

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: November 22, 2011

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **UPDATE ON READING, ENGLISH, LANGUAGE ARTS (RELA)**

ORIGINATOR: Renee A. Foose, Deputy Superintendent

RESOURCE
PERSON(S): Roger Plunkett, Assistant Superintendent, Curriculum and Instruction
Sonja Karwacki, Executive Director, Liberal Arts

INFORMATION

That the Board of Education is provided an update on the Reading, English, Language Arts Curriculum.

* * * * *

Attachment I – PowerPoint
Attachment II – Curriculum Development Process for the CCSS and RELA
Attachment III – QMS Curriculum Development Process
Attachment IV – QMS Professional Development Process
Attachment V – QMS Curriculum Assessment/Evaluation Process
Attachment VI – Curriculum Development Handbook
Attachment VII – PARCC Model Content Frameworks for English Language Arts/Literacy



Reading, English, Language Arts

Update to the Board of Education

November 22, 2011

Blueprint for Progress

The Blueprint for Progress establishes clear standards and expectations for the delivery of quality instruction and support services, individual commitment and accountability, and continuous improvement for the Baltimore County Public Schools.



Phi Delta Kappa (PDK) Audit

- Conduct a curriculum management audit
 - objective, external evaluation
- Assess strengths, challenges, and effectiveness of curriculum and the instructional program

Phi Delta Kappa (PDK) Audit

Recommendations (March 2007):

1. Review, revise, adopt and implement Board policies for curriculum management
2. Develop and execute:
 - a. a curriculum management plan to produce quality curriculum and promote alignment of the written, taught, and assessed curriculum
 - b. a systemic professional development process
 - c. a systemic process for the evaluation of programs

Phi Delta Kappa (PDK) Audit

Recommendation (March 2007):

1. Review, revise, adopt and implement Board policies for curriculum management

Response:

- Board Policy and Rule 6000: *Curriculum and Instruction*, 2/26/08
- Board Policy and Rule 6002: *Selection of Instructional Materials*, 9/7/10
- Board Policy and Rule 6100: *Curriculum*, 5/10/11
- Board Policy and Rule 6500: *Research and Assessment*, 7/08/08
- Board Policy and Rule 6501: *Evaluation of the Instructional Program*, 7/14/09
- Board Policy and Rule 8120: *Purpose, Role, and Responsibilities of the Board of Education*, 5/8/07

Phi Delta Kappa (PDK) Audit

Recommendations (March 2007):

2. Develop and execute:

- a. a curriculum management plan to produce quality curriculum and promote alignment of the written, taught, and assessed curriculum

Response:

- *Curriculum Management Plan*, June 2007
- Web-based curriculum design and management system
- Adoption of ISO 9001:2008 – [Curriculum Development Process](#)

Phi Delta Kappa (PDK) Audit

Recommendations (March 2007):

2. Develop and execute:

b. a systemic professional development process

Response:

- *Curriculum Management Plan*, June 2007
- Web-based professional development planning and management system
- Adoption of ISO 9001:2008 – [Professional Development Process](#)

Phi Delta Kappa (PDK) Audit

Recommendations (March 2007):

2. Develop and execute:

- c. a systemic process for the evaluation of programs

Response:

- *Curriculum Management Plan*, June 2007
- Adoption of ISO 9001:2008 – [Curriculum Assessment/Evaluation Process](#)

ISO 9001:2008 Certification

Certificate Registration
Number:

10-R7046

Certified Date:
06/15/2010



It is valid until:
06/15/2013

Curriculum Handbook Draft

Scope and Sequence

Curriculum Frameworks

Instructional Materials Review and Approval: Policy and Rule 6002, rev 9/7/10

- Establishes the protocols for selection and purchase of materials
- All new textbooks and materials must be properly vetted
 - Input from stakeholders
 - Seek Board approval for pilot and purchases

Language Arts Curriculum

The following guides were revised during the Summer, 2010 and are currently being used in schools:

8th Grade (Springboard)

9th Grade (Springboard)

Accelerated English

Reading 7

Reading 8

The following guides are in draft form and will need BOE approval:

6th Grade Standard

7th Grade Standard

10th Grade Standard

11th Grade Standard

12th Grade Standard

Guides must be aligned to the Common Core State Standards.

Connections need to be made to show continuous progress of essential skills.

2009 – 2011 Curriculum Development Expenses

Language Design Workgroup

Curriculum Writing Sessions (PD)

Facility: \$3400.00

\$ 6150.00

Food: \$5020.00

\$13,074.23

Facility Total: \$ 9,550.00

Food Total: \$18, 094.23

2009 – 2011 Curriculum Writers

Language Design Workgroup Sessions (PD)

13 Teachers

Curriculum Writing

45 Elementary Teachers

119 Secondary Teachers

Total Teachers: **177**

Total Stipends: **\$598,682.02**

*** No administrators were paid to develop curriculum.**

Curriculum Development and Implementation Timeline

Curriculum on the Intranet

Curriculum Development Process for the CCSS and RELA

Long Range Goal and Blueprint Reference:

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics and science and social studies.

By 2012, all English language learners will become proficient in English and reach high academic standards in English/reading/writing, mathematics, science, and social studies.

Objective:

To align current RELA curriculum to CCSS in PreK-5.

Strategy/Project/Program:

Using the Common Core Transition plan, evaluate the current curriculum guides and create curriculum maps for each guide with the goal of developing an Integrated Language Arts program: Reading, Writing, Speaking and Listening, Language, Research.

| Action Steps | Responsible Person(s) | Start Date | Due Date | Budget/ Cost Benefit | Outcomes/Evaluation/ Comments |
|---|---|------------|------------|-------------------------|--|
| 1. Curriculum Oversight Committee: Identify a Curriculum Oversight Committee—PreK to 12 with representation from content offices. | Coordinators | Oct. 2011 | Nov. 2011 | No Cost—In House | An oversight committee will oversee the process of reviewing curriculum PreK-12. |
| 2. Action Plan: create an Action Plan for monitoring the analysis of curricula for PreK-12 for alignment to the CCSS. | Coordinators Designated Office Reps. Specialist | Sept. 2011 | Sept. 2011 | No Cost-In House Review | Each step of the review process for the CCSS will be reviewed by the Curriculum Oversight Committee. |

Curriculum Development Process for the CCSS and RELA

| Action Steps | Responsible Person(s) | Start Date | Due Date | Budget/ Cost Benefit | Outcomes/Evaluation/ Comments |
|--|--|------------|---|-------------------------|---|
| 3. Review Gap Analysis: review documents to recommend summer Curriculum Writing Workshops. | Coordinators Office Personnel | Sept. 2011 | Sept. 2011 | No Cost—In House | Review Gap Analysis to identify curriculum needs to submit Curriculum Proposals. |
| 4. Prioritize Curriculum and submit Curriculum Proposals: Based on Gap Analysis submit workshop proposals. | Coordinators Office personnel | Sept. 2011 | Nov. 2011 | No Cost | Curricula guides for PreK-12 need to be reviewed for CCSS and resource needs will be evaluated. Grades 6 and 10 need full revision. |
| 5. Evaluation of State Transition Documents: Use the state transition documents to create a “look for” guide to evaluate our current guides. | Curriculum Review Panel | Oct. 2011 | Nov. 2011 | No Cost | An evaluation tool will be created to use in reviewing all current guides. |
| 6. Curriculum Review: Evaluate each guide using the “look for” list. | Coordinator Curriculum Review Panel | Nov. 2011 | PreK-12 teachers meet twice per month to review guides: Nov-Jan | No Cost | All guides will be evaluated with the “look for” guide/tool and a curriculum map will be designed for each guide. This map will include suggestions aligning the guide to the CCSS. |

Curriculum Development Process for the CCSS and RELA

| Action Steps | Responsible Person(s) | Start Date | Due Date | Budget/ Cost Benefit | Outcomes/Evaluation/ Comments |
|---|---|--------------|--------------|-------------------------|---|
| 7. Writing Process: Each curriculum map will include an evaluation with suggestions and recommendations for the writing program in the guide: Timed Writing, Process Writing, and Free Writing. | Coordinator Curriculum Review Panel | Nov. 2011 | Jan. 2012 | No Cost | All guides will include a uniform focus on writing. |
| 8. Research: Each curriculum map will include an evaluation with suggestions and recommendations for the research process including short and long-range projects. | Coordinators Curriculum Review Panel | Nov. 2011 | Jan. 2012 | No Cost | All guides will include a uniform focus on the research process. |
| 9. Reading: Each curriculum map will include an evaluation with suggestions and recommendations for the reading process including strategies that are used to teach students to become stronger readers and a review of the literature and the challenge that it provides for the students in the given grade level: text complexity. | Coordinators Curriculum Review Panel | Nov. 2011 | Jan. 2012 | No Cost | All guides will include a uniform focus on the reading process, and the strategies that make students effective readers. |
| 10. Language: Each curriculum map will include an evaluation with suggestions and recommendations for the implementation of an integrated language arts program that connects the study of language to the writing process as modeled through student and professional writing. | Coordinators Curriculum Review Panel | Nov. 2011 | Jan. 2012 | No Cost | All guides will include an integrated language arts program that connects language study and skills with the writing process. |

Curriculum Development Process for the CCSS and RELA

| Action Steps | Responsible Person(s) | Start Date | Due Date | Budget/ Cost Benefit | Outcomes/Evaluation/ Comments |
|--|--|--------------|---|-------------------------|---|
| 11. Speaking & Listening: Each curriculum map will include an evaluation with suggestions and recommendations for the infusion of speaking and listening skills into the curriculum, to create an integrated language arts program with reading and writing skills as foundations. | Coordinators Curriculum Review Panel | Nov. 2011 | Jan. 2012 | No Cost | All guides will integrate Speaking and Listening skills into the curriculum. |
| 12. UDL Training: Each curriculum map will include an evaluation of the guide and the differentiation strategies that provide access for all students. | Coordinators Curriculum Review Panel | Nov. 2011 | Jan. 2012 | No Cost | All guides will have a UDL plan to make each guide accessible to all students. |
| 13. Diversity Awareness: Each curriculum map will include recommendations for infusing literature that is representative of the diversity of our students. | Coordinators Curriculum Review Panel | Nov. 2011 | Jan. 2012 | No Cost | All guides will include literature that is representative of the diversity of all students. |
| 14. Student Engagement: Each curriculum map will include recommendations for student engagement. | Coordinators Curriculum Review Panel | Nov. 2011 | Jan. 2012 | No Cost | All guides will include recommendations or suggestions for engaging students. |
| 15. Professional Development: Work with Marsye Kaplan to provide UDL training to curriculum writers and to the Curriculum Review Panel. | Coordinators Curriculum Office Professional Development Office | Nov. 2011 | Nov. for CRP. April- May for CW as needed. | RTTT | All evaluators and writers will be trained in UDL process. |

Curriculum Development Process for the CCSS and RELA

| Action Steps | Responsible Person(s) | Start Date | Due Date | Budget/ Cost Benefit | Outcomes/Evaluation/ Comments |
|---|--|----------------------------|----------------------------|-------------------------|--|
| 16. Curriculum Writers: Workshop descriptions will be advertised and applications will be collected to hire and then train writers. | Coordinators Curriculum Office Professional Development Office | Jan. 2012 | Feb. 2012 | RTTT | Using the ISO and PDD interview process and the training process, writers will be hired and trained. |
| 17. Writing the Curriculum: Writers will use the maps created by the Curriculum Design Team to revise the curriculum. | Curriculum Office | Summer 2012 | Summer 2012 | RTTT | The CCSS curriculum revision maps will be used to revise the current guides. |
| 18. Editing the Curriculum: Content Office will edit the new curriculum and send to county editor. | Curriculum Office | Summer 2012 | Summer 2012 | RTTT | All curricula will be edited according to ISO process. |
| 19. Create the Pilot Curriculum Program: Identify pilot schools and preparations for training of teachers. | Coordinator PDD | Spring 2012 | Spring 2012 | RTTT | A Pilot Curriculum program is created with identified schools and a training plan. |
| 20. Approval of Pilot Curriculum Program: Seek approval for program from Core Team, Executive Leadership, and the Board of Education. | Coordinator | Spring 2012 August 2012 | Spring 2012 August 2012 | RTTT | Approval is given for the Pilot Curriculum Program. |

Curriculum Development Process for the CCSS and RELA

| Action Steps | Responsible Person(s) | Start Date | Due Date | Budget/ Cost Benefit | Outcomes/Evaluation/ Comments |
|--|---|-------------------------------|---|-------------------------|---|
| 21. Monitoring New Curriculum: Monitor the effectiveness of the new guides in light of requirements for the CCSS. Consult with PDD and DRAA to create evaluation plan. | Coordinators Curriculum Office | Sept. 2012 | Nov2012 Jan2013 Mar2013 June2013 | RTTT | An evaluation plan will be developed for the Pilot Curriculum Program. |
| 22. Revise Pilot: based on the surveys and teacher feedback, and new knowledge of the CCSS, Curriculum Review Panel and the curriculum writers will revise the guides. | Curriculum Review Panel Curriculum Writers | Ongoing through 2012/13 | Ongoing through 2012/13 | RTTT | Guides will be edited and prepared for the final stage: system-wide implementation. |
| 23. System-Wide Implementation Plan: Create a plan for implementing the curriculum system-wide—teacher training. | Coordinators | Summer 2013 | Summer 2013 | RTTT | A plan for implementation will be created. |
| 24. Publication: Guides are published according to county specifications and submitted to the Executive Director. | Coordinators | Summer 2013 | Summer 2013 | RTTT | Guides are published. |
| 25. Approval for Guides: Submit to the Executive Director for review by the Curriculum Evaluation Committee. | Coordinators | Summer 2013 | Summer 2013 | RTTT | Guides are approved. |

Curriculum Development Process for the CCSS and RELA

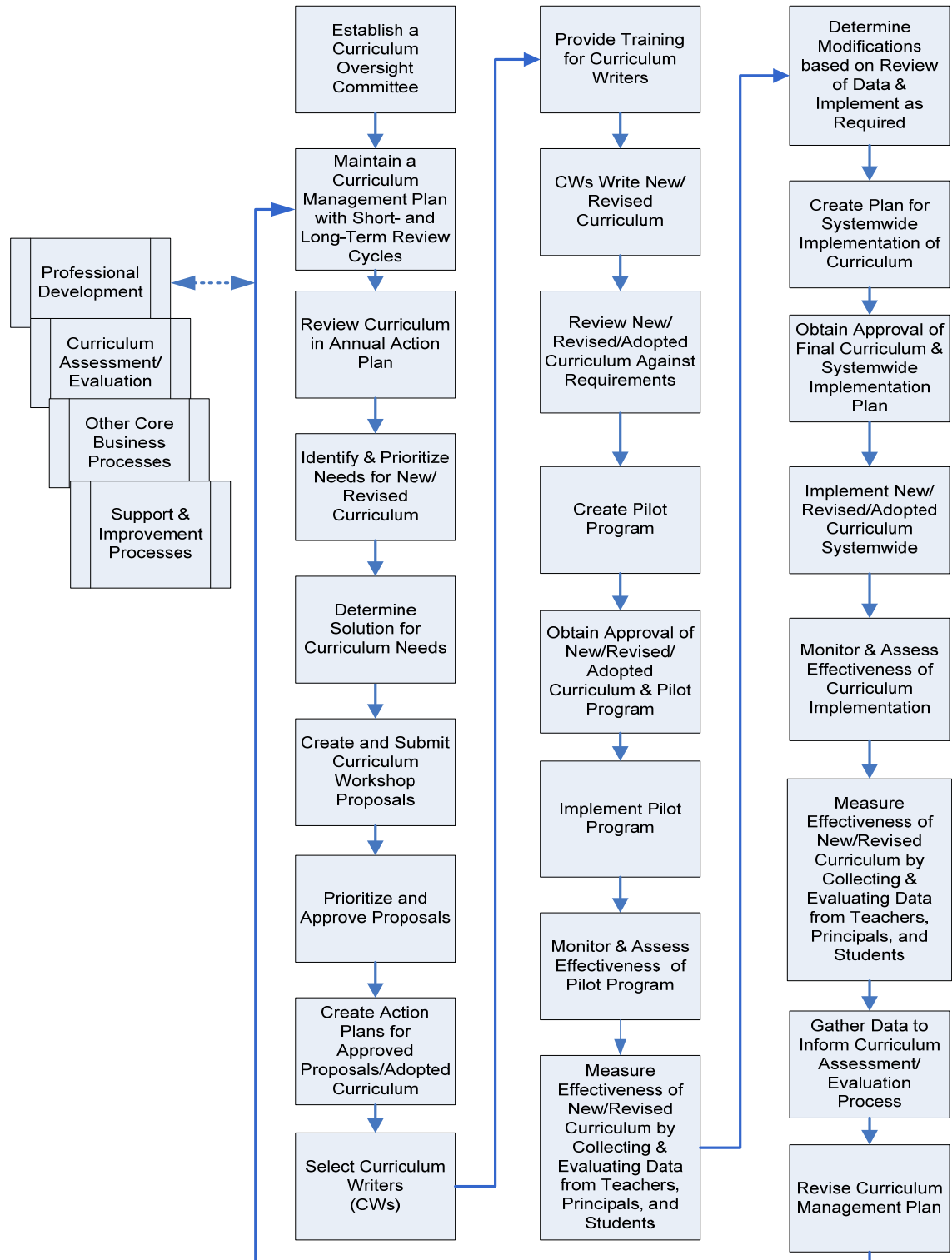
| Action Steps | Responsible Person(s) | Start Date | Due Date | Budget/ Cost Benefit | Outcomes/Evaluation/ Comments |
|--|-----------------------|-------------|--|-------------------------|---|
| 26. Full Implementation: Measure and monitor the effectiveness of the curricula by collecting and evaluating data from teachers, principals, and students. | Coordinator | August 2013 | Oct.2013 Jan. 2014 Mar2014 June2014 | RTTT | Data is collected to evaluate the effectiveness of the curricula. |
| 27. Review of Curricula: Review the curricula based on stakeholder feedback, student performance measures, and results of state/national assessments, and customer satisfaction. | Coordinator | August 2014 | June 2015 | RTTT | Curricula will be revised based on feedback. |

BALTIMORE COUNTY PUBLIC SCHOOLS

Quality Management System

“Curriculum Development Process”

6.0 FLOWCHART:

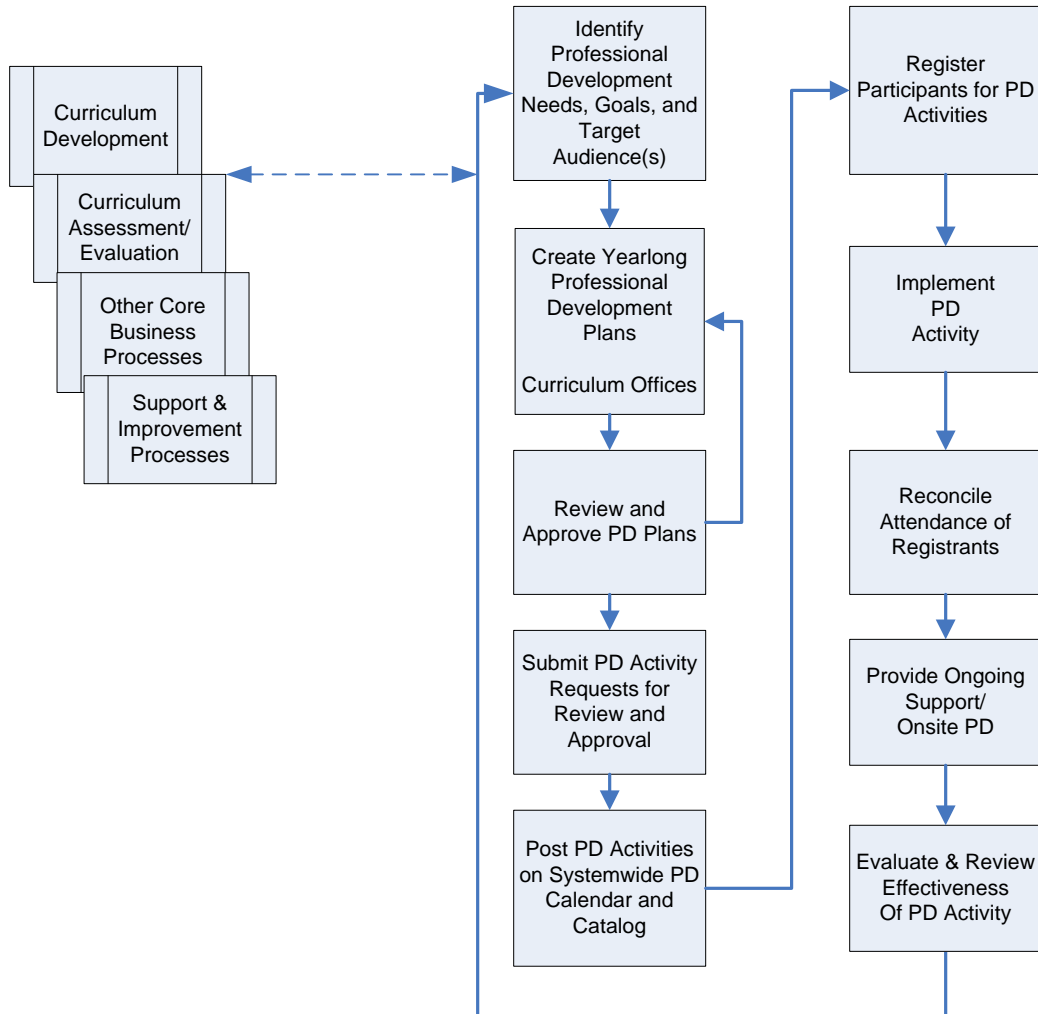


BALTIMORE COUNTY PUBLIC SCHOOLS

Quality Management System

“Professional Development Process”

6.0 FLOWCHART:

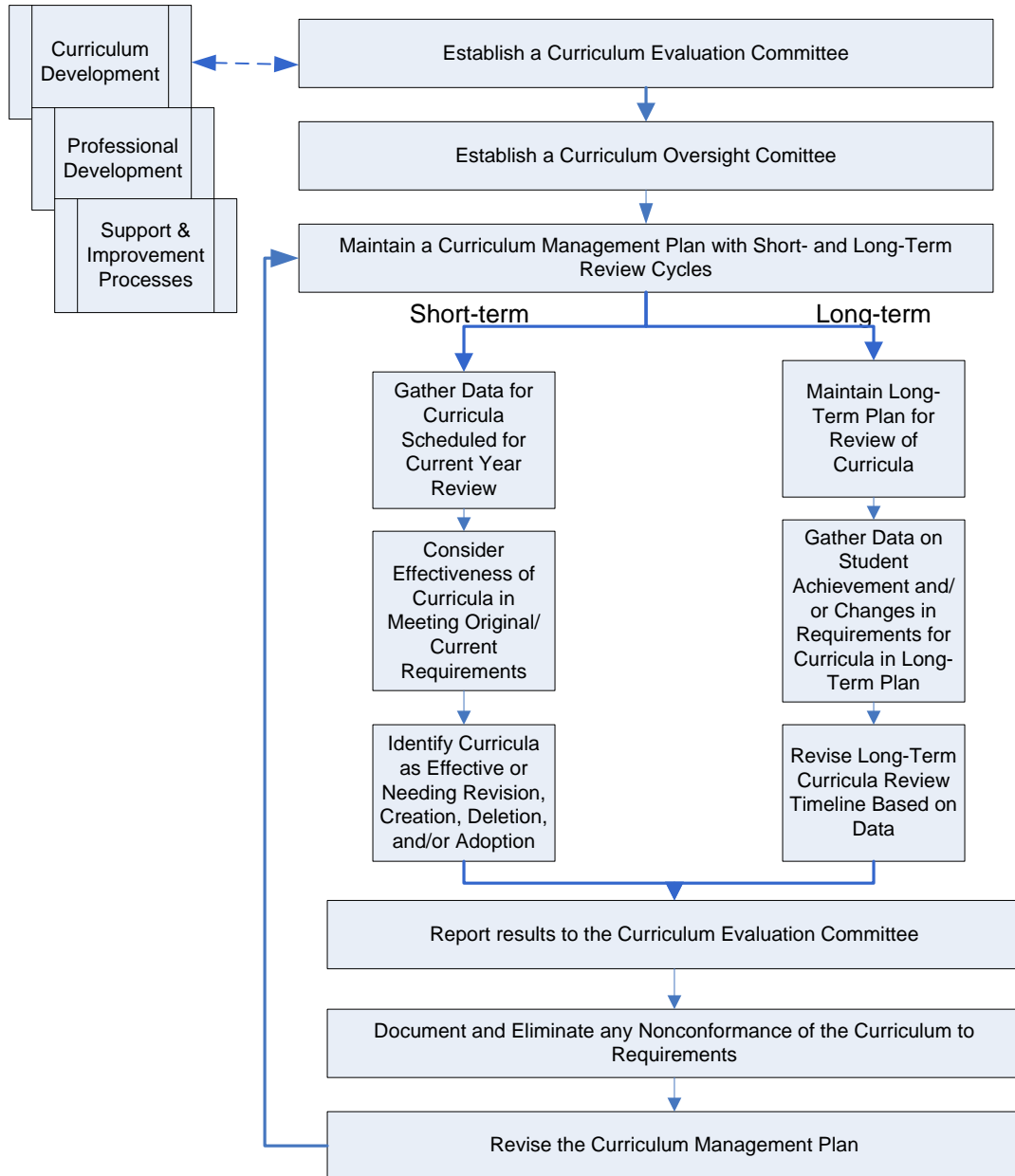


BALTIMORE COUNTY PUBLIC SCHOOLS

Quality Management System

“Curriculum Assessment/Evaluation Process”

6.0 FLOWCHART:





Curriculum Development Handbook

**Division of Curriculum and Instruction
Baltimore County Public Schools**

June 7, 2011

BALTIMORE COUNTY PUBLIC SCHOOLS

CURRICULUM DEVELOPMENT HANDBOOK

Prepared under the direction of

Dr. Joe A. Hairston
Superintendent

Dr. Roger Plunkett
Assistant Superintendent
Division of Curriculum and Instruction

Copyright 2011
Baltimore County Public Schools
Towson, Maryland 21204

Board of Education of Baltimore County

Towson, Maryland 21204

Earnest E. Hines
President

H. Edward Parker
Vice-President

James E. Coleman

Mary-Margaret O'Hare

Michael Bowler

Valerie A. Roddy

Roger C. Janssen

Lawrence E. Schmidt

Ramona N. Johnson

David Uhlfelder

George Moniodis

Rohan Goswami
Student Representative

Dr. Joe A. Hairston
Secretary-Treasurer and Superintendent of Schools

Copyright 2010
Baltimore County Public Schools
Towson, Maryland 21204

Curriculum Development Handbook Review Committee

Mr. William Burke, Executive Director
Department of Professional Development

Ms. Sonja Karwacki, Executive Director
Department of Special Programs, PreK-12/Equity & Assurance

Ms. Kathleen McMahon, Executive Director
Department of Fine Arts

Dr. John Quinn, Executive Director
Department of STEM

Patricia Baltzley, Director
Office of Mathematics, PreK-12

Ms. Jeanne Imbriale, Coordinator
Office of Professional Development

Ms. Margaret Johnson, Director
Office of World Languages

Ms. Kalisha Miller, Director
Office of Special Education

Ms. Tina Nelson, Coordinator
Office of Elementary Social Studies

Mr. George Newberry, Director
Office of Science, PreK-12

Ms. Linda Popp, Coordinator
Office of Visual Arts

Ms. Cecilia Roe, Coordinator,
Office of Secondary English Language Arts

Mr. Rex Shepard, Coordinator
Office of Secondary Social Studies

Mr. John Staley, Coordinator
Office of Mathematics, PreK-12

Ms. Katrina Stevens, Supervisor
Office of Secondary English Language Arts

Ms. Angela Tanner, Coordinator
Office of Music

Foreword

All children are learners, and the innate drive within them to learn must be constantly encouraged and nurtured, never stifled. To adequately fulfill the right of our students to quality education, the various courses of study in the school system must and will continue to manifest rigorous content and competencies that every student is expected to achieve. In recent years, education in Baltimore County has undergone a seismic shift in certain areas, such as increasing diversity, workforce demands, and emerging technology. The school system is committed to meet those changes as opportunities to further adhere to the highest standards and provide all students the best education possible.

Education is a multi-dimensional process, especially today. Still, the primary goal of education is the preparation of students to become self-sufficient individuals who, while pursuing their own objectives in life, will contribute to the betterment of society. This aim incorporates the ideal that education will enable people to attain personal fulfillment through learning and, at once, adopt responsibilities for others and their total environment. Essentially, education should assist individuals in enriching their lives to the best of their abilities, expanding their horizons and world visions, and fulfilling their roles as citizens. And paramount, education must prepare students to be active "learners" for the entirety of their lives.

Curriculum comprises the framework upon which instruction and learning are founded. Many people often choose to view curriculum as the product of a bunch of "what's good for:" what's good for the individual, what's good for the community, what's good for business, what's good for the country, what's good for society and culture, and so on – sometimes forgetting what's good for students. And though input from all of the aforementioned sources is necessary in developing curriculum, educators must ever keep in mind that learning is not the sole possession of schools or the classroom. Accordingly, curriculum should increasingly attend, among other demands, students' need to increase creative and strategic thinking and learning skills. For with such skills, students will continue the learning process far beyond their classroom environment and into their future years.

Dr. Joe A. Hairston
Superintendent

Curriculum Development Handbook

CONTENTS

| | |
|--|-----------|
| Introduction..... | 1 |
| Curriculum Assessment and Evaluation Process | 2 |
| Curriculum Development Process..... | 9 |
| Professional Development Related to Curriculum Writing..... | 16 |
| Instruction and Assessment | 17 |
| Terms and Definitions | 18 |
| Recommended Curriculum Guide Framework..... | 20 |
| Required Curriculum Guide Format..... | 22 |

APPENDICES

| | |
|---|--|
| Appendix A: Action Plan | |
| Appendix A1: Sample Action Plan | |
| Appendix B: Curriculum Review Plan | |
| Appendix B1: Sample Curriculum Review Plan | |
| Appendix C: Textbook Review Scoring Criteria | |
| Appendix D: Textbook Program Evaluation | |
| Appendix E: Phase I Form | |
| Appendix F: Phase II Form | |
| Appendix G: Phase III Form | |
| Appendix H: Pilot Evaluation Template | |
| Appendix I: Flowchart for Consultation with DRAA | |
| Appendix J: Curriculum Guide Pilot Interest Form | |
| Appendix K: Pilot Curriculum Teacher Agreement | |
| Appendix L: Curriculum Evaluation Checklist | |

Introduction

Baltimore County Public Schools (BCPS) is committed to improving achievement for all students, maintaining a safe and orderly learning environment in every school, and using resources effectively and efficiently. BCPS' graduates must have the knowledge, skills, and attitudes to reach their potential as responsible, productive citizens in a global economy and multicultural society. Superintendent Joe A. Hairston and the Board of Education of Baltimore County (Board) have long encouraged the design of curriculum that includes careful development, effective implementation, and systematic evaluation. Curriculum, as the foundation of a sound educational system, must focus on the primary concerns of all educators: what students learn, how they learn, the degree of their achievements, and how they are supported.

The *Blueprint for Progress*, adopted by the Board in January 2003 and updated annually, is a framework for improving student achievement, which provides clear direction for everyone involved in education in BCPS. The *Blueprint for Progress* is built on a foundation of clear standards, quality instruction, and individual accountability. The eight performance goals outlined in the *Blueprint for Progress* provide a roadmap for student achievement in the schools. While each goal carries significant importance, the *Curriculum Development Handbook* primarily addresses Performance Goal #1 as it relates to curriculum and instruction. Performance Goal #1 states, "By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies."

To reach this goal, BCPS believes that the optimum approach to student success includes the design of instructional programs based upon the state and national guidelines. Curriculum guides, which lead teachers and students toward a sound knowledge base, effective thinking, and understanding of the interrelationships of ideas, are powerful tools. This handbook has been designed to assist curriculum writers in their efforts to facilitate student achievement through the development of effective curriculum guides. An effective curriculum:

1. Establishes purposes for learning that guide instruction and assessment and provides goals for teachers and students.
2. Supports effective teaching and increased learning through a planned and designed sequence.
3. Uses assessments to focus instruction and provides evidence of student learning.
4. Provides information about best practices, including differentiation, as described by research, knowledge of the learner, and the demands of content processes, in order to meet the needs of all learners.
5. Provides for intellectual challenges in using facts, skills, and processes to apply concepts and generalizations in multiple settings.
6. Provides the support needed so that teachers can focus their energies on student achievement through well-designed lesson planning and implementation.

| |
|---|
| <p><i>Curriculum content generated during curriculum workshops is the property of Baltimore County Public Schools and may not be used by individual teachers for personal use or profit outside of their responsibilities in Baltimore County Public Schools.</i></p> |
|---|

Curriculum Assessment/Evaluation Process

In Baltimore County

Introduction

The Baltimore County Public Schools (BCPS) is one of a small number of public school systems in the United States to implement the *ISO 9001: 2008 Quality Management System* in the establishment of its curriculum development process. ISO is the short-form name for the *International Organization for Standardization*, a worldwide federation of national standards institutes that has developed the most respected quality standards in the world. Applying the *ISO 9001 Quality Management System* requirements to the development of curriculum in Baltimore County Schools underscores the system's commitment to meeting the goals outlined in the BCPS' *Blueprint for Progress* and strengthens the provision of high-quality services in the development of curriculum. Throughout this BCPS' *Curriculum Development Handbook* reference may be made to specific sections of the curriculum assessment/evaluation process (i.e. CA/EP) or the curriculum development process (i.e. CDP) of the BCPS' *Quality Management System* procedures as verification of the connection between the curriculum development process and the BCPS' commitment to quality services.

Background

The Curriculum Assessment/Evaluation Process in Baltimore County Public Schools (BCPS) should follow a carefully sequenced series of steps to ensure that the curricula that guide the instructional programs contain state of the art information and resources designed to support teaching and learning in the 21st Century. The evaluation and development processes are cyclic in nature, reflecting BOE Policy 6500 and with the needs of the student remaining paramount. Curriculum evaluation in BCPS is meant to be an ongoing process that guides and informs future curriculum development and curriculum implementation. The result of a curriculum evaluation should lead to one of four decisions regarding the status of a curriculum: 1) maintain an existing curriculum in its existing form; 2) update or revise an existing curriculum; 3) create a new curriculum/course; or 4) delete an existing curriculum. Evaluators should not hesitate to recommend terminating a program when it does not produce the desired student outcomes, is outdated, or consumes resources that can no longer be justified.

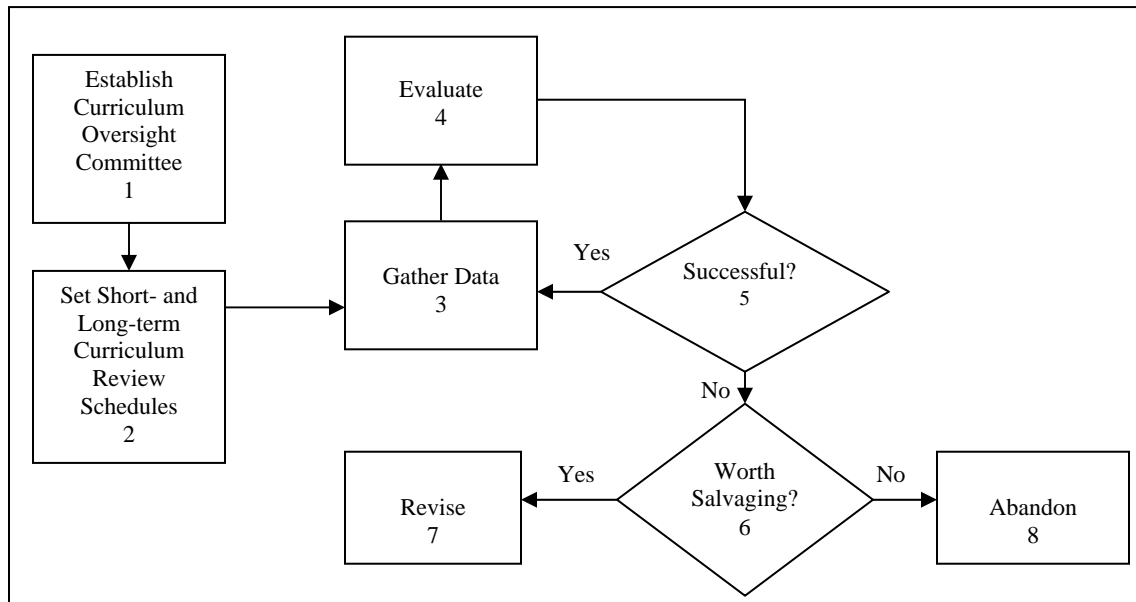
Steps in the BCPS' Curriculum Assessment/Evaluation Process (CA/EP)

The work of David Pratt, author of *Curriculum Planning, A Handbook for Professionals* and *Curriculum Design and Development*, has been modified to provide visual representations of the decision-making process in the evaluation of quality curriculum. Figure 1 below outlines the general process that should be followed.

The process in this section includes provisions for the assessment and evaluation of new, revised, and /or adopted curriculum according to established short- and long-term review cycles. It is intended to consider stakeholder satisfaction, the achievement of students, new research findings, changes in state and federal laws or regulations and/or the development of

new technologies. In addition, curriculum-related BCPS' *Quality Management System Corrective Action and Preventive Action Requests* need to be considered and addressed when appropriate. Based on this total analysis, recommendations for future actions can be made.

