Overview

- Background and key ideas of the new ELA/Literacy & Math Curriculum Frameworks
- Current resources to support implementation
- Resources to come by 2014
- Transitions to assessments based on the new frameworks
Since the Adoption of the New Standards in December 2010 ESE has...

- Posted standards and crosswalks on ESE website
- Made presentations in 6 regional Readiness Centers
- Developed PD on key elements of the standards
- Shipped print copies of frameworks to 530 districts, charter schools, and private special education schools
- Launched Race to the Top projects
  - Model curriculum units and performance assessments
- Adopted key academic goals:
  - Improving grade 3 literacy and grade 8 math
  - Increasing college and career readiness
Since the Adoption of the New Standards in December 2010 you have...

- Distributed copies to 2,000 schools
- Started alignment work with 80,000 teachers
- Taught some of the new content to 1,000,000 students
- Introduced the standards to families
- Shared the standards with preschool, higher education, and community education partners

THANK YOU!
Primary Intent of the New Frameworks

The new ELA/Literacy and Math Curriculum Frameworks, comprised primarily of the *Common Core State Standards*, were written explicitly to define the knowledge and skills that students must master to be **college and career ready** by the end of high school.
The 2011 ELA/Literacy Framework

★ Promotes students’ ability to read and comprehend increasingly complex text and draw evidence from sources

CCR Reading Standard 10:
Read and comprehend complex literary and informational text independently and proficiently.

CCR Writing Standard 9:
Draw evidence from literary and informational texts to support analysis, reflection, and research.

★ Promotes the idea that teaching literacy skills is not just the job of the English teacher

Literacy standards for History and Social Studies, Science, and Technical Subjects

★ Promotes the development of strong research and media skills

Key to college and career readiness are research and media skills. These skills are blended throughout the standards, rather than treated in a separate section.
Standards Implementation Supports ESE’s Strategic Goals

★ Improve pre-k to grade 3 literacy performance
★ Improve grades 5 to 8 mathematics performance
★ Increase college and career readiness
★ Improve educator effectiveness
★ Turn around the lowest-performing school districts
★ Make effective use of data to improve instruction
Why Focus on Early Literacy?

- Literacy is essential for learning in all subjects
- Grade 3 is when students have to be able to read complex texts on their own
- Grade 3 literacy is a predictor of success in later grades
- On MCAS grade 3 reading comprehension assessments, student performance has been essentially flat since 2006
Massachusetts Fourth Graders are #1 on NAEP Reading

NAEP Grade 4 Reading Scores for Massachusetts

% Proficient & Above

2011  50%
2009  47%
2007  49%
2005  44%
2003  40%

But in 2011, half of Massachusetts fourth graders scored below Proficient on NAEP
But performance gaps persist...

<table>
<thead>
<tr>
<th>Performance Gap</th>
<th>Number of States with a Significantly Smaller Gap than Massachusetts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black-White</td>
<td>8 states</td>
</tr>
<tr>
<td>ELL-Non ELL</td>
<td>11 states</td>
</tr>
<tr>
<td>Low-Income-Non Low Income</td>
<td>14 states</td>
</tr>
<tr>
<td>Hispanic-White</td>
<td>20 states</td>
</tr>
</tbody>
</table>
Grade 3 Literacy: Overall CPI

- **Actual Performance 2006-2010**
- **Projected Performance on the Basis of 2006-2010 Scores**
- **Actual Performance 2010-2011**
- **Projected Performance on the Basis of 2006-2011 Scores**
Grade 3 Literacy: High Needs CPI

- **Actual Performance 2006-2010**
- **Projected Performance on the Basis of 2006-2010 Scores**
- **Actual Performance 2010-2011**
- **Projected Performance on the Basis of 2006-2011 Scores**

Yearly scores:
- 2006: 72.3
- 2007: 72.3
- 2008: 69.1
- 2009: 71.2
- 2010: 76.1
- 2011: 77.0
- 2012: 77.8
- 2013: 78.5
- 2014: 79.3
Grade 3 Literacy: % Advanced

