



Introducing the 2011 Massachusetts Curriculum Framework for English Language Arts and Literacy

Massachusetts Department of
Elementary and Secondary Education
and
The Massachusetts Readiness Centers
March-April 2011



Guiding Questions

How will knowledge of the **new** Framework support educators as they prepare students for college and careers?

What does it mean to be literate in the 21st century?



Key Ideas

- Emphasis on college and career readiness beginning at birth
- Intentional coherence between the standards for reading literature and reading informational text
- Detailed standards on writing arguments, explanations, and narratives
- Emphasis on finding good evidence and using it precisely
- Strong linkage of reading and writing
- Developing literate students is a shared responsibility – not just the work of the English teacher
- The ability to read progressively more complex text is key to college and career readiness

Pre-kindergarten Standards: Why?

- Continuity and consistency are key reasons to add pre-k standards to Massachusetts' adaptation of the national *K-12 Common Core State Standards*.
 - Build an **educational continuum** from pre-kindergarten to college and career readiness;
 - Align efforts at EEC, ESE, and DHE to **support language acquisition and early literacy**;
 - Improve **continuity of curriculum** across schools and community programs and **smooth transitions** for children when educators work from a single set of standards;
 - **Extend the learning day** to out-of-school time programs using common expectations;
 - Provide **consistency** of children's learning experiences as they move from preschool into kindergarten and beyond.





Focus on the Big Picture

Principles for Learning:

A Foundation for Transforming Pre-K - 12 Education

- Being literate is at the heart of learning in every subject area.
- Learning is a social act.
- The habit of inquiry is important in life-long learning.
- Learning involves turning information from multiple media into personal knowledge.
- Learning occurs in a global context.

(ACTE, CoSN, NCSS, NCTE, NCTM, NSTA)



Desired Outcomes

Participants will:

- Discover the key ideas in the new Framework
- Review the organization and content of the document
- Explore the Framework's potential impact on teaching and learning



Rationale

We're all in this together!





Key Design Principles of the Framework

- College and Career Focus
- Consistency
- Clarity
- Family and Community Involvement
- Professional Development
- Depth
- Collaboration



Turn and Talk

“The Literate Person of the
Twenty-first Century”