Figure 1. Steps in Curriculum Evaluation and Revision/Termination Process



Outlined below are the steps to be followed in the BCPS' Curriculum Assessment/Evaluation Process (CA/EP). Since evaluation is necessary to inform curriculum development, several steps also reference the BCPS Curriculum Development Process (CDP).

1. Curriculum Evaluation Committee (CA/EP 5.1)

A Curriculum Evaluation Committee will be established to oversee the curriculum evaluation process. The Curriculum Evaluation Committee will include the executive directors of curriculum and instruction (C&I) as well as other curricular personnel assigned on an as-needed basis. The executive directors of C&I will work with curriculum office leaders to establish and implement an ongoing Curriculum Management Plan with review cycles for the development and evaluation of curriculum.

2. Curriculum Oversight Committee (CA/EP 5.2; CDP 5.1)

The process of understanding the need to develop, revise and/or eliminate curricula is a constant cycle of information gathering and assessment led by the content office leader of each BCPS' curricular office in conjunction with a Curriculum Oversight Committee. The Curriculum Oversight Committee is identified by the content office leader and will include content office members. Additionally, principals/administrators, department chairpersons

and/or teachers with content-specific expertise may participate. The Curriculum Oversight Committee will provide suggestions and support in the evaluation of the content's curricula offerings identified in their annual Action Plan in the updating of the long-range Curriculum

Review Plan.

3. Curriculum Management Plan (CA/EP 5.3; CDP 5.2)

Content office leaders will plan for regular review of their subject's curricula offerings by creating a Curriculum Management Plan that includes a short-term (annual) Action Plan (see Appendix A) as well as maintaining a three-to-five year long-range Curriculum Review Plan (see Appendix B). Each content office's Action Plan and long-range Curriculum Review Plan will be updated annually and reviewed by the appropriate executive director. Each office's long-range Curriculum Review Plan will structure a three-to-five year review of all curricula offerings to ensure they meet local, state, and national standards; provide a clear course of study for all grades and courses; and identify what students should know and be able to do (Board of Education Policy 6000 and Policy 6100).

All content offices will utilize an annual Action Plan to provide a current year view of the curricula that will be reviewed to determine if there is a need for new/revised/adopted curricula and requests for workshop proposals. Curriculum Management Plans will be stored on each content office's server and will be accessible to the appropriate Executive Directors and the Assistant Superintendent of Curriculum and Instruction for review.

4. Evaluation of Curriculum in Annual Action Plan – Data Gathering (CA/EP 5.4, CDP 5.3)

Content office leaders will work with their Curriculum Oversight Committee to review the curricula identified in the office's annual Action Plan to identify and prioritize curricular development needs. A variety of data sources and measures should be considered during this evaluation and determination of curricula. They include the following categories:

Changes in Standards/Practices

- Changes in federal or state mandates;
- New school system priorities as outlined in the *Blueprint for Progress*;
- Significant changes in research on new trends, issues, *Master Plan*, or effective practices in the content area;
- New Board of Education Policies;
- Research conducted by content personnel to identify new trends, best practices and emerging technologies that impact the delivery of instruction.

Requests and Needs of Stakeholders

- Changes in stakeholder (principal/teacher) requirements;
- Teacher, principal, and/or student interviews and feedback;
- Results from surveys;
- Curriculum-related QMS Opportunities for Improvement;
- Information gathered from parent or community stakeholders.

Student Achievement Measures

- Student performance on local, state and/or national tests;
- Samples of student work;
- Student grades.

Other Factors

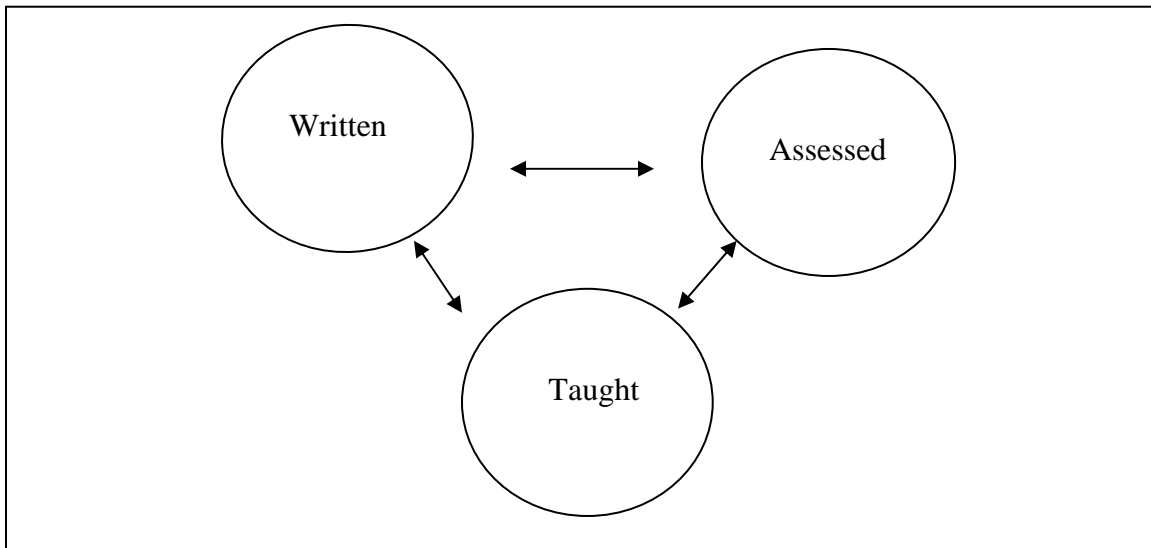
- Date of last revision and/or creation of the curriculum;
- Information from past curriculum reviews;
- Consideration of fiscal resources.

These sources of information are important to consider when reviewing the curricula that are in each office's action plan and for prioritizing curriculum development needs. Content office leaders are responsible for maintaining documentation of the information that has been considered to support their curriculum development recommendations.

5. Determining Adjustments to the Written vs. Taught Curriculum

Superintendent's Rule 6000 establishes that the Division of Curriculum and Instruction is responsible for providing three components of a curriculum - the written, taught and assessed curricula – and that student achievement results should be used to determine the effectiveness of a curriculum (see Figure 2 below). When reviewing existing curricula, if test results and other achievement measures (i.e. the assessed curriculum) are lower than desired, it is important to first determine if student performance measures are related to inadequacies in the written curriculum or if they are related to teacher implementation issues. If it is determined that teachers are teaching the written curriculum but are not getting desired results then further development of the written curriculum is warranted. However if it is determined that teachers are not implementing the curriculum as intended, then the solution for improving student performance may be more professional development and training/

Figure 2. Curriculum Components



One source of data that curriculum offices should use to help determine if adjustments to a written curriculum are necessary is their office service/support logs. These logs chronicle the visits that curriculum and instruction personnel make to schools to support classroom teachers. The visits frequently provide the content offices with the opportunity to assist teachers with planning and observe instruction and/or work directly with teachers around

implementation issues. This interaction with teachers provides C&I with an ideal opportunity to determine if there is congruency between the written and taught curriculum and if teachers are using methods that will foster student achievement.

Therefore, to help determine the quality of the written curriculum, each office should maintain school visitation logs that chronicle school visits by C&I personnel. The service logs should have a field where personnel can record if a service call is related to problems with the written curriculum - such as teachers not being sure of what they are supposed to teach - or if the visit is related to inadequacies in curriculum implementation – such as a teacher using poor teaching methods. In preparation for Content Oversight Committees meetings to review curricula, it is advised that office service logs be reviewed to look for patterns about a particular curriculum.

While preparing for curriculum review, if an office determines that service logs and other data sources do not provide enough information to make a determination about a written curriculum and its implementation, C&I offices are advised to consult with the Department of Research, Assessment and Accountability and the Assistant Superintendents for Administration to request a curriculum audit. Curriculum audits are non-evaluative and need to include a large enough representative sample of schools to be valid and to reflect the diversity of the school system's student population. The purpose of a curriculum audit is to examine the implementation of a written curriculum. After gaining permission, C&I personnel to work closely with principals to schedule school visits and opportunities to interact with teachers to perform a variety of data seeking activities. They include:

- Examination of unit and lesson plans;
- Classroom observations;
- Teacher and department chair interviews;
- Examination of student assignments; and
- Examinations of student work

6. Analysis of Curriculum Data (CA/EP 5.5)

The content office leader and Curriculum Oversight Committee will perform an analysis of all data gathered to determine the effectiveness of existing curricula in meeting the original requirements and its ability to meet current and future requirements. The instructional needs of students and their teachers will be maintained as the focus of the evaluation and new curriculum possibilities will be considered. The Curriculum Oversight Committee will also analyze data trends over time and recommend corrective changes if warranted.

7. Results and Recommendations of Action Plan Review (CA/EP 5.6, 5.7; CDP 5.4)

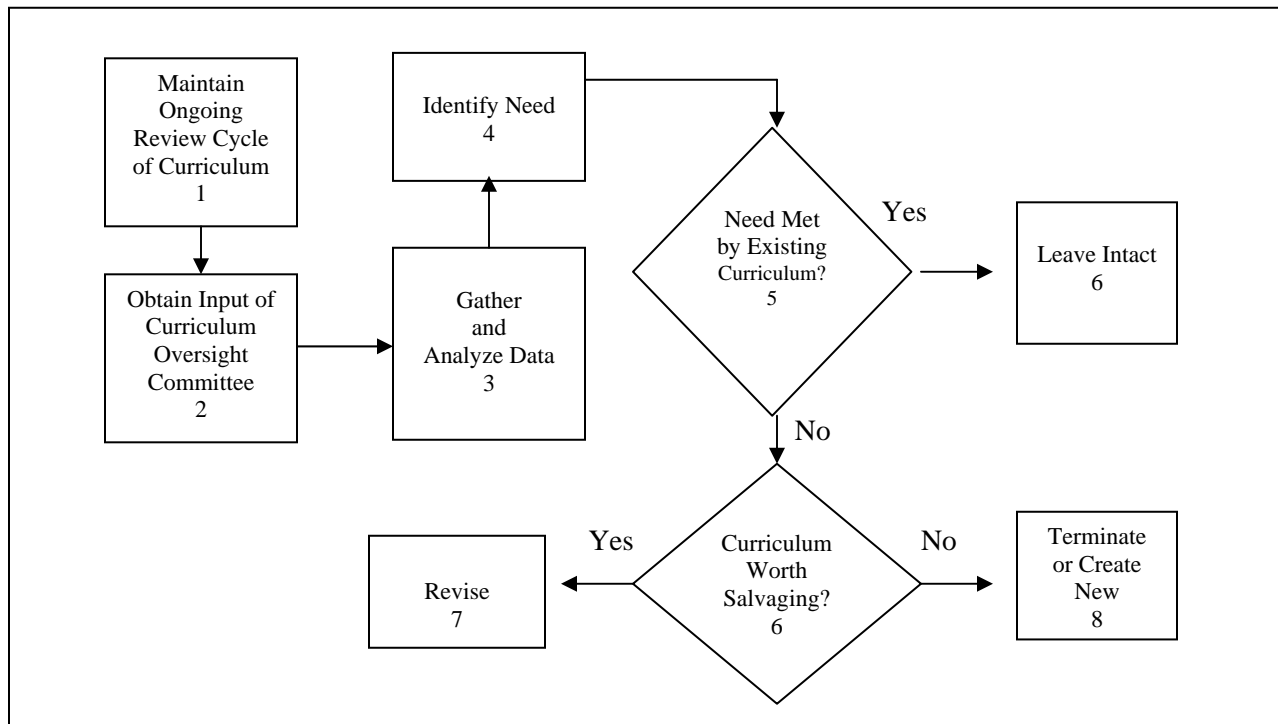
After the research, mandates, student performance data and national trends have been considered, and a determination of teacher and student needs have been made, each content office will make a recommendation regarding curriculum development for each curriculum under consideration. Potential solutions to the identified curriculum needs may include:

- Leave the existing written curriculum intact;
- Make minor revisions to an existing, such as updating some activities;
- Institute major revisions, such as changing/updating the course objectives;

- Terminate the existing curriculum and create a new curriculum;
- Terminate the existing curriculum and adopt a new curriculum from an external vendor;
- Terminate the existing curriculum and course;
- Create a new course and curriculum.

The following visual (Figure 3) is based on the work of David Pratt and outlines the overall process for gathering information seeking the best solution to identified curriculum needs.

Figure 3. Determining Solutions to Curriculum Needs



In addition to these recommendations, content office leaders will also report to their appropriate executive director regarding:

- The addition and/or modification of professional development activities to support and improve curriculum implementation;
- Documentation of any nonconformance of the curriculum to requirements through the submission of an *ISO Corrective Action Request Form*;
- Documentation of any potential problems that have been identified in the Curriculum Evaluation Process through the submission of an *ISO Preventive Action Request Form*; and
- Identification of actions needed to remediate any Corrective or Preventive Actions identified.

The executive directors will share the results of the Action Plan reviews with the Assistant Superintendent of Curriculum and Instruction.

8. Revision of Curriculum Management Plan (CA/EP 5.8)

Content office leaders will update the annual Action Plan to plan for revision of curricula in the next school year and adjust the long-range Curriculum Review Plan to plan for curriculum evaluation in coming years. The cycle of evaluation and revision is repeated annually.

9. Report Recommendations (CA/EP 5.9; CD 5.5)

The members of the Curriculum Evaluation Committee will meet with the Assistant Superintendent of Curriculum and Instruction and report the evaluation of curriculum reviewed in the annual action plan. In addition, based on the recommendations in the action plans, financial considerations and system priorities, they will also submit workshop proposals for curriculum writing. The assistant superintendent will review these workshop proposals and present the information to the superintendent for final approval.

Curriculum Development Process

In Baltimore County

Steps in the BCPS' Curriculum Development Process (CDP)

The first steps in the curriculum development process involve gathering data, assessing need and making recommendations for curriculum development.

The Curriculum Development Process in this section of the handbooks picks up when content offices make plans for curriculum writing and apply for workshop proposals for new curricula that need to be developed or for existing curricula that need to be modified. In this regard, BCPS follows a carefully sequenced series of steps intended to produce curriculum products that reflect global, national, state, and local standards and requirements and provides academic rigor for all students (Board of Education Policy 6000).

It is understood that using processes outlined in this section may cause curriculum guide development to take longer, but will result in guides that are more thoroughly structured and useful to new and experienced teachers, thereby supporting the quality of the instructional program and the achievement of students.

1. Creating and Prioritizing Workshop Proposals (CDP 5.5 and 5.6)

Curriculum writing workshop proposals may be developed after the identification of solutions to curriculum needs. The format for submission of workshop proposals is updated annually and made available on the BCPS' Department of Professional Development Web site. The curriculum workshop proposal includes the following components:

- A workshop description that indicates the need for the workshop;
- Alignment with the *Blueprint for Progress*;
- Expected outcomes/products from the workshop;
- Professional development that will be required to share the workshop product;
- Identification of a workshop leader, number of requested teacher participants, and desired consultants from other offices;
- Requested number of teachers/days for curriculum writing;
- Identification of any instructional books or materials needed to implement the curriculum;
- Total projected cost of the workshop; and/or
- Other information as required.

As curriculum workshop proposals are being developed, staff is required to work with the BCPS' Office of Purchasing to understand and follow procurement procedures related to the potential purchase of instructional materials, software, and textbooks that may be needed for curriculum implementation. When technological resources are being considered, consultation is required with the BCPS' Department of Technology and the Office of Instructional Technology to determine if the resources are compatible with, and can be supported by,

existing hardware and software. BCPS identifies procedures for the Selection of Instructional Materials in Board of Education Policy and Rule 6002 (see Appendix C and Appendix D).

The curriculum workshop proposals are submitted online to the Department of Professional Development and will be prioritized by the executive directors of curriculum and instruction. The prioritization will be based on system goals as identified in the *Blueprint for Progress*, changes in state and national requirements, student achievement results, changes in stakeholder needs, fiscal resources and other priorities as identified by the Superintendent. The prioritized list of recommended curriculum workshops will be sent to the Assistant superintendent for the Division of Curriculum and Instruction and the list of the approved workshop proposals will be submitted to the superintendent for approval.

Curriculum workshop proposals that are not included in the final approved list will be reviewed by the appropriate content office leader and Curriculum Oversight Team and placed into the office's long-range Curriculum Review Plan to be reconsidered at a later date.

BCPS' Curriculum/Course Approval

Before a curriculum workshop proposal has received permission to move forward, it may be necessary to begin the BCPS' process of receiving formal course approval through the Office of Student Data who keeps an active database of all approved course numbers. There are three phases of this approval process and a form is identified by each phase and the desired outcome.

Phase I - BCPS' Course Concept Review and Approval Form (see Appendix E)

This form is filled out for a new course and before any curricula have been developed. Approval must occur by Executive Leadership. The completed and completed concept approval form results in the following:

- Affirms approval for the course concept;
- Generates a course number and course title for the proposed course; and
- Permits curriculum development work to begin.

Phase II - BCPS' Course Approval for Delivery of Instruction Form (see Appendix F)

This form is filled out when a new curriculum has been developed and is ready to be piloted. Approval must be made by Executive Leadership and the Board of Education. Completion of this form signifies the following:

- Approval of the pilot curriculum;
- Approval of the pilot sites/schools
- Approval by the Board of Education in accordance with Policy 8130

Phase III - BCPS' Change/Terminate Approval Form (see Appendix G)

This form is filled out when there are major changes planned for an existing course. Approval must be made by Executive Leadership and in some cases the Board of Education. These changes include:

- Major curriculum revisions to an existing course that creates new course objectives and knowledge, skills and indicators;

- Recommendations to terminate a course;
- Recommendations to change the name of a course;
- Recommendations to change the level
- Recommendations to change the number of credits that a course may earn.

The forms to begin the process of course concept approval, course changes, and/or course termination can be accessed by calling the Office of Student Data at 410-887-7846 for assistance.

2. Development of a Plan for Approved Workshop Proposals (CDP 5.7)

Once a curriculum writing proposal has received final approval, an Action Plan is created to identify the work that must be accomplished to complete the development of the curriculum according to the requirements for the expected curriculum package. Components of the Action Plan include:

- Reference to the *Blueprint for Progress*;
- Description of the long range goal of the curriculum;
- The objective(s) for the project;
- Identification of specific requirements that must be considered in the development of the new/revised/adopted curriculum;
- Action steps that identify responsible person(s), timeline, budget, outcomes, and evaluations;
- Expected product (curriculum package) of the curriculum development.

The completed plans for each approved workshop are submitted to the appropriate executive director for approval.

3. Identification and Training of Curriculum Writers (CDP 5.8 and 5.9)

Once the curriculum workshop proposals have been approved, curriculum writer applications are available online at the Department of Human Resources Web site. Curriculum writer applicants are selected by the appropriate content office leaders and are hired by the BCPS' Department of Human Resources.

The Department of Professional Development provides required training for curriculum writers prior to the curriculum writer application process. Additionally, curriculum offices must provide content-specific professional development that incorporates the use of the Articulated Instruction Module (AIM).

4. Curriculum Writing (CDP 5.10)

Once with writers have been selected and trained and the curriculum writing workshops have begun, the content office leaders should provide an outline for the expectations for the curriculum document(s) to be created by the curriculum writers during the workshop. It is the responsibility of the content office leaders to remain actively involved in monitoring the progress of each curriculum writing workshop.

While curriculum writing is occurring, regular meetings should be scheduled to review curriculum writing progress, answer questions, identify potential problems, provide resolution and ensure that the new/revised curriculum is being developed according to the established requirements. All documentation should be stored in the curriculum package that was outlined and approved in the workshop proposal (see CDP 5.7).

It is expected that the content office leader will maintain artifacts to document the progress of curriculum writing from the beginning curriculum workshop proposal to systemwide implementation. The content office leader will provide regular curriculum writing progress updates to the appropriate executive director and to the assistant superintendent of curriculum and instruction upon request.

Curriculum Guide Development

There are numerous resources available to support curriculum writers in creating a guide that will be of greatest use to teachers in instructing students. The BCPS' *Curriculum Development Resources* handbook contains information about the curriculum guide framework, correct document formatting, and the writing/editing procedures to be used during the development of curriculum guides.

The BCPS' *Curriculum Development Resources* handbook also contains extensive resources to assist curriculum writers in creating a differentiated curriculum. As curriculum is developed it is important to review the wealth of information contained in the section titled, *Resources for Curriculum Workshop Writers*. This section contains information on instructional strategies, ideas for differentiation, and suggestions for incorporating higher-order questioning into the development of curriculum. Additional information and answers to any questions are available through each content office leader.

Use of the Articulated Instruction Module (AIM) During Curriculum Writing

The Articulated Instruction Module (AIM) software program permits curriculum developers to list the objectives and knowledge and skill indicators (KSIs) that constitute the essential learning that students should master. Identification of the objectives and KSIs for a course creates an outline to which learning activities and assessment items can be added. It is recommended that learning activities first be developed at the instructional level, and are later modified for students needing support (acceleration) or enrichment (mastery). The process for using AIM to develop a new curriculum is outlined in Figure 2, and the steps that should be followed when adding assessment items in AIM are included in Figure 3.

Figure 2. Curriculum Development when Creating a New Curriculum using AIM

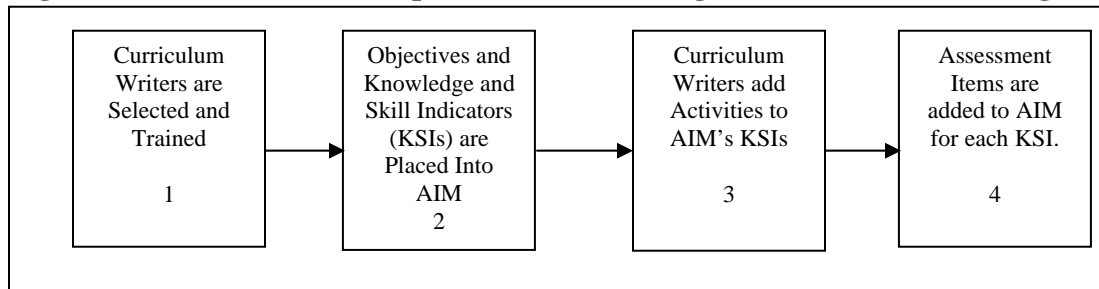
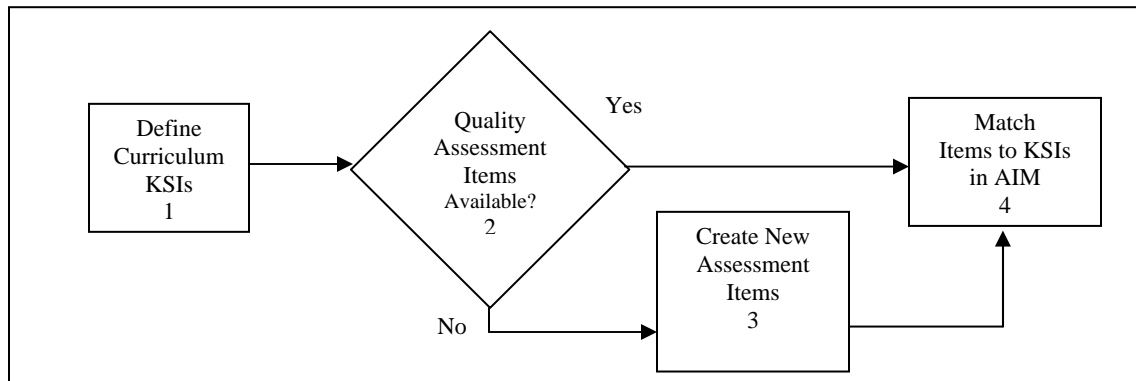


Figure 3. Assessment Development Process when using AIM

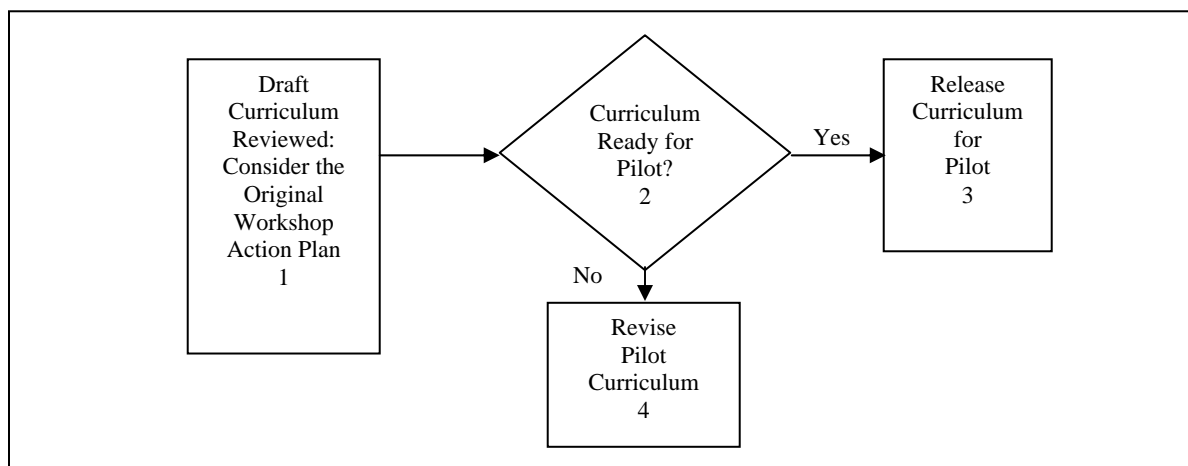


Additional information about using AIM when writing curriculum is available in the BCPS' *Curriculum Development Resources* handbook as well as on the BCPS' Intranet under Web-based applications.

5. Pre-Pilot Review (CDP 5.11)

Each draft curriculum needs to go through a review process before it can become an approved pilot. The review will ensure that the curriculum has met all original requirements and contains the complete curriculum package. In order to complete this requirement, the content office leader should refer to the Action Plan that was developed for the approved workshop proposals (CDP 5.7). The content office leader will involve the Curriculum Oversight Committee to assist in comparing the curriculum to requirements, reviewing the completeness of the curriculum package, and noting areas requiring refinement. The content office leader will be responsible for considering the feedback and implementing any recommended revisions to produce the final draft curriculum to be used in the pilot. Figure 4 outlines this process.

Figure 4. Pre-Pilot Review Process



6. Organizing the Curriculum Pilot (CDP 5.12 and 5.13)

As part of finalizing the draft of the pilot curriculum, content office leaders should confer with the BCPS' Department of Research, Accountability and Assessment to develop an appropriate pilot design (see Appendix H and Appendix I). Approval must be obtained to begin the implementation of the curriculum pilot at a select number of schools that are identified through collaboration between the assistant superintendents for schools and the Division of Curriculum and Instruction. All curriculum pilot plans must include:

- Identified schools;
- Timeline;
- Professional development to support the implementation of the pilot curriculum;
- Instructional materials that are needed to implement the curriculum successfully;
- Student performance measures;
- Specified review intervals for classroom visits and meetings with participating teachers and administrators to monitor curriculum implementation;
- Evaluation criteria to assist in monitoring the delivery of the curriculum;
- Identification of the data that will be collected;
- An evaluation plan for the pilot;
- Identification of all costs of the pilot implementation; and
- Identification of all costs of projected systemwide implementation.

Approval to proceed with the pilot must be obtained from Core Team, Executive Leadership and the Board of Education in accordance with Board Policy 8130.

7. Implement the Pilot Program (CDP 5.14)

After consulting with DRAA on an evaluation plan and receiving approval to proceed with the pilot, content office leaders should work to ensure that they receive the data they need to evaluate the curriculum project, especially when the pilot evaluation plan requires teachers to submit feedback and results to the content office. Prior to pilot implementation, content leaders should:

- Request prospective teachers to notify the content office of their intent to participate or decline participation in the curriculum pilot based on expectations for piloting during draft curriculum guide pilot phase. (See Appendix J).
- Require teachers who are accepted into the pilot curriculum program to sign a pilot program agreement that is endorsed by the school principal, appropriate level assistant superintendent, and outlines the expectations for participating in the curriculum guide pilot phase. (See Appendix K).
- Provide professional development for prospective pilot teachers (Webinar, face-to-face meeting, or other format selected by content office).

Once the pilot is underway, content office leaders should work with the pilot schools and teachers to validate the effectiveness of the pilot program:

- Schedule regular (at least quarterly) meetings with teachers, students and principals to receive feedback, answer questions, provide suggestions and conduct surveys;
- Review input of participating teachers, principals and students;

- Review results of student performance measures;
- Provide additional professional development, as needed; and
- Review all criteria established in the pilot evaluation plan.

Results of the pilot evaluation should be shared with the Division of Research, Accountability and Assessment.

8. Further Curriculum Revisions (CDP 5.15)

The student performance measures, evaluations, and feedback that are obtained during the implementation of the pilot curriculum must be used to determine if the curriculum is ready for systemwide implementation or if further modifications are needed and the curriculum needs to be rewritten/revised. If the revisions are determined to be significant, the curriculum should remain in pilot status for another school year so the revisions can be completed and studied for their effectiveness. Otherwise, if the needed revisions are minor and do not require further study, they should be made in a timely fashion so the curriculum can be prepared for systemwide implementation.

9. Planning for Systemwide Implementation (CDP 5.16 and 5.17)

When a curriculum is ready for systemwide implementation, the content office head should update the original Action Plan to reflect any changes, identify timelines, and clarify the professional development activities that will be available to support implementation. During the planning stage for systemwide implementation the steps to finalize the guide for use should be completed:

- The revised curriculum guide is edited and proofread according to established language conventions, grammar, and usage standards as defined in the *BCPS' Curriculum Development Resources* handbook;
- A revised version of the curriculum guide is published;
- The Executive Director for the content office schedules a review of the revised curriculum guide by the Curriculum Evaluation Committee. The Evaluation Committee reviews the guide for quality (see Appendix L for the Checklist that will be used). If further changes are deemed necessary, the guide may be sent back for further revision and verification by the Curriculum Evaluation Committee.
- Once the guide is approved and a final version has been published, the Executive Director will notify the Assistant Superintendent of Curriculum and Instruction. For curricula that are new or have undergone major revisions, the assistant superintendent will make arrangements to have the guide presented and approved by Executive Leadership and the Board of Education Curriculum Committee.

10. Implement Curriculum Systemwide (CDP 5.18)

When approval is granted for systemwide curriculum implementation, the updated Action Plan should be finalized and include:

- Data collection tools for measuring the effectiveness of the curriculum based on feedback from teachers, principals, and students and student performance measures;
- Measures to monitor and assess the integrity of curriculum implementation;

- A schedule of meetings with teachers and principals to receive feedback, answer questions, provide suggestions, and conduct surveys to measure the integrity of the curriculum;
- Opportunities to provide additional professional development.

11. Curriculum Assessment/Evaluation Process (CDP 5.19 and 5.20)

It is the responsibility of the content office leader to review the implemented curriculum on an on-going basis as per the *Quality Management System Curriculum Assessment/Evaluation Process* and gather on-going information including:

- Feedback from teachers, administrators, students;
- Student performance measures;
- Results of state/national assessments; and
- Customer satisfaction with the curriculum.

Professional Development Related Curriculum Writing in Baltimore County

The curriculum development in the Baltimore County Public Schools (BCPS) should follow a carefully sequenced series of steps that provide professional development to administrators and teachers related to *what* students need to learn, *how* that learning takes place, *how much* students should achieve, and *how* students should be supported.

The Department of Professional Development will work closely with the Division of Curriculum and Instruction to include professional development activities related to the implementation of a new or revised curriculum into the professional development cycle that is outlined in the *Guide to High Quality Professional Development*. The professional development cycle includes the following components:

- 1) A needs assessment that is used to determine the professional development knowledge, skills, and strategies that are needed to address the performance gaps and priority areas.
- 2) A *Professional Development Year-at-a-Glance* plan that includes professional development activities related to curriculum writing and is submitted to the superintendent for approval.
- 3) A systemwide calendar of activities that will be offered related to curriculum training.
- 4) A system for registration and attendance monitoring for all curriculum-related professional development activities.
- 5) An evaluation of all professional development activities related to curriculum writing and implementation.

Instruction and Assessment

The BCPS'' mission is to provide a quality education that develops content knowledge, skills, and attitudes that will enable all students to reach their maximum potential as responsible life-long learners and productive citizens.

Key strategies from the *Blueprint for Progress* address instruction and assessment essential for curriculum development. **The following support the BCPS' *Blueprint for Progress* Goals 1 and 5. Improving achievement for all students, include:**

1. Provide for the consistent and systematic implementation of the curriculum in all content areas, including **differentiated curriculum** for English Language Learners (ELL), special education, gifted and talented, and honors students.
2. Monitor the relationship among the written, assessed, and learned curriculum to **ensure access to rigorous curriculum for all students**.
3. Develop and implement instructional strategies that address **learning styles, multiculturalism, and differentiation**.
4. Utilize best practices in providing **oral and written feedback** to students on the quality of their work in order to improve student achievement.
5. Integrate **technology** in the teaching/learning process.
6. Identify and consistently implement a common core of **research-based instructional practices** that result in more purposeful and **engaging work** for students.
7. Develop engaging learning experiences to help all students achieve desired outcomes. Educators play a key role in the creation and delivery of curriculum, instruction, and assessment by:
 - a. Respecting the dignity and worth of every individual.
 - b. Valuing success for every student.
 - c. Enabling each student to develop intellectually, physically, and emotionally.
 - d. Using a variety of resources, both human and material.
 - e. Promoting the development of critical and creative thinking.
 - f. Establishing a classroom environment in which all students will learn.
 - g. Providing connections to personally meaningful and real-life experiences.
 - h. Preparing students for the transition from school to career and/or post-secondary education.

Curriculum Development Handbook

Terms and Definitions

The following terms and definitions are provided for clarity when reading the BCPS' *Curriculum Development Handbook* as well as to demonstrate the connection between this document and the BCPS' *Quality Management System*.

Action Plan – A format used for planning short-term curriculum projects. An Action Plan is maintained by each content office delineating the details of the current year's curriculum development projects. The Action Plan format is also used to clarify the work plan for each approved curriculum workshop proposal or proposed adopted curriculum.

Content Office Leader – A BCPS' curriculum and instruction (C&I) employee who provides leadership for a specific subject area office.

Curriculum Evaluation Committee – A group of executive directors and other BCPS' senior staff who assumes responsibility for gathering and prioritizing curriculum assessment/evaluation recommendations from the content offices. The Curriculum Evaluation Committee makes summative curriculum assessment/evaluation recommendations to the Assistant Superintendent for Curriculum and Instruction and helps review curriculum that have been piloted and are ready for approval for systemwide implementation.

Curriculum and Instruction (C&I) – A central office division of Baltimore County Public Schools; curriculum and instruction may also refer to the teaching, learning, and assessment materials available for a given course of study.

Curriculum Management Plan – A document that guides the review and evaluation of all curricula for each content office. It includes the content office's long-term (long-range Curriculum Review Plan) and short-term (Action Plan) plans for curriculum development.

Curriculum Oversight Committee – A selected group that collaborates with each content office leader. The committee reviews/revises the office's Curriculum Management Plan and offers suggestions for improvement. The committee includes content office staff. Additional members may include principals/assistant principals, department chairpersons, and teachers with content expertise.

Curriculum Package - The output of the curriculum writing workshop can be in the form of teaching guides, supplements, instructional materials, technological resources, assessments, adoption recommendations, and/or some other form. The totality of outputs from curriculum development constitutes the curriculum package.

Curriculum Writers (CW) – Staff from BCPS’ content offices are involved in curriculum writing as part of their regular job responsibility. Additionally, other school system employees who are interested, apply for, and are chosen to write/revise curriculum.

Long-range Curriculum Review Plan – A three-to-five year plan that is maintained by each content office for the review of all of its curricula offerings for quality, alignment to requirements, and continued support of student achievement. The long-range Curriculum Review Plan is part of the Curriculum Management Plan.

Nonconformance – The inability of a product/service to meet requirements.

Professional Development – This process of professional learning is a comprehensive, sustained, intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement.

Requirement – This need, expectation, or standard is stated, generally implied or obligatory. The development of curricula includes the incorporation of stated expectations/standards. Requirements may include performance requirements, state and federal requirements, school system requirements for learning, and/or customer/stakeholder requirements.

State Curriculum – Maryland has a state curriculum that defines what students should know and be able to do at each grade in each content area.

A listing of other Related Educational Terms is listed in the table of contents.

== Recommended Curriculum Guide Framework ==

Front Matter (templates for the following provided)

- Title Page
- Board of Education
- Foreword from the Superintendent
- Committee Members
- Study Committees (optional)
- Table of Contents

Program Rationale

- Philosophy
- Research
- Implications for instruction

Use of Curriculum Guide Components

1. Include a **Program Overview** (the State Curriculum, Essential Curriculum, AIM document reflecting the course or grade-level indicators, units, content outline, suggested timeline, scope and sequence).
2. Include **Implementing the Curriculum** (sequence chain, questions for linking assessment and instruction, and re-teaching).
3. Include **How to Use This Curriculum Document**.

Units of Study for Instructional Curriculum Guides (include the following components as appropriate to grade level or content area)

1. Statement/s of Enduring Knowledge.
This statement clarifies big ideas and the essential understandings that students will acquire in the unit. This statement may also explain key concepts, skills, and ideas in the indicator(s). The ideas are often expressed as overarching questions and should be developed first in AIM.
2. Resources (print, non-print, and electronic).
3. Sample assessment of the unit indicator(s).
These are sample high-level assessment items with scoring criteria and/or scoring tools with stem statements, optional sample student responses, or other content-related assessment support resources, as appropriate.
4. Instructional Strategies (AVID, Learning Styles, etc.).
5. Differentiation strategies to meet needs of accelerated and extension/mastery activities as appropriate.
6. Technology connections and information literacy strategies and standards.