- Actual Performance 2006-2010
- Projected Performance on the Basis of 2006-2010 Scores
- Actual Performance 2010-2011
- Projected Performance on the Basis of 2006-2011 Scores

Percent Advanced on 3rd Grade Reading MCAS

- 2006: 18.0%
- 2007: 13.9%
- 2008: 15.2%
- 2009: 12.3%
- 2010: 14.3%
- 2011: 13.4%
- 2012: 12.5%
- 2013: 11.6%
- 2014: 10.7%
New Resources

Current

- **2011 MA Curriculum Framework for English Language Arts and Literacy and PARCC Model Content Frameworks in ELA/Literacy**
  - Grade by grade standards pre-K to 12
  - Guidance for designing coherent curricula

- **Achieve Implementation Workbook**
  - Guide for creating a comprehensive transition plan for curriculum, instruction, and assessment

- **National PTA Guides to Student Success for Parents**

Coming

- **New Standards for English Language Learners**
  - “WIDA” standards focus on the acquisition of academic vocabulary in ELA, math, science, social studies

- **Model curriculum units and performance assessments**
  - 100 pre-k to grade 12 extended instructional units with curriculum-embedded assessments in mathematics, science and technology/engineering, history/social science, and English language arts
Resources for Designing Curriculum in English Language Arts and Literacy

★ The PARCC Model Content Frameworks for English Language Arts and Literacy
★ Grade-level guides, Grades 3-11
★ Create coherent curriculum units that integrate reading, writing, speaking and listening, and language standards
★ K- Grade 2 guides to be developed in 2012
Using the ELA Model Content Framework

**Reading Complex Texts**
- RL/RI.4.10
  - 5–9 Short Texts
    - Greek myths: 3–5
    - Science: 1–2
    - Social studies or arts: 1–2
  - 1 Extended Text
    - Literature

**Writing About Texts**
- W.4.1–2, 4–6, 9–10
  - Routine Writing
    - Develop & convey understanding
    - Focus on opinions
  - 2 Analyses
    - Develop & convey understanding
    - Focus on inform & explain

**Research Project**
- W.4.7–9, RL/RI.4.1–10
  - 1 Research Project
    - Integrate knowledge from sources when composing

**Narrative Writing**
- W.4.3–6, 10
  - 1–2 Narratives
    - Convey experiences

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**For Reading and Writing in Each Module**
- Cite evidence RL/RI.4.1
- Analyze content RL/RI.4.2–9, SL.4.2–3
- Study & apply grammar L.4.1–3, SL.4.6
- Study & apply vocabulary L.4.4–6
- Conduct discussions SL.4.1
- Report findings SL.4.4–6

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**Reading: Foundational Skills**
- Phonics & word recognition RF.4.3
- Fluency RF.4.4

*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen.*
Using the ELA Model Content Framework

★ 50% literary and 50% informational readings
★ Five to nine short texts (build general background knowledge in science/health, social studies, literature, and the arts)
★ One extended text: a full-length work of literature such as a novel or play or a longer informational text
★ At the elementary level, let the core reading program be one of many resources: it’s your servant, not your master
Using the ELA Model Content Framework

★ For example, an extended text for close reading, selections from Common Core Appendix B for Grades 2-3
  ★ William Steig: *Amos and Boris*
  ★ Cynthia Rylant: *Poppleton in Winter*
  ★ Gail Gibbons: *From Seed to Plant*
  ★ Brian Floca: *The Flight of Apollo 11*

★ Shorter related texts for close reading and research:
  ★ Myths, fables, poems, songs
  ★ Maps, timelines, diagrams, photographs, works of art
  ★ Videos and Informational articles or excerpts from larger texts

★ Read-aloud texts for background knowledge and expressive use of language and image
Using the ELA Model Content Framework: Grade 3 Progression in Writing

Grade 2, Standard 1
Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Grade 3, Standard 1
Write opinion pieces on topics or texts, supporting a point of view with reasons.