STRANDS OF EARLY LITERACY DEVELOPMENT

LANGUAGE COMPREHENSION

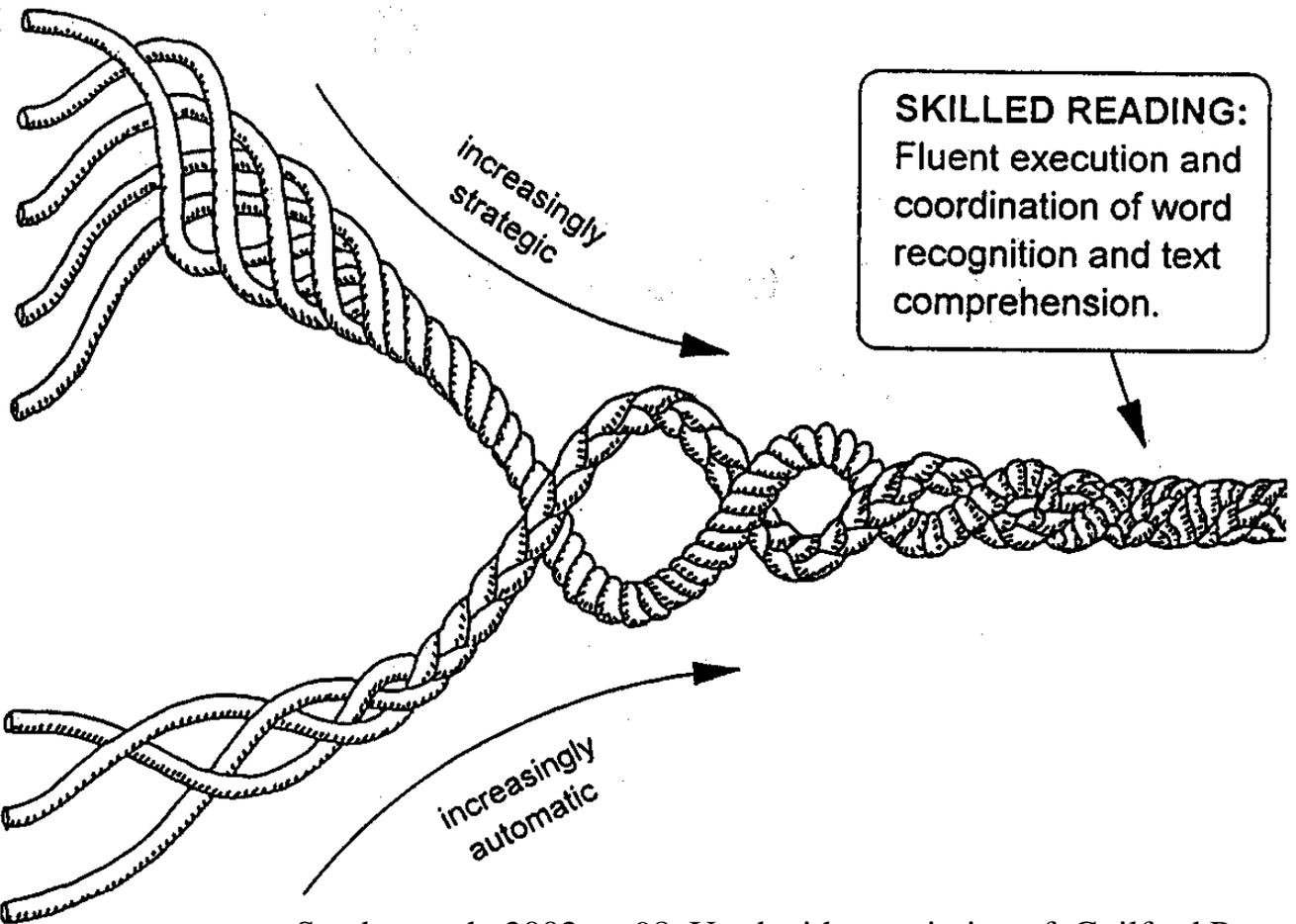
BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)



SKILLED READING:
Fluent execution and
coordination of word
recognition and text
comprehension.

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

Scarborough, 2002, p. 98. Used with permission of Guilford Press.

Literary and Informational Text

Distribution of Literary and Informational Passages by Grade in The 2009 National Assessment of Educational Progress (NAEP) *Reading Framework*

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). *Reading Framework for 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

Literary and Informational Writing

Distribution of Communicative Purposes by Grade in The 2011 National Assessment of Educational Progress (NAEP) *Writing Framework*

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). *Writing Framework for 2011 National Assessment of Educational Progress*. pre-publication edition: Iowa City, IA: ACT Inc.





Organization of the Massachusetts ELA & Literacy Standards

- Three main sections
 - a comprehensive pre-k-5 section (page 1)
 - 6-12 English language arts section (page 36)
 - 6-12 section for literacy in history/social studies, science, and technical subjects (page 65)



Organization of the Massachusetts ELA & Literacy Standards

- Pre K-5 & 6-12 ELA: 4 strands

Reading

Speaking and Listening

Writing

Language

- 6-12 Literacy in History/Social Studies,
Science, and Technical Subjects: 2 strands

Reading

Writing





Organization of the Massachusetts ELA & Literacy Standards

- Each strand begins with College and Career Readiness Anchor Standards
- The College and Career Readiness Anchor Standards are followed by Grade Level Standards
 - Grade specific, Pre-K-8
 - Grade span, 9-10, 11-12

Exploring the Framework



- Materials
 - Massachusetts Framework for English Language Arts and Literacy
 - “Exploring the Framework” worksheet
- Directions
 - With a partner or in a small group search for the items on the list in the Framework
 - Discuss the importance of these features and how they might be used

Reading

“To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts.”