7. Sample Lesson Plans that include:
 - a. Lesson objectives
 - b. Formative assessments of the objectives
 - c. Instructional strategies and activities
 - d. Differentiation to meet the learning needs of all students
 - e. Teacher resources
 - f. Student worksheets
 - g. Home-school connections and strategies

Appendices

This section could include documents supporting AVID strategies, reading instructional strategies, learning styles, MSA/HSA strategies, other content-related resources, and pedagogically supportive materials, as appropriate.

Required Curriculum Guide Format

The **established and required curriculum format guidelines** delineated below will provide consistency throughout all curriculum guides developed by BCPS.

A page template for curriculum guides may be found online at:

<https://intranet.bcps.org/offices/dpd/curWorkshop/materials/>

Software:

Microsoft Word only.

PowerPoint, Publisher, or PageMaker files should **not** be used.

Margins:

1" Top, Bottom, Left, and Right.

Orientation:

Portrait, whenever possible.

Font:

Times New Roman, 12-point for text body.

Bullets should **not** be customized.

Color or shading should **not** be used.

Section Title: 14 pt. bold.

Unit Title: 12 pt. bold.

Unit Subheads: 12 pt. bold italic.

Resource Sheets:

Headings no larger than 18 pt. bold.

Sub-headings no larger than 14 pt. bold.

Body copy at least 12-point; for Grades 1-3, at least 14 point sans serif font (for example: Helvetica).

Pagination:

Page numbers should be put in the footer and centered. Odd numbers are always on the right-hand page.

A blank page should **not** be numbered, but should be considered as a numbered page. Blank pages are always on the left-hand side.

Graphics:

Obtain copyright permission for use of graphics as well as for text, charts, etc. from applicable artists, authors, or publications.

Convert color graphics to grayscale.

Use bitmap or jpeg images.

Saving:

Use the recommended file-naming format (see below).

Make at least one back-up copy of the files every day.

Copyright:

Abide by Board of Education and Superintendent's Telecommunications Policy Rule 1110.1. Sections A and B of this rule refer to curriculum guides. The policy and form to obtain the appropriate copyright permission can be found on the BCPS' Web site:

<http://www.bcps.org/offices/lis/tele/docs/FORM6166E.pdf>.

Original copyright permissions should be kept in the subject office with an archive copy of the curriculum guide. These should be maintained indefinitely.

Naming and Saving Curriculum Guide Files:

All elements of a guide should be contained in one folder, with the course title as its name. It is assumed that all guides for a content area will be stored in a single parent folder.

Example of a single content area folder: Mathematics

*Example of a Curriculum Guide folder that would exist in the content area folder:
Algebra 1*

Each curriculum guide folder will contain folders and files. Files are named using the following schema:

002-LN#Name (three-digit Print Order-Lesson Number-Name of Lesson)

Other abbreviations:

Resource Sheet (RS#)

Resource Sheet Answer Key (RS#A)

Assessment (AS)

Short-Cycle Assessments (SCA#)

Benchmark Assessments (BMA#)

These would be inserted in place of the Lesson Number (LN#) in the example above, when appropriate.

A complete guide should be structured as follows:

Content Area Folder: Mathematics

Guide/Folder: Algebra 1

SubFolder Name: Unit A

Document within Subfolder

000-FrontPages.doc (Title page, Board of Education page, Acknowledgements, Foreword)

001-Matrix.doc (if applicable)

002-LN#-Name.doc

003-RS#Name.doc

004-RS#A-AnswerKey.doc

005-AS-Name.doc

NOTE: Only the most current version of the curriculum guide should be maintained in the central repository. Previous versions should be maintained by the content area office.

Project:

Dept/Office:

Date:

Sample Action Plan

| | | | | | | |
|---|--------------|-----------------------|------------|----------|----------------------|-------------------------------|
| Long Range Goal and Blueprint Reference: | | | | | Action Plan | |
| Objectives: | | | | | | |
| Strategy/Project/Program: To implement a curriculum development project as follows: | | | | | | |
| Artifacts to Collect and Maintain | Action Steps | Responsible Person(s) | Start Date | Due Date | Budget/ Cost Benefit | Outcomes/Evaluation/ Comments |
| | | | | | | |

Sample Action Plan

| | | | | | | | |
|--|---|-----------------------------------|-------------------|-----------------|-----------------------------|---|--|
| Long Range Goal and Blueprint Reference: Provide for the consistent and systematic implementation of the science Essential Curriculum and monitor the relationship among the intended, assessed, and learned curriculum in order to ensure access to rigorous curriculum and increased performance on the Grade 5 and Grade 8 Science MSA and the Biology HSA. 1. c Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English Language Learners, special education, gifted and talented, and honors students. e Monitor classroom instruction to ensure that the Essential Curriculum is being taught. f Develop and implement instructional strategies that include multiculturalism and differentiation. i Utilize best practices in providing oral and written feedback to students on the quality of their work in order to improve student achievement. j Integrate technology in the teaching/learning process. k Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students. X Provide ongoing support to new and veteran teachers through professional development opportunities. 8.1h Provide opportunities for all students so they will acquire and apply information through the use of educational media, including technology and media centers. | | | | | | Action Plan | |
| Objectives: To provide consistency and improve the effectiveness of the implementation of the Essential Curriculum in science; to monitor the relationship among the intended assessed, and learned curriculum in order to ensure access to rigorous curriculum and improved performance on the Grade 5 and Grade 8 Science MSA and the Biology HSA. | | | | | | | |
| Strategy/Project/Program: To implement a curriculum development project as follows: • Aligning Science Curriculum to the Virtual Learning Environment (VLE). | | | | | | | |
| Artifacts to Collect and Maintain | Action Steps | Responsible Person(s) | Start Date | Due Date | Budget/ Cost Benefit | Outcomes/Evaluation/ Comments | |
| • 5-year Curriculum Development Plan | Develop a Curriculum Management Plan which includes a short-term Action Plan (which follows) and a long-term (5-year Curriculum Development Plan) | Director. Other Appropriate Staff | Summer 2009 | Summer 2009 | | This plan provides a schedule by which to review a set number of science curricula annually as part of an ongoing monitoring process. | |

| | | | | | |
|--|--|---|------------------|------------------|---|
| <ul style="list-style-type: none"> List of curricula being reviewed Meeting agendas Survey results Data displays Sign-in sheets, minutes Notes or summaries from various meetings Any documentation that shows the need to revise, refine, or terminate the curriculum Summary of curriculum requirements Quotes for textbook costs, as necessary | <p>Organize and convene a Curriculum Oversight Committee to examine and review the existing curriculum for [the Virtual Learning Environment (VLE)].</p> <ul style="list-style-type: none"> Meet with appropriate stakeholders to gather data and anecdotal information. Meet with staff from appropriate related offices that will have input into curriculum project. If a new text is required, request information and samples from the appropriate vendor(s). | <p>Director, Coordinator, RTs, Curriculum Oversight Committee members, teachers implementing the curriculum, other stakeholders</p> | <p>Fall 2009</p> | <p>Fall 2009</p> | <p>The purpose of this curriculum review is to gather information about the effectiveness/ comprehensiveness of the identified science curriculum and the resulting potential need for change (revision, refinement, or termination). The Committee will identify requirements to be met by the curriculum and determine if a change (revision) needs to be made.</p> |
|--|--|---|------------------|------------------|---|

| | | | | | |
|--|---|--------------------|----------------|---------------|---|
| <ul style="list-style-type: none"> • Copies of any and all documents developed and used in this process • Agendas, sign-in sheets, and meeting notes/summaries • Rubrics used to review and evaluate resources • Cost quotes for textbooks and other materials of instruction • Marked up copies of standards reviews • Summaries of standards reviews | <p>1. (This can be one or more steps as necessary.)</p> <p>Complete whatever preliminary work is necessary to organize and strategize for the curriculum writing project. For example:</p> <ul style="list-style-type: none"> • Develop a timeline for the project • Determine costs for the project (including printing, etc.) • Meet with other offices as necessary (e.g., Special Education, ESOL, Early Childhood, English/LA) to collaborate. • Establish criteria for reviewing any resource materials that you may want to use in support of the new/revised curriculum (texts, software, etc.) • Request copies of materials from vendors. • If appropriate, review curriculum, curriculum standards/indicators, or programs from other Maryland schools. • Organize a focus group meeting as necessary. • Etc. | Staff as necessary | September 2009 | December 2009 | <p>Collaboration with other offices will ensure an integrated, cohesive approach to the development of the new/revised curriculum. The process of reviewing resources helps to determine the feasibility of adoption. Reviews of materials and what is happening in other districts helps to identify additional considerations for the new/revised curriculum project. The completed preliminary screening and shared feedback provides a basis for discussion and leads to informed decisions about direction for revision and components of the new program.</p> |
|--|---|--------------------|----------------|---------------|---|

| | | | | | | |
|--|---|---|----------|------------|--|---|
| <ul style="list-style-type: none"> • Copy of workshop proposal • Copy of email from “WebTeam” stating that workshop proposal has obtained necessary approvals and will proceed to Committee Review • Any documentation indicating final workshop approval | 2. Develop and submit a Curriculum Writing Workshop Proposal using the prescribed online process. | Director or Workshop Leader | Dec 2009 | Dec 2009 | <p>Example: VLE Projected costs are as follows for 6 curriculum writers @ \$257.14/day x 8 days + cost of 2 training meetings (\$1,356.48) + WC (\$71.23) + FICA (\$1,047.48) + food (\$250.00) + printing, and binders/CDs (\$1,000.00) TOTAL = \$16,067.90 DPD Operating Budget</p> | A curriculum workshop proposal is submitted and approved. |
| <ul style="list-style-type: none"> • Copy of Curriculum Workshop Timeline • Printout of FMP database listing applicants who have been approved to move to Tier II • Copy of any emails sent to candidates relative to Tier II • Tier II applications • Tier II Scoring Rubric • Tier II Evaluation Sheet (showing ranking of Tier II applicants) • Record date when selections are entered into FMP • Copy of acceptance letters | 3. Identify curriculum writers according to prescribed protocol. | Director, Coordinators, Supervisor, RTs | Feb 2010 | April 2010 | | <p>Qualified curriculum writers are screened via the Tier I application process, selected after evaluation of the Tier II application process, hired by HR, contacted by the Office of Science, and scheduled for training.</p> |

| | | | | | |
|---|--|---|------------|-----------------|--|
| <ul style="list-style-type: none"> • Copy of any emails sent to writers regarding required trainings • Copies of PD calendar requests | <p>4. Plan for and establish dates for content-specific training for curriculum writers. <u>For ongoing curriculum writing projects</u>, establish a schedule of evening meetings for additional training and peer review. For summer curriculum writing, training takes place during pre-planning days in May or June (toward the end of the school year; sometimes on a Saturday).</p> <ul style="list-style-type: none"> • Enter dates into Professional Development Calendar for two 4-hour meetings. | Director, Coordinators, Supervisor, RTs, Workshop Leader | April 2010 | April 2010 | Dates are identified for meetings for curriculum writer trainings and entered into the Professional Development Calendar. |
| <ul style="list-style-type: none"> • Copies of email correspondence • Annotated list of potential schools | <p>5. Contact principals to identify potential pilot schools and identify prospective pilot teachers.</p> | Director, Executive Director of STEM, Assistant Superintendents, Principals | April 2010 | May 2010 | A list of pilot teachers and pilot schools will be identified. |
| <ul style="list-style-type: none"> • Copies of agendas for Core Team, Executive Leadership, BOE Curriculum Committee meetings at which the pilot is discussed • Copies of meeting minutes showing necessary approvals (Darcy) | <p>6. Seek approval from Core Team, Executive Leadership, and the BOE Curriculum Committee to pilot the curriculum in the identified schools.</p> | Director, Executive Director of STEM, Assistant Superintendents, Associate Superintendent for C & I, BOE Curriculum Committee | May 2010 | Early June 2010 | List of pilot schools (and teachers) will be identified and approved with input from the Executive Director of STEM, Assistant Superintendents, and the Associate Superintendent for Curriculum and Instruction, as appropriate. |

| | | | | | | |
|---|--|--|---------------------|---------------------|--|---|
| <ul style="list-style-type: none"> • Copy from Jane Merrill of database showing completion of required trainings • Schedule of training date(s) • Agendas and sign-in sheets for training meetings | <p>7. Train curriculum writers</p> <ul style="list-style-type: none"> • DPD provides 5 required training workshops as follows: <ol style="list-style-type: none"> i. Culturally Responsive Curriculum and Pedagogy ii. Differentiation/ Universal Design for Learning iii. Integrating Instructional and Information Technology (Basic and Advanced) iv. Framework to Ensure Rigor and Relevance v. Technical Training • Office of Science provides content/workshop specific curriculum training. | <p>DPD and other C & I Trainers, Director of Science, Coordinators, Supervisor, RTs, Workshop Leader, Curriculum Writers</p> | <p>June 2010</p> | <p>June 2010</p> | <p>Included in costs provided in Step 2 above. TOTAL = \$1,447.17 DPD Operating Budget Title II Funds – PBL</p> | <p>Curriculum writers participate in scheduled curriculum writing training(s) and are ready to begin curriculum writing project.</p> |
| <ul style="list-style-type: none"> • Any documentation of plans and expectation for curriculum product (work documents/ notes, chart paper, photos of boards full of information, copies of concept maps, etc.) | <p>8. Provide an outline of the expectations/requirements for the curriculum product(s). With the curriculum writers, develop a “story board” or detailed overview of the curriculum project to demonstrate sequencing of lessons, development of concepts, and assessment of content and skills mastery.</p> | <p>Director, Coordinators, Supervisor, RTs, Curriculum Writers, Workshop Leader</p> | <p>July 6, 2010</p> | <p>July 6, 2010</p> | | <p>Through open dialog, curriculum writers examine, revise, and align curriculum indicators with the Maryland State Curriculum or appropriate standards, examine and reflect on the existing curriculum and input from the Curriculum Oversight Committee, and identify gaps and/or areas for improvement. This is an ongoing discussion and results in a map/framework for development of the curriculum to meet the intended goals.</p> |

| | | | | | |
|--|--|--|--------------|---------------|---|
| <ul style="list-style-type: none"> • Daily agendas • Daily summaries of work completed • Copies of curriculum writer daily sign-in sheets | 9. Develop/revise the curriculum guide, as appropriate. | Director, Coordinators, Supervisor, Resource Teachers, Curriculum Writers, Workshop Leader | July 6, 2010 | July 26, 2010 | <p>Actual work of curriculum revision/development – Curriculum writers meet regularly as a group for round table discussions to overview lesson and topic development; however, they also work with a partner or individually to complete assignments involving revision and/or development of new lessons using the approved unit/lesson planning template and identified print and non-print resources. Improved student achievement in the content areas addressed by the revised curricula is the expected outcome of the revised curriculum.</p> |
| <ul style="list-style-type: none"> • Copies of marked up lessons (either actual paper copies or electronic copies using Track Changes) • Summaries of round table discussions • Daily summaries of work completed | 10. Monitor lesson development. | Director, Coordinators, Supervisor, Resource Teachers, Workshop Leader | July 6, 2010 | July 26, 2010 | <p>Office of Science staff and workshop leaders meet regularly with curriculum writers to monitor lesson development. Editing of lessons is ongoing and recursive.</p> |
| <ul style="list-style-type: none"> • Copy of the plan | 11. Develop a plan of professional development for pilot teachers. | Director, Coordinators, Supervisor, RTs | July 2010 | July 2010 | <p>A plan for delivery of appropriate PD will be developed.</p> |

| | | | | | |
|---|--|--|------------------|-------------|---|
| <ul style="list-style-type: none"> Meeting agenda Email correspondence relative to purpose Sample evaluation protocol document | 12. Consult with the Department of Research, Accountability, and Assessment (DRAA) on the design of an evaluation protocol to evaluate the success and effectiveness of the pilot. | Director, Staff from DRAA | July 2010 | July 2010 | <p>A timeline of implementation, outline of professional development, student performance measures, types of data to be collected, and criteria for monitoring implementation of the curriculum are identified.</p> |
| <ul style="list-style-type: none"> Copy of Request for Editing Form Copy of Editor's Request for Payment sheet Editor's marked up copy | 13. Professionally edit the completed curriculum. | Assigned Curriculum Editor | End of July 2010 | August 2010 | <p>The finished curriculum product is sent to a professional editor (identified and hired by DPD) to be proof read and edited prior to duplication and distribution to pilot teachers.</p> <p>Costs TBD (Professional editors are paid from the DPD operating budget.) TOTAL = TBD DPD Operating Budget</p> |
| <ul style="list-style-type: none"> Copy of meeting agenda Copies of any notes or minutes showing input from the Curriculum Oversight Committee | 14. Reconvene the Curriculum Oversight Committee to conduct a final pre-pilot review before the curriculum guide is distributed to pilot teachers. | Director, Coordinators, Supervisor, RTs, Workshop Leader, Curriculum Oversight Committee Members | August 2010 | August 2010 | <p>The draft curriculum is compared to the list of requirements developed at the beginning of the development/revision process (Step 8) to provide feedback about the completeness of the final curriculum product. Areas for refinement are noted and implemented as appropriate. The guide moves forward for pilot.</p> |
| <ul style="list-style-type: none"> Final draft copy of the curriculum guide | 15. Format the edited curriculum guide with necessary front matter and appendices and paginate prior to distribution to pilot teachers. | Director, Coordinators, Supervisor, RTs, Workshop Leader | August 2010 | August 2010 | <p>A draft copy of the curriculum guide is created and made ready for distribution.</p> |

| | | | | | | |
|---|---|---|----------------|----------------|--|--|
| <ul style="list-style-type: none"> Copies of offerings entered in PD calendar. Class roster (printed from PD calendar) Agendas and sign-in sheets for training meetings Evaluation survey results | <p>16. Provide appropriate training to pilot teachers.</p> <ul style="list-style-type: none"> Enter training sessions on the Professional Development calendar. Administer an online evaluation survey (required) and a paper and pencil survey (optional) at the conclusion of the PD. | Trainers, Pilot Teachers | August 2010 | September 2011 | <p>Costs will vary depending on number of pilot teachers and the duration of the training sessions.</p> <p>Example for VLE:</p> <p>5 teachers@\$28.26/hour x 6 hours + 2 trainers @\$33.91/hour x 6 hours + WC (\$6.52) + FICA (\$95.75)</p> <p>TOTAL = \$1,357.21</p> <p>Title II Funds – PBL</p> <p>CHS Grant Funds</p> | Pilot teachers are trained in the use of the pilot curriculum and associated materials and resources. |
| <ul style="list-style-type: none"> Meeting agendas and sign-in sheets Summary of feedback | <p>17. Implement the pilot curriculum</p> <ul style="list-style-type: none"> Schedule meetings with pilot teachers and administrators to obtain feedback. Meeting with students may also provide important feedback. | Director, Coordinators, Supervisor, RTs, Pilot Teachers, Administrators | August 2010 | June 2011 | | Pilot teachers will implement the curriculum in participating pilot schools and provide ongoing feedback about ease of implementation and effectiveness. |
| <ul style="list-style-type: none"> School visit reports or observation reports and notes Copies of agendas and sign-in sheets from small group or large group meetings related to ongoing PD support | <p>18. Provide continuing differentiated support and professional development to the pilot teachers.</p> | Director, Coordinators, Supervisor, RTs | September 2010 | February 2011 | | Teachers will be supported during the pilot phase. |

| | | | | | |
|--|---|---|----------------|---------------|---|
| <ul style="list-style-type: none"> Copies of pilot feedback (could be emails, notes from meetings, curriculum evaluation instruments submitted by pilot teachers, marked up lesson plans, etc.) Textbook evaluations | 19. Receive and organize feedback from the pilot teachers in order to make appropriate adjustments based on the information/evaluation received during the pilot phase. <ul style="list-style-type: none"> Make textbook decision as needed. | Director, Coordinators, Supervisor, RTs | September 2010 | February 2011 | Resource teachers will organize feedback from the pilot teachers and make the appropriate curricular adjustments as needed. |
| <ul style="list-style-type: none"> Final edited version of the curriculum | 20. Adjust curriculum based on teacher and administrator feedback. | Director, Coordinators, Supervisor, Resource Teachers | April 2011 | May 30, 2011 | Curricula will be adjusted according to feedback provided through pilot implementation. Improved student achievement in the content areas addressed by the revised curricula is the expected outcome. |
| <ul style="list-style-type: none"> Completed Pilot Evaluation Report | 21. Collect and compile information and data needed to complete a Pilot Evaluation Report | Director, Coordinators, Supervisor, RTs | March 2011 | April 2011 | Presentation of this report to Core Team, Executive Leadership, and the BOE Curriculum Committee is necessary to obtain approval for countywide implementation. |
| <ul style="list-style-type: none"> Meeting agenda and sign-in sheet Copy of completed evaluation rubric | 22. Convene a Curriculum Evaluation Committee. | Director, Executive Director of STEM, Curriculum Evaluation Committee Members | May 2011 | May 2011 | The Curriculum Evaluation Committee will evaluate the curriculum using a rubric and recommend additions or changes and ultimately approve the curriculum to move forward for final approval and system-wide implementation. |

| | | | | | |
|---|--|---|--------------------|----------------------|--|
| <ul style="list-style-type: none"> Copies of agendas for Core Team, Executive Leadership, and BOE Curriculum Committee meetings Copies of minutes showing necessary approvals. | 23. Begin the process to seek approval for the curriculum following prescribed procedures and Board Policy 8130. <ul style="list-style-type: none"> Complete all necessary paperwork for the various steps of the approval process. | Director, Coordinators, Executive Director of STEM, BOE Curriculum Committee, BOE | Spring/Summer 2011 | Spring/Summer 2011 | The BOE Curriculum Committee will approve the curriculum and move it forward for final approval by the Board of Education. |
| <ul style="list-style-type: none"> Copy of meeting agendas and sign0in sheets | 24. Following approval, plan an implement professional development necessary for countywide implementation. | Director, Coordinators, Supervisor, Resource Teachers | Summer 2011 | Summer 2011 | Teachers will be trained in the implementation of the new/revised curriculum. |
| <ul style="list-style-type: none"> School visit reports or observation reports and notes Agendas and sign-in sheets from meetings held with DCs, teachers, study committees, etc. relative to monitoring curriculum implementation. | 25. Implement the curriculum countywide in appropriate PreK-12 classrooms. | Director, Coordinators, Supervisor, RTs, Appropriate Classroom Teachers | August 2011 | June 2015 and beyond | Teachers will successfully and effectively implement the new/revised curriculum in appropriate classrooms across the district. |

Five-Year Period

[illegible]

Baltimore County Public Schools
Curriculum Review Plan
Five-Year Period

| Content Area | Curriculum Guide | Date of Guide | FY 2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 |
|--------------|---------------------------|---------------|----------------|----------------|----------------|----------------|---------|
| Math ES | MATHEMATICS KNDGTN | 2007 | CCSS Rev | Minor | Full Implement | | |
| Math ES | MATH 1 | 2006 | CCSS Rev | Minor | Full Implement | | |
| Math ES | MATH 2 | 2006 | CCSS Rev | CCSS Rev | Minor | Full Implement | |
| Math ES | MATH 3/MATH 3GT | 2006 | CCSS Rev | CCSS Rev | CCSS Rev | Develop/Pilot | |
| Math ES | MATH 4 | 2006 | CCSS Rev | CCSS Rev | CCSS Rev | Develop/Pilot | |
| Math ES | MATH 5/4 GT | 2006 | CCSS Rev | CCSS Rev | CCSS Rev | Develop/Pilot | |
| Math ES | MATH 5 GT | 2006 | CCSS Rev | CCSS Rev | CCSS Rev | Develop/Pilot | |
| Math SEC | ALGEBRAIC FOUNDATION | Comm | CCSS Rev | CCSS Rev | CCSS Rev | Comm/Pilot | |
| Math SEC | ALGEBRAIC THINKING P1 | Comm | CCSS Rev | CCSS Rev | CCSS Rev | Comm/Pilot | |
| Math SEC | ALGEBRAIC THINKING P2 | Comm | CCSS Rev | CCSS Rev | CCSS Rev | Comm/Pilot | |
| Math SEC | MATHEMATICS 6 | 2009 | CCSS Rev | CCSS Rev | CCSS Rev | Develop/Pilot | |
| Math SEC | PRE ALGEBRA 7 | 2000 | CCSS Rev | CCSS Rev | Develop/Pilot | Full Implement | |
| Math SEC | ALGEBRA I | 2005 | CCSS Rev | CCSS Rev | CCSS Rev | Develop/Pilot | |
| Math SEC | ALGEBRA II | 2004 | CCSS Rev | | | | |
| Math SEC | TRIG W/AN GEOM | 2009 | CCSS Rev | | | | |
| Math SEC | SET FUNC & PROBABILITY | 2007 | CCSS Rev | | | | |
| Math SEC | ALGEBRA: HON COLLEGE | 2009 | CCSS Rev | | | | |
| Math SEC | PRECALC: F&G GT/IB | 2007 | CCSS Rev | | | | |
| Math SEC | PRECALC: F&G GT/IB | 2009 | CCSS Rev | | | | |
| Math SEC | TRIGONOMETRY W/ALG. | 2002 | CCSS Rev | CCSS Rev | CCSS Rev | Minor | |
| Math SEC | MATHEMATICS 6 G&T | 1999 | Develop/Pilot | Full Implement | | | |
| Math SEC | GEOMETRY | 1999 | Develop/Pilot | Full Implement | | | |
| Math ES | MATHEMATICS PREK | 2010 | Full Implement | | | | Review |
| Math SEC | ALGEBRAIC TPCS/STATS | Schl | | Review | | | |
| Math SEC | ALGEBRAIC FUNC ADAPT | 2007 | | Review | Review | | |
| Math SEC | STATISTICS: GT/AP | 2001 | | Review | Develop/Pilot | Full Implement | |
| Math SEC | AP CALCULUS AB(CalcI/II) | 2000 | | Develop/Pilot | Full Implement | | Review |
| Math SEC | AP CALCULUS BC(CalcIII) | 1988 | | Develop/Pilot | Full Implement | | Review |
| Math SEC | MATH STUDIES/IB/GT | Comm | | | | Review | |
| Math SEC | FINITE MATH: MAGNET | Schl | | | | | Review |
| Math SEC | DISCRETE MATH: HON. | 1988 | | | | | Review |

Baltimore County Public Schools
Office of _____
Textbook Review Scoring Criteria

Scoring Key

- 3- frequently represented in an appropriate manner
- 2- sometimes represented in an appropriate manner
- 1- seldom represented in an appropriate manner
- 0- not evident

Publisher:

Name of Series:

Date of Evaluation:

Name of Evaluator:

Position:

Content includes:

Baltimore County Public Schools
Office of _____
Textbook Review Scoring Criteria

| | |
|---|--|
| ▪ Alignment to the Maryland state curriculum | |
| ▪ (List content area) concepts/skills that are accurately and appropriately represented | |
| ▪ Strong connections to algebra and data analysis | |
| ▪ Real world and multicultural connections | |
| ▪ Ideas that are connected and interwoven across strands rather than studied in isolation | |
| ▪ Topics are presented in appropriate depth | |
| Other comments: | |
| | |
| Does this series include the appropriate content needed to improve instruction in Baltimore County Public Schools? | |

| |
|---|
| Instructional practices which emphasize: |
|---|

Baltimore County Public Schools
Office of _____
Textbook Review Scoring Criteria

| | |
|---|--|
| ▪ Lessons that promote classroom dialogue and communication about student thinking (use of models, drawings, words, and symbols). | |
| ▪ Lessons that utilize worthwhile mathematical tasks and problems that can be modified to engage, motivate, and challenge students at varying levels. | |
| ▪ Lessons that involve the use of instructional technology, manipulatives, and other tools to visualize complex concepts, acquire and analyze information, and communicate solutions. | |
| ▪ Conceptual understanding prior to procedural understanding. | |
| ▪ Differentiation strategies for learning styles. | |
| ▪ The use of a variety of levels of questions that facilitate critical and/or creative thinking. | |
| ▪ Activities that promote student engagement in inquiry-based learning, reflection, critical thinking, creative thinking, problem solving, and sense-making. | |
| Other comments: | |
| | |
| Does this series include the appropriate practices needed to improve instruction Baltimore County Public Schools? | |

Differentiated instruction reflected through materials that maintain high expectations and suggest ways to adapt instructional activities for:

Baltimore County Public Schools
Office of _____
Textbook Review Scoring Criteria

| | |
|---|--|
| <ul style="list-style-type: none"> ▪ Special education students | |
| <ul style="list-style-type: none"> ▪ ELL/ESL students | |
| <ul style="list-style-type: none"> ▪ Students who have difficulty | |
| <ul style="list-style-type: none"> ▪ Students who demonstrate understanding | |
| Other comments: | |
| <p>Does this series include appropriate differentiation strategies needed to improve instruction in Baltimore County Public Schools?</p> | |

| | |
|--|--|
| Teacher support as evidenced by: | |
| <ul style="list-style-type: none"> ▪ Materials that provide opportunities for teachers to increase their own understanding of the (content) ideas that students are studying. | |

Baltimore County Public Schools
Office of _____
Textbook Review Scoring Criteria

| | |
|---|--|
| <ul style="list-style-type: none"> ▪ Milestone assessments | |
| Other comments: | |
| Does this series include an appropriate assessment program needed to improve instruction in Baltimore County Public Schools? | |

| | |
|--|--|
| Parent connections that include: | |
| <ul style="list-style-type: none"> ▪ Suggestions for helping students | |
| <ul style="list-style-type: none"> ▪ Opportunities for home/school communication | |
| Other comments: | |
| Does this series include appropriate parent connections needed to improve instruction in Baltimore County Public Schools? | |

| |
|---|
| Do you recommend that this textbook be piloted in 20__ -20__? |
|---|

Textbook Program Evaluation

Pilot Teacher: _____ Date: _____

School: _____

Title of Textbook Program Piloted: _____

Rate the following using a scale of 1 – 4:

4 – strongly agree 3 – agree 2 – disagree 1 – strongly disagree

Space is provided under each statement for additional comments as needed.

| Content | | | | |
|---|---|---|---|---|
| • Activities build conceptual understanding. | 4 | 3 | 2 | 1 |
| • Activities are hands-on and engaging. | 4 | 3 | 2 | 1 |
| • Manipulatives are used throughout the program. | 4 | 3 | 2 | 1 |
| • Lessons promote classroom dialogue and communication about student thinking. | 4 | 3 | 2 | 1 |
| • Questions are provided to facilitate thinking. | 4 | 3 | 2 | 1 |
| • Lessons/activities develop vocabulary. | 4 | 3 | 2 | 1 |
| Differentiation | | | | |
| • Support activities are provided to meet the needs of ELL and special education students. | 4 | 3 | 2 | 1 |
| • Suggestions are provided for differentiating instruction. | 4 | 3 | 2 | 1 |
| Teacher Support | | | | |
| • Materials provide opportunities for teachers to increase their own understanding of the ideas that students are studying. | 4 | 3 | 2 | 1 |
| • Format of the textbook teacher's edition is easy to follow and implement. | 4 | 3 | 2 | 1 |
| • Opportunities are provided for home-school connections. | 4 | 3 | 2 | 1 |

Textbook Program Evaluation

| Assessment | | | | |
|--|---|---|---|---|
| • Suggestions are given for on-going assessment. | 4 | 3 | 2 | 1 |
| • Materials are provided for gathering and recording student progress. | 4 | 3 | 2 | 1 |
| Program Implementation | | | | |
| • Essential components of the program can easily and effectively be implemented during the daily schedule. | 4 | 3 | 2 | 1 |
| • Whole group lessons/activities are manageable within the time allotted daily for instruction. | 4 | 3 | 2 | 1 |
| • Time needed for teacher preparation is reasonable because most of the materials are provided or are easily accessible. | 4 | 3 | 2 | 1 |

| The BCPS' Curriculum Guide | | | | |
|--|---|---|---|---|
| • Is aligned to the Maryland state curriculum. | 4 | 3 | 2 | 1 |
| • Identifies the mathematical skills assessed throughout the year. | 4 | 3 | 2 | 1 |
| • Has an organization and format that is easy to follow and understand. | 4 | 3 | 2 | 1 |
| • Provides a guideline for long-range planning. | 4 | 3 | 2 | 1 |
| • Provides necessary teacher resources. | 4 | 3 | 2 | 1 |
| • Identifies activities for small group activities. | 4 | 3 | 2 | 1 |
| • Recommends strategies by identifying the location of specific teacher resources. | 4 | 3 | 2 | 1 |

Would you recommend that the program resources you piloted be considered for

adoption? _____

Why or why not?

Regardless of which program resources you piloted, and considering all of the feedback from the pilot teachers of both programs and the needs of all teachers and students in BCPS, which program resources do you think should be recommended for adoption in BCPS and why?

After the program is adopted, Baltimore County teachers will need to receive professional development on the new program. Describe what the professional development should look like and what should be included.

BCPS COURSE CONCEPT REVIEW AND APPROVAL FORM

Phase I: Course Concept Approval

Executive Director >>> Assistant Superintendent of C&I >>> Executive Leadership Team >>> Office of Student Data

1. **Curricular offices** requesting a new course **BEGIN HERE**, and **PRINT** a hard copy of this form for future reference.
2. **SAVE** this form using the following format: "Course Concept Form_<<Curricular Office>>_<<Originator's name>>_<<Proposed course abbreviation>>_<<Date submitted>>" (ex: Course Concept Form_World Languages_Peggy Johnson_Chinese4_November 2010.)
3. **COMPLETE** all shaded areas, **SIGN** the "Approved" form, and then **FORWARD** this completed form to the curricular office director who will then sign and forward the "Approved" form to the executive director who will then sign and forward the "Approved" form to the assistant superintendent of curriculum and instruction who will then sign and forward the "Approved" form to the Executive Leadership Team.
4. Once the Executive Leadership Team reviews the form and the **superintendent approves** the form, it will then be forwarded to the curricular office, who will then forward the "Approved" form to the Office of Student Data (OSD) for course number issuance to be used for conceptual use only.

Proposed Course Title* (enter in text box)

SELECT ALL TEXT TO REPLACE*

OSD will revise course title to assure compliance with BCPS naming convention.

Executive Leadership Team Meeting**

Date of the Executive Leadership Team Minutes

Enter date course was "reviewed" by Executive Leadership.

Click once on text box to select from drop-down options...

Date to be instituted:

2014-2015

Units of credit:

1.50

Sponsoring Office:

LIBERAL ARTS-Language Arts, Elementary

Proposed Course Description – Enter text as desired to appear in the BCPS Course Registration Guide for credit-bearing courses only. (Maximum 500 characters including spaces – description must stay within established borders of existing text box.)

REMEMBER: COURSES EARNING CREDIT ONLY WILL HAVE THIS SECTION APPEAR IN THE BCPS' COURSE REGISTRATION GUIDE!

BEFORE BEGINNING TO ENTER TEXT, SAVE this form as "Course Concept Form_<<Curricular Office>>_<<Originator's name>>_<<Proposed course abbreviation>>_<<Date submitted>>" (ex: Course Concept Form_World Languages_Peggy Johnson_Chinese4_October 2010.)

TO ENTER TEXT IN THIS TEXT BOX, select ALL the text within this text box and then begin typing the proposed course description here. Remember that this text WILL appear in the BCPS Course Registration Guide EXACTLY as it appears here.

Text in this area should fit within these borders using Arial 10-point font and without resizing.

If you have ANY problems with this form, do not hesitate to contact the Office of Student Data at #7846. Our student data clerks will be happy to assist you!

Course Rationale – Enter additional information not to be included in the BCPS Registration Guide but for presentation to the Executive Leadership Team. (Maximum 250 characters including spaces – rationale must stay within established borders of existing text box.)

TO ENTER TEXT IN THIS TEXT BOX, select ALL the text within this text box and then begin typing the rationale for this course here. Remember this text WILL only be viewed by the Executive Leadership Team for decision-making purposes. This text WILL NOT appear in the BCPS Course Registration Guide.

Text in this area should fit within these borders using Arial 10-point font and without resizing.

If you have ANY problems with this form, do not hesitate to contact the Office of Student Data at #7846. Our student data clerks will be happy to assist you!

Identification of Resources: Funding – Staffing – Facility – Scheduling – Professional Development

This section should include answers to the following questions: What is the impact on funding? On staffing? On facilities? On scheduling? On professional development? (See additional details below.) This information will not be included in the BCPS Course Registration Guide but will be used for presentation purposes to the Executive Leadership Team.

FUNDING IMPACT

Include fiscal impact, estimated operating funds, and possible funding source(s) for course implementation.

STAFFING IMPACT

Include staffing implications. Course taught by team? Taught by individual teacher? Highly qualified certifications required? Estimated number of classes? Number of total students?

FACILITY IMPACT

Will the course require changes to the building? Changes might include data cables, additional electrical requirements, or classroom reconfiguration. See <https://intranet.bcps.org/offices/psd/forms.html> for the Special Project/Program Request Form.

SCHEDULING IMPACT

Include the scheduling pattern for this course. Number of periods per week? Offered for one quarter only? One semester only? One year only?

PROFESSIONAL DEVELOPMENT

Will the course require professional development? If so, describe in detail.

