

# Massachusetts Curriculum Framework for English Language Arts and Literacy

## Standards Review Progress to October 24, 2016

### Phase 2 - Overview of Major Recommendations

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### Major Theme: Reading Closely and Writing about Complex Texts

**Why this issue is important:**

To build a foundation for college and career readiness, students must read widely and deeply from a broad range of high quality, increasingly challenging literary and informational texts. They must be able to write critical analyses of individual texts, cite evidence for arguments, and often synthesize ideas from several sources. Writing well requires logical thinking, fluent control of standard English conventions, and use of precise and expressive vocabulary.

The ELA/Literacy Framework has separate sections for Reading, Writing, and Language standards; this organization can make it difficult for teachers and students to see the connections among the standards. The current Framework lacks examples of effective practices for integrating reading, writing, and language when teaching complex texts. Its Glossary does not define all of the key terms in the standards. While the Reading standards section states that there are three factors in measuring text complexity (qualitative evaluation of text, quantitative evaluation of text, and the match of the reader to text and task), it provides little further information on qualitative measures of text complexity.

**Recommendations:**

- a) To increase coherence, make explicit connections among the Reading, Writing, and Language standards.
- b) To increase rigor, edit standards and provide examples of effective teaching practices that integrate Reading and Writing standards.
- c) To increase clarity, strengthen the Glossary; use terms consistently within the Framework; include explanatory material on qualitative measures of text complexity.

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<b>Major Theme: Reading Closely and Writing about Complex Texts</b>	
<b>Examples of increased coherence through explicit connections among the Reading, Writing, and Language standards</b>	
<p><b>Existing Grade 4 Reading Literature Standard 4</b> R.L.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters in mythology (e.g., <i>Herculean</i>).</p>	<p><b>Proposed Grade 4 Reading Literature Standard 4</b> R.L.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters in mythology (e.g., <i>Herculean</i>); analyze how figurative language enriches the text. (See Language standards 4–6 for applying knowledge of vocabulary to reading.)</p>
<p><b>Existing Grade 6 Language Standard 1</b> L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>Proposed Grade 6 Language Standard 1</b> L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in PK to grade 5. (See Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of language.)</p>
<p><b>Existing Grade 9–10 Writing Standard 5</b> W.9–10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)</p>	<p><b>Proposed Grade 9–10 Writing Standard 5</b> W.9–10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <ul style="list-style-type: none"> <li>a. Demonstrate control of standard English conventions in Language standards 1–3 up to and including grade 9–10.</li> <li>b. Demonstrate the ability to select accurate and/or expressive vocabulary appropriate for audience, purpose, and style, as described in Language standards 4–6 up to and including grade 9–10.</li> </ul>

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**Major Theme: Reading Closely and Writing about Complex Texts**

**Examples of increased rigor through edits and examples that integrate Reading and Writing standards**

*Highlighted text is a proposed revision or addition.*

**Grade 9–10 Writing Standard 9**

W.9–10.9 Draw evidence from literary or informational texts to support analysis, reflection, or research, applying one or more of the grades 9–10 standards for Reading Literature or Reading Informational Text as needed to shape a written interpretation.

**Grade 9–10 Reading Literature Standard 2**

R.L.9–10.2 Determine a theme or central idea in a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.

**Grade 9–10 Reading Literature Standard 4**

R.L.9–10.4 Determine the meanings of words or phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices and literary elements on meaning, tone, or mood; including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

**Proposed example to show these three standards in a curriculum unit:**

A tenth grade English teacher introduces the concept of image patterns during a study of Shakespeare's *Richard II*. As the class reads the play, students pay close attention to certain passages and record in their journals recurring words or images they notice. As a class, they discuss and analyze several speeches from the play in which the image of the sun and its associated ideas of brightness, height, and power are used to describe Richard as a king ruling by divine right.

After the discussion of the sun image pattern, students work in groups using their journals and a concordance to Shakespeare or an online Shakespeare search engine to discover other image clusters (*earth/land/garden, blood/murder/war*) and discuss their connections to ideas in the play.

Students write finished essays that trace and interpret one image pattern, connecting it to important themes in the play.

