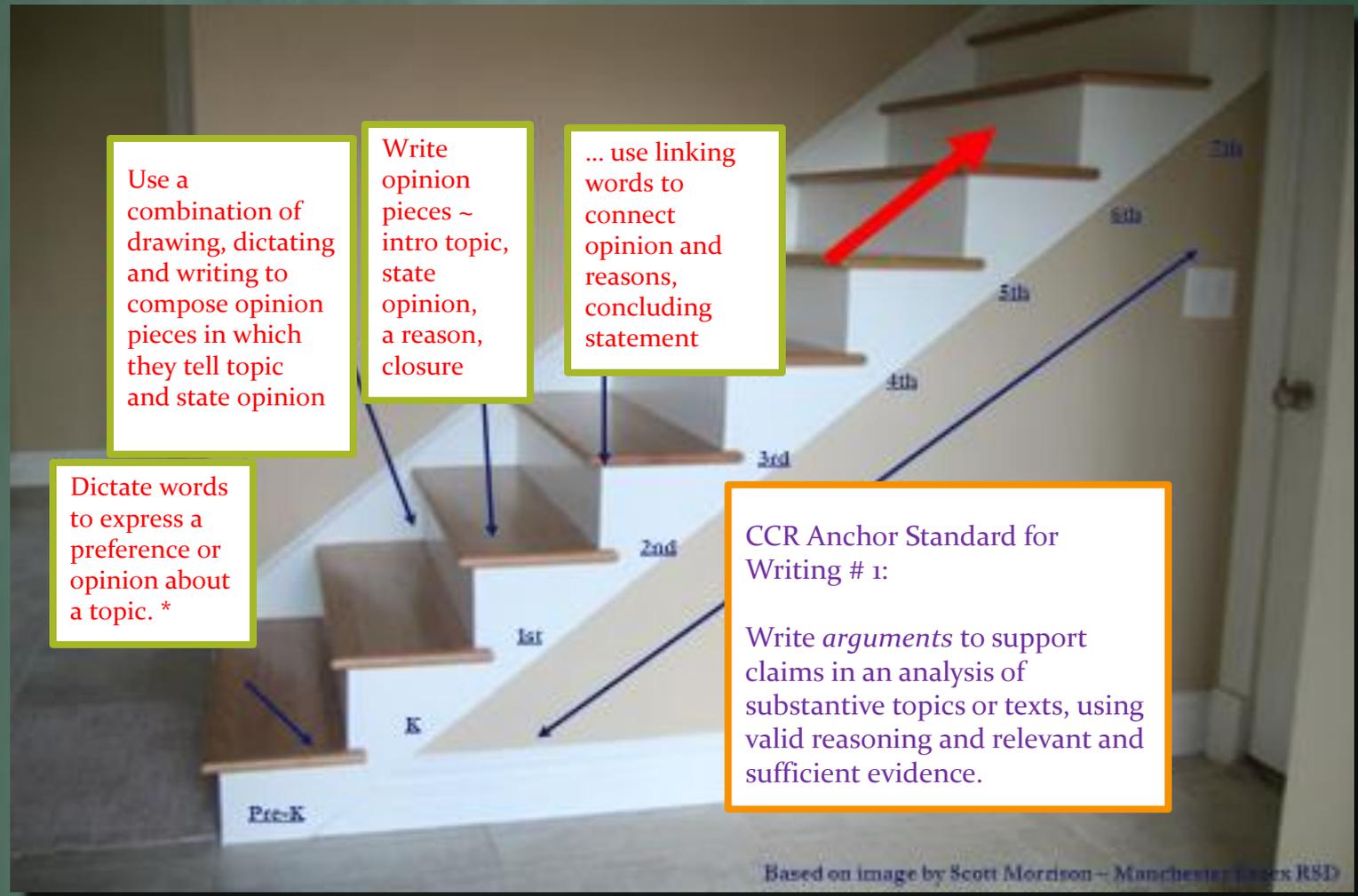
- Opinion/Persuasion
- Informational/Explanatory
- Narrative

- **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