For Approval Use Only: Executive Director >>> Assistant Superintendent of C&I >>> Executive Leadership Team >>> Office of Student Data

Executive Director: After obtaining all of the required signatures, forward this form to Frank Curnoles, manager of the Office of Student Data.

| | | |
|---|--------------|--|
| Executive Director's Approval: | Date: | |
| Assistant Superintendent of C&I's Approval: | Date: | |
| Superintendent's Approval (In accordance with the Executive Leadership Team's review): | Date: | |

For Office of Student Data Use Only:

| | | |
|--|----------------------|-----------------------|
| Executive Leadership Team Minutes available . . . hard copy attached to this form. | Date: | |
| The Office of Student Data is responsible for tracking approval and notifying curricular offices when course numbers are issued. | COURSE NUMBER | Type 7-digit no. here |

BCPS COURSE APPROVAL for DELIVERY OF INSTRUCTION

Phase II: Course Approval for Delivery of Instruction

Executive Director >>> Assistant Superintendent of C&I >>> Executive Leadership Team >>> Board of Education >>> Office of Student Data

- BEGIN HERE**, and before completing this form, verify that a BCPS Course Concept Review and Approval Form has been signed by the superintendent.
- PRINT** a hard copy of this form for future reference and then **SAVE** this form using the following format: "Course Approval for Delivery of Instruction_<<Curricular Office>>_<<Originator's name>>_<<Proposed course name>>_<<Date submitted>>" (ex: **Course Approval for Delivery of Instruction World Languages Peggy Johnson Chinese4 July 2010.**)
- COMPLETE** all sections of this form, including the approval signature lines, and forward to Frank Curnoles, manager of the Office of Student Data.
- Need **HELP** completing this form? Call the Office of Student Data (OSD) at #7846.

Section I: Finalized Course Concept Information

| Course Number | Course Name | Action Taken |
|-------------------------|------------------------------------|--------------------------|
| Type course number here | Type 30-character course name here | Type date finalized here |

Click once on text box to select from drop-down options . . .

Date to be instituted:

2011-2012

Units of credit:

1.00

Sponsoring Office:

LIBERAL ARTS-Language Arts, Elementary

Section II: Final Curriculum and Systemwide Implementation Plan

| Board of Education Curriculum Approval | | | | | | | | | | | | | | | | | |
|---|-------|---|-------------|--------------------|-----------------|------------|--|-----------------------|---|---|-------------------------------------|-------|----|-----------------------------|----|--|--|
| Curriculum Name: | | | | | | | | | | | Curriculum Published Date: | | | | | | |
| Required Student Textbook: | | | | | | | | | | | Copyright Date of Student Textbook: | | | Student Resources Required: | | | |
| Grade Level of Curriculum: | Pre-K | | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Curriculum Description: SEE PHASE I: BCPS COURSE CONCEPT REVIEW AND APPROVAL FORM | | | | | | | | | | | | | | | | | |
| Phi Delta Kappa (PDK) Audit Rating | | Curriculum guides are assigned values of zero (0) to three (3) on each of the five criteria, with a maximum score of 15 for each guide. Guides receiving a rating of 12 or more points are considered strong or adequate. | | | | | | | | | | | | | | | |
| Curriculum Guide | | Criteria | | | | | Final Rating as a result of revisions to date: | | | | | | | | | | |
| | | Objectives | Assessments | Prerequisites | Resources | Strategies | | | | | | | | | | | |
| Enter final rating for each criterion: | | | | | | | | | | | | | | | | | |
| Evaluator's Signature: | | | | | | | | | | | | Date: | | | | | |
| Alignment (Attached AIM) | | | | | | | Scope and Sequence (Attached) | | | | | | | | | | |
| Common Core Standards | | National or Trades | | | Across Subjects | | | Prior Grade | | | | | | | | | |
| Core Learning Goals | | State Standards | | | Specific Grade | | | Next Grade | | | | | | | | | |
| College Board Standards | | BCPS Standards | | | | | | | | | | | | | | | |
| Professional Development/Implementation (Attached Plan) | | | | | | | | | | | | | | | | | |
| Ongoing Staff Development | | Professional Study Day | | | | | | | | | | Date | | | | | |
| New Teacher | | New Teacher Orientation | | | | | | | | | | Date | | | | | |
| Pilot | | | | | | | | | | | | Date | | | | | |
| Roll-Out Curriculum | | Professional Study Day | | | | | | | | | | Date | | | | | |
| Assessments (Binder of all Assessments) | | | | | | | | | | | | | | | | | |
| Type of Assessment | | | | Number of Embedded | | | | Number of assessTrax® | | | | | | | | | |
| Short Cycles | | | | | | | | | | | | | | | | | |
| Benchmarks | | | | | | | | | | | | | | | | | |
| Final Exams | | | | | | | | | | | | | | | | | |
| Performance | | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | | |

Section III: Master Course File—General Course Information

- SCHOOL TYPE?**

| Course Availability (type YES or NO)) | |
|--|-----|
| Systemwide: <i>All schools within the "School Type" identified above may offer course.</i> | YES |
| Specific School(s): <i>Only schools within the "School Type" identified above and listed below may offer course.</i> | NO |
| • | |
| • | |
| • | |
| • | |
| • | |

- MSDE Subject Code** (choose one from each division):

STEM

LIBERAL ARTS

SPECIAL PROGRAMS-PreK

Section IV: Master Course File - Specific Course Information

Click once on text box to select from drop-down options.

- Graduation Requirement?**
- Course Sequence?**
- HSA Code?**
- Middle School course earning High School credit?**
- MSPP Code?**
- Career and Technology Program?**
- Magnet Course?**
- Repeat for Credit?**
- Infused Service Learning Hours?***
**Documented approval from the service learning assistant (Special Programs, PreK-12) is required.*
- Embedded Universal Design for Learning (UDL) into curriculum?**
- Level of Rigor** (Type YES or NO for EACH)

| | | | |
|--------------------------------------|--|--|--|
| Standard —STD (-00) | | Advanced Placement —AP (-06) | |
| Honors —H (-04) | | International Baccalaureate —IB (-07) | |
| Gifted and Talented —GT (-05) | | | |

For Approval Use Only:**Executive Director»»Assistant Superintendent of C&I»»Executive Leadership Team»»Board of Education»»Office of Student Data****Executive Director** After obtaining required signatures, forward this form to Frank Curnoles, manager of the Office of Student Data.

| | | |
|---|--------------|--|
| Executive Director's Approval: | Date: | |
| Assistant Superintendent of C&I's Approval: | Date: | |
| Superintendent's Approval (In accordance with the Executive Leadership Team's review): | Date: | |
| Board of Education's Approval: | Date: | |

For Office of Student Data Use Only:

| | | | |
|--|-------------------------|----------------|--|
| Master Course File: version number, school year | | | |
| Master Course File: Course Description per BCPS naming convention (max. 30 characters). | | | |
| Approved BCPS Course Concept and Review Form – Phase I provided with Executive Leadership Team minutes attached. | Type date here | OSD staff name | |
| Parent course added to STARS course maintenance for desired school year. | Type date here | OSD staff name | |
| Course details added to SILK MAIN district course. | Type date here | OSD staff name | |
| The Office of Student Data is responsible for tracking approval and notifying curricular offices when course numbers are issued. | Date course no. issued: | | COURSE NUMBER Type 7-digit no. here |

PHASE III - BCPS COURSE REQUEST CHANGE/TERMINATE APPROVAL FORM*

Executive Director >>> Assistant Superintendent of C&I >>> Executive Leadership Team >>> Board of Education >>> Office of Student Data

- BEGIN HERE** Before completing this form, verify that the course whose number you are seeking to change is in the Master Course List for Baltimore County Public Schools.
- PRINT** a hard copy of this form for future reference and then **SAVE** this form using the following format: "Course Request Change Terminate Approval Form_<<Curricular Office>>_<<Originator's name>>_<<Proposed course name>>_<<Date submitted>>" (ex: **Course Change Terminate Approval Form World Languages Peggy Johnson Chinese4 July 2014.**)
- For **course content changes** requiring a new course number, DO NOT continue with this form. Instead, complete the "Phase I-BCPS Course Concept Review and Approval Form." For **course content changes** with the original course number, complete **sections 1, 2, and 3**. For **course termination**, complete **sections 1, 2, and 4** only. For **course number changes**, complete **sections 1, 2, and 6**. For **all other changes** (including renaming a course, changing a course's credits, and identifying restrictions on course offerings), complete **sections 1, 2, and 5**. Once the required sections are complete (including the approval signature lines), forward to Frank Curnoles, manager of the Office of Student Data.
- Need **HELP** completing this form? Call the Office of Student Data (OSD) at #7846.

Section I: **Course Information**

| Course Number | Course Name | Master Course File (Ex: 2013-2014, v1) |
|---------------|---|---|
| Type here | Type the course name as it currently appears in the Master Course File here | Year and version where course currently appears |

Section II: **Date to be instituted**

2010-2011

Sponsoring Office:

STEM-Instructional Tech

Section III: **Request to Change Course Content with the Original Course Number**

Complete this section only if you desire to change the objectives and/or KSIs for a course number that currently appears in the Master Course File.

Rationale (Be specific):

Section IV: **Request to TERMINATE Course**

Complete this section only if you desire to remove a course number from the Master Course File; from STARS, and from AIM. For all other changes, proceed to Section V.

Rationale (Be specific):

Section V: Request to Change School Type, Number of Credits, Course Name, or Course Availability

Rationale (Be specific):

- SCHOOL TYPE change desired

No change

- NUMBER OF CREDITS change desired

No change

- COURSE NAME change desired

Type desired 30-character course name here

- COURSE AVAILABILITY change desired

Systemwide:

All schools within the "School Type" identified above may offer course.

YES

Specific School(s):

Only school(s) within the "School Type" identified above and listed below may offer course.

NO

•

•

Section VI: Request to Change Course Number

Rationale (Be specific):

| Original Course Number | New Course Number | Course Name |
|----------------------------------|-----------------------------|------------------------------------|
| Type original course number here | Type new course number here | Type 30-character course name here |

For Approval Use Only:

Executive Director»Assistant Superintendent of C&I»Executive Leadership Team»Board of Education»Office of Student Data

Executive Director After obtaining required signatures, forward this form to Frank Curnoles, manager of the Office of Student Data.

| | | |
|--|-------|--|
| Executive Director's Approval: | Date: | |
| Assistant Superintendent of C&I's Approval: | Date: | |
| Superintendent's Approval (In accordance with the Executive Leadership Team's review): | Date: | |
| Board of Education's Approval: (if necessary) | Date: | |

For Office of Student Data Use Only:

| | | |
|---|----------------|----------------|
| Course details revised in SILK MAIN district course. | Type date here | OSD staff name |
| Parent course deactivated in STARS course maintenance for desired school year, if applicable) | Type date here | OSD staff name |
| Course deactivated in Data Warehouse for desired school year. | Type date here | OSD staff name |
| Course removed from AIM for desired school year. | Type date here | AIM staff name |

Curriculum Pilot Evaluation Template

Pilot Name:

Background

Research Questions:

1. What are/were the expectations for implementation of the pilot curriculum?
2. How does/did the pilot curriculum impact the approach to content instruction?
3. What is/was the impact of the pilot curriculum on student achievement?

Research Question 1

| Outcome | Criteria | Measures Used |
|---------|----------|---------------|
| | | |

Findings:

Research Question 2

| Outcome | Criteria | Measures Used |
|---------|----------|---------------|
| | | |

Findings:

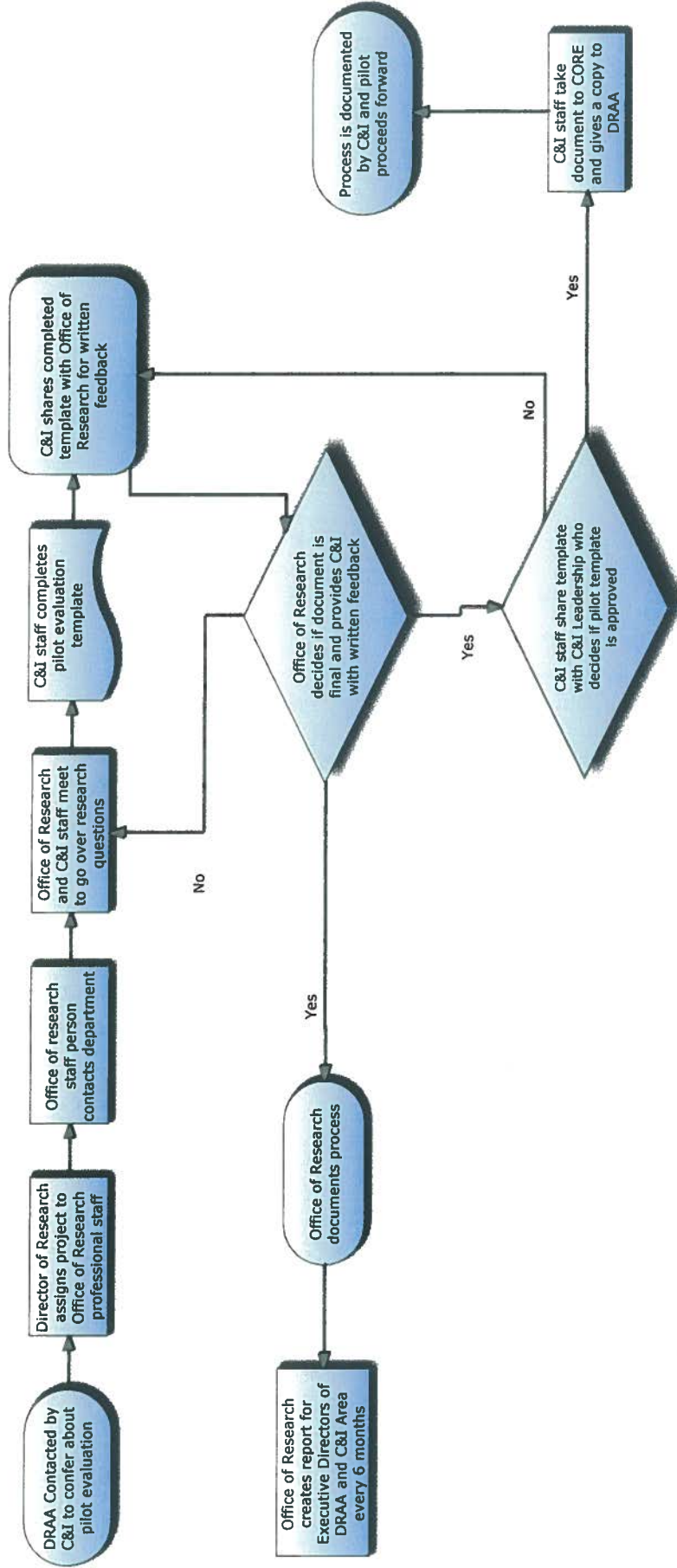
Research Question 3

| Outcome | Criteria | Measures Used |
|---------|----------|---------------|
| | | |

Findings

Next Steps:

Process for C&I Conference with DRAA on Curriculum Pilot Evaluations



_____Curriculum Guide Pilot

| |
|----------------|
| Name: |
| School: |
| E-mail: |

Please check one:

- _____ **No**, I no longer wish to be considered as pilot teacher candidate.
- _____ **Yes**, I would like to be considered as a pilot teacher candidate.
- _____ **Yes**, I would like to be considered as a pilot teacher candidate **if** I can receive the essential and supplementary instructional materials for all of my _____ classes.
- _____ **Yes**, I would like to be considered as a pilot teacher candidate **if** “we” can pilot as a “site.” *Please list other teacher’s name:* _____

“I understand the expectations for participating in the _____ curriculum guide pilot phase during the _____ school year.”

Signature: _____

Date: _____

Pilot Curriculum Teacher Agreement

“Yes, I _____ would like to be a pilot curriculum teacher for the following curriculum: _____.

I consent to:

- Follow the curriculum guide as written, implementing all instructional strategies and activities as intended.
- Provide regular feedback during the pilot as requested by the curriculum office. Feedback is inclusive of, but not limited to, identifying the strengths, weaknesses, and potential errors within the guide.
- Participate in the professional development to be conducted on _____.”
- *[Content office may insert any additional expectations for the curriculum pilot project here.]*

Teacher’s Name: _____

School: _____

Date: _____

Principal: _____

Assistant
Superintendent: _____

Please return signed agreement to: _____

**Division of Curriculum & Instruction
Curriculum Evaluation Checklist**

Name: _____

Curriculum: _____

Office: _____

Standard

Honors

GT

AP

| <i>Description</i> | <i>Does the Curriculum Guide Contain.....</i> | <i>Does not meet</i> | <i>Meets</i> | <i>Comments</i> |
|---|--|----------------------|--------------|-----------------|
| RECOMMENDED CURRICULUM GUIDE FRAMEWORK (PAGES 18 and 19) | | | | |
| FRONT MATTER | | | | |
| | Title Page | | | |
| | Board of Education | | | |
| | Foreword from Superintendent | | | |
| | Committee Members | | | |
| | Study Committees (optional) | | | |
| | Table of Contents | | | |
| PROGRAM RATIONALE | | | | |
| | Philosophy | | | |
| | Research | | | |
| | Implications for Instruction | | | |
| USE OF CURRICULUM GUIDE COMPONENTS | | | | |
| Program Overview | The state curriculum, the <i>Essential Curriculum</i> , AIM document which reflects the course or grade-level indicators, units, content, outline, suggested timeline, scope and sequence. | | | |

Division of Curriculum & Instruction
Curriculum Evaluation Checklist

| <i>Description</i> | <i>Does the Curriculum Guide Contain.....</i> | <i>Does not meet</i> | <i>Meets</i> | <i>Comments</i> |
|---|--|----------------------|--------------|-----------------|
| Implementing the Curriculum | Sequence chain, questions for linking assessment and instruction, and re-teaching. | | | |
| How to Use the Curriculum Document | | | | |
| UNITS OF STUDY FOR INSTRUCTIONAL CURRICULUM GUIDES (include the following components as appropriate to grade level or content area) | | | | |
| | Statement of Enduring Knowledge | | | |
| | Resources | | | |
| | Sample assessment of the unit indicator | | | |
| | Instructional Strategies (AVID, Learning Styles, etc) Differentiation strategies | | | |
| | Technology connections and information literacy strategies and standards. | | | |
| | Sample Lesson Plans that include: <ul style="list-style-type: none"> • Lesson objectives • Formative assessments of the objectives • Instructional strategies and activities • Differentiation to meet the learning needs of all students. | | | |

**Division of Curriculum & Instruction
Curriculum Evaluation Checklist**

| <i>Description</i> | <i>Does the Curriculum Guide Contain.....</i> | <i>Does not meet</i> | <i>Meets</i> | <i>Comments</i> |
|---|---|----------------------|--------------|-----------------|
| | <ul style="list-style-type: none"> • Teacher resources • Student worksheets • Home/school connections and strategies. | | | |
| APPENDICES | | | | |
| | This section could include documents supporting AVID strategies, reading, instructional strategies, learning styles, MSA/HSA strategies, other content-related resources, and pedagogically supportive materials, as appropriate. | | | |
| REQUIRED CURRICULUM GUIDE FORMAT(PAGES 20-21) | | | | |
| Software | Microsoft Word | | | |
| Margins | 1" Top, Bottom, Left, and Right | | | |
| Orientation | Portrait | | | |
| Font | Times New Roman, 12-point text | | | |
| Resource Sheets | See Headings, Sub-Headings, Body details | | | |
| Pagination | Footer and Centered | | | |
| Graphics | Obtained copyright for use of graphics, text, charts, etc. | | | |
| Copyright | Superintendent's Rule 1110.1, Sections A and B regarding curriculum guides. | | | |

**Division of Curriculum & Instruction
Curriculum Evaluation Checklist**

CURRICULUM EVALUATION RUBRIC (PAGE 22)

| <i>Components of Curriculum</i> | <i>Details</i> | <i>Does not meet</i> | <i>Meets</i> | <i>Comments</i> |
|---|--|----------------------|--------------|-----------------|
| <p><i>Does the Curriculum Guide Contain.....</i></p> <p>A process and tools for assessing student interests and learning styles?</p> | <ul style="list-style-type: none"> • Provides a way for students to self-asses their learning styles. • Includes strategies to guide students to take responsibility for their learning. • Informs learning and instruction. | | | |
| <p><i>Does the Curriculum Guide Contain.....</i></p> <p>A process and tools for accessing student prior knowledge?</p> | <ul style="list-style-type: none"> • Includes a list of pre-requisite skills. • Includes one or more assessments of current knowledge and skills needed for a specific content area. | | | |
| <p><i>Does the Curriculum Guide Contain.....</i></p> <p>Standards-based objectives, knowledge skills, and indicators that:</p> | <ul style="list-style-type: none"> • Are transparent to address acceleration, instructional, and mastery levels? • Address local state and/or national content standards. • Identify essential learning outcomes? • Provide supplemental/enrichment topics that support differentiation? • Support college readiness? | | | |

Division of Curriculum & Instruction
Curriculum Evaluation Checklist

| <i>Components of Curriculum</i> | <i>Details</i> | <i>Does not meet</i> | <i>Meets</i> | <i>Comments</i> |
|---|--|------------------------------|--------------|-----------------|
| <p><i>Does the Curriculum Guide Contain.....</i></p> <p>Articulated learning outcomes that:</p> | <ul style="list-style-type: none"> • Are based on local, state and/or national content standards? • Include the appropriate levels of cognitive domain (Bloom's Taxonomy)? • Specify how the learning will be demonstrated? • Are tied to assessment strategies? | | | |
| <p><i>Does the Curriculum Guide Contain.....</i></p> <p>Suggested instructional strategies that:</p> | <ul style="list-style-type: none"> • Are learner centered and inclusive of learner goals and learning styles? • Require the learner to build on prior knowledge and construct meaning? • Allow for choice, flexibility, and differentiation? • Include learner reflection and feedback? • Model appropriate and research-based "best practices"? • Include combinations of individual and group instruction? | | | |

Division of Curriculum & Instruction
Curriculum Evaluation Checklist

| <i>Components of Curriculum</i> | <i>Details</i> | <i>Does not meet</i> | <i>Meets</i> | <i>Comments</i> |
|--|--|----------------------|--------------|-----------------|
| | <ul style="list-style-type: none"> • Make effective use of information and communication technology? Are multicultural and permit students to see themselves in their studies? (Refer to <i>Cultural Contexts for Learning</i>, 2007) | | | |
| <p><i>Does the Curriculum Guide Contain.....</i></p> <p>Suggested assessment strategies that:</p> | <ul style="list-style-type: none"> • Are evident? • Are formative and summative? • Inform instruction? | | | |
| <p><i>Does the Curriculum Guide Contain.....</i></p> <p>Suggested instructional resources that:</p> | <ul style="list-style-type: none"> • Are accurate and authentic? • Are age and skill level appropriate? • Incorporate technology? • Help inform/prepare students for the 21st Century workplace? | | | |



PARCC MODEL CONTENT FRAMEWORKS FOR ENGLISH LANGUAGE ARTS/LITERACY

October 2011

TABLE OF CONTENTS

| | |
|---|-----------|
| Introduction to the PARCC Model Content Frameworks for English Language Arts (ELA)/Literacy..... | 3 |
| Purpose for the Model Content Frameworks for ELA/Literacy | 3 |
| Connections to the PARCC Assessment | 3 |
| Structure of the Model Content Frameworks for ELA/Literacy | 4 |
| Literacy Standards for Other Disciplines and the Model Content Frameworks | 11 |
| Using the Model Content Frameworks to Support All Students | 11 |
| Conclusion..... | 11 |
| PARCC Model Content Framework for ELA/Literacy for Grade 3 | 12 |
| Narrative Summary of ELA/Literacy Standards for Grade 3 | 12 |
| ELA/Literacy Model Content Framework Chart for Grade 3..... | 13 |
| Key Terms & Concepts for Grade 3 ELA/Literacy Model Content Framework Chart | 13 |
| Writing Standards Progression from Grade 2 to Grade 3 | 16 |
| Speaking and Listening Standards Progression from Grade 2 to Grade 3 | 18 |
| PARCC Model Content Framework for ELA/Literacy for Grade 4 | 20 |
| Narrative Summary of ELA/Literacy Standards for Grade 4 | 20 |
| ELA/Literacy Model Content Framework Chart for Grade 4..... | 20 |
| Key Terms & Concepts for Grade 4 ELA/Literacy Model Content Framework Chart | 21 |
| Writing Standards Progression from Grade 3 to Grade 4 | 24 |
| Speaking and Listening Standards Progression from Grade 3 to Grade 4 | 27 |
| PARCC Model Content Framework for ELA/Literacy for Grade 5 | 29 |
| Narrative Summary of ELA/Literacy Standards for Grade 5 | 29 |
| ELA/Literacy Model Content Framework Chart for Grade 5..... | 29 |
| Key Terms & Concepts for Grade 5 ELA/Literacy Model Content Framework Chart | 30 |
| Writing Standards Progression from Grade 4 to Grade 5 | 33 |
| Speaking and Listening Standards Progression from Grade 4 to Grade 5 | 36 |
| PARCC Model Content Framework for ELA/Literacy for Grade 6 | 38 |
| Narrative Summary of ELA Standards for Grade 6..... | 38 |
| Literacy Standards for Other Disciplines in Grades 6–8..... | 38 |
| ELA Model Content Framework Chart for Grade 6..... | 38 |
| Key Terms & Concepts for Grade 6 ELA Model Content Framework Chart..... | 39 |
| Writing Standards Progression from Grade 5 to Grade 6 | 42 |
| Speaking and Listening Standards Progression from Grade 5 to Grade 6 | 45 |
| PARCC Model Content Framework for ELA/Literacy for Grade 7 | 47 |
| Narrative Summary of ELA Standards for Grade 7..... | 47 |
| Literacy Standards for Other Disciplines in Grades 6–8..... | 47 |
| ELA Model Content Framework Chart for Grade 7 | 48 |
| Key Terms & Concepts for Grade 7 ELA Model Content Framework Chart..... | 48 |
| Writing Standards Progression from Grade 6 to Grade 7 | 51 |

| | |
|---|-----------|
| Speaking and Listening Standards Progression from Grade 6 to Grade 7 | 54 |
| PARCC Model Content Framework for ELA/Literacy for Grade 8 | 56 |
| Narrative Summary of ELA Standards for Grade 8..... | 56 |
| Literacy Standards for Other Disciplines in Grades 6–8..... | 56 |
| ELA Model Content Framework Chart for Grade 8..... | 57 |
| Key Terms & Concepts for Grade 8 ELA Model Content Framework Chart..... | 57 |
| Writing Standards Progression from Grade 7 to Grade 8 | 60 |
| Speaking and Listening Standards Progression from Grade 7 to Grade 8 | 63 |
| PARCC Model Content Framework for ELA/Literacy for Grade 9 | 66 |
| Narrative Summary of ELA Standards for Grade 9..... | 66 |
| Literacy Standards for Other Disciplines in Grades 9–10..... | 66 |
| ELA Model Content Framework Chart for Grade 9..... | 67 |
| Key Terms & Concepts for Grade 9 ELA Model Content Framework Chart..... | 67 |
| Writing Standards Progression from Grade 8 to Grades 9–10 | 70 |
| Speaking and Listening Standards Progression from Grade 8 to Grades 9–10..... | 74 |
| PARCC Model Content Framework for ELA/Literacy for Grade 10 | 76 |
| Narrative Summary of ELA Standards for Grade 10..... | 76 |
| Literacy Standards for Other Disciplines in Grades 9–10..... | 76 |
| ELA Model Content Framework Chart for Grade 10..... | 77 |
| Key Terms & Concepts for Grade 10 ELA Model Content Framework Chart..... | 77 |
| Writing Standards Progression from Grade 8 to Grades 9–10 | 80 |
| Speaking and Listening Standards Progression from Grade 8 to Grades 9–10..... | 84 |
| PARCC Model Content Framework for ELA/Literacy for Grade 11 | 86 |
| Narrative Summary of ELA Standards for Grade 11..... | 86 |
| Literacy Standards for Other Disciplines in Grade 11 | 86 |
| ELA Model Content Framework Chart for Grade 11..... | 86 |
| Key Terms & Concepts for Grade 11 ELA Model Content Framework Chart..... | 87 |
| Writing Standards Progression from Grades 9–10 to Grades 10–11..... | 90 |
| Speaking and Listening Standards Progression from Grades 9–10 to Grades 10–11 | 94 |

INTRODUCTION TO THE PARCC MODEL CONTENT FRAMEWORKS FOR ENGLISH LANGUAGE ARTS (ELA)/LITERACY

Purpose for the Model Content Frameworks for ELA/Literacy

As part of its proposal to the U.S. Department of Education, the Partnership for Assessment of Readiness for College and Careers (PARCC) committed to developing Model Content Frameworks for English language arts/literacy (ELA/Literacy) to serve as a bridge between the Common Core State Standards and the PARCC assessments.¹

The PARCC Model Content Frameworks were developed through a state-led process that included ELA content experts in PARCC member states and members of the Common Core State Standards writing team. The Model Content Frameworks are voluntary resources offered by PARCC to help curriculum developers and teachers as they work to implement the standards in their states and districts. They illustrate one of a number of ways the standards could be organized over the course of the school year and are designed with the following purposes in mind:

- supporting implementation of the Common Core State Standards, and
- informing the development of item specifications and blueprints for the PARCC assessments in grades 3–8 and high school.

The Model Content Frameworks are intended to be dynamic and responsive to evidence and on-going input. As such, PARCC hopes they will be used by educators for the remainder of the 2011-2012 school year. In the spring of 2012, PARCC will again solicit feedback on the Model Content Frameworks, and a refined version will be issued to incorporate feedback as needed. In this way, the Model Content Frameworks can evolve to reflect the real-life experiences of educators and students.

Connections to the PARCC Assessment

The proposed PARCC Assessment System will be designed to measure knowledge, skills and understandings essential to achieving college and career readiness. In ELA/Literacy, these include the following areas as defined by the standards:

- *Reading complex texts:* This requires students to read and comprehend a range of grade-level complex texts, including texts from the domains of ELA, science, history/social studies, technical subjects and the arts. Because vocabulary is a critical component of reading comprehension, it will be assessed in the context of reading passages. Both close, analytic reading and comparing and synthesizing ideas across texts are expected.
- *Writing effectively when using and/or analyzing sources:* This requires students to demonstrate the interrelated literacy activities of reading, gathering evidence about what is read, and

¹ The Model Content Frameworks, from grade 3 through grade 11, align with the PARCC Assessment System for those grades. A companion document with model content frameworks for grades K–2 will be written in 2012.

analyzing and presenting that evidence in writing.

- *Conducting and reporting on research:* This expands on “writing when analyzing sources” to require students to demonstrate their ability to gather resources, evaluate their relevance and report on information and ideas they have investigated (i.e., to conduct research to answer questions or to solve problems).
- *Speaking and listening:* This requires students to demonstrate a range of interactive oral communication and interpersonal skills, including (but not limited to) skills necessary for making formal presentations, working collaboratively, sharing findings and listening carefully to the ideas of others.
- *Language use for reading, writing and speaking:* This requires students to have a strong command of grammar, and spoken and written academic English.

The importance of these skills is reflected in the emphasis the Model Content Frameworks place on students needing regular opportunities to grapple with the close, analytic reading of grade-level complex texts and to construct increasingly sophisticated responses in writing. The Model Content Frameworks therefore provide a helpful guide in preparing students for the future PARCC assessments.

Structure of the Model Content Frameworks for ELA/Literacy

The Model Content Framework for each grade level (grades 3-11) is divided into four sections:

1. Narrative Summary of the ELA Standards,
2. The Model Content Framework Chart,
3. Key Terms and Concepts for the Model Content Framework Chart, and
4. Writing and Speaking and Listening Standards Progressions Charts.

As described below, the four sections capture the key emphases within the standards for reading, writing, speaking and listening, and language (including vocabulary). These emphases reflect the research basis for the standards found in [Appendix A](#) of the Common Core State Standards. ***These emphases will also be reflected on PARCC assessments.***

Section 1: Narrative Summary of the ELA Standards

The first section highlights the crucial and distinct insights from the ELA/Literacy standards for grades 3–5 and the ELA standards for grades 6–11. This succinct overview of the standards sets the stage for Section 2: The Model Content Framework Chart.

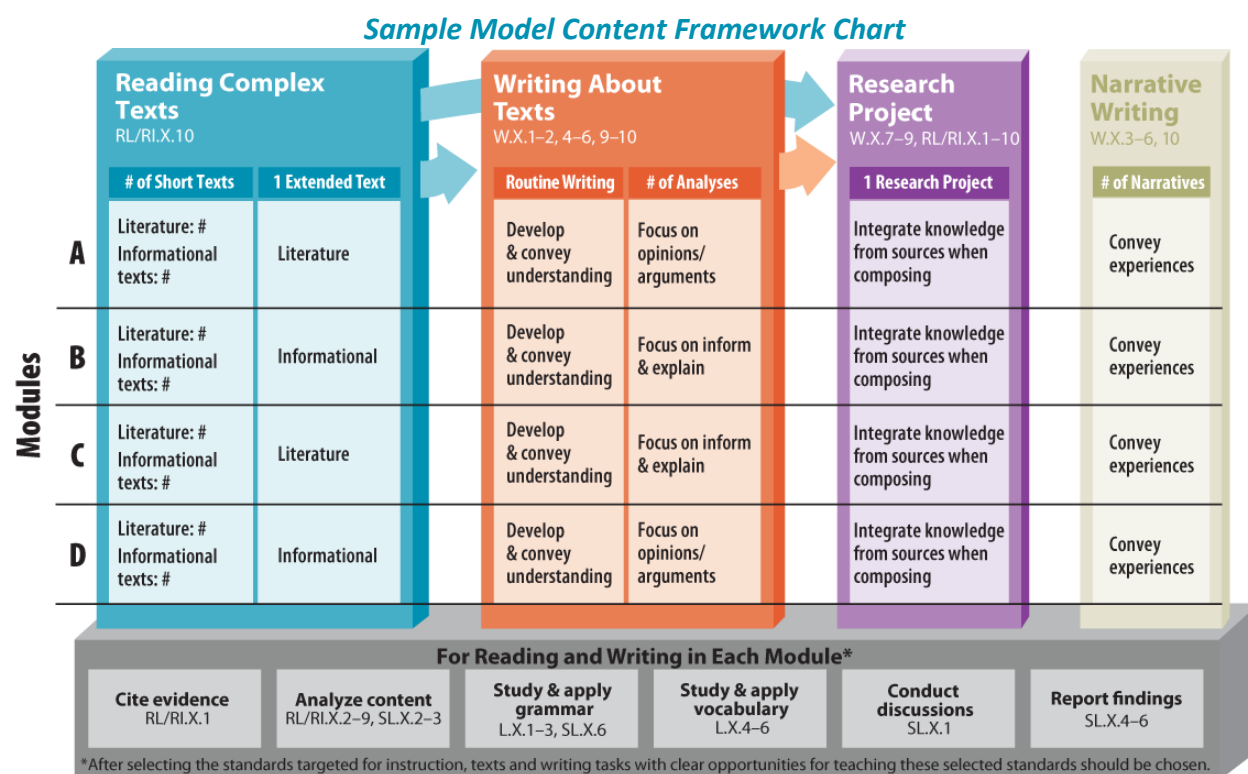
Section 2: The Model Content Framework Chart

The second section presents a visual overview of the standards in a particular grade level, noting crucial reading demands and writing emphases for instructional planning. The module chart (an example of which appears below) offers a model of how the standards for a particular grade level could be organized into four instructional modules to aid states and districts in developing instructional tools. As noted above, the Model Content Frameworks offer one way of organizing the standards—in this

instance into quarterly modules. Equally successful models could be based around semesters, trimesters or other school schedules.

The chart is meant to illustrate and provide context for the standards, **but not replace the standards themselves**.

The Model Content Framework Chart reflects the integrated nature of reading, writing and research (as indicated by the arrows illustrating the connections among them). Each module suggests both the number and types of texts that students read and analyze. Students then write about these texts either to express an opinion/make an argument or to inform/explain. In addition, research and narrative writing tasks appear in each module. As indicated by the bar that stretches across the chart, reading, writing and research rest on a fundamental skill set that includes citing evidence, analyzing content, using correct grammar, acquiring and applying vocabulary, conducting discussions and reporting findings.²



It is important to note that the Model Content Frameworks allow educators the flexibility to order the modules and the content within the modules in any way that suits their desired purposes. Because the knowledge and skills embedded across the four modules address all the standards for a given grade level, the order in which the four modules may be used is not critical. What changes from module to module is the focus and emphasis on the types of texts read and written about; what remains constant across all four modules is the cultivation of students' literacy skills in preparation for college and career

² In grades 3-5, the charts also reference the Foundational Skills in Reading.

readiness as well as the future PARCC assessments.³

Section 3: Key Terms and Concepts for the Model Content Framework Chart

This section explains the elements that appear within the Model Content Framework Chart. As noted above, these elements not only play a key role within the standards but also reflect critical emphases that will be addressed within the PARCC Assessment System.

Reading complex texts: The Model Content Frameworks highlight the importance of focusing on the close, sustained analysis of complex text.⁴ A significant body of research links the close reading of complex text—whether the student is a struggling reader or advanced—to significant gains in reading proficiency and finds close reading to be a key component of college and career readiness.⁵

Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining its meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and the key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole. Close, analytic reading entails the careful gathering of observations about a text and careful consideration about what those observations taken together add up to—from the smallest linguistic matters to larger issues of overall understanding and judgment.