*(Adapted from the Massachusetts English Language Arts Curriculum Framework, 2001)*

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## Major Theme: Reading Closely and Writing about Complex Texts

### Examples of increased clarity through additions to the Glossary

*Highlighted text is a proposed revision or addition.*

#### PK–12 Reading Anchor Standard 1:

R.1 Read closely to determine what a text **states** explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.

*In the current Framework, there are no definitions for the terms “read closely” or “analysis.” The definition of “metaphor” has been expanded to include an example.*

#### Proposed new or expanded Glossary entries:

**Read closely** An approach to interpretation of text that relies on the words and phrases in the text and their relationships to one another. It emphasizes learning to notice **metaphors** or **symbols**, interesting juxtapositions, ambiguities, word choices, **structures**, and the ways these elements convey meaning. Reading closely is appropriate for texts with layers of meaning that call for **analysis** and interpretation; the approach is often used in analyzing poems, relatively short complex texts, or significant excerpts of longer works. Because this approach to analysis emphasizes form and structure, it is sometimes called *formal criticism*, New Criticism (after the title of a book on this critical theory), or close reading. There are a number of other widely-used critical approaches that, for example, emphasize the how the historical context, writer’s experiences, or seminal ideas of the time shape a text, or how the reader’s experiences influence understanding of a text.

**Metaphor** A **figure of speech** that makes a comparison between two things that are basically different but have something in common. Unlike a **simile**, a metaphor does not contain the words *like* or *as*. For example, William Shakespeare’s “*Now is the winter of our discontent / Made glorious summer by this sun of York / And all the clouds that low’r’d upon our house / In the deep bosom of the ocean buried.*”

**Analysis** Careful study of parts of a whole and their relationships to one another. Literary analysis involves interpreting the meaning of a text and using **evidence** to support claims made in the interpretation.

*There will be hyperlinks between related Glossary entries and between words and phrases in the standards and their definitions in the digital version of the Framework.*

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<b>Major Theme: Reading Closely and Writing about Complex Texts</b>			
<b>Examples of increased clarity through explanatory materials on qualitative measures of text complexity</b>			
<b>Proposed new explanatory materials:</b>			
<b>Qualitative Measures of Text Complexity in Literary Texts</b>			
<b>Criteria</b>	<b>Readily Accessible</b>	<b>Moderately Complex</b>	<b>Very Complex</b>
<b>Meaning and Knowledge Demands</b> (Reading Standards 1–3, 7–9)	There is one level of meaning; theme is obvious and revealed early in the text The text explores a single theme related to everyday experience; if there are references or allusions to unfamiliar contexts, they are fully explained in the text.	There are multiple levels of meaning that are relatively easy to identify; theme is clear but may be conveyed with some subtlety. The text explores several themes; it makes few references or allusions to other texts or cultural elements; the meaning of references or allusions may be partially explained in the text.	There are multiple layers of meaning that may be difficult to identify, separate, and interpret; theme is implicit, subtle, or ambiguous and may be revealed over the entirety of the text. The text explores complex, sophisticated, or abstract themes; text is dependent on allusions to other texts or cultural references that are not explained and require prior knowledge, inference, or interpretation.
<b>Text Structure</b> (Reading Standards 5–6)	Prose or poetry is organized clearly and/or chronologically, the events in a prose work are easy to predict because the narration is consistent throughout the work and the plot is linear; poetry has explicit and predictable structural elements.	Prose includes two or more story lines or has a plot that is somewhat difficult to predict (e.g., a non-linear plot) or has multiple narrators; poetry has some implicit or unpredictable structural elements.	Prose or poetry includes more intricate elements such as subplots, shifts in point of view, shifts in time, or non-standard text features.
<b>Language Features</b> (Reading Standards 4–5)	Language is explicit and literal with mostly contemporary and familiar vocabulary; text uses mostly simple, compound, or complex sentences of moderate length; if dialogue is present, the speakers are clearly identified.	Language is often explicit and literal but includes academic, archaic, and other words with complex meaning (e.g., figurative language); text uses a variety of sentence structures and sentence lengths.	Language is generally complex, with abstract, figurative, or ironic language, and includes unfamiliar, academic, and/or archaic words; text uses a variety of sentence structures, including complex and compound-complex sentences with subordinate phrases and clauses.
<b>Illustrations and Graphics</b> (Reading Standard 8)	Illustrations support analysis of the text by representing characters, settings, and/or events as they are portrayed in words; graphics support analysis by focusing attention on the structure of the text.	Illustrations support analysis of the text by providing additional information consistent with how characters, settings, or events are portrayed in words; graphics support analysis by emphasizing titles, chapter headings, or key words and phrases.	If illustrations and graphics are present, the connection between them and written text may be abstract, subtle, ironic, and/or ambiguous.
Adapted from “Passage Selection Guidelines for the PARCC Mid-Year and Summative Assessments, Grades 3–11, in ELA/Literacy”, 2012 <a href="http://www.parcconline.org">www.parcconline.org</a>			

