

Proposed Massachusetts Additions to the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*

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I. Proposed Massachusetts Pre-Kindergarten Standards for English Language Arts

The educator panels that reviewed the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* and the *Common Core Standards for Mathematics*, as well as the respective Curriculum Framework Review Panels recommended the addition of standards for pre-Kindergarten to the Common Core.

Rationale: Massachusetts has always included pre-K standards in its curriculum frameworks; the Common Core, on the other hand, begins with Kindergarten standards.

These standards are expectations for students who are in the final year of pre-Kindergarten, generally older four- to younger five-year-olds. They were drafted by a panel of early childhood educators, including staff from the Department of Early Education and Care (EEC) and are based on the EEC's *Preschool Learning Experiences* (2003), the ESE's *Kindergarten Learning Experiences* (2008), existing ELA and Mathematics Curriculum Frameworks and working drafts, and the *Common Core* Kindergarten standards.

In order to distinguish the proposed Massachusetts standards from Common Core Standards, the proposed additional standards are coded as follows:

MA.PK.R.L (Reading Literature)

MA.PK.R.I (Reading Informational Text)

MA.PK.R.F (Reading Foundations)

MA.PK.W (Writing)

MA.PK.S.L (Speaking and Listening)

MA.PK.L (Language).

The format of the standards presented below follows the organization of the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*.

The proposed introduction and the proposed standards are in the Calibri font.

English Language Arts in Pre-Kindergarten

Introduction

The preschool/pre-Kindergarten population includes children between at least 2 years, 9 months until they are kindergarten eligible. A majority attend programs in diverse settings—community-based early care and education centers, family child care, Head Start, and public preschools. Some children do not attend any formal program. These standards apply to children who are at the end of that age group, meaning older four- and younger-five-year olds.

In this age group, foundations of reading, writing, speaking and listening and language development are formed out of children's conversations, informal dramatics, learning songs and poems, and experiences with real objects, as well as listening to and "reading" books on a variety of subjects. The standards can be promoted through play and exploration activities, talking about the picture books, and embedded in almost all daily activities. They should not be limited to "reading time." These English language arts standards correspond with the learning activities in the *Massachusetts Guidelines for Preschool Learning Experiences* (2003). The standards should be

considered guideposts to facilitate young children’s understanding of the world of language and literature, writers and illustrators, books and libraries.

Reading: Literature

Key Ideas and Details

MA.PK.R.L.1 With prompting and support, ask and answer questions about a story or poem read aloud.

MA.PK.R.L.2 With prompting and support, retell main ideas from a story or poem read aloud.

MA.PK.R.L.3 With prompting and support, act out characters and events in a story or poem read aloud.

Craft and Structure

MA.PK.R.L.4 Ask and answer questions about new words in a story or poem.

MA.PK.R.L.5 Recognize the difference between imagined stories or poems and informational texts.

MA.PK.R.L.6 With prompting and support, describe the roles of authors and illustrators in telling a story.

Integration of Knowledge and Ideas

MA.PK.R.L.7 With prompting and support make predictions about what happens next in a picture book from examining and discussing the illustrations.

MA.PK.R.L.8 Not applicable to literature.

MA.PK.R.L.8a Respond to a regular beat in children’s poems and songs.

MA.PK.R.L.9 With prompting and support, make connections between a story or poem and one’s own experiences.

Range of Reading and Level of Text Complexity

MA.PK.R.L.10 Listen to, recite, sing, or dramatize a variety of age-appropriate literature.

See Common Core Appendix B and Massachusetts lists of recommended authors, illustrators, and texts.

Reading: Informational Text

Key Ideas and Details

MA.PK.R.I.1 With prompting and support, ask and answer questions about an informational text read aloud.

MA.PK.R.I.2 With prompting and support, recall important facts of an informational text after hearing it read aloud.

MA.PK.R.I.3 With prompting and support, act out concepts learned from hearing an informational text read aloud (e.g., act out how a tree grows or how a bunny hops).

Craft and Structure

MA.PK.R.I.4 Ask and answer questions about new words in an informational text.

MA.PK.R.I.5 See MA.PK.R.F.1.a Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back.

MA.PK.R.I.6 With prompting and support, describe the roles of authors and illustrators in creating informational texts.

Integration of Knowledge and Ideas

MA.PK.R.I.7 With prompting and support describe important details from a photograph or illustration.

MA.PK.R.I.8 Begins in Kindergarten.

MA.PK.R.I.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or information).

Range of Reading and Level of Text Complexity

MA.PK.R.I.10 Listen to or dramatize a variety of age-appropriate readings on informational topics related to the Pre-K curriculum. See Common Core Appendix B and Massachusetts lists of recommended authors, illustrators, and texts.