Reading complex text also encompasses the productive comparison and synthesis of ideas. Readers use the meaning developed through the analysis of particular words, phrases, sentences and paragraphs to elaborate on the connections among ideas across multiple texts. Once each source is read and understood, students can give attention to integrating what they have recently read with readings they have previously encountered and knowledge they have previously acquired. By drawing on relevant prior knowledge, students can make comparisons between what they have just read to previous

³ It should be noted that while the modules above articulate a baseline of essential knowledge and skills derived from the standards, they do not intend to limit the types of texts educators may use.

⁴ Complex text is typified by a combination of longer sentences, a higher proportion of less-frequent words, and a greater number and variety of words with multiple meanings. In higher grade levels, complex text involves higher levels of abstraction, more subtle and multidimensional purposes, and a wider variety of writing styles—all of which place greater demands on working memory. Research is under way to develop clear, common definitions for measuring text complexity that can be consistent across different curricula and publishers. The immediate recommendation is for teachers to select texts that are within the appropriate band of complexity (like those listed in [Appendix B](#) of the standards), using currently available quantitative measures, and then make keener distinctions using a blend of qualitative measures (such as a text's levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands) to determine when to teach a given text. See [Appendix A](#) and especially the chart on pages 13 and 14 in the standards for a preliminary list of qualitative measures.

⁵ Ericsson, K. A., and W. Kintsch. 1993. "The Role of Deliberate Practice in the Acquisition of Expert Performance." *Psychological Review* 100(3):363–406; Plant, E. A., et al. 2005. "Why study time does not predict grade point average across college students: Implications of deliberate practice for academic performance." *Contemporary Educational Psychology* 30; Ericsson, K. A., and W. Kintsch. 1999. "The Role of Long Term Working Memory in Text Comprehension." *Psychologia*; Kintsch, W. 2009. "Learning and constructivism." *Constructivist Instruction: Success or failure?* eds. Tobias and Duffy. New York: Routledge; Hampton, S., and E. Kintsch. 2009. "Supporting Cumulative Knowledge Building Through Reading." In *Adolescent Literacy, Field Tested: Effective Solutions for Every Classroom*, eds. Parris, Fisher, and Headley. International Reading Association; Heller, R., and C. Greenleaf. 2007. *Literacy Instruction in the Content Areas: Getting to the Core of Middle and High School Improvement*. Washington, D.C.: Alliance for Excellent Education; The Education Trust. 2006. *Gaining Traction, Gaining Ground: How Some High Schools Accelerate Learning for Struggling Students*; ACT. 2006. *Reading Between the Lines*.

learning and assess how the text expands or challenges that knowledge. Comparison and synthesis of ideas across multiple texts allows students to thoroughly demonstrate reading comprehension as defined by the entirety of the reading standards. This type of reading is also essential when conducting research, where students build and present knowledge through integration, comparison and synthesis of ideas.

Each module in the Model Content Frameworks suggests that educators select a minimum number of grade-level-appropriate short texts of sufficient complexity for close, analytic reading as well as one extended text.⁶ While short texts might include a poem, short story or magazine article, extended texts would include novels or book-length informational texts, a magazine with a series of related articles or stories, or even a website with multiple related pages of grade-level complex text to navigate. Choosing short texts that complement the extended text will create coherence in a module.

In lower grades, texts should include content from across the disciplines. In upper grades, other content-area teachers are encouraged to consider how best to implement reading across the disciplines while retaining the appropriate mix of literary and informational texts appropriate to the grade level.⁷ To become career and college ready, students must have access to and grapple with works of exceptional content and craft that span many genres, cultures and eras both for the insights they offer and as models for students' own thinking and writing.⁸ Texts should be selected from among the best contemporary fiction and nonfiction and from a diverse range of authors and perspectives. These texts should also include classic works that have broad resonance and are alluded to and quoted often, such as foundational literary works, influential political documents, and seminal historical and scientific texts. These complex texts should allow students to draw ample evidence from them and present their analyses in writing and speaking. They should also vary in type (including new media texts), length and density, requiring students to slow down or read more quickly depending on their purpose for reading. Not only do students need to be able to read closely, but also they need to be able to read larger volumes of text when necessary for research or other purposes.

In addition, all students need access to a wide range of materials on a variety of topics and genres in order to develop their knowledge and joy of reading. Students' classrooms and school libraries need to provide this wide array of texts to ensure that students have opportunities to independently read texts of their own choosing during and outside of the school day. Independent reading should include texts at a student's independent reading level and texts with complexity levels that are challenging and motivating.

Writing about texts: The Model Content Frameworks reflect the emphasis found in the Writing Standards that students must develop the ability to write effectively and proficiently. While narrative writing is given prominence in early grades, as the grade level increases, the standards (and therefore the Model Content Frameworks) shift the focus to writing arguments or informational pieces which

⁶ Leveled texts that are below grade-band level in complexity are not a substitute; the standards indicate students should be reading grade-band-level, complex text. Flexibility is built in for educators to build progressions of more complex texts within grade-band levels (e.g., grades 4–5, 6–8, 9–12) that overlap to a limited degree with earlier bands, but reading text from the appropriate band level lies at the core of the Model Content Frameworks.

⁷ In elementary grades, there is a 50/50 balance of literature and non-fiction texts, whereas in high school, informational texts are to be more prominently featured.

⁸ An extensive list of grade-level-appropriate complex texts appears in Appendix B of the standards. Though it offers numerous examples, instructors and curriculum planners are encouraged to go beyond this list to select other grade-level complex texts.

analyze sources (including writing about research they have performed). Studies show that learning to present important information in an organized piece of writing helps students generate a deeper understanding of a text. Indeed, whether taking notes or answering questions about a text, or crafting a summary or an extended response regarding what they have read, students improve both their reading comprehension and their writing skills when writing in response to texts.⁹ Thus, each module includes routine writing in response to prompts designed to answer questions and even to brainstorm ideas—the type of writing critical for improving reading comprehension as well as for building writing skills. This writing can take the form of notes, summaries, learning logs, writing to learn tasks, or even a response to a short text selection or an open-ended question.¹⁰

In addition, each grade-level framework addresses more formal, structured analytic writing that either advances an argument or explains an idea. The Model Content Frameworks are organized with the expectation that students will respond to high-quality, text-dependent prompts about what they have read by framing a debate or informing the reader about what they have learned through writing. Rigorous, text-dependent questions require students to demonstrate that they can follow the details of what is explicitly stated and make valid claims and inferences that square with the evidence in the text. These responses can vary in length based on the questions asked and tasks performed, from answering brief questions to crafting multi-paragraph responses in upper grades.

Just as the standards suggest, this should include writing under time constraints as well as engaging in longer writing projects that last several days (including possibly requiring students to make revisions to strengthen a piece of writing over multiple drafts). As a result, this array of writing tasks will prepare students for critical college- and career-readiness skills: presenting credible evidence from texts, crafting coherent and well-developed prose, and writing clearly with sufficient command of academic English.

Research project: The Model Content Frameworks give special prominence to research tasks, reflecting the deep connection research has to building and integrating knowledge while developing expertise on various topics. Where possible, research should connect to texts selected for close readings, requiring students to closely read and compare and synthesize ideas across multiple texts. Through a progression of research tasks, students are called upon to present their findings in a variety of modes in informal and formal contexts appropriate to the grade level (e.g., through oral presentations, argumentative or explanatory compositions, or multimedia products).

Narrative writing: In addition to the analytic and explanatory writing expected of students, the standards also reflect the need for students to write narratives.¹¹ From the importance of organization to the nuance of word choice, shaping narratives that reflect real or imagined experiences or events reinforces what students are learning elsewhere. Narratives also provide an additional opportunity for students to reflect on and to emulate what they have read through imaginative writing. The close attention to detail required by students to craft an effective and coherent narrative calls upon a skill set similar to that being developed by other writing tasks. As students mature as writers, their skill with

⁹ Graham, S., and M. A. Hebert. 2010. *Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report*. Washington, D.C.: Alliance for Excellent Education.

¹⁰ In keeping with the standards, such responses should leverage technology, expanding on more traditional modes of written expression to include using digital sources to draft, revise and edit work as well as to conduct research, including evaluating websites for authenticity and credibility.

¹¹ In grade school, students write narratives 35 percent of the time; that amount is reduced gradually to 20 percent in high school.

narrative techniques also advances their analytic and explanatory prose. To tell an interesting story effectively or to provide an accurate account of an historical incident requires students to present vivid, relevant details to situate events in a time and place and also to craft a structure that lends a larger shape and significance to those details. As an easily-grasped and widely-used way to share information and ideas with others, narrative writing is a principal ingredient to writing forms directly relevant to college and career readiness.

For reading and writing in each module: Lastly, each module includes an explanation of the knowledge and skills that may be integrated with all standards, from citing evidence and analyzing content to applying grammar correctly. This section of the chart emphasizes the critical role of building content knowledge by learning and using new vocabulary, engaging in focused formal and informal discussions, and reporting findings in multiple formats. As demonstrated in the standards, each of these skills is an essential element when reading and writing about texts. (In addition for grades 3–5, students acquire and develop foundational reading skills throughout the academic year.)

Cite evidence and analyze content: The Reading and Writing Standards highlighted within the Model Content Frameworks stress that students learn to draw sufficient evidence from a range of different types of complex text from across the disciplines. For example, depending on the text, students may be asked to determine the main idea, the point of view and even the meaning of words and phrases as part of gathering and analyzing evidence.

Understand and apply grammar: The Model Content Frameworks reflect the standards’ expectation that students will gain a strong command of the grammar and usage of spoken and written academic English through extensive practice, which is needed to be college and career ready.¹² They call for students to be able to discern the difference between a formal and an informal speaking occasion and use appropriate diction and tone.

Understand and apply vocabulary: Encouraged in the Model Content Frameworks is a systematic approach to teaching academic vocabulary in context, giving students a sense of the connections and patterns in language and providing them with opportunities to acquire word meanings through reading and listening as well as through writing and speaking.¹³ By focusing on academic vocabulary, or Tier 2 words, students will build fluency, improve reading comprehension and be more prepared to access a wide range of complex texts.¹⁴ Students will learn to pay attention to the impact of specific word choices when reading and choose words deliberately to shape their own writing and speaking.

¹² Weaver, C., et al. May 2006. “Grammar intertwined throughout the writing process: An ‘inch wide and a mile deep.’” *English Teaching: Practice and Critique* 5(1):77–101.

¹³ Reflecting the latest research in vocabulary instruction, the standards divide words into three tiers: everyday words like “boat” and “red” (Tier 1), academic words like “principle” and “courage” (Tier 2), and domain-specific terminology like “photosynthesis” (Tier 3). While Tier 1 words are implicitly learned by students and Tier 3 words are terms specific to a discipline and typically defined within texts, Tier 2 words provide the critical word knowledge needed for understanding all types of texts. See Appendix A of the CCSS for a more extensive explanation of the research behind vocabulary acquisition.

¹⁴ National Institute of Child Health and Human Development. 2000. *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. NIH Publication No. 00-4769. Washington, D.C.: U.S. Government Printing Office.

Conduct discussions and report findings: Besides having intrinsic value as modes of communication, listening and speaking are necessary prerequisites of reading and writing well, and research shows that oral language competence is strongly predictive of the ease with which students learn to read and write.¹⁵ The Model Content Frameworks reinforce habits of mind that aid in the mastery of the printed word and directly target speaking and listening skills in a purposeful and systematic way. They direct students to learn how to participate effectively in real, substantive discussions around text-related topics and issues to provide them with opportunities to build confidence and extend knowledge regarding a text by connecting their ideas with those of others through reporting their findings.

Foundational reading skills: In addition to the knowledge and skills noted above, based on a substantial body of research, the Model Content Frameworks address the standards' expectation that students in grades 3–5 acquire and develop an understanding of phonics and word analysis skills and to build their fluency through independent reading and opportunities to analyze closely how the syntax and meaning of the text influence expression and phrasing.¹⁶

Section 4: Writing and Speaking and Listening Standards Progressions Charts

The fourth and final section includes two standards progression charts for each grade level: a Writing Standards Progression Chart and a Speaking and Listening Progression chart. The charts trace (in side-by-side fashion) the changes to the standards between the previous and current grade level. Each row of the chart is devoted to highlighting the shifts in a single standard. Below is a sample of an overview chart for Writing Standard 1 in grade 5:

| Grade 4, Standard 1 (W.4.1) | Grade 5, Standard 1 (W.5.1) |
|---|--|
| <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented. | <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are <u>logically</u> grouped to support the writer's purpose. b. Provide <u>logically ordered</u> reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, <u>and clauses</u> (e.g., <u>consequently</u>, <u>specifically</u>). d. Provide a concluding statement or section related to the opinion presented. |

¹⁵ Pence, K. L., and L. M. Justice. 2007. *Language development from theory to practice*. Upper Saddle River, N.J.: Prentice-Hall; Sticht, T. G., and J. H. James. 1984. "Listening and reading." In *Handbook of reading research*, eds. Pearson et al., 1:293–317. White Plains, N.Y.: Longman.

¹⁶ National Institute of Child Health and Human Development. 2000. *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. NIH Publication No. 00-4769. Washington, D.C.: U.S. Government Printing Office.

Literacy Standards for Other Disciplines and the Model Content Frameworks

Central to the vision for literacy embedded within the standards and the Model Content Frameworks is that instruction in reading, writing, speaking, listening and language is a *shared responsibility* within schools. All fields of study demand analysis of complex texts and strong oral and written communication skills using discipline-specific discourse. Since each discipline acquires, develops and shares knowledge in distinct ways, educators in each field must take ownership of building robust instruction around discipline-specific literacy skills to better prepare students for college and careers. Accordingly, educators in all disciplines bear some responsibility for ensuring the literacy of the students in their classes. The Model Content Frameworks provide all educators with foundational ideas for incorporating disciplinary literacy skills and practice into instructional programming.

The standards for grades 3–5 include expectations regarding reading, writing, speaking, listening and language that apply to a range of subjects, *including but not limited to English language arts*. Accordingly, in the Model Content Frameworks for grades 3–5, some texts will involve reading from across the disciplines. The standards for grades 6–12 include standards for ELA and separate but closely related literacy standards for history/social studies, science and technical subjects. This dual set of standards reflects the primary role ELA teachers have in developing students' literacy skills while at the same time acknowledging that teachers in other disciplines play a critical role in developing student literacy. History/social studies, science and technical subject teachers are encouraged to review the Model Content Frameworks collaboratively with ELA teachers to coordinate literacy instruction, especially in the key areas of reading and writing.

Using the Model Content Frameworks to Support All Students

It is critical that all students are able to demonstrate mastery of the skills and knowledge described in the standards. PARCC recognizes the importance of equity, access and fairness in its assessments and aligned materials. To help meet these goals, PARCC will work with its Accessibility, Accommodations, and Fairness Technical Working Group—a group of national experts—throughout the development process to ensure the learning experience of all students is aligned to the high expectations of the standards.

Conclusion

Guided by the above considerations, the Model Content Frameworks offered in this document present the standards in an integrated fashion that will be useful for curriculum developers and teachers alike, while also providing insight and guidance for the development of the future PARCC Assessment System. By systematically weaving together the standards into modules that progressively develop student understanding from grades 3–11, the Model Content Frameworks offer one way of envisioning how to emphasize the critical advances in the standards by focusing on essential knowledge and skills that students must develop for college and career readiness.

PARCC MODEL CONTENT FRAMEWORK FOR ELA/LITERACY FOR GRADE 3

Narrative Summary of ELA/Literacy Standards for Grade 3

The Common Core State Standards call for students in grade 3 to proficiently read grade-appropriate complex literature and informational text (RL/RI.3.10) such that they can ask and answer questions by referring explicitly to a text (RL/RI.3.1). Students delve deeply into texts to uncover both the central message and supporting details, identifying the logical connections between sentences and paragraphs in a text. They can compare and contrast two or more works with the same topic, author or character, describing the traits, motivations and feelings of characters or how ideas relate to one another. Additional [Standards for Reading Literature](#) (RL.3.2–9) and [Standards for Reading Informational Text](#) (RI.3.2–9) offer detailed expectations for student academic performance in preparation for college and careers.

Helping students understand what they read is a crucial element of grade 3. In grades K–2, children begin to master the decoding skills described in the [Standards for Reading: Foundational Skills](#). Third graders use these emerging skills to negotiate multisyllabic words, which in turn increases their fluency and confidence when reading new and unfamiliar material. Students emerge from grade 3 with an ever-expanding academic vocabulary that they use in their writing and speaking.

In support of the reading standards, students are taught to ask questions of a speaker or classmate to deepen understanding of the material in ways elaborated in the [Standards for Speaking and Listening](#). Students read aloud fluently and offer appropriate elaboration on the ideas of classmates, building on what has been said before.

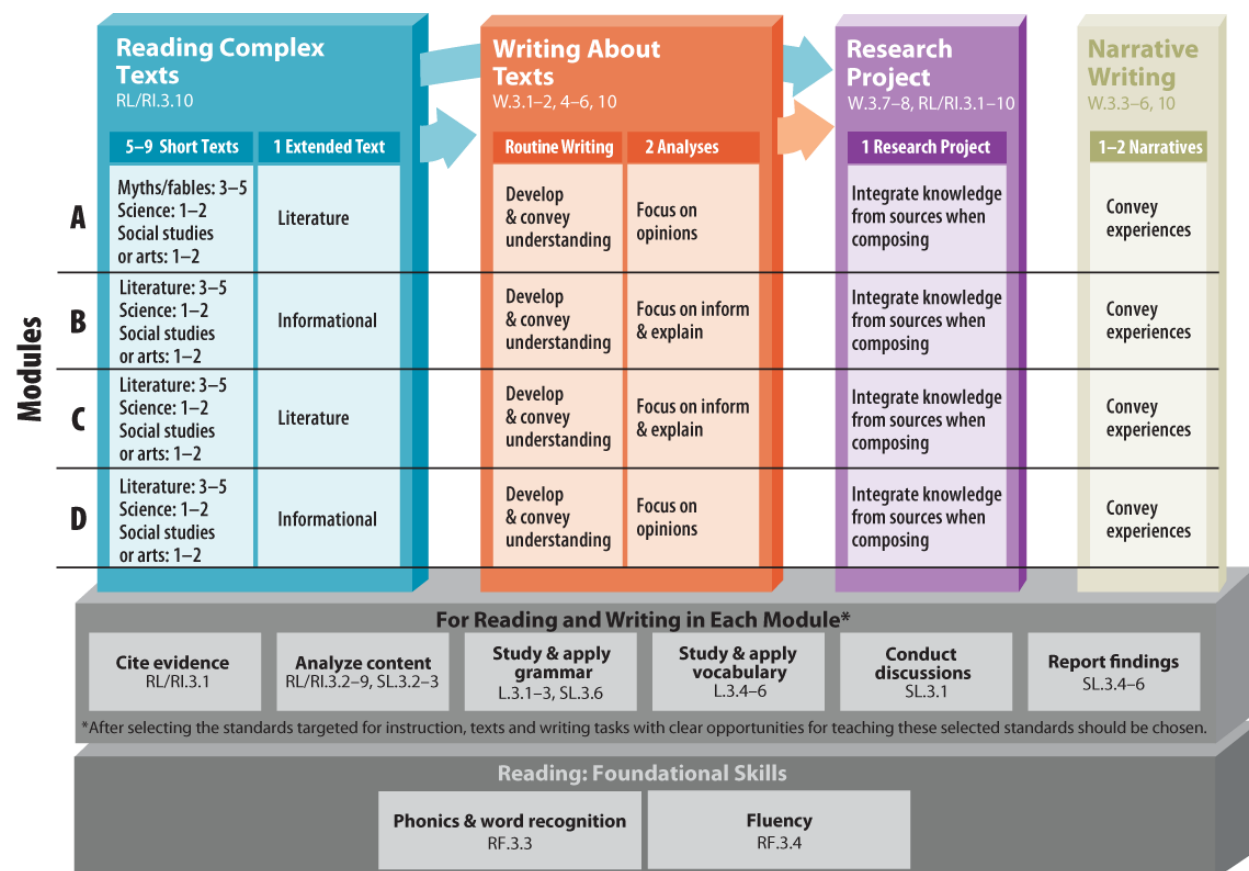
Two new [Writing Standards](#) (W.3.4 and W.3.10) are introduced in grade 3. They expect students to develop and organize writing in a manner appropriate to the task and purpose and to write routinely for a range of timeframes and contexts. Gaining expertise at writing narratives teaches students to describe accurately what happened and helps them recognize and select the most relevant information when reading. Students’ readings of history and science texts provide models of connecting and sequencing ideas when writing to inform/explain or to express an opinion. In all student writing, the use of specific facts and descriptive details is emphasized, as is correct spelling and punctuation.

There are two additional instructional priorities to address over the course of grade 3 regarding the foundational skills of reading:

1. Grade 3 is a pivotal year for students to build their word analysis skills so that they are reliably able to make sense of multisyllabic words in books (RF.3.3).
2. Reading fluency assessments administered at the start of the year (and throughout the year as necessary) should be used to determine a student’s fluency level. Students who have not yet achieved grade-level fluency and students learning English will need direct fluency instruction. Like their more proficient peers, they will need opportunities to build fluency through independent reading and opportunities to analyze closely how syntax and the meaning(s) of the text influence expression and phrasing (RF.3.4).

ELA/Literacy Model Content Framework Chart for Grade 3

Below is a chart that organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year.¹⁷ As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context for the standards (but not replace engaging with the standards themselves).



Key Terms & Concepts for Grade 3 ELA/Literacy Model Content Framework Chart

Reading Complex Texts:

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of **50 percent** informational text and **50 percent** literature that students are expected to read, including reading in ELA, science, social studies and the arts.

¹⁷ The CCSS K–5 section is written to reflect “the fact that most or all of the instruction students in these grades receive comes from one teacher” (Introduction to CCSS, p. 8). Therefore, most elementary grades are self-contained and thus include reading across the curriculum—hence the higher number of short texts in grades 3–5 than in grades 6–12.

Five to nine short texts from across the curriculum: Selections would include short texts from across the curriculum of sufficient complexity for close reading (with emphasis in one module on reading myths/fables) that would allow students to draw evidence from the texts and present their analyses in writing as well as through speaking.¹⁸ Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres, and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

- **Literature** includes adventure stories, folktales, legends, fables, fantasy, realistic fiction and drama, with a special emphasis on myth, as well as nursery rhymes, narrative poems, limericks and free verse (Common Core State Standards, p. 31).
- **Informational texts** include biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics written for a broad audience (Common Core State Standards, p. 31).

One extended text: This should be an extended, full-length work of literature (such as a novel, a play) or longer informational text, depending on the focus of the module. Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text, compare and synthesize ideas across other related texts, conduct text-focused discussions and produce written work aligned with the standards. (Such a study could take around two to three weeks of concentrated focus on a single text.)

Writing about Texts:

The balance of student writing should be **65 percent analytical** (30 percent opinions and 35 percent to explain/inform) and **35 percent narrative** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.¹⁹

Routine writing: Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure and content, and to develop needed proficiencies in analysis.

At least two analyses per module: All analytic writing should put a premium on using evidence (RL/RI.3.1), as well as on crafting works that display some logical integration and coherence (W.3.4, W.3.5 and L.3.1–3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting longer responses, allowing teachers to assess

¹⁸ The recommended number of texts in each module closely corresponds to the recommended percentage of different kinds of texts (literary versus informational) in the CCSS.

¹⁹ To help curriculum developers and teachers plan, a Writing Standards Progression chart is found at the end of this grade-level Model Content Framework. The chart traces (in side-by-side fashion) the changes to the Writing Standards between the previous and current grade.

a student’s ability to paraphrase, infer and ultimately integrate the ideas they have gleaned from what they have read. Over the course of the year, analytic writing should include comparative analysis and compositions that incorporate research.

Research Project:

Each module includes the opportunity for students to compose one extended project that uses research to address a significant topic, problem or issue. This task should entail integrating knowledge about a topic drawn from one or more texts from the module, taking brief notes on sources and sorting evidence into provided categories. Students can present their findings in a variety of modes in both informal and more formal contexts.²⁰

Narrative Writing:

Students are expected to write one or two narratives per module that reflect real or imagined experiences or events. Narrative writing offers students opportunities to express personal ideas and experiences, author literature and deepen understandings of literary concepts, structures and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing.

For Reading and Writing in Each Module:

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards.

Cite evidence: The goal of close analytic reading is to be able to discern and cite evidence from the text to support assertions. In grade 3, students should refer explicitly to the text as the basis for answers (RL/RI.3.1).

Analyze content: The content of each text should determine which standards (RL/RI.3.2–9 and SL.3.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write and speak, guided by L.3.1–3.

Study and apply vocabulary: To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text (L.3.4–6).²¹ Students require multiple exposures to targeted vocabulary words in authentic contexts in order to retain an understanding of their meaning(s) and use the words effectively when writing and speaking.

Conduct discussions: Students should engage in a range of collaborative discussions (one-on-one, small group, teacher-led), enabling them to ask questions to check their understanding and stay on topic while explaining their own understandings in light of the discussion (SL.3.1).

Report findings: Students should tell a story, recount an experience or report on a topic or text with

²⁰ Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

²¹ For a definition of Tier 2 words, see the Introduction to the Model Content Frameworks and Appendix A, pages 33–35.

appropriate facts and descriptive details, speaking clearly at an appropriate pace (SL.3.4–6).

For Reading Foundation Skills in Each Module:

In each module, students are expected to recognize words and read with fluency through the lenses of the following skills rooted in the standards.

Decode words: Students should apply their knowledge of phonics and word analysis to be able to recognize the words they encounter when reading texts (RF.3.3).

Read fluently: Students should be able to read with accuracy and fluency to be able to comprehend texts sufficiently (RF.3.4).

Writing Standards Progression from Grade 2 to Grade 3

In grade 3, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, with guidance and support from adults, they use technology to produce and publish writing. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.3.1–3).

Specific changes in the Writing Standards from grade 2 to grade 3 are highlighted in the chart below:

| Grade 2, Standard 1 (W.2.1) | Grade 3, Standard 1 (W.3.1) |
|---|---|
| Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section. | Write opinion pieces on topics or texts, <u>supporting a point of view with reasons</u> . <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and <u>create an organizational structure that lists reasons</u>. Provide reasons that support the opinion. Use linking words <u>and phrases</u> (e.g., <i>because</i>, <i>therefore</i>, <i>since</i>, <i>for example</i>) to connect opinion and reasons. Provide a concluding statement or section. |
| Grade 2, Standard 2 (W.2.2) | Grade 3, Standard 2 (W.3.2) |
| Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | Write informative/explanatory texts <u>to examine a topic and convey ideas and information clearly</u> . <ol style="list-style-type: none"> Introduce a topic and <u>group related information together</u>; <u>include illustrations when useful to aiding comprehension</u>. <u>Develop the topic with</u> facts, definitions, and <u>details</u>. <u>Use linking words and phrases</u> (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas |

| | |
|--|--|
| | <u>within categories of information.</u> d. Provide a concluding statement or section. |
| Grade 2, Standard 3 (W.2.3) | Grade 3, Standard 3 (W.3.3) |
| Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | Write narratives <u>to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u> a. <u>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</u> b. <u>Use dialogue and descriptions</u> of actions, thoughts, and feelings <u>to develop experiences and events or show the response of characters to situations.</u> c. Use temporal words <u>and phrases</u> to signal event order. d. Provide a sense of closure. |
| Grade 2, Standard 4 | Grade 3, Standard 4 (W.3.4) |
| (Begins in grade 3) | <u>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</u> (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| Grade 2, Standard 5 (W.2.5) | Grade 3, Standard 5 (W.3.5) |
| With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | With guidance and support from peers and adults, <u>develop and</u> strengthen writing as needed by <u>planning</u> , revising, and editing. <u>(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</u> |
| Grade 2, Standard 6 (W.2.6) | Grade 3, Standard 6 (W.3.6) |
| With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | With guidance and support from adults, use <u>technology</u> to produce and publish writing <u>(using keyboarding skills)</u> as well as <u>to interact and</u> collaborate with others. |
| Grade 2, Standard 7 (W.2.7) | Grade 3, Standard 7 (W.3.7) |
| Participate in shared research and writing projects (e.g., read a number of books on a single topic to | <u>Conduct short</u> research projects <u>that build</u> |

| | |
|---|--|
| produce a report; record science observations). | <u>knowledge about a topic.</u> |
| Grade 2, Standard 8 (W.2.8) | Grade 3, Standard 8 (W.3.8) |
| Recall information from experiences or gather information from provided sources to answer a question. | Recall information from experiences or gather information from <u>print and digital sources</u> ; <u>take brief notes on sources and sort evidence into provided categories.</u> |
| Grade 2, Standard 9 | Grade 3, Standard 9 |
| (Begins in grade 4) | (Begins in grade 4) |
| Grade 2, Standard 10 | Grade 3, Standard 10 (W.3.10) |
| (Begins in grade 3) | <u>Write routinely 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.</u> |

Speaking and Listening Standards Progression from Grade 2 to Grade 3

In grade 3, students speak with growing maturity to convey ideas and information clearly. They are simultaneously developing listening skills that allow them to participate effectively and contribute to groups.

Specific changes in the Speaking and Listening Standards from grade 2 to grade 3 are highlighted in the chart below:

| | |
|---|---|
| Grade 2, Standard 1 (SL.2.1) | Grade 3, Standard 1 (SL.3.1) |
| Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. | <u>Engage effectively in a range of</u> collaborative discussions (one-on-one, in groups, and teacher-led) with <u>diverse partners</u> on <u>grade 3 topics and texts</u> , <u>building on others' ideas and expressing their own clearly.</u> <ul style="list-style-type: none"> a. <u>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</u> b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under |

| | |
|---|---|
| | <p>discussion).</p> <p>c. <u>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</u></p> <p>d. <u>Explain their own ideas and understanding in light of the</u> discussion.</p> |
| Grade 2, Standard 2 (SL.2.2) | Grade 3, Standard 2 (SL.3.2) |
| Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | <u>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and</u> orally. |
| Grade 2, Standard 3 (SL.2.3) | Grade 3, Standard 3 (SL.3.3) |
| Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | Ask and answer questions about <u>information from a speaker, offering appropriate elaboration and detail.</u> |
| Grade 2, Standard 4 (SL.2.4) | Grade 3, Standard 4 (SL.3.4) |
| Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | <u>Report on a topic or text, tell a story,</u> or recount an experience with appropriate facts and relevant, descriptive details, speaking <u>clearly at an understandable pace.</u> |
| Grade 2, Standard 5 (SL.2.5) | Grade 3, Standard 5 (SL.3.5) |
| Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. | Create <u>engaging</u> audio recordings of stories or poems <u>that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</u> |
| Grade 2, Standard 6 (SL.2.6) | Grade 3, Standard 6 (SL.3.6) |
| Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.) | <u>Speak in</u> complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See <u>grade 3</u> Language standards 1 and 3 on page 26 for specific expectations.) |

PARCC MODEL CONTENT FRAMEWORK FOR ELA/LITERACY FOR GRADE 4

Narrative Summary of ELA/Literacy Standards for Grade 4

The Common Core State Standards call for students in grade 4 to continue to build their stamina and skill to proficiently read challenging, grade-appropriate complex literature and informational text (RL/RI.4.10) such that they can draw on or infer specific details and examples from the text (RL/RI.4.1). Students perform specific tasks targeted in the standards, from describing how focusing on different details affects a text to summarizing both the main and supporting ideas, explaining what happened and why, and recognizing allusions to significant characters found in mythology. They are expected to offer reasons and evidence to support particular points being made in a single text and integrate information from two texts on the same topic or theme (including traditional literature from different cultures). Additional [Standards for Reading Literature](#) (RL.4.2–9) and [Standards for Reading Informational Text](#) (RI.4.2–9) offer detailed expectations for student academic performance in preparation for college and careers.

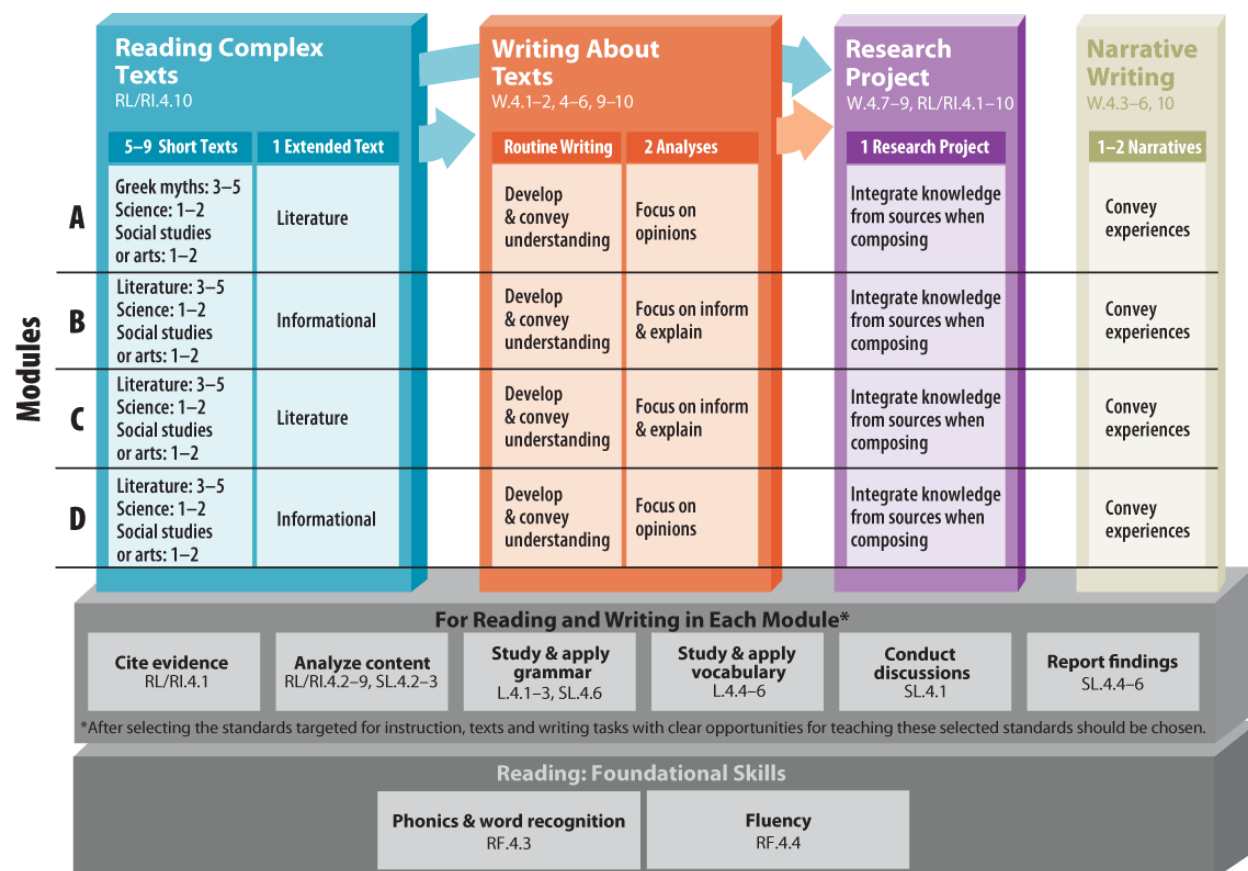
When participating in class, students should both paraphrase accurately and respond effectively with information during discussions in ways elaborated in the [Standards for Speaking and Listening](#). Reading complex texts that range across literature, history, the arts and the sciences will also build the vocabulary skills of students as well as improve their fluency and confidence, leading to success in later grades.

One new [Writing Standard](#) that begins in grade 4 supports the close connection between reading and writing (W.4.9). It requires students to draw evidence from literary and informational texts to support analysis, reflection and research. Students should be able to produce a variety of written texts, including opinion pieces, explanations, narratives and short research projects—each of which presents evidence in an organized fashion to clarify the topic under discussion for the intended audience.

The [Standards for Reading: Foundational Skills](#) specifies that in addition to the continued development of word analysis skills (RF.4.3), reading fluency assessments administered at the start of the year (and throughout the year as necessary) should be used to determine a student’s fluency level. Students not yet fluent and students learning English will need direct fluency instruction. Like their more proficient peers, they will need opportunities to build fluency through independent reading and opportunities to analyze closely how syntax and the meaning(s) of the text influence expression and phrasing (RF.4.4).

ELA/Literacy Model Content Framework Chart for Grade 4

Below is a chart that organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year.²² As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context for the standards (but not replace engaging with the standards themselves).



Key Terms & Concepts for Grade 4 ELA/Literacy Model Content Framework Chart

Reading Complex Texts:

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of **50 percent** informational text and **50 percent** literature that students are expected to read, including reading in ELA, science, social studies and the arts.

²² The CCSS K–5 section is written to reflect “the fact that most or all of the instruction students in these grades receive comes from one teacher” (Introduction to CCSS, p. 8). Therefore, most elementary grades are self-contained and thus include reading across the curriculum—hence the higher number of short texts in grades 3–5 than in grades 6–12.

Five to nine short texts from across the curriculum: Selections would include short texts of sufficient complexity for close reading (with emphasis in one module on reading Greek myths) that would allow students to draw ample evidence from the texts and present their analyses in writing as well as through speaking.²³ Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

- **Literature** includes adventure stories, folktales, legends, fables, fantasy, realistic fiction and drama, with a special emphasis on myth, as well as nursery rhymes, narrative poems, limericks and free verse (Common Core State Standards, p. 31).
- **Informational texts** include biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics written for a broad audience (Common Core State Standards, p. 31).

One extended text: This should be an extended, full-length work of literature (such as a novel, a play) or longer informational text, depending on the focus of the module. Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text, compare and synthesize ideas from across other related texts, conduct text-focused discussions and produce written work aligned with the standards. (Such a study could take around two to three weeks of concentrated focus on a single text.)

