Exploring the Framework

Use the following questions/suggestions to explore the new 2011 Massachusetts Curriculum Framework for English Language Arts & Literacy

1) Looking at the Table of Contents in the January 2011 pre-publication edition, where will you find information on:
   - Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Pre-K - 5?
   - Standards for English Language Arts 6-12?
   - Standards for Literacy in History/Social Studies, Science, and Technical Subjects?

2) Where can you find a chart that demonstrates how you can follow an informational topic within and across grades?

3) In the Introduction, find the section that explains “What is not covered by the Standards”.


5) What three factors are used to measure text complexity?

6) What text by O. Henry illustrates the complexity, quality and range of student reading in grades 9 and 10?

7) At what grade should students begin to choose punctuation for effect?

8) Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students’ reading and understanding of increasingly complex texts on their own in subsequent grades. Find a Pre-K/Kindergarten read-aloud text exemplar that will systematically build knowledge about the importance of exercise.

9) At what grade do the Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects begin?

10) Identify Standard WHST.6-8.2d.
Answers:

1)  
   • Pages 1-35  
   • Pages 36-62  
   • Pages 64-69

2. Page 35

3. Begins on the bottom of the page titled Key Design Considerations in the Introduction

4. Begins after the What is not covered by the Standards section

5. Pages 33 and 62 (qualitative evaluation of text, quantitative evaluation of the text, matching reader to text and task)

6. Page 63 (The Gift of the Magi)

7. Page 30 (Grade 4)

8. Page 35 (Get Up and Go! By Nancy Carlson, 2008)

9. Page 69 (Grade 6)

10. Page 70 (Use precise language and domain specific vocabulary to inform about or explain the topic)

Notes:

Implications for teacher professional development and instructional practice:

1. How do we raise the level of teaching so that students are ready for college, workforce, training, and life in a technological society?

2. How do we address the needs of all students?