## Massachusetts Curriculum Framework for English Language Arts and Literacy Standards Review Progress to October 24, 2016 Phase 2 - Overview of Major Recommendations

### Major Theme: Literary Concepts in ELA/Literacy Standards

#### Why this issue is important:

In 2009, the Governor of Massachusetts signed an agreement to participate in the development of the Common Core State Standards (CCSS) for ELA/Literacy and Mathematics with other states, the National Governors Association, and the Council of Chief State School Officers. This agreement stipulated that if a state adopted the CCSS it *could not make edits to the standards* but *could add standards* and other features of its own.

Operating under this agreement, the Massachusetts Board of Elementary and Secondary Education adopted the Common Core State Standards in ELA/Literacy and Mathematics in June 2010. In December of that year, the Board adopted the Massachusetts Curriculum Framework for English Language Arts and Literacy that included unique Massachusetts design features and standards, including one Reading standard that dealt primarily with applying knowledge of literary concepts to reading and one Writing standard that focused on using knowledge of literary concepts to shape writing.

- R.L. MA.8.A. Analyze the meanings of literary texts by drawing on literary concepts and genres.
- W. MA.3.A. Write fiction, personal reflections, poetry, and scripts that demonstrate awareness of literary concepts and genres.

#### Recommendations:

In 2016, freed from the 2009–2010 restrictive language that the CCSS could not be modified, educators on the ELA/Literacy Review Panel recommended that these two Massachusetts standards be deleted and that the literary content these standards embodied be integrated into the Reading, Writing, and Language standards.

This new organizational approach streamlines the standards and reinforces that idea that as students move through the grades, they should acquire an expanding knowledge of literature and literary vocabulary—from simple academic words such as *story* in pre-kindergarten to domain-specific terms such as *hyperbole*, *critical approaches to literature*, *paradox*, and *satire* in grades 11–12. The revisions also include the expectation that students will apply their conceptual knowledge to speaking and listening as well as reading and writing. In addition to writing in the Framework’s three primary modes of argument, explanation, and narrative, students also should be able to write texts modeled on the literature they read. Below are examples of standards from grade 8 that show how literary concepts from the former Massachusetts standards have been woven into other standards for Reading, Writing, and Language.

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<b>Major Theme: Literary Concepts in ELA/Literacy Standards</b>	
<b>Examples of integrating literacy concepts into Reading, Writing, and Language standards</b>	
<p><b>Existing Grade 8 Reading Literature Standard Massachusetts 8.A</b> R.L.8.MA.8.A Identify and analyze the characteristics of irony and parody in literary works.</p>	<p><b>Proposed Grade 8 Reading Literature Standard 4</b>, which incorporates some of the content of R.L.MA.8.A R.L.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, and mood, including the use of allusion and irony. See Language standards 4–6 on applying knowledge of vocabulary to reading.</p>
<p><b>Existing Grade 8 Writing Standard Massachusetts 3.A</b> W.8.MA.3.A Write short narratives, poems, scripts, or personal reflections that demonstrate understanding of irony or parody.</p>	<p><b>Proposed Grade 8 Writing Standard 10</b>, which incorporates some of the content of W.MA.8.3.A W.8.10 Write routinely in a variety of genres (e.g., poems, stories, scripts, reflections, essays) over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Proposed Grade 8 Language Standard 6</b>, designed to support Reading, Writing, and Speaking and Listening Standards L.8.6 Acquire and use accurately general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See Reading standard 4 on applying knowledge of vocabulary to reading comprehension; and Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p> <p>a. Understand and use correctly literary and general academic terms to describe and analyze texts (e.g., terms used in previous grades and new terms such as <i>allusion, analogy, comedy, irony, parody, tragedy</i>).</p>