Writing about Texts:

The balance of student writing should be **65 percent analytical** (30 percent opinions and 35 percent to explain/inform) and **35 percent narrative** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.²⁴

Routine writing: Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure and content, and to develop needed proficiencies in analysis.

At least three to four analyses per module: All analytic writing should put a premium on using evidence (RL/RI.4.1 and W.4.9), as well as on crafting works that display a degree of logical integration and coherence (W.4.4, W.4.5 and L.4.1–3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multi-paragraph

²³ The recommended number of texts in each module closely corresponds to the recommended percentage of different kinds of texts (literary versus informational) in the CCSS.

²⁴ To help curriculum developers and teachers plan, a Writing Standards Progression chart is found at the end of this grade-level Model Content Framework. The chart traces (in side-by-side fashion) the changes to the Writing Standards between the previous and current grade.

responses, allowing teachers to assess a student’s ability to paraphrase, infer and ultimately integrate the ideas they have gleaned from what they have read. Over the course of the year, analytic writing should include comparative analysis and compositions that incorporate research.

Research Project:

Each module includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem or issue. This entails gathering and integrating relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module, taking notes and categorizing information as well as providing a list of sources. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.)²⁵

Narrative Writing:

Students are expected to write two to three narratives per module that reflect real or imagined experiences or events. Narrative writing offers students opportunities to express personal ideas and experiences, author literature and deepen understandings of literary concepts, structures and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing.

For Reading and Writing in Each Module:

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards.

Cite evidence: The goal of close analytic reading is for students to be able to discern and cite evidence from the text to support their assertions. In grade 4, students should refer to details and examples from the text when explaining what the text says explicitly and when drawing inferences from the text (RL/RI.4.1).

Analyze content: The content of each text should determine which standards (RL/RI.4.2–9 and SL.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write and speak, guided by L.4.1–3.

Study and apply vocabulary: To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text (L.4.4–6).²⁶ Students require multiple exposures to targeted vocabulary words in authentic contexts in order to retain an understanding of their meaning(s) and use the words effectively when writing and speaking.

Conduct discussions: Students should engage in a range of collaborative discussions (one-on-one,

²⁵ Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

²⁶ For a definition of Tier 2 words, see the Introduction to the Model Content Frameworks and Appendix A, pages 33–35.

small group, teacher-led) enabling them to build effectively on one another's ideas while clearly explaining their own (SL.4.1).

Report findings: Students should orally tell a story, recount an experience, or report on a topic or text in an organized manner using appropriate facts and relevant, descriptive details to support main ideas or themes while speaking clearly at an appropriate pace (SL.4.4–6).

For Reading Foundation Skills in Each Module:

In each module, students are expected to recognize words and read with fluency through the lenses of the following skills rooted in the standards.

Decode words: Students should apply their knowledge of phonics and word analysis to be able to recognize the words they encounter when reading texts (RF.4.3).

Read fluently: Students should be able to read with accuracy and fluency to be able to comprehend texts sufficiently (RF.4.4).

Writing Standards Progression from Grade 3 to Grade 4

In grade 4, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, students are expected to demonstrate sufficient keyboarding skills to type a minimum of one page in a single sitting. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.4.1–3).

Specific changes in the Writing Standards from grade 3 to grade 4 are highlighted in the chart below:

| Grade 3, Standard 1 (W.3.1) | Grade 4, Standard 1 (W.4.1) |
|---|---|
| Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. d. Provide a concluding statement or section. | Write opinion pieces on topics or texts, supporting a point of view with reasons <u>and information</u> . <ul style="list-style-type: none"> a. Introduce a topic or text <u>clearly</u>, state an opinion, and create an organizational structure <u>in which related ideas are grouped to support the writer's purpose</u>. b. Provide reasons that are <u>supported by facts and details</u>. c. Link opinion and reasons using words and phrases (e.g., <u>for instance, in order to, in addition</u>). d. Provide a concluding statement or section <u>related to the opinion presented</u>. |
| Grade 3, Standard 2 (W.3.2) | Grade 4, Standard 2 (W.4.2) |
| Write informative/explanatory texts to examine a | Write informative/explanatory texts to examine a |

| | |
|---|--|
| <p>topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information. d. Provide a concluding statement or section. | <p>topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic <u>clearly</u> and group related information <u>in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia</u> when useful to aiding comprehension. b. Develop the topic with facts, definitions, <u>concrete</u> details, <u>quotations, or other information and examples related to the topic.</u> c. Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <u>for example</u>, <i>also</i>, <u>because</u>). d. <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u> e. Provide a concluding statement or section <u>related to the information or explanation presented.</u> |
| Grade 3, Standard 3 (W.3.3) | Grade 4, Standard 3 (W.4.3) |
| <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. | <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. <u>Orient the reader by</u> establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use <u>a variety of transitional</u> words and phrases <u>to manage the sequence of events.</u> d. <u>Use concrete words and phrases and sensory details to convey experiences and events precisely.</u> e. Provide <u>a conclusion that follows from the narrated experiences or events.</u> |
| Grade 3, Standard 4 (W.3.4) | Grade 4, Standard 4 (W.4.4) |
| <p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-</p> | <p>Produce <u>clear and coherent</u> writing in which the development and organization are appropriate to task, purpose, <u>and audience.</u> (Grade-specific</p> |

| | |
|--|---|
| specific expectations for writing types are defined in standards 1–3 above.) | expectations for writing types are defined in standards 1–3 above.) |
| Grade 3, Standard 5 (W.3.5) | Grade 4, Standard 5 (W.4.5) |
| With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.) | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 <u>up to and including grade 4</u> on pages 28 and 29.) |
| Grade 3, Standard 6 (W.3.6) | Grade 4, Standard 6 (W.4.6) |
| With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | With some guidance and support from adults, use technology, <u>including the Internet</u> , to produce and publish writing as well as to interact and collaborate with others; <u>demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</u> |
| Grade 3, Standard 7 (W.3.7) | Grade 4, Standard 7 (W.4.7) |
| Conduct short research projects that build knowledge about a topic. | Conduct short research projects that build knowledge <u>through investigation of different aspects of a topic.</u> |
| Grade 3, Standard 8 (W.3.8) | Grade 4, Standard 8 (W.4.8) |
| Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and <u>categorize information</u> , and <u>provide a list of sources.</u> |
| Grade 3, Standard 9 | Grade 4, Standard 9 (W.4.9) |
| (Begins in grade 4) | <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u> <ol style="list-style-type: none"> <u>Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</u> <u>Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support</u> |

| | |
|---|---|
| | <u>particular points in a text").</u> |
| Grade 3, Standard 10 (W.3.10) | Grade 4, Standard 10 (W.4.10) |
| Write routinely 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. | Write routinely 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. |

Speaking and Listening Standards Progression from Grade 3 to Grade 4

In grade 4, students speak (both in informal discussions and more formal presentations) with growing maturity to convey ideas and information both clearly and persuasively. Students are simultaneously developing listening skills that allow them to participate effectively and contribute to groups.

Specific changes in the Speaking and Listening Standards from grade 3 to grade 4 are highlighted in the chart below:

| | |
|--|---|
| Grade 3, Standard 1 (SL.3.1) | Grade 4, Standard 1 (SL.4.1) |
| Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <u>grade 4 topics and texts</u> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions <u>and carry out assigned roles.</u> c. <u>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion</u> and link to the remarks of others. d. <u>Review the key ideas expressed</u> and explain their own ideas and understanding in light of the discussion. |
| Grade 3, Standard 2 (SL.3.2) | Grade 4, Standard 2 (SL.4.2) |

| | |
|--|--|
| Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | <u>Paraphrase portions</u> of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| Grade 3, Standard 3 (SL.3.3) | Grade 4, Standard 3 (SL.4.3) |
| Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | <u>Identify the reasons and evidence a speaker provides to support particular points.</u> |
| Grade 3, Standard 4 (SL.3.4) | Grade 4, Standard 4 (SL.4.4) |
| Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | Report on a topic or text, tell a story, or recount an experience <u>in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes</u> ; speak clearly at an understandable pace. |
| Grade 3, Standard 5 (SL.3.5) | Grade 4, Standard 5 (SL.4.5) |
| Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | Add audio recordings <u>and visual displays to presentations</u> when appropriate to enhance <u>the development of main ideas or themes</u> . |
| Grade 3, Standard 6 (SL.3.6) | Grade 3, Standard 6 (SL.3.6) |
| Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.) | <u>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</u> (See grade 4 Language standards 1 and 3 on page 28 for specific expectations.) |

PARCC MODEL CONTENT FRAMEWORK FOR ELA/LITERACY FOR GRADE 5

Narrative Summary of ELA/Literacy Standards for Grade 5

Guided by the Common Core State Standards, students in grade 5 will read widely and deeply from a range of high-quality, increasingly challenging literature and informational text from diverse cultures and different time periods (RL/RI.5.10) such that they will be able to quote accurately and explicitly to support inferences (RL/RI.5.1). Students delve deeply into texts and build their knowledge base about different subjects through identifying and assessing evidence as well as accurately paraphrasing reading materials by citing key details. They can explain how elements of a story or text interact and describe how different points of view influence the description of events. Students also learn how to trace the development of a topic in texts of the same genre and integrate the information they glean. Additional [Standards for Reading Literature](#) (RL.5.2–9) and [Standards for Reading Informational Text](#) (RI.5.2–9) offer detailed expectations for student academic performance in preparation for college and careers.

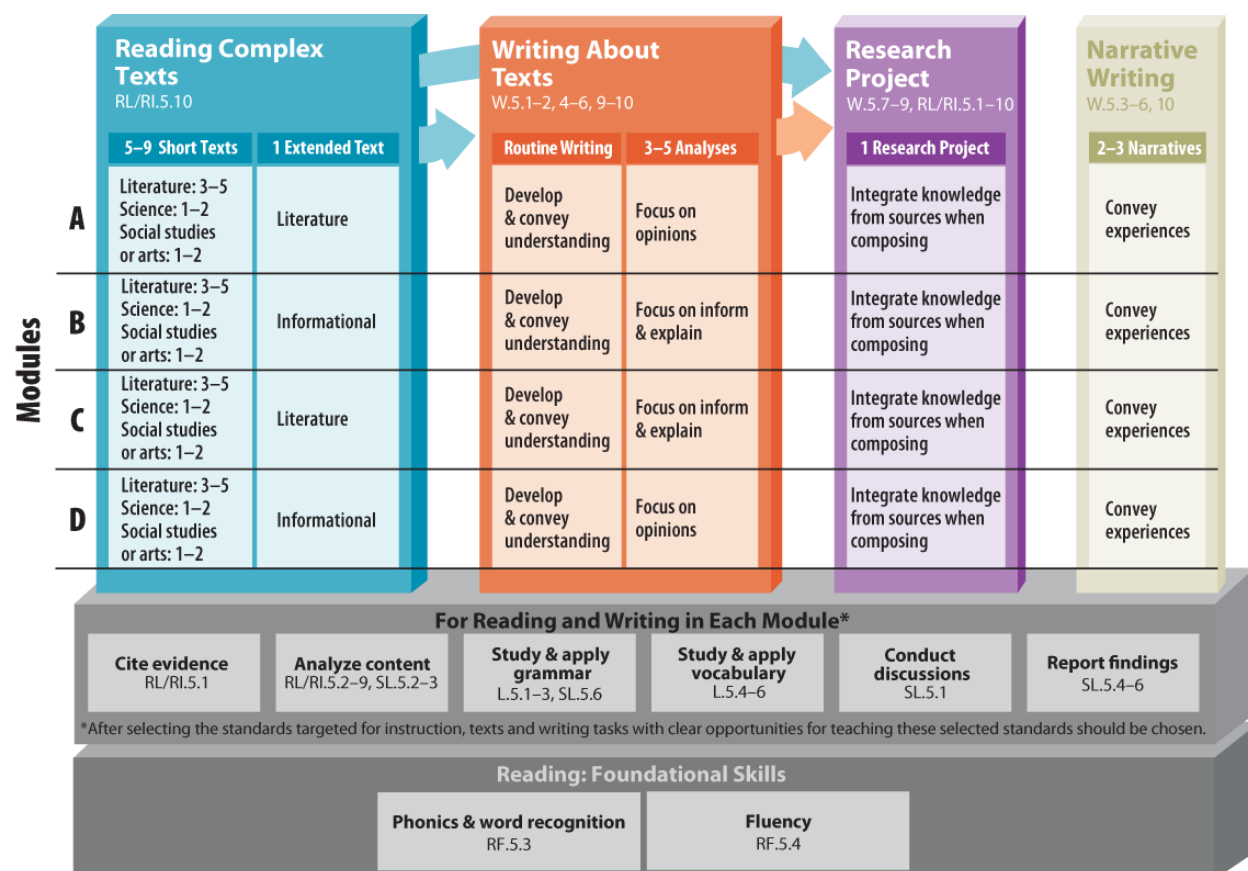
In discussions, not only will students be able to contribute accurate and relevant information and comment on the remarks of others (as specified by the [Standards in Speaking and Listening](#)), but also they will be able to synthesize what they read from multiple sources. Gaining practice at acquiring and employing precise words is a critical element of their development this year.

Throughout grade 5, students conduct research and write multi-paragraph stories and essays, working on employing detailed descriptions, providing ample evidence and grouping related information as specified by the [Writing Standards](#). Students will respond critically to both literary and informational sources over the course of the year, writing both short- and long-form pieces while honing their appreciation for the nuances of grammar, usage and punctuation. Revision and editing will play a bigger role in their writing as well.

The [Standards for Reading: Foundational Skills](#) specifies that in addition to continuing to build their word analysis skills (RF.5.3), the reading fluency of students should be assessed at the start of the year to determine their fluency level and rechecked during the course of the year. Students not yet fluent and students learning English will need direct fluency instruction. Like their more proficient peers, they will need opportunities to build fluency through independent reading and opportunities to analyze closely how syntax and the meaning(s) of the text influence expression and phrasing (RF.5.4).

ELA/Literacy Model Content Framework Chart for Grade 5

Below is a chart that organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year.²⁷ As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context for the standards (but not replace engaging with the standards themselves).



Key Terms & Concepts for Grade 5 ELA/Literacy Model Content Framework Chart

Reading Complex Texts:

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of **50 percent** informational text and **50 percent** literature that students are expected to read, including reading in ELA, science, social studies and the arts.

Five to nine short texts from across the curriculum: Selections would include short texts of sufficient

²⁷ The CCSS K-5 section is written to reflect “the fact that most or all of the instruction students in these grades receive comes from one teacher” (Introduction to CCSS, p. 8). Therefore, most elementary grades are self-contained and thus include reading across the curriculum—hence the higher number of short texts in grades 3-5 than in grades 6-12.

complexity for close reading that would allow students to draw ample evidence from the texts and present their analyses in writing as well as through speaking.²⁸ Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

- **Literature** includes adventure stories, folktales, legends, fables, fantasy, realistic fiction, myth and drama, as well as nursery rhymes, narrative poems, limericks and free verse (Common Core State Standards, p. 31).
- **Informational texts** include biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics written for a broad audience (Common Core State Standards, p. 31).

One extended text: This should be an extended, full-length work of literature (such as a novel, a play) or longer informational text, depending on the focus of the module. Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text, compare and synthesize ideas across other related texts, conduct text-focused discussions and produce written work aligned with the standards. (Such a study could take around two to three weeks of concentrated focus on a single text.)

Writing about Texts:

The balance of student writing should be **65 percent analytical** (30 percent opinion and 35 percent to explain/inform) and **35 percent narrative** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.²⁹

Routine writing: Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure and content, and to develop needed proficiencies in analysis.

At least three to five analyses per module: All analytic writing should put a premium on using evidence (RL/RI.5.1 and W.5.9) as well as on crafting works that display a degree of logical integration and coherence (W.5.4, W.5.5 and L.5.1–3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multi-paragraph

²⁸ The recommended number of texts in each module closely corresponds to the recommended percentage of different kinds of texts (literary versus informational) in the CCSS.

²⁹ To help curriculum developers and teachers plan, a Writing Standards Progression chart is found at the end of this grade-level Model Content Framework. The chart traces (in side-by-side fashion) the changes to the Writing Standards between the previous and current grade.

responses, allowing teachers to assess a student’s ability to paraphrase, infer and integrate the ideas they have gleaned from what they have read. Over the course of the year, analytic writing should include comparative analysis and compositions that incorporate research.

Research Project:

Each module includes the opportunity for students to compose one extended project that uses research to address a significant topic, problem or issue. This entails gathering and integrating relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module. Students are expected at this stage to have performed research that includes listing sources and summarizing or paraphrasing findings. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.)³⁰

Narrative Writing:

Students are expected to write two to three narratives per module that reflect real or imagined experiences or events. Narrative writing offers students opportunities to express personal ideas and experiences, author literature and deepen understanding of literary concepts, structures and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing.

For Reading and Writing in Each Module:

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards.

Cite evidence: The goal of close analytic reading is for students to be able to discern and cite evidence from the text to support their assertions. In grade 5, students should quote accurately from a text when both explicitly explaining the text and making inferences (RL/RI.5.1).

Analyze content: The content of each text should determine which standards (RL/RI.5.2–9 and SL.5.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write and speak, guided by L.5.1–3.

Study and apply vocabulary: To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text (L.5.4–6).³¹ Students require multiple exposures to targeted vocabulary words in authentic contexts in order to retain an understanding of their meaning(s) and use the words effectively when writing and speaking.

Conduct discussions: Students should engage in a range of collaborative discussions (one-on-one, small group, teacher-led) enabling them to elaborate on the points of others while clearly explaining

³⁰ Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

³¹ For a definition of Tier 2 words, see the Introduction to the Model Content Frameworks and Appendix A, pages 33–35.

their own. They should review key ideas expressed and draw conclusions based on the information gained from the discussions (SL.5.1).

Report findings: Students should report on a topic or a text, sequencing ideas logically with appropriate facts and details and an eye toward the needs of the audience by speaking clearly at an appropriate pace (SL.5.4–6).

For Reading Foundation Skills in Each Module:

In each module, students are expected to recognize words and read with fluency through the lenses of the following skills rooted in the standards.

Decode words: Students should apply their knowledge of phonics and word analysis to be able to recognize the words they encounter when reading texts (RF.5.3).

Read fluently: Students should be able to read with accuracy and fluency to be able to comprehend texts sufficiently (RF.5.4).

Writing Standards Progression from Grade 4 to Grade 5

In grade 5, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, students are expected to demonstrate sufficient keyboarding skills to type a minimum of two pages in a single sitting. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.5.1–3). Specific changes in the Writing Standards from grade 4 to grade 5 are highlighted in the chart below:

| Grade 4, Standard 1 (W.4.1) | Grade 5, Standard 1 (W.5.1) |
|---|---|
| <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented. | <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are <u>logically</u> grouped to support the writer's purpose. b. Provide <u>logically ordered</u> reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, <u>and clauses</u> (e.g., <u>consequently, specifically</u>). d. Provide a concluding statement or section related to the opinion presented. |
| Grade 4, Standard 2 (W.4.2) | Grade 5, Standard 2 (W.5.2) |
| <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> | <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> |

| | |
|--|---|
| <ul style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. | <ul style="list-style-type: none"> a. Introduce a topic clearly, <u>provide a general observation and focus</u>, and group related information <u>logically</u>; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within <u>and across</u> categories of information using words, phrases, <u>and clauses</u> (e.g., <u>in contrast, especially</u>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. |
| Grade 4, Standard 3 (W.4.3) | Grade 5, Standard 3 (W.5.3) |
| <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. | <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use <u>narrative techniques</u>, such as dialogue, description, <u>and pacing</u>, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, <u>and clauses</u> to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. |
| Grade 4, Standard 4 (W.4.4) | Grade 5, Standard 4 (W.5.4) |
| Produce clear and coherent writing in which the development and organization are appropriate to | Produce clear and coherent writing in which the development and organization are appropriate to |

| | |
|--|--|
| task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| Grade 4, Standard 5 (W.4.5) | Grade 5, Standard 5 (W.5.5) |
| With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.) | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, <u>or trying a new approach</u> . (Editing for conventions should demonstrate command of Language standards 1–3 <u>up to and including grade 5</u> on pages 28 and 29.) |
| Grade 4, Standard 6 (W.4.6) | Grade 5, Standard 6 (W.5.6) |
| With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of <u>two pages</u> in a single sitting. |
| Grade 4, Standard 7 (W.4.7) | Grade 5, Standard 7 (W.5.7) |
| Conduct short research projects that build knowledge through investigation of different aspects of a topic. | Conduct short research projects that <u>use several sources</u> to build knowledge through investigation of different aspects of a topic. |
| Grade 4, Standard 8 (W.4.8) | Grade 5, Standard 8 (W.5.8) |
| Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. | Recall relevant information from experiences or gather relevant information from print and digital sources; <u>summarize or paraphrase information in notes and finished work</u> , and provide a list of sources. |
| Grade 4, Standard 9 (W.4.9) | Grade 5, Standard 9 (W.5.9) |
| Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b. Apply grade 4 Reading standards to | Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <u>grade 5</u> Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply <u>grade 5</u> Reading standards to informational texts (e.g., "Explain how an |

| | |
|---|---|
| informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). | author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). |
| Grade 4, Standard 10 (W.4.10) | Grade 5, Standard 10 (W.5.10) |
| Write routinely 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. | Write routinely 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. |

Speaking and Listening Standards Progression from Grade 4 to Grade 5

In grade 5, students speak (both in informal discussions and more formal presentations) with growing maturity to convey ideas and information both clearly and persuasively. They are simultaneously developing listening skills that allow them to participate effectively and contribute to groups. Specific changes in the Speaking and Listening Standards from grade 4 to grade 5 are highlighted in the chart below:

| Grade 4, Standard 1 (SL.4.1) | Grade 5, Standard 1 (SL.5.1) |
|---|--|
| Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. |
| <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation <u>by referring to evidence on the topic, text, or issue to probe and reflect</u> on ideas under discussion. b. Follow rules for <u>collegial</u> discussions, <u>set specific goals and deadlines, and define individual</u> roles <u>as needed</u>. c. Pose and respond to specific questions <u>with elaboration and detail</u> by making comments that contribute to the <u>topic, text, or issue under discussion</u>. d. Review the key ideas expressed <u>and demonstrate understanding of multiple perspectives through reflection and paraphrasing</u>. |

| Grade 4, Standard 2 (SL.4.2) | Grade 5, Standard 2 (SL.5.2) |
|---|---|
| Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | <u>Interpret</u> information presented in diverse media and formats (e.g., visually, quantitatively, orally) <u>and explain how it contributes to a topic, text, or issue under study.</u> |
| Grade 4, Standard 3 (SL.4.3) | Grade 5, Standard 3 (SL.5.3) |
| Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | <u>Delineate</u> a speaker's <u>argument and specific claims, distinguishing claims that are</u> supported by reasons and evidence <u>from claims that are not.</u> |
| Grade 4, Standard 4 (SL.4.4) | Grade 5, Standard 4 (SL.5.4) |
| Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | <u>Present claims and findings,</u> sequencing ideas logically and using <u>pertinent descriptions,</u> facts, and details <u>to accentuate</u> main ideas or themes; <u>use appropriate eye contact, adequate volume, and clear pronunciation.</u> |
| Grade 4, Standard 5 (SL.4.5) | Grade 5, Standard 5 (SL.5.5) |
| Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. | Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations <u>to clarify information.</u> |
| Grade 4, Standard 6 (SL.4.6) | Grade 5, Standard 6 (SL.5.6) |
| Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.) | Adapt speech to a variety of contexts and tasks, <u>demonstrating command of</u> formal English <u>when indicated or</u> appropriate. (See <u>grade 6</u> Language standards 1 and 3 on page <u>53</u> for specific expectations.) |

PARCC MODEL CONTENT FRAMEWORK FOR ELA/LITERACY FOR GRADE 6

Narrative Summary of ELA Standards for Grade 6

In grade 6, the Common Core State Standards expect students to proficiently read grade-appropriate complex literature and informational text (RL/RI.6.10) while further developing the ability to cite textual evidence to support analyses (RL/RI.6.1). Students focus on examining how authors use reasons to make their points and support arguments with evidence, separating unsupported assertions from those backed by evidence. They analyze both the structure and content of complex, grade-appropriate texts, determining how sentences and paragraphs within texts influence and contribute to the unfolding of a plot and the development and elaboration of events or ideas. Additional [Standards for Reading Literature](#) (RL.6.2–9) and [Standards for Reading Informational Text](#) (RI.6.2–9) offer detailed expectations for student academic performance in preparation for college and careers.

According to the [Speaking and Listening Standards](#), students also share their findings in class discussions, practicing how logically to sequence ideas and highlight the themes and key details they find most persuasive. Students' vocabularies expand as they become more attuned to using context, knowledge of Greek and Latin roots and affixes, and word analysis to determine the meaning of academic words.

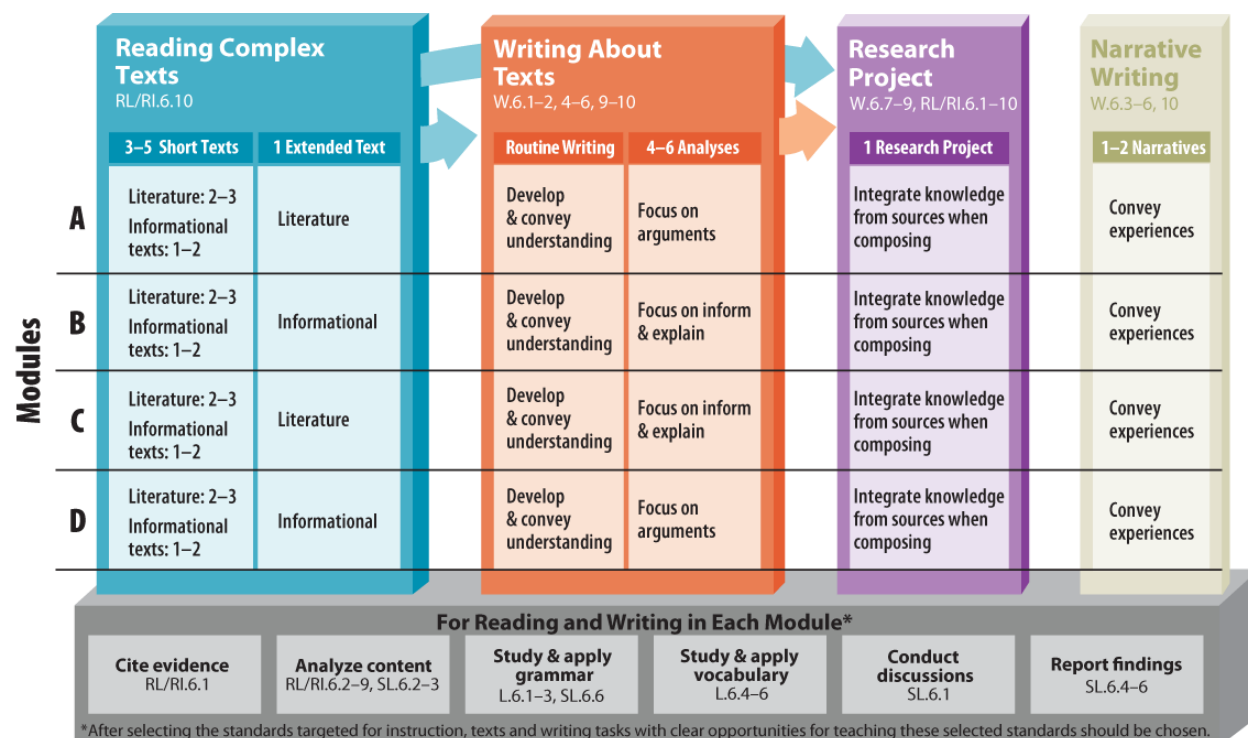
Students in grade 6 are increasingly challenged to sharpen their ability to write and speak with more clarity and coherence, providing clear reasons and relevant evidence. The [Writing Standards](#) specify that students will learn how writers try to influence readers while discovering how they can do the same in their own prose. They discover how to answer questions through writing and can use rewriting opportunities to refine their understanding of a text or topic. They also take a critical stance toward sources and apply criteria for identifying reliable information as opposed to mere conjecture.

Literacy Standards for Other Disciplines in Grades 6–8

Central to the vision for literacy embedded within the standards and the Model Content Frameworks is that instruction in reading, writing, speaking, listening and language is a *shared responsibility* within schools. All fields of study demand analysis of complex texts and strong oral and written communication skills using discipline-specific discourse. Since each discipline acquires, develops and shares knowledge in distinct ways, educators in each field must take ownership of building robust instruction around discipline-specific literacy skills to better prepare students for college and careers. The Model Content Frameworks provide all educators with foundational ideas for incorporating disciplinary literacy skills and practice into their instructional programming. Accordingly, they require educators in all disciplines to bear some responsibility for ensuring the literacy of the students in their classes.

ELA Model Content Framework Chart for Grade 6

Below is a chart that organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year. As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context for the standards (though not replace engaging with the standards themselves).



Key Terms & Concepts for Grade 6 ELA Model Content Framework Chart

Reading Complex Texts:

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of informational texts (literary nonfiction in ELA classes) and literature that students are expected to read. Fulfilling the ELA standards for grades 6–12 requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditionally taught. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes to meet the demands of the standards.

Three to five short texts: Selections would include short texts of sufficient complexity for close reading that would allow students to draw ample evidence from the texts and present their analyses

in writing as well as through speaking.³² Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

- **Literature** includes adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads and epics (Common Core State Standards, p. 57).
- **Informational texts/literary nonfiction** include the subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience (Common Core State Standards, p. 57).

One extended text: This should be an extended, full-length work of literature (such as a novel, a play) or longer literary nonfiction, depending on the focus of the module. Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text, compare and synthesize ideas from across other related texts, conduct text-focused discussions and produce written work aligned with the standards. (Such a study could take around two to three weeks of concentrated focus on a single text.)

Writing about Texts:

The balance of student writing at this level is **70 percent analytical** (35 percent argument and 35 percent to explain/inform) and **30 percent narrative** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.³³

Routine writing: Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure and content, and to develop needed proficiencies in analysis.

At least four to six analyses per module: All analytic writing should put a premium on using evidence (RL/RI.6.1 and W.6.9) as well as on crafting works that display logical integration and coherence (W.6.4, W.6.5 and L.6.1–3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multi-paragraph responses, allowing teachers to assess a student’s ability to paraphrase, infer and integrate the ideas they have gleaned

³² The recommended number of texts in each module closely corresponds to the recommended percentage of different kinds of texts (literary versus informational) in the CCSS.

³³ To help curriculum developers and teachers plan, a Writing Standards Progression chart is found at the end of this grade-level Model Content Framework. The chart traces (in side-by-side fashion) the changes to the Writing Standards between the previous and current grade.

from what they have read. Over the course of the year, analytic writing should include comparative analysis and compositions that incorporate research.

Research Project:

Each module includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem or issue. This entails gathering and synthesizing relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module. Students are expected at this stage to assess the credibility of each source, effectively and accurately quote or paraphrase sources and include basic bibliographic information in their research. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.)³⁴

Narrative Writing:

Students are expected to write one or two narratives per module that reflect real or imagined experiences or events. Narrative writing offers students opportunities to express personal ideas and experiences, author literature and deepen understandings of literary concepts, structures and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing. The close attention to detail required to craft an effective and coherent narrative calls upon a skill set similar to that being developed by other writing tasks, and as students mature as writers, their skill with narrative techniques also advances their analytic and explanatory prose.

For Reading and Writing in Each Module:

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards.

Cite evidence: The goal of close analytic reading is for students to be able to discern and cite evidence from the text to support assertions. In grade 6, students should explicitly refer to a text when both explaining it and making inferences (RL/RI.6.1).

Analyze content: The content of each text should determine which standards (RL/RI.6.2–9 and SL.6.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write and speak, guided by L.6.1–3.

Study and apply vocabulary: To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text (L.6.4–6).³⁵ Students require multiple exposures to targeted vocabulary words in authentic contexts in order to retain an understanding of their meaning(s) and use the words effectively when writing and speaking.

³⁴ Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

³⁵ For a definition of Tier 2 words, see the Introduction to the Model Content Frameworks and Appendix A, pages 33–35.

Conduct discussions: Students should engage effectively in a range of collaborative discussions (one-on-one, small group, teacher-led) building on others’ ideas and expressing their own based on evidence. Students ask and respond to specific questions as well as review key ideas expressed and demonstrate understanding through reflection and paraphrasing (SL.6.1).

Report findings: Using appropriate eye contact, adequate volume and clear pronunciation, students orally present claims in a logical, coherent manner to accentuate main ideas or themes.

Writing Standards Progression from Grade 5 to Grade 6

In grade 6, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, students are expected to demonstrate sufficient keyboarding skills to type a minimum of three pages in a single sitting. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.6.1–3).

Specific changes in the Writing Standards from grade 5 to grade 6 are highlighted in the chart below:

| Grade 5, Standard 1 (W.5.1) | Grade 6, Standard 1 (W.6.1) |
|--|---|
| <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). d. Provide a concluding statement or section related to the opinion presented. | <p>Write <u>arguments to support claims with clear reasons and relevant evidence</u>.</p> <ul style="list-style-type: none"> a. Introduce <u>claim(s)</u> and <u>organize the reasons and evidence clearly</u>. b. <u>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</u> c. <u>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</u> d. <u>Establish and maintain a formal style.</u> e. Provide a concluding statement or section <u>that follows from the argument presented.</u> |
| Grade 5, Standard 2 (W.5.2) | Grade 6, Standard 2 (W.6.2) |
| <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, | <p>Write informative/explanatory texts to examine a topic and convey ideas, <u>concepts</u>, and information <u>through the selection, organization, and analysis of relevant content</u>.</p> <ul style="list-style-type: none"> a. Introduce a topic; <u>organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect</u>; include |

| | |
|--|--|
| <p>concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> | <p>formatting (e.g., headings), <u>graphics (e.g., charts, tables)</u>, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with <u>relevant</u> facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. <u>Use appropriate transitions to clarify the relationships among ideas and concepts.</u></p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. <u>Establish and maintain a formal style.</u></p> <p>f. Provide a concluding statement or section <u>that follows from the information or explanation presented.</u></p> |
| Grade 5, Standard 3 (W.5.3) | Grade 6, Standard 3 (W.6.3) |
| <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> | <p>Write narratives to develop real or imagined experiences or events using effective technique, <u>relevant</u> descriptive details, and <u>well-structured</u> event sequences.</p> <p>a. <u>Engage and</u> orient the reader by establishing a <u>context</u> and introducing a narrator and/or characters; organize an event sequence that unfolds naturally <u>and logically</u>.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, <u>and/or characters</u>.</p> <p>c. Use a variety of transition words, phrases, and clauses <u>to convey sequence and signal shifts from one time frame or setting to another</u>.</p> <p>d. Use <u>precise</u> words and phrases, <u>relevant descriptive details</u>, and <u>sensory language</u> to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> |
| Grade 5, Standard 4 (W.4.5) | Grade 6, Standard 4 (W.6.4) |
| <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in</p> | <p>Produce clear and coherent writing in which the development, organization, <u>and style</u> are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are</p> |

| | |
|---|---|
| standards 1–3 above.) | defined in standards 1–3 above.) |
| Grade 5, Standard 5 (W.5.5) | Grade 6, Standard 5 (W.6.5) |
| With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.) | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 <u>up to and including grade 6 on page 52.</u>) |
| Grade 5, Standard 6 (W.5.6) | Grade 6, Standard 6 (W.6.6) |
| With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of <u>three pages</u> in a single sitting. |
| Grade 5, Standard 7 (W.5.7) | Grade 6, Standard 7 (W.6.7) |
| Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | Conduct short research projects <u>to answer a question, drawing on</u> several sources <u>and refocusing the inquiry when appropriate.</u> |
| Grade 5, Standard 8 (W.5.8) | Grade 6, Standard 8 (W.6.8) |
| Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. | Gather relevant information from <u>multiple</u> print and digital sources; <u>assess the credibility of each source; and quote</u> or paraphrase <u>the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</u> |
| Grade 5, Standard 9 (W.5.9) | Grade 6, Standard 9 (W.6.9) |
| Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which | Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <u>grade 6 Reading standards</u> to literature (e.g., "Compare and contrast <u>texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics</u> "). b. Apply <u>grade 6 Reading standards</u> to literary nonfiction (e.g., " <u>Trace and evaluate the argument and specific claims in a text,</u> |

| | |
|---|---|
| reasons and evidence support which point[s]"). | <u>distinguishing claims that are supported by reasons and evidence from claims that are not").</u> |
| Grade 5, Standard 10 (W.5.10) | Grade 6, Standard 10 (W.6.10) |
| Write routinely 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. | Write routinely 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. |

Speaking and Listening Standards Progression from Grade 5 to Grade 6

In grade 6, students speak (both in formal presentations and in informal discussions) with growing maturity to convey ideas and information clearly and persuasively. Students are simultaneously developing listening skills that allow them to participate effectively and contribute to groups.