Reading: Foundations

MA.PK.R.F.1 Print Concepts: Demonstrate beginning understanding of the organization and basic features of print.

MA.PK.R.F.1.a Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back.

MA.PK.R.F.1.b Begins in Kindergarten.

MA.PK.R.F.1.c Begins in Kindergarten.

MA.PK.R.F.1.d Recognize and name some upper- and lowercase letters of the alphabet, particularly those in one's own name and in common signs and labels (e.g., a STOP sign).

MA.PK.R.F.2 Phonological awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

MA.PK.R.F.2.a Recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).

MA.PK.R.F.2.b Segment words in a simple sentence read or spoken.

MA.PK.R.F.2.c Identify the initial sound of a spoken word and generate a list of words that have the same initial sound.

MA.PK.R.F.2.d Begins in Kindergarten.

MA.PK.R.F.2.e Begins in Kindergarten.

MA.PK.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.

MA.PK.R.F.3.a Link an initial sound to the corresponding printed letter and a picture of an object that begins with that letter (e.g., link the initial sound /b/ to a printed "B" and to a picture of a ball).

MA.PK.R.F.3.b Begins in Kindergarten.

MA.PK.R.F.3.c Recognize one's own name and familiar common signs and labels (e.g., STOP).

MA.PK.R.F.3.d Begins in Kindergarten.

Writing

MA.PK.W.1 Dictate, draw, or use emergent writing skills to express an opinion.

MA.PK.W.2 Dictate, draw, or use emergent writing skills to explain information about a topic.

MA.PK.W.3 Dictate, draw, or use emergent writing skills to tell a real or imagined story.

MA.PK.W.4 Begins in Kindergarten.
MA.PK.W.5 Begins in Kindergarten.
MA.PK.W.6 Recognize that digital tools (e.g., computers, cell phones) are used to convey messages in words and/or pictures).
MA.PK.W.7 Begins in Kindergarten.
MA.PK.W.8 Begins in Kindergarten.

Speaking and Listening

Comprehension and Collaboration

MA.PK.S.L.1 Participate in collaborative conversations with diverse partners during daily routines and play.
MA.PK.S.L.1.a Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking; listening to peers; waiting until someone is finished; asking questions and waiting for an answer; gaining the floor in appropriate ways).
MA.PK.S.L.1.b Continue a conversation through multiple exchanges.
MA.PK.S.L.2 Recall information for short periods of time and retell, act out, or represent (e.g., draw, make constructions with blocks or other materials, or model with clay) information from a text read aloud, presented orally, or presented through other media, such as a recording or video.
MA.PK.S.L.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

MA.PK.S.L.4 Describe personal experiences; tell real or imagined stories.
MA.PK.S.L.5 Create representations of experiences or stories (e.g., drawings, paintings, constructions of blocks or other materials, clay models) and explain them to others.
MA.PK.S.L.6 Speak audibly and express thoughts, feelings, and ideas.

Language

Conventions of Standard English

MA.PK.L.1 Demonstrate use of oral language in informal everyday activities.
MA.PK.L.1.a Begins in Kindergarten.
MA.PK.L.1.b Use frequently occurring nouns and verbs.
MA.PK.L.1.c Form regular plural nouns.
MA.PK.L.1.d Understand and use question words (interrogatives, e.g., *who*, *what*, *where*, *when*, *why*, *how*).
MA.PK.L.1.e Use the most frequently occurring prepositions (e.g., *to*, *from*, *in*, *out*, *on*, *off*, *for*, *of*, *by*, *with*).
MA.PK.L.1.f Speak in complete sentences.
MA.PK.L.2 Begins in Kindergarten.
MA.PK.L.3 Begins in grade 2.

Vocabulary Acquisition and Use

MA.PK.L.4 Ask and answer questions about the meaning of new words and phrases introduced through books, activities, and play.

a With guidance and support from adults, generate words that are similar in meaning (e.g., happy/glad, mad/angry).

b Begins in Kindergarten.

MA.PK.L.5 With guidance and support from adults explore word relationships and nuances of word meanings.

MA.PK.L.5.a Demonstrate understanding of concepts by sorting common objects into categories (e.g., *colors, shapes, textures*).

MA.PK.L.5.b Begins in Kindergarten.

MA.PK.L.5.c Apply words learned in classroom activities to real-life examples (e.g., name places in school that are *fun, quiet, or noisy*).

MA.PK.L.5.d Begins in Kindergarten.

MA.PK.L.6 Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.