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Other Examples of Proposed Revisions to Standards	
<b>To increase coherence and focus</b>	
<b>Existing Grade 2 Reading Informational Texts Standard 3</b> R.I.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<b>Proposed Grade 2 Reading Informational Texts Standard 3</b> R.I.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, <b>mathematical ideas or concepts</b> , or steps in technical procedures in a text.
<b>Rationale:</b> The new wording of the standard increases coherence across the Massachusetts Curriculum Frameworks by including concepts about mathematics. To support this standard, children’s picture books that embody mathematical concepts have been added to lists of recommended texts at PK–5.	
<b>Existing Grade 5 Language Standard 1</b> L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i> ) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i> ).	<b>Proposed Grade 5 Language Standard 1</b> L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; <b>retain and further develop language skills learned in previous grades. (See Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of language.)</b> <u>Sentence Structure and Meaning</u> a. Use verb tense to convey various times, sequences, states, and conditions, choosing among verb tenses depending on the overall meaning of the sentence. b. Recognize and correct inappropriate shifts in verb tense. c. Use active and passive verbs, choosing between them depending on the overall meaning of the sentence. <u>Word Usage</u> d. Form and use the perfect verb tenses.
<b>Rationale:</b> The new wording of the standard increases coherence by cross-referencing the Writing and Speaking and Listening standards. It emphasizes knowledge of grammar and usage within the context of writing and speaking, and sets the expectation that students will continuously develop their language skills, drawing on what they have learned in previous grades. The use of the subheads “Sentence Structure and Meaning” and “Word Usage” signals a distinction between knowledge of how grammatical elements (in this case, verb tenses) affect meaning in sentences and knowledge of the conventions of word usage in English (e.g., how plurals or tenses are formed).	

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<p><b>Existing Grade 11–12 Standards for Literacy in History/Social Studies, Science and Technical Studies</b></p> <p>For grades 6–12, literacy standards for reading and writing were to be applied to history/social studies, science, and technical subjects.</p> <p>For grades 6–12 standards for Speaking and Listening were to be applied only to English Language Arts.</p>	<p><b>Grade 11–12 Speaking and Listening Standards 4, 5, and 6 for Literacy in History/Social Studies, Mathematics, Science, and Career and Technical Studies</b></p> <p>SL.HSMT.11–12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.HSMT.11–12.5 Make strategic use of digital media (e.g., audio, visual, and interactive elements) in presentations to enhance understanding of findings, claims, reasoning, and evidence and to add interest.</p> <p>SL.HSMT.11–12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
<p><b>Rationale:</b> The addition of Speaking and Listening standards at grades 6–12 increases coherence across subject areas by setting the expectation that students will give articulate, well-reasoned, oral presentations, enhanced by digital media if appropriate, in <u>all</u> of their classes—mathematics, science, career/technical, history, the arts, and other subjects. It is particularly important to add Speaking and Listening standards to the Literacy standards for 6–12 to acknowledge the importance of making oral presentations and engaging in discourse as key skills for college, careers, and civic participation.</p>	

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Other Examples of Proposed Revisions to Standards	
<b>To increase rigor</b>	
<p><b>Existing Grade 3 Reading Informational Text Standard 10</b> R.I.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 complexity band independently and proficiently</p>	<p><b>Proposed Grade 3 Reading Informational Text Standard 10</b> R.I.3.10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, and technical texts, of appropriate complexity for grade 3 or higher.</p>
<p><b>Rationale:</b> The new wording of the standard increases the rigor of the standards because it demands that students be able to read and comprehend texts at their grade level or beyond their grade level. The edit provides teachers and librarians greater flexibility in choosing books for students who are ready for more challenging reading.</p>	
<p><b>Existing Grade 9–10 Standard for Literature 7</b> R.L.9–10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Brueghel’s <i>Landscape with the Fall of Icarus</i>).</p>	<p><b>Proposed Grade 9–10 Standard for Literature 7</b> R.L.9–10.7 Analyze a written or filmed study of a work or body of literature (e.g., author documentary, book review); provide a summary of the argument presented and evaluate the strength of the evidence that supports the study’s conclusions.</p>
<p><b>Rationale:</b> The new wording increases rigor by introducing the genre of literary history, biography, and criticism, formerly absent in the standards, to the high school level. It is designed to present approaches to literary studies as models for students as they write literary analyses, a task common in high schools and first year college writing and literature courses. The previous wording at grades 9–10 was essentially a repetition of the grade 8 standard on comparing works that treat similar subject matter in different mediums (e.g., a painting and a poem, a written and film version of a story).</p>	