Specific changes in the Speaking and Listening Standards from grade 5 to grade 6 are highlighted in the chart below:

| Grade 5, Standard 1 (SL.5.1) | Grade 6, Standard 1 (SL.6.1) |
|---|---|
| Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <u>grade 6 topics, texts, and issues</u> , building on others' ideas and expressing their own clearly. |
| <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation <u>by referring to evidence on the topic, text, or issue to probe and reflect</u> on ideas under discussion. b. Follow rules for <u>collegial</u> discussions, <u>set specific goals and deadlines, and define individual roles as needed</u>. c. Pose and respond to specific questions <u>with elaboration and detail</u> by making comments that contribute to the <u>topic, text, or issue under discussion</u>. d. Review the key ideas expressed <u>and demonstrate understanding of multiple perspectives through reflection and paraphrasing</u>. |

| Grade 5, Standard 2 (SL.5.2) | Grade 6, Standard 2 (SL.6.2) |
|---|--|
| Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | <u>Interpret</u> information presented in diverse media and formats (e.g., visually, quantitatively, orally) <u>and explain how it contributes to a topic, text, or issue under study.</u> |
| Grade 5, Standard 3 (SL.5.3) | Grade 6, Standard 3 (SL.6.3) |
| Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | <u>Delineate</u> a speaker's <u>argument and specific claims, distinguishing claims that are</u> supported by reasons and evidence <u>from claims that are not.</u> |
| Grade 5, Standard 4 (SL.5.4) | Grade 6, Standard 4 (SL.6.4) |
| <p>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.)</p> | <p><u>Present claims and findings</u>, sequencing ideas logically and using <u>pertinent descriptions</u>, facts, and details <u>to accentuate</u> main ideas or themes; <u>use appropriate eye contact, adequate volume, and clear pronunciation.</u></p> <p>Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations <u>to clarify information.</u></p> <p>Adapt speech to a variety of contexts and tasks, <u>demonstrating command of</u> formal English <u>when indicated or</u> appropriate. (See <u>grade 6</u> Language standards 1 and 3 on page <u>53</u> for specific expectations.)</p> |

PARCC MODEL CONTENT FRAMEWORK FOR ELA/LITERACY FOR GRADE 7

Narrative Summary of ELA Standards for Grade 7

In grade 7, the Common Core State Standards expect students to demonstrate an emerging sophistication in their ability to read challenging complex texts closely (RL/RI.7.10) such that they can cite multiple instances of specific evidence to support their assertions (RL/RI.7.1). By the end of grade 7, students should be able to recognize the interplay between setting, plot and characters, and provide an objective summary of a text apart from their own reaction to it. They are adept at stepping back to compare and contrast different interpretations of a topic, identifying how authors shape their presentation of key information and choose to highlight certain facts over others. In similar fashion, students can trace how an argument develops within a text and assess the validity of the evidence. Additional [Standards for Reading Literature](#) (RL.7.2–9) and [Standards for Reading Informational Text](#) (RI.7.2–9) offer detailed expectations for student academic performance in preparation for college and careers.

Following the guidelines in the [Speaking and Listening Standards](#), in discussions and in writing, students make their reasoning clear to their listeners and readers, constructively evaluating others' use of evidence while offering several sources to back up their own claims. Their vocabulary has developed to the point where they can distinguish between denotative and connotative meaning and can analyze the impact of specific word choice on tone.

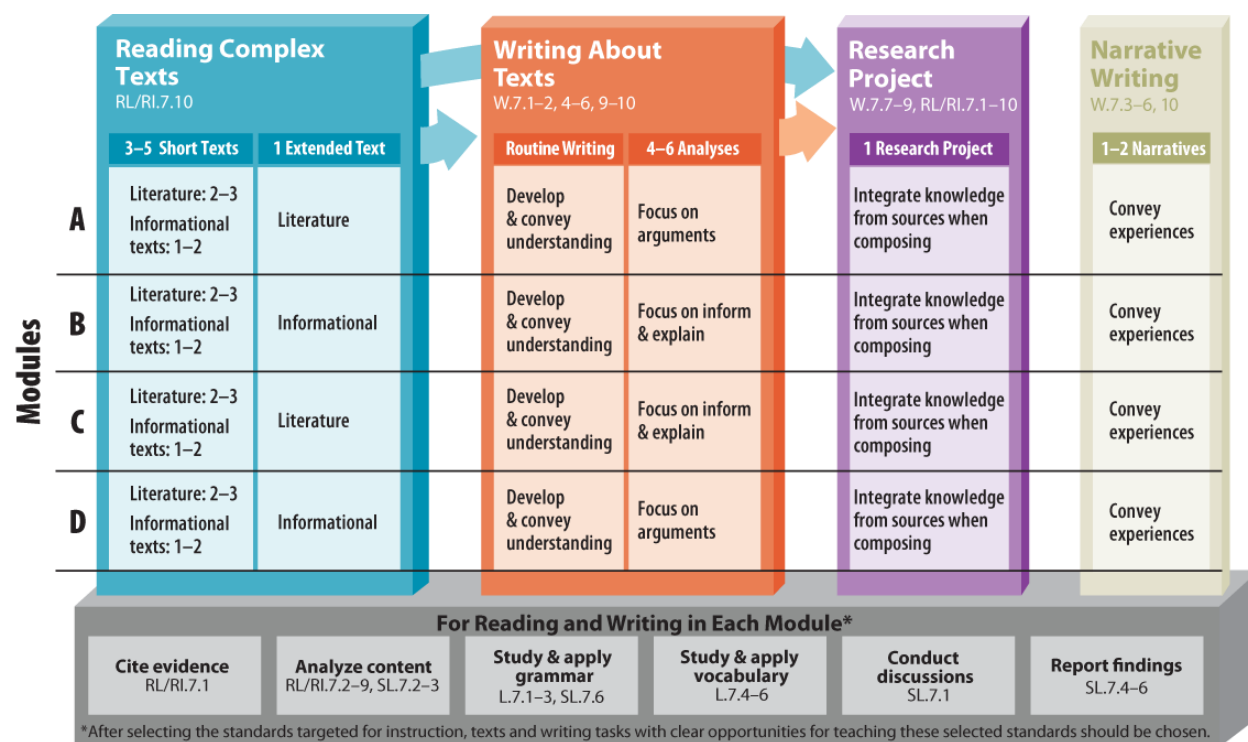
The growing maturity as writers (as reflected in the expectations of the [Writing Standards](#)) means they are able to cite several sources of specific, relevant evidence when supporting their own point of view about texts and topics. Their writing is more structured, with clear introductions and conclusions as well as useful transitions to create cohesion and clarify relationships among ideas. In their writing, they acknowledge the other side of a debate or an alternative perspective while avoiding any trace of plagiarism.

Literacy Standards for Other Disciplines in Grades 6–8

Central to the vision for literacy embedded within the standards and the Model Content Frameworks is that instruction in reading, writing, speaking, listening and language is a *shared responsibility* within schools. All fields of study demand analysis of complex texts and strong oral and written communication skills using discipline-specific discourse. Since each discipline acquires, develops and shares knowledge in distinct ways, educators in each field must take ownership of building robust instruction around discipline-specific literacy skills to better prepare students for college and careers. The Model Content Frameworks provide all educators with foundational ideas for incorporating disciplinary literacy skills and practice into their instructional programming. Accordingly, they require educators in all disciplines to bear some responsibility for ensuring the literacy of the students in their classes.

ELA Model Content Framework Chart for Grade 7

Below is a chart that organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year. As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context for the standards (though not replace engaging with the standards themselves).



Key Terms & Concepts for Grade 7 ELA Model Content Framework Chart

Reading Complex Texts:

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of informational texts (literary nonfiction in ELA classes) and literature that students are expected to read. Fulfilling the ELA Standards for grades 6–12 requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditionally taught. Because the ELA classroom must focus on literature (stories, drama and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes to meet the demands of the standards.

Three to five short texts: Selections would include short texts of sufficient complexity for close reading that would allow students to draw ample evidence from the texts and present their analyses in writing as well as through speaking.³⁶ Educators can create coherence within the curriculum as a

³⁶ The recommended number of texts in each module closely corresponds to the recommended percentage of different kinds of texts (literary versus informational) in the CCSS.

whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

- **Literature** includes adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads and epics (Common Core State Standards, p. 57).
- **Informational texts/literary nonfiction** include the subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience (Common Core State Standards, p. 57).

One extended text: This should be an extended, full-length work of literature (such as a novel, a play) or longer literary nonfiction, depending on the focus of the module. Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text, compare and synthesize ideas from across other related texts, conduct text-focused discussions and produce written work aligned with the standards. (Such a study could take around two to three weeks of concentrated focus on a single text.)

Writing about Texts:

The balance of student writing at this level is **70 percent analytical** (35 percent argument and 35 percent to explain/inform) and **30 percent narrative** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.³⁷

Routine writing: Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure and content, and to develop needed proficiencies in analysis.

At least four to six analyses per module: All analytic writing should put a premium on using evidence (RL/RI.7.1 and W.7.9), as well as on crafting works that display logical integration and coherence (W.7.4, W.7.5 and L.7.1–3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multi-paragraph responses, allowing teachers to assess a student’s ability to paraphrase, infer and integrate the ideas they have gleaned from what they have read. Over the course of the year, analytic writing should include comparative analysis and compositions that incorporate research.

³⁷ To help curriculum developers and teachers plan, a Writing Standards Progression chart is found at the end of this grade-level Model Content Framework. The chart traces (in side-by-side fashion) the changes to the Writing Standards between the previous and current grade.

Research Project:

Each module includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem or issue. This entails gathering and synthesizing relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module. Students are expected at this stage to have performed research that assesses the accuracy of sources and uses a standard citation format to acknowledge the conclusions of others. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.)³⁸

Narrative Writing:

Students are expected to write one or two narratives per module that reflect real or imagined experiences or events. Narrative writing offers students opportunities to express personal ideas and experiences, author literature and deepen understandings of literary concepts, structures and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing. The close attention to detail required to craft an effective and coherent narrative calls upon a skill set similar to that being developed by other writing tasks, and as students mature as writers, their skill with narrative techniques also advances their analytic and explanatory prose.

For Reading and Writing in Each Module:

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards.

Cite evidence: The goal of close analytic reading is for students to be able to discern and cite evidence from the text to support assertions. In grade 7, students should cite multiple pieces of evidence when both explicitly explaining the text and making inferences based upon it (RL/RI.7.1).

Analyze content: The content of each text should determine which standards (RL/RI.7.2–9 and SL.7.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write and speak, guided by L.7.1–3.

Study and apply vocabulary: To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text (L.7.4–6).³⁹ Students require multiple exposures to targeted vocabulary words in authentic contexts in order to retain an understanding of their meaning(s) and use the words effectively when writing and speaking.

Conduct discussions: Students should engage effectively in a range of collaborative discussions (one-on-one, small group, teacher-led) building on others' ideas and expressing their own based on evidence. Students ask and respond to specific questions as well as acknowledge new information

³⁸ Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

³⁹ For a definition of Tier 2 words, see the Introduction to the Model Content Frameworks and Appendix A, pages 33–35.

and modify their understanding as warranted (SL.7.1).

Report findings: Using appropriate eye contact, adequate volume and clear pronunciation, students orally present claims in a logical, coherent manner with pertinent descriptions and details to accentuate main ideas or themes (SL.7.4–6).

Writing Standards Progression from Grade 6 to Grade 7

In grade 7, students write with increasing sophistication to present the relationships between ideas and information efficiently. Students are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.7.1–3).

Specific changes in the Writing Standards from grade 6 to grade 7 are highlighted in the chart below:

| Grade 6, Standard 1 (W.6.1) | Grade 7, Standard 1 (W.7.1) |
|--|--|
| <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. | <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), <u>acknowledge alternate or opposing claims</u>, and organize the reasons and evidence <u>logically</u>. b. Support claim(s) with <u>logical reasoning</u> and relevant evidence, using <u>accurate</u>, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to <u>create cohesion and</u> clarify the relationships among claim(s), reasons, <u>and evidence</u>. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from <u>and supports</u> the argument presented. |
| Grade 6, Standard 2 (W.6.2) | Grade 7, Standard 2 (W.7.2) |
| <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., | <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic <u>clearly, previewing what is to follow</u>; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include |

| | |
|---|---|
| <p>charts, tables), and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. | <p>formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to <u>create cohesion and</u> clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from <u>and supports</u> the information or explanation presented. |
| Grade 6, Standard 3 (W.6.3) | Grade 7, Standard 3 (W.7.3) |
| <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events. | <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context <u>and point of view</u> and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language <u>to capture the action and</u> convey experiences and events. e. Provide a conclusion that follows from <u>and reflects on</u> the narrated experiences or events. |
| Grade 6, Standard 4 (W.6.4) | Grade 7, Standard 4 (W.7.4) |
| Produce clear and coherent writing in which the | Produce clear and coherent writing in which the |

| | |
|--|--|
| development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| Grade 6, Standard 5 (W.6.5) | Grade 7, Standard 5 (W.7.5) |
| With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.) | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, <u>focusing on how well purpose and audience have been addressed</u> . (Editing for conventions should demonstrate command of Language standards 1–3 <u>up to and including grade 7</u> on page 52.) |
| Grade 6, Standard 6 (W.6.6) | Grade 7, Standard 6 (W.7.6) |
| Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | Use technology, including the Internet, to produce and publish writing <u>and link to and cite sources as well as</u> to interact and collaborate with others, <u>including linking to and citing sources</u> . |
| Grade 6, Standard 7 (W.6.7) | Grade 7, Standard 7 (W.7.7) |
| Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | Conduct short research projects to answer a question, drawing on several sources and <u>generating additional related, focused questions for further research and investigation</u> . |
| Grade 6, Standard 8 (W.6.8) | Grade 7, Standard 8 (W.7.8) |
| Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | Gather relevant information from multiple print and digital sources, <u>using search terms effectively</u> ; assess the credibility <u>and accuracy</u> of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism <u>and following a standard format for citation</u> . |
| Grade 6, Standard 9 (W.6.9) | Grade 7, Standard 9 (W.7.9) |
| Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 6 Reading standards</i> to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and | Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <u>grade 7 Reading standards</u> to literature (e.g., "Compare and contrast <u>a fictional portrayal of a time, place, or</u> |

| | |
|--|--|
| poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). | <u>character and a historical account of the same period as a means of understanding how authors of fiction use or alter history</u> "). |
| b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). | b. Apply <u>grade 7 Reading standards</u> to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, <u>assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims</u> "). |
| Grade 6, Standard 10 (W.6.10) | Grade 7, Standard 10 (W.7.10) |
| Write routinely 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. | Write routinely 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. |

Speaking and Listening Standards Progression from Grade 6 to Grade 7

In grade 7, students speak (both in formal presentations and in informal discussions) with growing maturity to convey ideas and information clearly and persuasively. Students are simultaneously developing listening skills that allow them to participate effectively and contribute to groups.

Specific changes in the Speaking and Listening Standards from grade 6 to grade 7 are highlighted in the chart below:

| | |
|---|---|
| Grade 6, Standard 1 (SL.6.1) | Grade 7, Standard 1 (SL.7.1) |
| Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <u>grade 7 topics, texts, and issues</u> , building on others' ideas and expressing their own clearly. |
| a. Come to discussions prepared, having read or studied required material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. | b. Follow rules for collegial discussions, <u>track progress toward</u> specific goals and deadlines, and define individual roles as needed. |
| c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue | c. Pose questions <u>that elicit</u> elaboration <u>and respond to others' questions and</u> |

| | |
|---|--|
| <p>under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> | <p>comments <u>with relevant observations and ideas that bring the discussion back on topic as needed.</u></p> <p>d. <u>Acknowledge new information expressed by others and, when warranted, modify their own views.</u></p> |
| Grade 6, Standard 2 (SL.6.2) | Grade 7, Standard 2 (SL.7.2) |
| Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | <u>Analyze the main ideas and supporting details</u> presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain <u>how the ideas clarify</u> a topic, text, or issue under study. |
| Grade 6, Standard 3 (SL.6.3) | Grade 7, Standard 3 (SL.7.3) |
| Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | Delineate a speaker's argument and specific claims, <u>evaluating the soundness</u> of the <u>reasoning and the relevance and sufficiency of the</u> evidence. |
| Grade 6, Standard 4 (SL.6.4) | Grade 7, Standard 4 (SL.7.4) |
| Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | Present claims and findings, <u>emphasizing salient points in a focused, coherent manner with</u> pertinent descriptions, facts, details, <u>and examples</u> ; use appropriate eye contact, adequate volume, and clear pronunciation. |
| Grade 6, Standard 5 (SL.6.5) | Grade 7, Standard 5 (SL.7.5) |
| Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | Include multimedia components and visual displays in presentations to clarify <u>claims and findings and emphasize salient points.</u> |
| Grade 6, Standard 6 (SL.6.6) | Grade 7, Standard 6 (SL.7.6) |
| Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.) | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See <u>grade 7</u> Language standards 1 and 3 on page 53 for specific expectations.) |

PARCC MODEL CONTENT FRAMEWORK FOR ELA/LITERACY FOR GRADE 8

Narrative Summary of ELA Standards for Grade 8

In grade 8, the Common Core State Standards expect students to grapple with high-quality, complex nonfiction texts and great works of literature (RL/RI.8.10). Starting in grade 8, the focus of informational texts begins to shift from narrative to exposition. Students who leave grade 8 know how to cite the textual evidence that most strongly supports an analysis or critique (RL/RI.8.1). Eighth graders are primed to question an author’s assumptions and assess the accuracy of his or her claims, and by the end of grade 8, they are adept at reading closely and uncovering evidence to use in their own writing. Students can, for instance, analyze in writing two or more texts that provide conflicting information on the same topic and identify whether the disagreement is over facts or interpretation. They can analyze how point of view can be manipulated to create specific effects like dramatic irony and investigate how particular passages within a text connect to one another to advance the plot, reveal a character or highlight an idea. Additional [Standards for Reading Literature](#) (RL.8.2–9) and [Standards for Reading Informational Text](#) (RI.8.2–9) offer detailed expectations for student academic performance in preparation for college and careers.

The [Speaking and Listening Standards](#) detail how students are to draw explicitly upon their reading and research in discussions. They respond to questions constructively by offering up relevant evidence, observations and ideas. By grade 8, students have developed a rich vocabulary of academic words, which they use to speak and write with more precision.

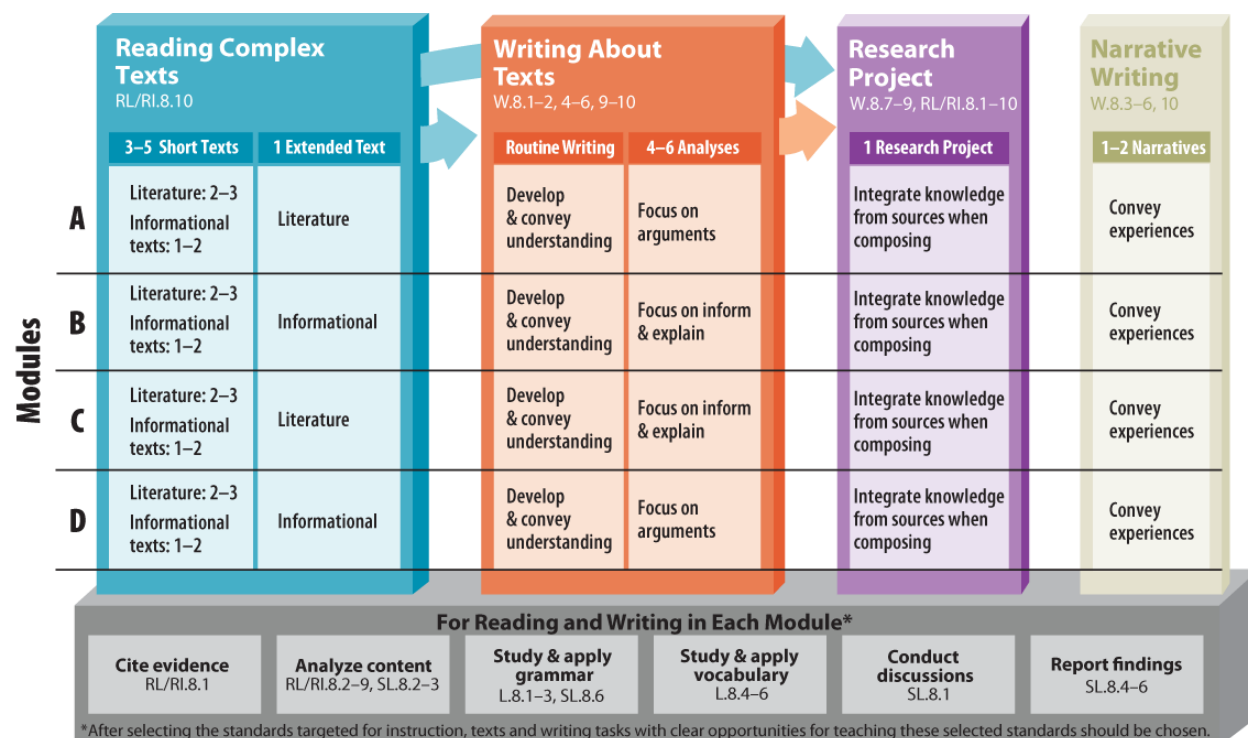
In addition, eighth graders write with increasing sophistication, focusing on organizing ideas, concepts and information into broader categories; choosing relevant facts well; and using varied transitions to clarify or show the relationships among elements. The [Writing Standards](#) specify that students should be able to distinguish their claims from alternate or opposing claims and use words and phrases to clarify the relationships and transitions among claim(s), counterclaims, reasons and evidence.

Literacy Standards for Other Disciplines in Grades 6–8

Central to the vision for literacy embedded within the standards and the Model Content Frameworks is that instruction in reading, writing, speaking, listening and language is a *shared responsibility* within schools. All fields of study demand analysis of complex texts and strong oral and written communication skills using discipline-specific discourse. Since each discipline acquires, develops and shares knowledge in distinct ways, educators in each field must take ownership of building robust instruction around discipline-specific literacy skills to better prepare students for college and careers. The Model Content Frameworks provide all educators with foundational ideas for incorporating disciplinary literacy skills and practice into instructional programming. Accordingly, they require educators in all disciplines to bear some responsibility for ensuring the literacy of the students in their classes.

ELA Model Content Framework Chart for Grade 8

Below is a chart that organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year. As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context for the standards (though not replace engaging with the standards themselves).



Key Terms & Concepts for Grade 8 ELA Model Content Framework Chart

Reading Complex Texts:

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of informational texts (literary nonfiction in ELA classes) and literature that students are expected to read. Fulfilling the ELA standards for grades 6-12 requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditionally taught. Because the ELA classroom must focus on literature (stories, drama and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6-12 must take place in other classes to meet the demands of the standards.

Three to five short texts: Selections would include short texts of sufficient complexity for close reading that would allow students to draw ample evidence from the texts and present their analyses

in writing as well as through speaking.⁴⁰ Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

- **Literature** includes adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads and epics (Common Core State Standards, p. 57).
- **Informational texts/literary nonfiction** include the subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience (Common Core State Standards, p. 57).

One extended text: This should be an extended, full-length work of literature (such as a novel, a play) or longer literary nonfiction, depending on the focus of the module. Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text, compare and synthesize ideas across other related texts, conduct text-focused discussions and produce written work aligned with the standards. (Such a study could take around two to three weeks of concentrated focus on a single text.)

Writing about Texts:

The balance of student writing at this level is **70 percent analytical** (35 percent argument and 35 percent to explain/inform) and **30 percent narrative** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.⁴¹

Routine writing: Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure and content, and to develop needed proficiencies in analysis.

At least four to six analyses per module: All analytic writing should put a premium on using evidence (RL/RI.8.1 and W.8.9) as well as on crafting works that display logical integration and coherence (W.8.4, W.8.5 and L.8.1–3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multi-paragraph responses, allowing teachers to assess a student’s ability to paraphrase, infer and integrate the ideas they have gleaned

⁴⁰ The recommended number of texts in each module closely corresponds to the recommended percentage of different kinds of texts (literary versus informational) in the CCSS.

⁴¹ To help curriculum developers and teachers plan, a Writing Standards Progression chart is found at the end of this grade-level Model Content Framework. The chart traces (in side-by-side fashion) the changes to the Writing Standards between the previous and current grade.

from what they have read. Over the course of the year, analytic writing should include comparative analysis and compositions that incorporate research.

Research Project:

Each module includes the opportunity for students to compose one extended project that uses research to address a significant topic, problem or issue. This task should entail integrating knowledge from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module. Students are expected to perform research that assesses the accuracy of sources and acknowledges the conclusions of others without plagiarizing. Students can present their findings in a variety of modes in both informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.)⁴²

Narrative Writing:

Students are expected to write one or two narratives per module that reflect real or imagined experiences or events. Narrative writing offers students opportunities to express personal ideas and experiences, author literature and deepen understandings of literary concepts, structures and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing. The close attention to detail required to craft an effective and coherent narrative calls upon a skill set similar to that being developed by other writing tasks, and as students mature as writers, their skill with narrative techniques also advances their analytic and explanatory prose.

For Reading and Writing in Each Module:

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards.

Cite evidence: The goal of close analytic reading is for students to be able to discern and cite evidence from the text to support assertions. In grade 8, students should cite the textual evidence that most strongly supports their analysis when both explicitly explaining the text and making inferences (RL/RI.8.1).

Analyze content: The content of each text should determine which standards (RL/RI.8.2–9 and SL.8.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write and speak, guided by L.8.1–3.

Study and apply vocabulary: To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text (L.8.4–6).⁴³ Students require multiple exposures to targeted vocabulary words in authentic contexts in order to retain an understanding of their meaning(s) and use the

⁴² Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

⁴³ For a definition of Tier 2 words, see the Introduction to the Model Content Frameworks and Appendix A, pages 33–35.

words effectively when writing and speaking.

Conduct discussions: Students should engage effectively in a range of collaborative discussions (one-on-one, small group, teacher-led) building on others’ ideas and expressing their own based on evidence. Students ask and respond to specific questions as well as acknowledge new information and qualify or justify their own views in light of the evidence presented (SL.8.1).

Report findings: Using appropriate eye contact, adequate volume and clear pronunciation, students orally present claims in a logical, coherent manner with valid reasoning and relevant evidence to accentuate main ideas or themes (SL.8.4–6).

Writing Standards Progression from Grade 7 to Grade 8

In grade 8, students write with increasing sophistication to present the relationships between ideas and information efficiently. Students are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.8.1–3).

Specific changes in the Writing Standards from grade 7 to grade 8 are highlighted in the chart below:

| Grade 7, Standard 1 (W.7.1) | Grade 8, Standard 1 (W.8.1) |
|---|--|
| <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. | <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge <u>and distinguish the claim(s) from</u> alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), <u>counterclaims</u>, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. |
| Grade 7, Standard 2 (W.7.2) | Grade 8, Standard 2 (W.8.2) |
| <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of</p> | <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of</p> |

| | |
|---|--|
| <p>relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. | <p>relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information <u>into broader categories</u>; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, <u>well-chosen</u> facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate <u>and varied</u> transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| <p>Grade 7, Standard 3 (W.7.3)</p> | <p>Grade 8, Standard 3 (W.8.3)</p> |
| <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> 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, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> 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, <u>and reflection</u>, 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, <u>and show the relationships among experiences and events</u>. d. Use precise words and phrases, relevant descriptive details, and sensory language to |

| | |
|---|--|
| e. Provide a conclusion that follows from and reflects on the narrated experiences or events. | capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. |
| Grade 7, Standard 4 (W.7.4) | Grade 8, Standard 4 (W.8.4) |
| Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| Grade 7, Standard 5 (W.7.5) | Grade 8, Standard 5 (W.8.5) |
| With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.) | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 <u>up to and including grade 8</u> on page 52.) |
| Grade 7, Standard 6 (W.7.6) | Grade 8, Standard 6 (W.8.6) |
| Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. | Use technology, including the Internet, to produce and publish writing <u>and present the relationships between information and ideas efficiently</u> as well as to interact and collaborate with others. |
| Grade 7, Standard 7 (W.7.7) | Grade 8, Standard 7 (W.8.7) |
| Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | Conduct short research projects to answer a question <u>(including a self-generated question)</u> , drawing on several sources and generating additional related, focused questions that allow for <u>multiple avenues of exploration</u> . |
| Grade 7, Standard 8 (W.7.8) | Grade 8, Standard 8 (W.8.8) |
| Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

| Grade 7, Standard 9 (W.7.9) | Grade 8, Standard 9 (W.8.9) |
|--|--|
| <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").</p> <p>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").</p> | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <u>grade 8 Reading standards</u> to literature (e.g., "<u>Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new</u>").</p> <p>b. Apply <u>grade 8 Reading standards</u> to literary nonfiction (e.g., "<u>Delineate</u> and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; <u>recognize when irrelevant evidence is introduced</u>").</p> |
| Grade 7, Standard 10 (W.7.10) | Grade 8, Standard 10 (W.8.10) |
| <p>Write routinely 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>Write routinely 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> |

Speaking and Listening Standards Progression from Grade 7 to Grade 8

In grade 8, students speak (both in formal presentations and in informal discussions) with growing maturity to convey ideas and information clearly and persuasively. Students are simultaneously developing listening skills that allow them to participate effectively and contribute to groups.

Specific changes in the Speaking and Listening Standards from grade 7 to grade 8 are highlighted in the chart below:

| Grade 7, Standard 1 (SL.7.1) | Grade 8, Standard 1 (SL.8.1) |
|---|--|
| <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read</p> | <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <u>grade 8 topics, texts, and issues</u>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or</p> |

| | |
|---|---|
| <p>or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> | <p>researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions <u>and decision-making</u>, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions <u>that connect the ideas of several speakers</u> and respond to others' questions and comments with relevant <u>evidence</u>, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, <u>qualify or justify</u> their own views <u>in light of the evidence presented</u>.</p> |
| Grade 7, Standard 2 (SL.7.2) | Grade 8, Standard 2 (SL.8.2) |
| Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. | Analyze <u>the purpose of information</u> presented in diverse media and formats (e.g., visually, quantitatively, orally) and <u>evaluate the motives (e.g., social, commercial, political) behind its presentation</u> . |
| Grade 7, Standard 3 (SL.7.3) | Grade 8, Standard 3 (SL.8.3) |
| Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence <u>and identifying when irrelevant evidence is introduced</u> . |
| Grade 7, Standard 4 (SL.7.4) | Grade 8, Standard 4 (SL.8.4) |
| Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | Present claims and findings, emphasizing salient points in a focused, coherent manner <u>with relevant evidence, sound valid reasoning, and well-chosen details</u> ; use appropriate eye contact, adequate volume, and clear pronunciation. |
| Grade 7, Standard 5 (SL.7.5) | Grade 8, Standard 5 (SL.8.5) |
| Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | Integrate multimedia and visual displays into presentations to clarify <u>information, strengthen claims and evidence, and add interest</u> . |
| Grade 7, Standard 6 (SL.7.6) | Grade 8, Standard 6 (SL.8.6) |

| | |
|--|--|
| Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 53 for specific expectations.) | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.) |
|--|--|

PARCC MODEL CONTENT FRAMEWORK FOR ELA/LITERACY FOR GRADE 9

Narrative Summary of ELA Standards for Grade 9

In grade 9, the Common Core State Standards challenge students to investigate a wide range of literary genres as well as delve deeply into substantive, complex expository works of nonfiction (RL/RI.9.10) such that they can “read like a detective” and uncover critical clues for building analyses of texts (RL/RI.9.1). Entering high school, students become increasingly aware of the choices authors make and how writers emphasize particular examples or details and stitch them together into a coherent whole. At this stage of their academic careers, students provide objective summaries that incorporate both inferences drawn from the text and citations extracted directly from what they have read. Students study the seminal foundational documents of the United States as well as grasp differing perspectives and points of view embedded in works of world literature. Additional [Standards for Reading Literature](#) (RL.9.2–9) and [Standards for Reading Informational Text](#) (RI.9.2–9) offer detailed expectations for student academic performance in preparation for college and careers.

Students in grade 9 emerge with an understanding of the importance of employing academic English in their prose and can differentiate between different modes of speech or language when speaking or crafting prose. The [Standards in Speaking and Listening](#) offer details regarding how students can constructively join in conversations and participate in groups to share their insights and ideas both orally and in writing.

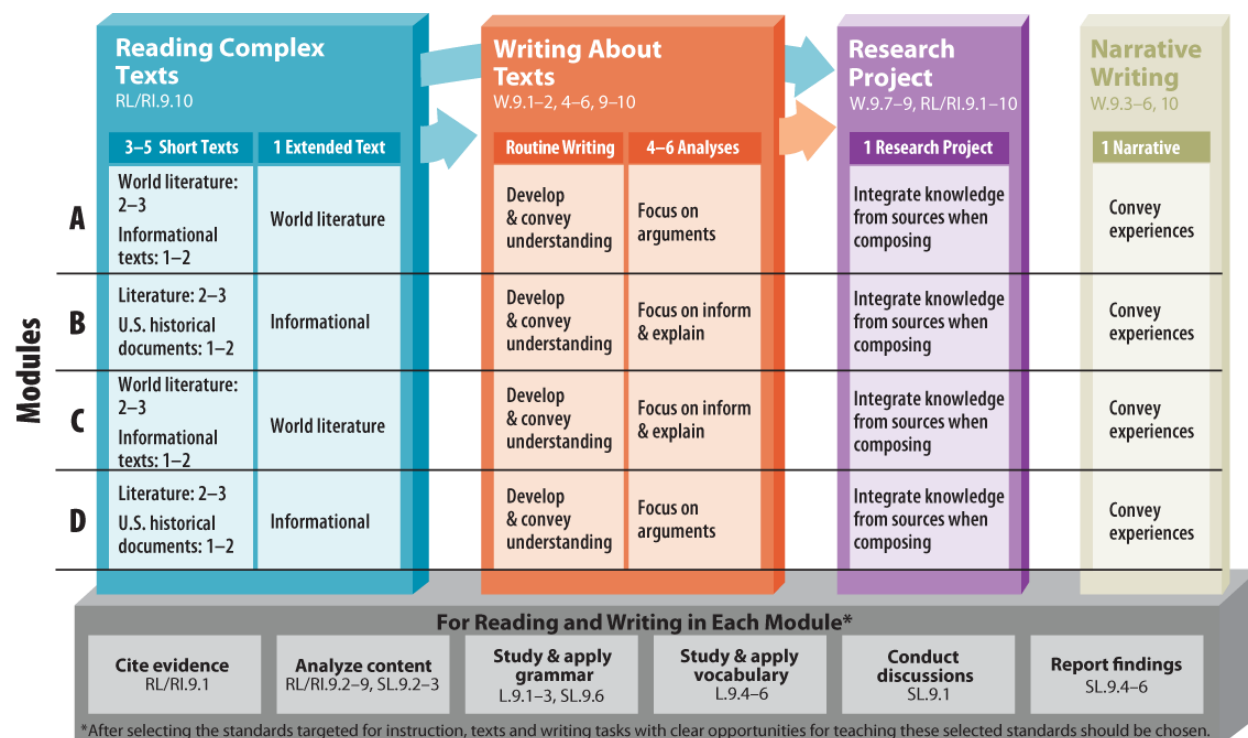
The grade 9 [Writing Standards](#) specify that students should express themselves in multiple writing formats, from investigative reports and literary analyses to summations and research papers. With regard to research, students in the beginning years of high school should conduct several research projects, using more complex materials and specialized sources than they did in elementary and middle school. Across all writing formats, students are able to develop a central idea, maintain a coherent focus in their writing and elaborate the points they make with well-documented and relevant examples, facts and details. Through writing and conversation, students internalize the expectations of academic written and spoken English and resolve issues regarding usage by consulting style guides.

Literacy Standards for Other Disciplines in Grades 9–10

Central to the vision for literacy embedded within the standards and the Model Content Frameworks is that instruction in reading, writing, speaking, listening and language is a *shared responsibility* within schools. All fields of study demand analysis of complex texts and strong oral and written communication skills using discipline-specific discourse. Since each discipline acquires, develops and shares knowledge in distinct ways, educators in each field must take ownership of building robust instruction around discipline-specific literacy skills to better prepare students for college and careers. The Model Content Frameworks provide all educators with foundational ideas for incorporating disciplinary literacy skills and practice into their instructional programming. Accordingly, they require educators in all disciplines to bear some responsibility for ensuring the literacy of the students in their classes.

ELA Model Content Framework Chart for Grade 9

Below is a chart that organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year. As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context for the standards (but not replace engaging with the standards themselves).



Key Terms & Concepts for Grade 9 ELA Model Content Framework Chart

Reading Complex Texts:

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of informational texts (literary nonfiction in ELA classes) and literature that students are expected to read. Fulfilling the ELA standards for grades 6–12 requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditionally taught. Because the ELA classroom must focus on literature (stories, drama and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes to meet the demands of the standards.

Three to five short texts: Selections would include short texts of sufficient complexity for close reading (with emphasis in two modules on reading U.S. historical documents) that would allow students to draw ample evidence from the texts and present their analyses in writing as well as

through speaking.⁴⁴ Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

- **Literature** includes adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads and epics (Common Core State Standards, p. 57).
- **Informational texts/literary nonfiction** include the subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience (Common Core State Standards, p. 57).

One extended text: This should be an extended, full-length work of literature (such as a novel, a play) or longer literary nonfiction, depending on the focus of the module. Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text, compare and synthesize ideas across other related texts, conduct text-focused discussions and produce written work aligned with the standards. (Such a study could take around two to three weeks of concentrated focus on a single text.)

Writing about Texts:

The balance of student writing at this level is **80 percent analytical** (40 percent argument and 40 percent to explain/inform) and **20 percent narrative** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.⁴⁵

Routine writing: Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure and content, and to develop needed proficiencies in analysis.