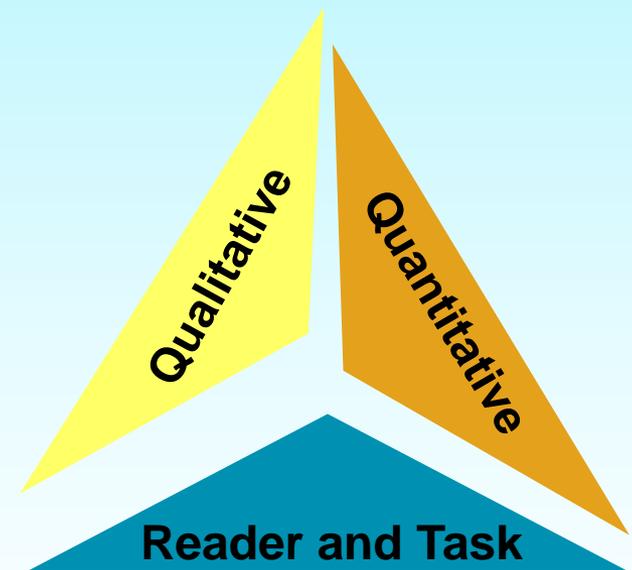
Anchor Standards for Reading



- Close reading of texts
- Identification of central ideas and themes
- Analysis of events and ideas
- Interpretation of how words create meaning
- Analysis of structure
- Analysis of point of view
- Integration of content from multiple sources
- Evaluation of arguments and claims
- Comparison of themes and topics
- Knowledge of literary concepts and genres
- Independent comprehension of complex texts

Overview of Text Complexity

- ❖ Qualitative measures – levels of meaning, structure, language conventionality and knowledge demands
- ❖ Quantitative measures – word frequency, sentence length, and text cohesion
- ❖ Reader and Task – background knowledge of reader, academic task under consideration, teacher professional judgment





Writing



“ To build a foundation for college and career...students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding...and conveying real and imagined experiences and events. ...to appreciate that a key purpose of writing is to communicate clearly to an external audience...to adapt form and content...to accomplish a particular task and purpose.”

Anchor Standards for Writing

- *Argument supported by evidence*
- *Information/explanation*
- *Narrative*
- Organization and Coherence
- Revision and editing
- Using technology for collaboration and publishing
- Short and sustained research projects
- Integration of information from several sources
- Use of evidence from texts, linking reading and writing
- Frequent writing for a range of tasks, purposes, and audiences





Speaking & Listening

“To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.”



Anchor Standards for Speaking & Listening

- Effective participation in a range of conversations and collaborations
- Integration of information from multiple sources
- Evaluation of a speaker's point of view
- Coherent oral presentations
- Strategic use of visuals and digital media
- Command of a variety of communication tasks





Language Progression: Conventions of Standard English

“To build a foundation for college and career readiness in language, students must gain control over many conventions ...and mechanics as well as learn other ways to use language to convey meaning effectively.”



Language Progression: Vocabulary Development

“They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content.”



Anchor Standards for Language



Conventions of Standard English

- Command of grammar and usage
- Command of capitalization, spelling, punctuation

Knowledge of Language

- Knowledge of how language functions in various contexts

Vocabulary Acquisition and Use

- Use of context, word parts and references to clarify meaning of words
- Understanding figurative language, word relationships, and nuances of meaning
- Academic and domain-specific vocabulary

Standards for Literacy in History/ Social Studies, Science, and Technical Subjects

RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.



RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RST.6-8.1

Cite specific evidence to support analysis of science and technical texts.





Implications for Preschools, Pre-K to 12 Districts, Colleges and Universities, Libraries, Extended Day and Summer School Programs

- Create awareness for all stakeholders
- Foster understanding through professional development and collaboration
- Bring all staff into the adoption/alignment process
- Carefully plan for a multiple-year process and a system for support



Next Steps...

- ESE is developing mini-units on specific aspects of the new standards:
 - Text Complexity
 - Literacy in History/Social Studies, Science, and Technical Subjects for grades 6-12
 - Pre-K Standards and the *Guidelines for Preschool Learning Experiences*
 - Pre-K-5 Curriculum: Informational Text
 - The Standards-Based Classroom
 - Using the Crosswalks to Align Curriculum
 - Writing for a Purpose: Argument, Explanation, and Narrative



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More Information

The 2011 Frameworks, crosswalks, and this presentation are available at <http://www.doe.mass.edu/candi/commoncore>

New mini-units will be added
in spring and summer

Please check this site regularly for additional
resources and updates on professional
development