a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
Resources for Designing Curriculum in English Language Arts and Literacy

- Common Core Appendix A
  - Research behind the Common Core State Standards

- Common Core Appendix B
  - Exemplars of text complexity at various grade

- Common Core Appendix C and Performance Standards in Writing Project
  - Exemplars of student writing

- Updated MA recommended author lists

- The Other MA Curriculum Frameworks
Using the ELA Content Frameworks and other resources to make the transition to the new standards

- Work with grade-level design teams of three to four teachers
- Design one unit to pilot in the spring of 2012, two-three others for 2012-2013
- Tap into the creativity of your teachers and school and public librarians
- Use the media collection of WGBH Teachers Domain and PBS Learning Media
Parents’ Guides to Student Success

PARENTS’ GUIDE TO
Student Success

3RD GRADE

Why are Academic Standards Important?
Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. They help set clear and consistent expectations for students, parents, and teachers; build on your child’s knowledge and skills; and set high goals for all students.

You can help your child:

1. Set high expectations and support your child in meeting them.
2. Help your child develop critical thinking skills that will prepare him or her for college and careers.

This guide includes:

- A summary of the key things your child will learn in mathematics and English language arts/mathematics.
- Information on the key skills your child will learn in these subjects, which will build a strong foundation for success in the other subjects he or she studies throughout the school year.
- This guide is based on the Common Core State Standards, which have been adopted by more than 40 states.
- These standards are informed by the highest achievement standards shared across the country. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for college.

National PTA

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RACL
TO THE TOP
MASSACHUSETTS
Implementing Common Core Standards and Assessments Workbook

- Communications
- Alignment of instructional materials to new standards
- **Professional development for educators on the new standards and assessments**
- Technology transitions
- Educator preparation and evaluation
- Student transitions to higher education
- Routines to monitor performance and solve problems
Using the *Workbook: PD*

Transitioning to the new standards provides the ideal opportunity to rethink professional development

Questions from Sections 6.5 to 6.7:

- ★ How is professional development delivered in your district today?
- ★ What are your standards for high quality professional development?
- ★ Who will you lean on most heavily to develop the right professional development offerings?
- ★ What role do you need principals to play?
Spring 2012-2013: WIDA Standards for English Language Learners

- Aligned to the Common Core State Standards

- Will replace the Massachusetts English Language Proficiency Benchmarks and Outcomes (ELPBO)

- Address academic language development and use in ELA, mathematics, science, social studies, health, and the arts
Fall 2012-2014: Model Curriculum Units

- Design teams of Massachusetts educators developing units that use Understanding by Design and the Model Content Frameworks for structure
- ELA/literacy, mathematics, science and technology/engineering, history and social science
- Units in all disciplines have a literacy component
- Collaboration with WGBH and with the states of Rhode Island and New York
- By the fall of 2012, selected units available for piloting; by 2014, 100 pre-k to grade 12 units available overall
# Timeline for Preschools, Districts, Colleges and Universities to Align Curriculum and Instruction

<table>
<thead>
<tr>
<th>Year</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partial</td>
<td>Partial Implementation</td>
<td>Near Full Implementation</td>
<td>Full Implementation</td>
</tr>
<tr>
<td>Implementation</td>
<td>Adjust curriculum and instruction in targeted grades, subjects, and courses</td>
<td>Implement balance of changes in curriculum and instruction</td>
<td>Monitor curriculum and instruction fully aligned to the 2011 standards</td>
</tr>
</tbody>
</table>

**Description:**
- **2011-2012**: Partial Implementation of curriculum changes in targeted grades, subjects, and courses.
- **2012-2013**: Near Full Implementation of changes, focusing on implementing a balanced curriculum.
- **2013-2014**: Full Implementation of curriculum changes, ensuring alignment with 2011 standards.