II. Proposed Additional K-12 Standards in English Language Arts

The educator panels that reviewed the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* and the English Language Arts Curriculum Framework Review Panel had these recommendations for standards additions.

1. Supplement the literary content of the Common Core K-12 standards for Reading Literature and the K-12 standards for Writing by adding complementary reading and writing standards that focus on knowledge of literary concepts and genres and the application of this knowledge in writing. Introduce some literary concepts at earlier grades than in the Common Core standards (following the models in the Massachusetts 2001 ELA framework and 2010 Working ELA draft) and reinforce these standards in the later grades.
2. Add Language standards for reading, understanding, and pronouncing common abbreviations in grade 2 and writing in cursive in grades 3 and 4, because these topics are not addressed in the Common Core.

Rationale: The 2001/2004 Massachusetts ELA Curriculum Framework and 2010 working draft standards for reading and literature addressed the genres of fiction, nonfiction, poetry, drama, and traditional literature separately. While the Common Core addresses much of this content, some additional key concepts were missing, and concepts were introduced at later grades than in Massachusetts. Writing standards in Massachusetts have always addressed students' writing of poetry and drama, in addition to the categories of argument, explanation, and narrative delineated in the Common Core. The practice of writing in a variety of genres builds greater understanding of both literature and writing. Massachusetts' working draft standards included both standards for understanding abbreviations at grade 2 and for writing in cursive handwriting in grades 3 and 4.

The additions below respond to these recommendations and are organized by grade level. They are designed to align with the existing structure and categories of the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*, which includes overarching “Anchor Standards” that organize the grade-level standards. For reading and writing we recommend adding anchor standards as well as grade-level standards; only grade-level language standards are needed.

In order to distinguish the proposed Massachusetts standards from the Common Core Standards, the Massachusetts standards coded as follows:

MA.[grade].R.L.8.a (Reading Literature)

MA.[grade].W.3.a (Writing)

MA.[grade].L. (Language).

All page numbers below refer to the current pagination of the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*.

The proposed standards are in the Calibri font.

Anchor Standards, pages 10 and 35:

College and Career Readiness Anchor Standard for Reading

MA.R.L.8.a Analyze the meaning of literary texts by drawing on knowledge of literary concepts and genres.

Anchor Standards, pages 18 and 41:

College and Career Readiness Anchor Standard for Writing

MA.W.3.a. Write fiction, personal reflections, poetry, and scripts that demonstrate awareness of literary concepts and genres.

Kindergarten

Reading Literature, page 11

MA.K.R.L.8.a Identify and respond to characteristics of traditional poetry for children: rhyme, regular beats, and repetition of sounds, words, and phrases.

Writing, page 19

MA.K.W.3.a With prompting and support, write or dictate poems that have characteristics of traditional poetry for children: (e.g., rhyme, regular beats, and repetition of sounds, words, and phrases).

Grade 1

Reading Literature, page 11

MA.1.R.L.8.a Identify characteristics commonly shared by folktales and fairy tales (e.g., characters such as elves, giants, and talking animals, plots that involve special powers such as granting wishes, and recurring phrases such as “Once upon a time”).

Writing, page 19

MA.1.W.3.a Write or dictate stories that use the conventions of folk and fairy tales or traditional poems or songs (e.g., alliteration, rhyme, repetition, and figurative language).

Grade 2

Reading Literature, page 11

MA.2.R.L.8.a Identify dialogue as words spoken by characters in stories and poems, usually enclosed in quotation marks, and explain why particular exchanges are significant to a story or poem.

Writing, page 19

MA.2.W.3.a Write stories with dialogue and descriptions of settings and characters.

Language: Conventions of Standard English, page 26

MA.2.L.1.g Read, pronounce, write, and understand the meaning of common abbreviations (e.g., Dr., Mr., Ms., Mrs., St., Ave., MA, AM, PM).

Grade 3

Reading Literature, page 12

MA.3.R.L.8.a Identify the elements of fiction (i.e., characters, setting, problem, solution); explain the problem that characters in a particular story, fable, folktale, fairy tale, or narrative poem confront and explain what they do or say to solve the problem.

Writing, page 20

MA.3.W.3.a Write stories that have the elements of fiction (i.e., characters, setting, problem, solution).

Language: Conventions of Standard English, page 28

MA.3.L.1.k Write upper- and lower-case letters in cursive handwriting and use them to form words

and sentences, leaving spaces between words.

Grade 4

Reading Literature, page 12

MA.4.R.L.8.a Locate and analyze examples of foreshadowing, similes, and metaphors in stories, poems, traditional literature, and plays and explain how these literary devices enrich the text.