## Massachusetts Curriculum Framework for English Language Arts and Literacy Standards Review Progress to October 24, 2016 Phase 2 - Overview of Major Recommendations

### Existing Grade 8 Writing Standard 3

- W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
  - c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
  - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

### Proposed Grade 8 Writing Standard 3

- W.8.3 Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.
  - b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
  - c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
  - d. Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.
  - e. Demonstrate understanding of literary concepts such as mood, tone, point of view, personification, symbolism, and irony.
  - f. Provide a conclusion that follows from and reflects on the narrated experiences or events.

**Rationale:** The proposed wording on organizing narrative in “a” provides greater flexibility for teachers and student writers, opening up possibilities of writing narrative poetry or surrealist fiction, or creating narrative videos that may not be linear and that use juxtaposition of images as a device. The proposed wording in “e” increases the rigor of the standard by demanding that students apply to their own writing knowledge of literary concepts (such as mood, tone, point of view, personification, symbolism, and irony) gained from reading.

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Other Examples of Proposed Revisions to Standards	
To increase clarity	
<p><b>Existing Kindergarten Reading Literature Standard 6</b> R.L.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p><b>Proposed Kindergarten Reading Literature Standard 6</b> R.L.K.6 Explain how to find out who created a book by reading its cover and title page; name the author and illustrator of a book and define the role of each in telling the story.</p>
<p><b>Rationale:</b> The new wording of the standard clarifies the idea that students should acquire general knowledge of the conventions of books in print, how credit is given to authors and illustrators of printed texts, and then be able to apply that knowledge to specific texts they read or hear read aloud.</p>	
<p><b>Existing Grade 6 Reading Informational Text Standard 4</b> R.I.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p><b>Proposed Grade 6 Reading Informational Text Standard 4</b> R.I.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See Language standards 4–6 on applying knowledge of vocabulary to reading.)</p>
<p><b>Rationale:</b> The new wording of the standard clarifies the idea that writers choose words to convey a particular meaning. This understanding can be applied reading, writing, speaking and listening. The cross-reference to the Language standards also provides greater coherence and focus.</p>	

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### Existing Grade 9–10 Speaking and Listening Standard 1

SL.9–10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

### Proposed Grade 9–10 Speaking and Listening Standard 1

SL.9–10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Literature standard 1 and Reading Informational Text standard 1 for specific expectations regarding the use of textual evidence.)
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Rationale:** The new wording of the Speaking and Listening standard in “a” clarifies the idea that concepts about textual evidence are embodied in the Reading standards.

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<b>Revisions to Introductory Section and Appendices</b>
<b>Introductory Section</b>
<ul style="list-style-type: none"><li>• Shorten introductory section and update it to focus on standards development in Massachusetts 1993–2017 rather than development of the Common Core State Standards 2009–2010.</li><li>• Incorporate language from the Massachusetts Definition of College and Career Readiness adopted in 2014 and amended in 2016 to include Civic Preparation.</li></ul>
<b>Appendices</b>
<ul style="list-style-type: none"><li>• Update sections on applying the standards to English learners and Students with disabilities to reflect Massachusetts initiatives such as RETELL.</li><li>• Add Massachusetts examples of student writing from the Department’s Writing Standards in Action site; add descriptions of units and classroom videos from the Department’s Model Curriculum Units site.</li><li>• Update Glossary entries to include important terms in the Framework and to group terms more logically (e.g., to group all terms relating to sentence structure together).</li><li>• In a digital version of the Framework, hyperlink standards, examples, and glossary terms where appropriate.</li><li>• Update Recommended Author sections to include new resources such as the Massachusetts Center for the Book and to make author listings and groupings more logical.</li></ul>