**Notes:**
- Monitor curriculum and instruction fully aligned to the 2011 standards.
2011-2014 RTTT Funding and Targeted Support
Regional and Online Presentations
Professional Development

2011-2012 Partial Implementation
- New PD and networks
- Webinars
- Achieve, PARCC, and PTA resources
- Introduction of WIDA standards for ELLs

2012-2013 Near Full Implementation
- Model curriculum units and performance assessments
- Continuation of WIDA PD
- New draft science standards
- PARCC prototype tasks

2013-2014 Full Implementation
- Teaching and Learning System with model curriculum units and performance assessments
- Other frameworks documents incorporate ELA/literacy and math standards
Connecting Frameworks Implementation to the Educator Evaluation System

- Educators set individual and team goals that align with district and school plans
  - Professional goals related to developing curriculum units and changing instructional practices in line with the new frameworks
  - Student learning goals pertaining to new content (e.g., informational text in ELA, visual models in math)

- All educators evaluated on standards and indicators related to curriculum, instruction, and assessment
MCAS Update

★ In the spring of 2012, MCAS in English Language Arts and Mathematics will be based on the 2001 and 2000 Framework standards.

★ Assessment Development Committees are beginning to use the 2011 standards for development of future items.

★ Updates on the MCAS transition to the new standards are at www.doe.mass.edu/mcas
PARCC Update

- Next-generation K–12 assessment system in ELA/literacy and mathematics
- Aligned to the Common Core State Standards (CCSS)
- Developed by a consortium of 24 states
- MA is one of 18 Governing Board states
- Assessments in math and ELA/literacy planned for implementation in Massachusetts in 2014–15, if as good or better than MCAS
PARCC Update

- More than an assessment: a suite of tools to support teaching and learning—content frameworks, model instructional units, sample assessment tasks, professional development modules
- Leadership training for educators in the use of PARCC materials
- Focus on measuring whether students are on track for college and careers readiness
- Will leverage use of technology
PARCC Assessment Item Development

- December 30, 2011: a solicitation for contractors, called “Invitation to Negotiate,” released
- Available on the PARCC website
- Contains information on both ELA/literacy and math
- Proposals due from contractors February 17, 2012

- School Year 2012-2013: First year of pilot testing
- SY 2013-2014: Second year of pilot testing
- SY 2014-2015: First year of PARCC testing
- Summer 2015: Performance levels set, including college and career readiness
PARCC Emphases for ELA/Literacy

★ Are based on the Common Core ELA/Literacy Standards and the Model Content Frameworks
★ Require close reading of informational and literary texts (including media)
★ Use sets of texts for comparison and synthesis of ideas
★ Ask students to write analyses (arguments/explanations) and narratives based on the texts they read
More information

- 2011 Massachusetts Curriculum Framework for English Language Arts and Literacy and related resources: www.doe.mass.edu/candi/commoncore
- Literacy resources: www.doe.mass.edu/literacy
- MCAS: www.doe.mass.edu/mcas
- ESE’s Race to the Top grant: www.doe.mass.edu/rttt
- ESE’s Educator Evaluation System: www.doe.mass.edu/edeval/model/
- PTA Guides: www.pta.org/4446.htm
- NAEP: www.nagb.org/naep/naep-index.htm
- WIDA standards: www.wida.us/standards/elp.aspx
More information

★ PARCC: [www.parcconline.org](http://www.parcconline.org)
[www.parcconline.org/CommonCoreImplementationWorkbook](http://www.parcconline.org/CommonCoreImplementationWorkbook) (Implementation Workbook)
[www.parcconline.org/parcc-content-frameworks](http://www.parcconline.org/parcc-content-frameworks) (*Model Content Frameworks for ELA/Literacy and Mathematics*)

★ WGBH/PBS Media Collections for Educators:
[www.teachersdomain.org](http://www.teachersdomain.org); [www.pbslearningmedia.org](http://www.pbslearningmedia.org)

★ Model Curriculum Units and Performance Assessments (not until 2012-2013) [www.doe.mass.edu/candi](http://www.doe.mass.edu/candi)
Thank you!

★ Questions?

★ Your name and contact information.