Writing, page 20

MA.4.W.3.a Write stories, poems, and scripts that include examples of foreshadowing, and figurative language in the form of similes and metaphors.

Language: Conventions of Standard English, page 28

MA.4.L.1.h. Write letters, words, sentences, and compositions legibly in cursive handwriting.

Grade 5

Reading Literature, page 12

MA.5.R.L.8.a Analyze American tall tales, myths, mysteries, science fiction, historical fiction, and fantasy stories, drawing on their similarities as narratives as well as the unique characteristics as particular types of literature.

Writing, page 20

MA.5.W.3.a Write stories, poems, and scripts that draw on characteristics of American tall tales, myths, mysteries, science fiction, historical fiction, and fantasy stories.

Grade 6

Reading Literature, page 36

MA.6.R.L.8.a Interpret the meaning and style of a poem, story, or play by analyzing its use of literary devices (e.g., a narrator's or a character's point of view, significant aspects of setting, personification, in addition to various kinds of figurative language).

Writing, page 43

MA.6.W.3.a Write short stories, poems, scripts, or personal reflections that incorporate literary devices (e.g., narrator's or a character's point of view, description of significant aspects of setting, personification).

Grade 7

Reading Literature, page 36

MA.7.R.L.8.a Identify the conventions of legends and epics (e.g., the hero, quest, great actions and events) and, after reading modern stories that use these conventions, explain how the author draws on traditional works from the past.

Writing, page 43

MA.7.W.3.a Write stories, poems, or scripts that use the conventions of myths, legends, and epics (e.g., explanations of natural phenomena, the hero, quest, great actions and events).

Grade 8

Reading Literature, page 36

MA.8.R.L.8.a Identify and analyze the characteristics of irony, parody, and satire in drama, poetry, fiction, and nonfiction.

Writing, page 43

MA.8.W.3.a Write stories, poems, scripts, essays, or personal reflections that incorporate irony, parody, or satire.

Grades 9-10

Reading Literature, page 37

MA.9-10.R.L.8.a Analyze a work of fiction, poetry, or drama using a variety of critical lenses (e.g., formal, psychological, historical, sociological, or feminist).

Writing, page 46

MA.9-10.W.3.a Demonstrate understanding of the concept of point of view by writing poems, essays, speeches, or reflections from one's own or a character's distinctive point of view.

Grades 11-12

Reading Literature, page 37

MA.11-12.R.L.8.a Relate a work of fiction, poetry, or drama to ideas of its time and literary history to draw conclusions about the extent to which an author's work was original or innovative in its time.

Writing, page 46

MA.11-12.W.3.a Write a work of fiction, poetry, drama, or personal reflection that responds to contemporary issues or universal themes (e.g., meeting challenges, the individual and society, moral dilemmas, the dynamics of change and tradition).

III. Proposed Additional Features to the *Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* to be added by December 2010

The educator panels that reviewed the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* and the *English Language Arts Curriculum Framework* Review Panel recommended that the following features be added to the Common Core.

1. The Guiding Principles from the 2001 edition of the Massachusetts English Language Arts Curriculum Framework, updated to provide coherent connections to the Standards
2. The Lists of Recommended Authors from the 2001 edition of the *Massachusetts English Language Arts Curriculum Framework*, with the list of K-8 contemporary authors updated by editors at the *Horn Book Magazine* (a journal of children's literature).
3. The Glossary from the 2001 edition of the *Massachusetts English Language Arts Curriculum Framework*, updated to include selected terms used in the Common Core Standards.

Rationale: These distinctive features have helped guide program development, ensure the use of high quality literature and informational text in curriculum, instruction, and both classroom and statewide assessment development, and create a common language about literacy for all teachers.

Proposed Additional Features to the *Common Core Standards for English Language Arts* to be added between January 2011 and December 2015

The educator panels that reviewed the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* and the *English Language Arts Curriculum Framework* Review Panel recommended that the following features be added to an interactive web version of the new *English Language Arts Curriculum Framework* over the next four years.

1. Relevant curriculum maps, curriculum units, and formative assessments developed through the Race to the Top and Partnership for the Assessment of Readiness for College and Career grants;
2. Links to resources developed by partner states or in collaboration with them; and
3. Guidelines for connecting literacy and mathematics developed jointly by mathematics and literacy educators.

Rationale: The first two elements mirror the examples and guidance in the current ELA Framework and that educators have found useful. The third is recommended to parallel the Common Core's Standards for Literacy in History/Social Studies, Science, and Technical Subjects. At present neither the Mathematics nor the ELA Common Core Standards address the topic of math and literacy, a resource which the panel recommended be developed jointly by literacy and math educators.