At least four to six analyses per module: All analytic writing should put a premium on using evidence (RL/RI.9.1 and W.9.9) as well as on crafting works that display a high degree of logical integration and coherence (W.9.4, W.9.5 and L.9.1–3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multi-paragraph responses, allowing teachers to assess a student’s ability to paraphrase, infer and integrate the ideas

⁴⁴ The recommended number of texts in each module closely corresponds to the recommended percentage of different kinds of texts (literary versus informational) in the CCSS.

⁴⁵ To help curriculum developers and teachers plan, a Writing Standards Progression chart is found at the end of this grade-level Model Content Framework. The chart traces (in side-by-side fashion) the changes to the Writing Standards between the previous and current grade.

they have gleaned from what they have read. Over the course of the year, analytic writing should include comparative analysis and compositions that incorporate research.

Research Project:

Each module includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem or issue. This task should entail integrating knowledge from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module. Students are expected to assess the usefulness of each source, refocus their research during the process when appropriate and integrate the information gathered in a manner that maintains the flow of ideas. Students can present their findings in a variety of modes in informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.)⁴⁶

Narrative Writing:

Students are expected to write one narrative per module that reflects real or imagined experiences or events. Narrative writing offers students opportunities to express personal ideas and experiences, author literature, and deepen understandings of literary concepts, structures and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing. The close attention to detail required to craft an effective and coherent narrative calls upon a skill set similar to that being developed by other writing tasks, and as students mature as writers, their skill with narrative techniques also advances their analytic and explanatory prose.

For Reading and Writing in Each Module:

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards.

Cite evidence: The goal of close analytic reading is for students to be able to discern and cite evidence from the text to support their assertions. In grade 9, students should cite the textual evidence that most strongly supports their analysis when both explicitly explaining the text and making inferences (RL/RI.9.1).

Analyze content: The content of each text should determine which standards (RL/RI.9.2–9 and SL.9.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write and speak, guided by L.9.1–3.

Study and apply vocabulary: To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text (L.9.4–6).⁴⁷ Students require multiple exposures to targeted vocabulary words in authentic contexts in order to retain an understanding of their meaning(s) and use the

⁴⁶ Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

⁴⁷ For a definition of Tier 2 words, see the Introduction to the Model Content Frameworks and Appendix A, pages 33–35.

words effectively when writing and speaking.

Conduct discussions: Students should initiate and engage in a range of collaborative discussions (one-on-one, small group, teacher-led) building on others’ ideas and clearly expressing their own based on evidence. They should relate the current discussion to broader themes or larger ideas, respond thoughtfully to diverse perspectives to ensure a hearing for a full range of positions on an issue, verify or challenge ideas and resolve contradictions when possible (SL.9.1).

Report findings: Students should orally present claims and supporting evidence clearly, concisely and logically while ensuring that the development, substance and style are appropriate to purpose, audience and task (SL.9.4–6).

Writing Standards Progression from Grade 8 to Grades 9–10

In grades 9 and 10, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, students are expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.9–10.1–3).

Specific changes in the Writing Standards from grade 8 to grades 9–10 are highlighted in the chart below:

| Grade 8, Standard 1 (W.8.1) | Grades 9–10, Standard 1 (W.9–10.1) |
|---|---|
| <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. | <p>Write arguments to support claims <u>in an analysis of substantive topics or texts, using valid reasoning</u> and relevant and <u>sufficient</u> evidence.</p> <ol style="list-style-type: none"> Introduce <u>precise</u> claim(s), distinguish the claim(s) from alternate or opposing claims, and <u>create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</u> <u>Develop</u> claim(s) <u>and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</u> Use words, phrases, and clauses <u>to link the major sections of the text</u>, create cohesion, and clarify the relationships <u>between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</u> Establish and maintain a formal style <u>and objective tone while attending to the norms and conventions of the discipline in which</u> |

| | |
|---|---|
| | <p><u>they are writing</u>.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> |
| Grade 8, Standard 2 (W.8.2) | Grades 9–10, Standard 2 (W.9–10.2) |
| <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented. | <p>Write informative/explanatory texts to examine and convey <u>complex</u> ideas, concepts, and information <u>clearly and accurately</u> through the <u>effective</u> selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize <u>complex</u> ideas, concepts, and information <u>to make important connections and distinctions</u>; include formatting (e.g., headings), graphics (e.g., <u>figures</u>, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, <u>and sufficient</u> facts, <u>extended</u> definitions, concrete details, quotations, or other information and examples <u>appropriate to the audience's knowledge of the topic</u>. Use appropriate and varied transitions to <u>link the major sections of the text</u>, create cohesion, and clarify the relationships among <u>complex</u> ideas and concepts. Use precise language and domain-specific vocabulary to <u>manage the complexity of</u> the topic. Establish and maintain a formal style <u>and objective tone while attending to the norms and conventions of the discipline in which they are writing</u>. Provide a concluding statement or section that follows from and supports the information or explanation presented (<u>e.g., articulating implications or the significance of the topic</u>). |
| Grade 8, Standard 3 (W.8.3) | Grades 9–10, Standard 3 (W.9–10.3) |
| <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured</p> | <p>Write narratives to develop real or imagined experiences or events using effective technique, <u>well-chosen</u> details, and well-structured event</p> |

| | |
|--|--|
| <p>event sequences.</p> <ul style="list-style-type: none"> 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. | <p>sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by <u>setting out a problem, situation, or observation, establishing one or multiple point(s) of view</u>, and introducing a narrator and/or characters; <u>create a smooth progression of experiences or events</u>. b. Use narrative techniques, such as dialogue, pacing, description, reflection, <u>and multiple plot lines</u>, to develop experiences, events, and/or characters. c. Use a variety of <u>techniques to sequence events so that they build on one another to create a coherent whole</u>. d. Use precise words and phrases, <u>telling details</u>, and sensory language to <u>convey a vivid picture of the</u> experiences, events, <u>setting, and/or characters</u>. e. Provide a conclusion that follows from and reflects on <u>what is experienced, observed, or resolved over the course of the narrative</u>. |
| Grade 8, Standard 4 (W.8.4) | Grades 9–10, Standard 4 (W.9–10.4) |
| Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| Grade 8, Standard 5 (W.8.5) | Grades 9–10, Standard 5 (W.9–10.5) |
| With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.) | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on <u>addressing what is most significant for a specific purpose and audience</u> . (Editing for conventions should demonstrate command of Language standards 1–3 <u>up to and including grades 9–10 on page 54.</u>) |
| Grade 8, Standard 6 (W.8.6) | Grades 9–10, Standard 6 (W.9–10.6) |
| Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as | Use technology, including the Internet, to produce, publish, <u>and update individual or shared writing products, taking advantage of technology's capacity to link to other information</u> |

| | |
|--|---|
| to interact and collaborate with others. | <u>and to display information flexibly and dynamically.</u> |
| Grade 8, Standard 7 (W.8.7) | Grades 9–10, Standard 7 (W.9–10.7) |
| Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | Conduct short <u>as well as more sustained</u> research projects to answer a question (including a self-generated question) <u>or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</u> |
| Grade 8, Standard 8 (W.8.8) | Grades 9–10, Standard 8 (W.9–10.8) |
| Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | Gather relevant information from multiple <u>authoritative</u> print and digital sources, using <u>advanced searches</u> effectively; assess the <u>usefulness</u> of each source <u>in answering the research question; integrate information into the text selectively to maintain the flow of ideas,</u> avoiding plagiarism and following a standard format for citation. |
| Grade 8, Standard 9 (W.8.9) | Grades 9–10, Standard 9 (W.9–10.9) |
| Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 8 Reading standards</i> to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). | Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <u>grades 9–10 Reading standards</u> to literature (e.g., "Analyze how <u>an author</u> draws on <u>and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]</u> "). b. Apply <u>grades 9–10 Reading standards</u> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is <u>valid</u> and the evidence is relevant and sufficient; <u>identify false statements and fallacious reasoning</u> "). |
| Grade 8, Standard 10 (W.8.10) | Grades 9–10, Standard 10 (W.9–10.10) |
| Write routinely over extended time frames (time for research, reflection, and revision) and shorter | Write routinely 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. | time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|---|---|

Speaking and Listening Progression from Grade 8 to Grades 9–10

In grades 9–10, students speak (both in formal presentations and in informal discussions) with growing maturity to convey ideas and information both clearly and persuasively. Students are simultaneously developing listening skills that allow them to participate effectively and contribute to groups.

Specific changes in the Speaking and Listening Standards from grade 8 to grades 9–10 are highlighted in the chart below:

| Grade 8, Standard 1 (SL.8.1) | Grades 9–10, Standard 1 (SL.9–10.1) |
|---|--|
| <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. | <p><u>Initiate and participate</u> effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <u>grades 9–10 topics, texts, and issues</u>, building on others' ideas and expressing their own clearly <u>and persuasively</u>.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence <u>from texts and other research</u> on the topic or issue to <u>stimulate a thoughtful, well-reasoned exchange of ideas</u>. b. <u>Work with peers to set</u> rules for collegial discussions and decision-making (<u>e.g., informal consensus, taking votes on key issues, presentation of alternate views</u>), <u>clear</u> goals and deadlines, and individual roles as needed. c. <u>Propel conversations by</u> posing and responding to questions that <u>relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions</u>. d. <u>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</u> |

| | |
|--|--|
| | <u>connections</u> in light of the evidence <u>and reasoning</u> presented. |
| Grade 8, Standard 2 (SL.8.2) | Grades 9–10, Standard 2 (SL.9–10.2) |
| Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. | <u>Integrate multiple sources</u> of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating <u>the credibility and accuracy of each source</u> . |
| Grade 8, Standard 3 (SL.8.3) | Grades 9–10, Standard 3 (SL.9–10.3) |
| Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | <u>Evaluate</u> a speaker’s <u>point of view, reasoning, and use of</u> evidence <u>and rhetoric</u> , identifying <u>any fallacious reasoning or exaggerated or distorted</u> evidence. |
| Grade 8, Standard 4 (SL.8.4) | Grades 9–10, Standard 4 (SL.9–10.4) |
| Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. | Present <u>information</u> , findings, <u>and supporting evidence clearly, concisely, and logically such that listeners can follow the line of</u> reasoning <u>and the organization, development, substance, and style are appropriate to purpose, audience, and task</u> . |
| Grade 8, Standard 5 (SL.8.5) | Grades 9–10, Standard 5 (SL.9–10.5) |
| Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. | <u>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in</u> presentations <u>to enhance understanding of findings, reasoning, and evidence</u> and to add interest. |
| Grade 8, Standard 6 (SL.8.6) | Grades 9–10, Standard 6 (SL.9–10.6) |
| Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.) | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See <u>grades 9–10</u> Language standards 1 and 3 on pages <u>54</u> for specific expectations.) |

PARCC MODEL CONTENT FRAMEWORK FOR ELA/LITERACY FOR GRADE 10

Narrative Summary of ELA Standards for Grade 10

In grade 10, the Common Core State Standards expect students to examine both a diverse set of literary genres as well as pursue their investigation of substantive, complex expository works of nonfiction (RL/RI.10.10) such that they become adept investigators and can analyze the meaning of both literary and nonfiction works (RL/RI.10.1).⁴⁸ By grade 10, students firmly grasp how authors craft their prose and how writers make their argument(s) cohere. They are adept at comparing and contrasting how ideas, themes or concepts are presented in two different artistic mediums in which different details are emphasized. Students are asked to analyze the seminal foundational documents of the United States as well as grasp differing perspectives and points of view embedded in works of world literature. Additional [Standards for Reading Literature](#) (RL.10.2–9) and [Standards for Reading Informational Text](#) (RI.10.2–9) offer detailed expectations for student academic performance in preparation for college and careers.

Through discussion and writing, students have a deepening grasp of academic English and can utilize the right mode of speech or language when speaking or crafting prose. The [Standards in Speaking and Listening](#) offer insights into how students in grade 10 can participate in a variety of settings through constructively listening and sharing their ideas both orally and in writing.

At this point, the [Writing Standards](#) specify that 10th graders confidently express themselves in diverse writing formats and prose settings, from investigative reports and literary analyses to summations and research papers. With regard to research, students in the beginning years of high school should conduct several research projects, using more complex materials and specialized sources than they did in elementary and middle school. Across all writing formats, students are able to develop a central idea, maintain a coherent focus in their writing and elaborate the points they make with well-documented and relevant examples, facts and details. Through writing and conversation, students internalize the expectations of academic written and spoken English and resolve issues regarding usage by consulting style guides.

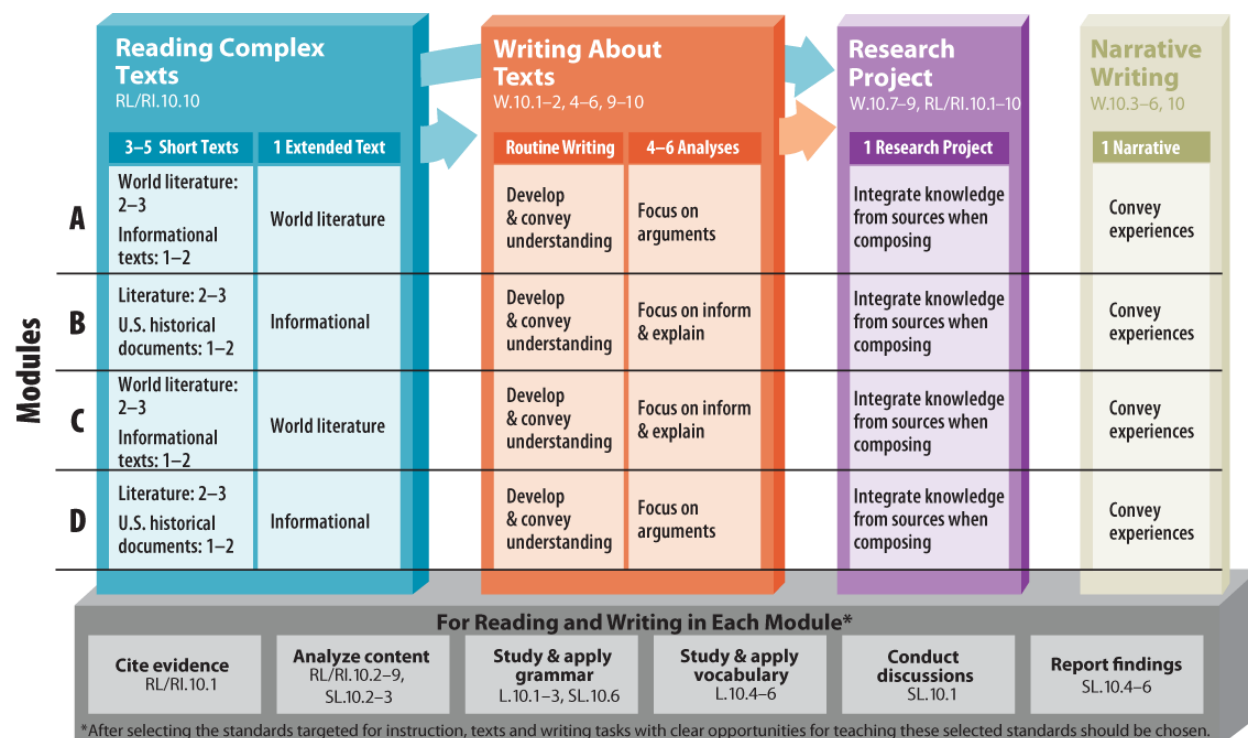
Literacy Standards for Other Disciplines in Grades 9–10

Central to the vision for literacy embedded within the standards and the Model Content Frameworks is that instruction in reading, writing, speaking, listening and language is a *shared responsibility* within schools. All fields of study demand analysis of complex texts and strong oral and written communication skills using discipline-specific discourse. Since each discipline acquires, develops and shares knowledge in distinct ways, educators in each field must take ownership of building robust instruction around discipline-specific literacy skills to better prepare students for college and careers. The Model Content Frameworks provide all educators with foundational ideas for incorporating disciplinary literacy skills and practice into instructional programming. Accordingly, they require educators in all disciplines to bear some responsibility for ensuring the literacy of the students in their classes.

⁴⁸ It should be noted that the standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the standards use two-year bands in grades 9–12 to allow schools, districts and states flexibility in high school course design.

ELA Model Content Framework Chart for Grade 10

Below is a chart that organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year.⁴⁹ As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context for the standards (but not replace engaging with the standards themselves).



Key Terms & Concepts for Grade 10 ELA Model Content Framework Chart

Reading Complex Texts:

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of informational texts (literary nonfiction in ELA classes) and literature that students are expected to read. Fulfilling the ELA standards for grades 6–12 requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditionally taught. Because the ELA classroom must focus on literature (stories, drama and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes to meet the demands of the standards.

⁴⁹ The CCSS K–5 section is written to reflect “the fact that most or all of the instruction students in these grades receive comes from one teacher” (Introduction to CCSS, p. 8). Therefore, most elementary grades are self-contained and thus include reading across the curriculum—hence the higher number of short texts in grades 3–5 than in grades 6–12.

Three to five short texts: Selections would include short texts of sufficient complexity for close reading (with emphasis in two modules on reading U.S. historical documents) that would allow students to draw ample evidence from the texts and present their analyses in writing as well as through speaking.⁵⁰ Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

- **Literature** includes adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads and epics (Common Core State Standards, p. 57).
- **Informational texts/literary nonfiction** include the subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience (Common Core State Standards, p. 57).

One extended text: This should be an extended, full-length work of literature (such as a novel, a play) or longer literary nonfiction, depending on the focus of the module. Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text, compare and synthesize ideas across other related texts, conduct text-focused discussions and produce written work aligned with the standards. (Such a study could take around two to three weeks of concentrated focus on a single text.)

Writing about Texts:

The balance of student writing at this level is **80 percent analytical** (40 percent argument and 40 percent to explain/inform) and **20 percent narrative** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.⁵¹

Routine writing: Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure and content, and to develop needed proficiencies in analysis.

At least four to six analyses per module: All analytic writing should put a premium on using evidence (RL/RI.10.1 and W.10.9) as well as on crafting works that display a high degree of logical integration

⁵⁰ The recommended number of texts in each module closely corresponds to the recommended percentage of different kinds of texts (literary versus informational) in the CCSS.

⁵¹ To help curriculum developers and teachers plan, a Writing Standards Progression chart is found at the end of this grade-level Model Content Framework. The chart traces (in side-by-side fashion) the changes to the Writing Standards between the previous and current grade.

and coherence (W.10.4, W.10.5 and L.10.1–3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multi-paragraph responses, allowing teachers to assess a student’s ability to paraphrase, infer and ultimately integrate the ideas they have gleaned from what they have read. Over the course of the year, analytic writing should include comparative analysis and compositions incorporating research.

Research Project:

Each module includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem or issue. This should entail integrating knowledge from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module. Students are expected at this stage to assess the usefulness of each source, refocus their research when appropriate during the process and integrate the information gathered in a manner that maintains the flow of ideas. Students can present their findings in a variety of modes in informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.)⁵²

Narrative Writing:

Students are expected to write one narrative per module that reflects real or imagined experiences or events. Narrative writing offers students opportunities to express personal ideas and experiences, author literature and deepen understandings of literary concepts, structures and genres (e.g. short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing. The close attention to detail required to craft an effective and coherent narrative calls upon a skill set similar to that being developed by other writing tasks, and as students mature as writers, their skill with narrative techniques also advances their analytic and explanatory prose.

For Reading and Writing in Each Module:

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards.

Cite evidence: The goal of close analytic reading is for students to be able to discern and cite evidence from the text to support their assertions. In grade 10, students should cite the textual evidence that most strongly supports their analysis when both explicitly explaining the text and making inferences (RL/RI.10.1).

Analyze content: The content of each text should determine which standards (RL/RI.10.2–9 and SL.10.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write and speak, guided by L.10.1–3.

Study and apply vocabulary: To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words

⁵² Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

per week for each text (L.10.4–6).⁵³ Students require multiple exposures to targeted vocabulary words in authentic contexts in order to retain an understanding of their meaning(s) and use the words effectively when writing and speaking.

Conduct discussions: Students should initiate and engage in a range of collaborative discussions (one-on-one, small group, teacher-led) building on others’ ideas and clearly expressing their own based on evidence. They should relate the current discussion to broader themes or larger ideas, respond thoughtfully to diverse perspectives to ensure a hearing for a full range of positions on an issue, verify or challenge ideas and resolve contradictions when possible (SL.10.1).

Report findings: Students should orally present claims and supporting evidence clearly, concisely and logically while ensuring that the development, substance and style are appropriate to purpose, audience and task (SL.10.4–6).

Writing Standards Progression from Grade 8 to Grades 9–10

In grades 9 and 10, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, students are expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.9–10.1–3).

Specific changes in the Writing Standards from grade 8 to grades 9–10 are highlighted in the chart below:

| Grade 8, Standard 1 (W.8.1) | Grades 9–10, Standard 1 (W.9–10.1) |
|--|--|
| <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. | <p>Write arguments to support claims <u>in an analysis of substantive topics or texts, using valid reasoning</u> and relevant and <u>sufficient</u> evidence.</p> <ul style="list-style-type: none"> a. Introduce <u>precise</u> claim(s), distinguish the claim(s) from alternate or opposing claims and <u>create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.</u> b. <u>Develop</u> claim(s) <u>and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</u> c. Use words, phrases and clauses <u>to link the major sections of the text</u>, create cohesion and clarify the relationships <u>between claim(s) and reasons, between reasons and evidence, and between claim(s) and</u> |

⁵³ For a definition of Tier 2 words, see the Introduction to the Model Content Frameworks and Appendix A, pages 33–35.

| | |
|---|---|
| | <p><u>counterclaims</u>.</p> <p>d. Establish and maintain a formal style <u>and objective tone while attending to the norms and conventions of the discipline in which they are writing</u>.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> |
| Grade 8, Standard 2 (W.8.2) | Grades 9–10, Standard 2 (W.9–10.2) |
| <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</p> <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented. | <p>Write informative/explanatory texts to examine and convey <u>complex</u> ideas, concepts and information <u>clearly and accurately</u> through the <u>effective</u> selection, organization and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize <u>complex</u> ideas, concepts and information <u>to make important connections and distinctions</u>; include formatting (e.g., headings), graphics (e.g., <u>figures</u>, tables) and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant and <u>sufficient</u> facts, <u>extended</u> definitions, concrete details, quotations, or other information and examples <u>appropriate to the audience's knowledge of the topic</u>. Use appropriate and varied transitions to <u>link the major sections of the text</u>, create cohesion and clarify the relationships among <u>complex</u> ideas and concepts. Use precise language and domain-specific vocabulary to <u>manage the complexity of</u> the topic. Establish and maintain a formal style <u>and objective tone while attending to the norms and conventions of the discipline in which they are writing</u>. Provide a concluding statement or section that follows from and supports the information or explanation presented (<u>e.g., articulating implications or the significance of the topic</u>). |

| Grade 8, Standard 3 (W.8.3) | Grades 9–10, Standard 3 (W.9–10.3) |
|---|--|
| <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.</p> <ol style="list-style-type: none"> 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. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters. 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. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events. | <p>Write narratives to develop real or imagined experiences or events using effective technique, <u>well-chosen</u> details and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by <u>setting out a problem, situation, or observation, establishing one or multiple point(s) of view</u> and introducing a narrator and/or characters; <u>create a smooth progression of experiences or events</u>. Use narrative techniques, such as dialogue, pacing, description, reflection and <u>multiple plot lines</u>, to develop experiences, events and/or characters. Use a variety of <u>techniques to sequence events so that they build on one another to create a coherent whole</u>. Use precise words and phrases, <u>telling details and sensory language to convey a vivid picture of the</u> experiences, events, <u>setting</u> and/or characters. Provide a conclusion that follows from and reflects on <u>what is experienced, observed, or resolved over the course of the narrative</u>. |
| Grade 8, Standard 4 (W.8.4) | Grades 9–10, Standard 4 (W.9–10.4) |
| <p>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> | <p>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> |
| Grade 8, Standard 5 (W.8.5) | Grades 9–10, Standard 5 (W.9–10.5) |
| <p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)</p> | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on <u>addressing what is most significant for a specific purpose and audience</u>. (Editing for conventions should demonstrate command of Language standards 1–3 <u>up to and including grades 9–10 on page 54</u>.)</p> |

| Grade 8, Standard 6 (W.8.6) | Grades 9–10, Standard 6 (W.9–10.6) |
|---|---|
| Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. | Use technology, including the Internet, to produce, publish and <u>update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</u> |
| Grade 8, Standard 7 (W.8.7) | Grades 9–10, Standard 7 (W.9–10.7) |
| Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | Conduct short <u>as well as more sustained</u> research projects to answer a question (including a self-generated question) <u>or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</u> |
| Grade 8, Standard 8 (W.8.8) | Grades 9–10, Standard 8 (W.9–10.8) |
| Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | Gather relevant information from multiple <u>authoritative</u> print and digital sources, using <u>advanced searches</u> effectively; assess the <u>usefulness</u> of each source <u>in answering the research question; integrate information into the text selectively to maintain the flow of ideas,</u> avoiding plagiarism and following a standard format for citation. |
| Grade 8, Standard 9 (W.8.9) | Grades 9–10, Standard 9 (W.9–10.9) |
| <p>Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <ol style="list-style-type: none"> Apply <i>grade 8 Reading standards</i> to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; | <p>Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <ol style="list-style-type: none"> Apply <u>grades 9–10 Reading standards</u> to literature (e.g., "Analyze how <u>an author</u> draws on <u>and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]</u>"). Apply <u>grades 9–10 Reading standards</u> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is <u>valid</u> and the evidence is relevant and |

| | |
|---|---|
| recognize when irrelevant evidence is introduced"). | sufficient; <u>identify false statements and fallacious reasoning</u> "). |
| Grade 8, Standard 10 (W.8.10) | Grades 9–10, Standard 10 (W.9–10.10) |
| Write routinely 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. | Write routinely 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 tasks, purposes and audiences. |

Speaking and Listening Progression from Grade 8 to Grades 9–10

In grades 9-10, students speak (both in formal presentations and in informal discussions) with growing maturity to convey ideas and information both clearly and persuasively. Students are simultaneously developing listening skills that allow them to participate effectively and contribute to groups.

Specific changes in the Speaking and Listening Standards from grade 8 to grades 9–10 are highlighted in the chart below:

| | |
|---|--|
| Grade 8, Standard 1 (SL.8.1) | Grades 9–10, Standard 1 (SL.9–10.1) |
| Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on <i>grade 8 topics, texts and issues</i> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas. d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented. | <u>Initiate and participate</u> effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on <u>grades 9–10 topics, texts and issues</u> , building on others' ideas and expressing their own clearly <u>and persuasively</u> . <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence <u>from texts and other research</u> on the topic or issue to <u>stimulate a thoughtful, well-reasoned exchange of ideas</u>. b. <u>Work with peers to set</u> rules for collegial discussions and decision-making <u>(e.g., informal consensus, taking votes on key issues, presentation of alternate views)</u>, <u>clear</u> goals and deadlines, and individual roles as needed. c. <u>Propel conversations by</u> posing and responding to questions that <u>relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or</u> |

| | |
|--|---|
| | <u>challenge ideas and conclusions.</u> d. <u>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and,</u> when warranted, qualify or justify their own views <u>and understanding and make new connections</u> in light of the evidence <u>and reasoning</u> presented. |
| Grade 8, Standard 2 (SL.8.2) | Grades 9–10, Standard 2 (SL.9–10.2) |
| Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. | <u>Integrate multiple sources</u> of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating <u>the credibility and accuracy of each source.</u> |
| Grade 8, Standard 3 (SL.8.3) | Grades 9–10, Standard 3 (SL.9–10.3) |
| Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | <u>Evaluate</u> a speaker’s <u>point of view, reasoning and use of</u> evidence <u>and rhetoric</u> , identifying <u>any fallacious reasoning or exaggerated or distorted</u> evidence. |
| Grade 8, Standard 4 (SL.8.4) | Grades 9–10, Standard 4 (SL.9–10.4) |
| Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. | Present <u>information</u> , findings and <u>supporting evidence clearly, concisely and logically such that listeners can follow the line of</u> reasoning <u>and the organization, development, substance and style are appropriate to purpose, audience and task.</u> |
| Grade 8, Standard 5 (SL.8.5) | Grades 9–10, Standard 5 (SL.9–10.5) |
| Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. | <u>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in</u> presentations <u>to enhance understanding of findings, reasoning, and evidence</u> and to add interest. |
| Grade 8, Standard 6 (SL.8.6) | Grades 9–10, Standard 6 (SL.9–10.6) |
| Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.) | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See <u>grades 9–10</u> Language standards 1 and 3 on pages <u>54</u> for specific expectations.) |

PARCC MODEL CONTENT FRAMEWORK FOR ELA/LITERACY FOR GRADE 11

Narrative Summary of ELA Standards for Grade 11

The Common Core State Standards in grade 11 call for students to be able to understand and analyze substantive, complex expository works of literary nonfiction as well as a diverse spectrum of stories, poems, plays and novels (RL/RI.11.10) such that they can produce ample amounts of evidence to support inferences (RL/RI.11.1). Students also perform a variety of complex reading tasks focused on recurrent themes in American literature and foundational works of American political philosophy, from grasping the subtleties of an author's point of view to perceiving when a text leaves matters ambiguous. They become skilled at determining how multiple themes or ideas combine and intertwine to produce a complex narrative or explanation as well as evaluating the premises, arguments and rhetoric present in seminal texts from American history. Additional [Standards for Reading Literature](#) (RL.11.2–9) and [Standards for Reading Informational Text](#) (RI.11.2–9) offer detailed expectations for student academic performance in preparation for college and careers.

Students will demonstrate their listening skills by synthesizing the comments and claims of others and exercising outstanding teamwork when functioning in groups. The [Standards in Speaking and Listening](#) detail the ways in which students in grade 11 will distinguish themselves as approaching college and career readiness by being able to respond thoughtfully when encountering diverse perspectives and by skillfully presenting findings both orally and in writing.

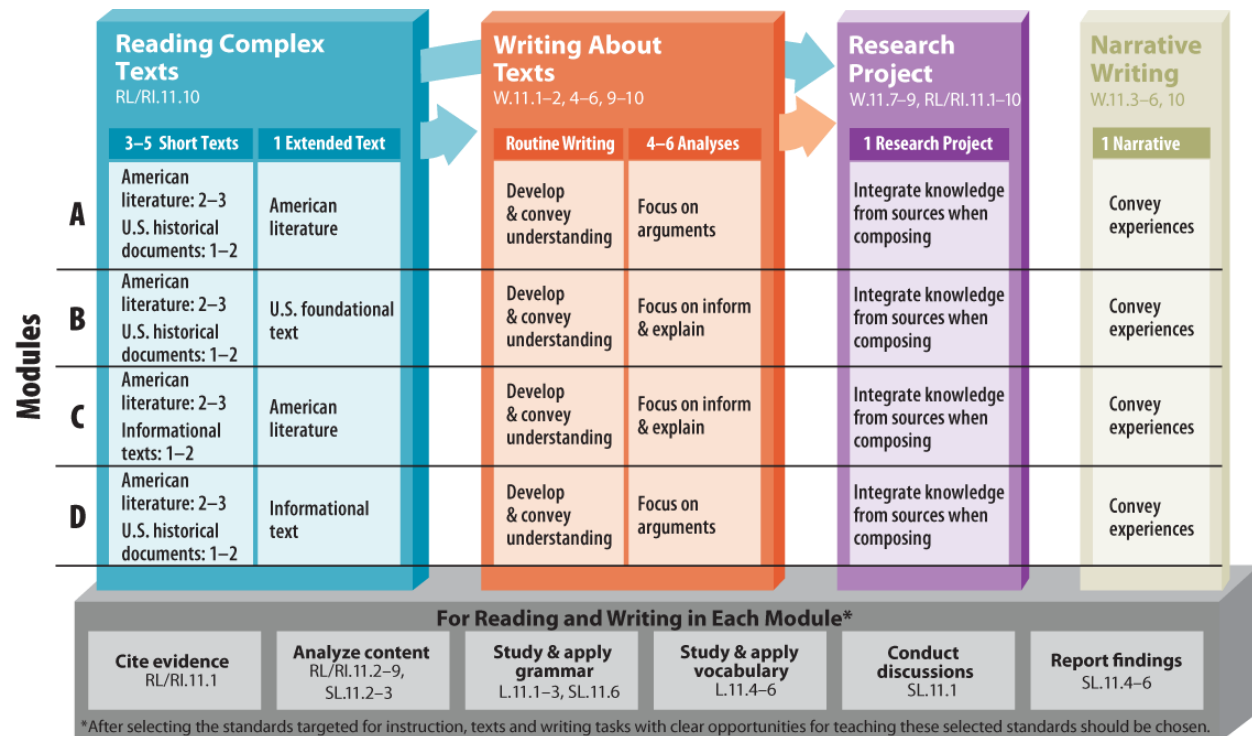
In grade 11, students begin to excel at making oral and written arguments that are logical and well-reasoned, objectively assessing the evidence on all sides of an issue. At this point, the [Writing Standards](#) specify that students should possess the fluency, flexibility and focus to produce high-quality drafts under tight deadlines and be equally proficient at editing and revising their written work (over multiple drafts if needed).

Literacy Standards for Other Disciplines in Grade 11

Central to the vision for literacy embedded within the standards and the Model Content Frameworks is that instruction in reading, writing, speaking, listening and language is a *shared responsibility* within schools. All fields of study demand analysis of complex texts and strong oral and written communication skills using discipline-specific discourse. Since each discipline acquires, develops and shares knowledge in distinct ways, educators in each field must take ownership of building robust instruction around discipline-specific literacy skills to better prepare students for college and careers. The Model Content Frameworks provide all educators with foundational ideas for incorporating disciplinary literacy skills and practice into their instructional programming. Accordingly, they require educators in all disciplines to bear some responsibility for ensuring the literacy of the students in their classes.

ELA Model Content Framework Chart for Grade 11

Below is a chart that organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year. As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context (but not replace engaging with the standards themselves).



Key Terms & Concepts for Grade 11 ELA Model Content Framework Chart

Reading Complex Texts:

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of informational texts (literary nonfiction in ELA classes) and literature students are expected to read. Fulfilling the ELA standards for grades 6–12 requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditionally taught. Because the ELA classroom must focus on literature (stories, drama and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes to meet the demands of the standards.

Three to five short texts: Selections would include short texts of sufficient complexity for close reading (with emphasis on reading American literature and U.S. historical documents) that would allow students to draw ample evidence from the texts and present their analyses in writing as well

as through speaking.⁵⁴ Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

- **Literature** includes adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads and epics (Common Core State Standards, p. 57).
- **Informational texts/literary nonfiction** include the subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience (Common Core State Standards, p. 57).

One extended text: This should be an extended, full-length work of literature (such as a novel, a play or longer literary nonfiction), depending on the focus of the module (e.g., an American novel, play or U.S. foundational text). Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text, compare and synthesize ideas across other related texts, conduct text-focused discussions and produce written work aligned with the standards. (Such a study could take around two to three weeks of concentrated focus on a single text.)

Writing about Texts:

The balance of student writing at this level is **80 percent analytical** (40 percent argument and 40 percent to explain/inform) and **20 percent narrative** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.⁵⁵

Routine writing: Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure and content, and to develop needed proficiencies in analysis.

At least four to six analyses per module: All analytic writing should put a premium on using evidence (RL/RI.11.1 and W.11.9), as well as on crafting works that display a high degree of logical integration and coherence (W.11.4, W.11.5 and L.11.1–3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multi-paragraph responses, allowing teachers to assess a student’s ability to paraphrase, infer and integrate the ideas

⁵⁴ The recommended number of texts in each module closely corresponds to the recommended percentage of different kinds of texts (literary versus informational) in the CCSS.

⁵⁵ To help curriculum developers and teachers plan, a Writing Standards Progression chart is found at the end of this grade-level Model Content Framework. The chart traces (in side-by-side fashion) the changes to the Writing Standards between the previous and current grade.

they have gleaned from what they have read. Over the course of the year, analytic writing should include *at least* one comparative analysis and one paper incorporating research that focuses on texts that students have read closely.

Research Project:

Each module includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem or issue. This task may entail gathering and synthesizing relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module. Students are expected at this stage to assess the strengths and limitations of each source in terms of the task, integrate the information gathered in a manner that maintains the flow of ideas and avoid overreliance on any one source. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.)⁵⁶

Narrative Writing:

Students are expected to write one narrative per module that reflects real or imagined experiences or events. Narrative writing offers students opportunities to express personal ideas and experiences, author literature and deepen understandings of literary concepts, structures and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing. The close attention to detail required to craft an effective and coherent narrative calls upon a skill set similar to that being developed by other writing tasks, and as students mature as writers, their skill with narrative techniques also advances their analytic and explanatory prose.

For Reading and Writing in Each Module:

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards:

Cite evidence: The goal of close analytic reading is for students to be able to discern and cite evidence from the text to support their assertions. In grade 11, students should cite strong and thorough textual evidence that supports their analysis when both explicitly explaining the text and making inferences based upon it, including where the text leaves matters uncertain (RL/RI.11.1).

Analyze content: The content of each text should determine which standards (RL/RI.11.2–9 and SL.11.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write and speak, guided by L.11.1–3.

Study and apply vocabulary: To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words

⁵⁶ Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

per week for each text (L.11.4–6).⁵⁷ Students require multiple exposures to targeted vocabulary words in authentic contexts in order to retain an understanding of their meaning(s) and use the words effectively when writing and speaking.

Conduct discussions: Students should initiate and engage in a range of collaborative discussions (one-on-one, small group, teacher-led) building on others’ ideas and expressing their own clearly with evidence, guided by democratic rules. Students should probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; respond thoughtfully to diverse perspectives; and synthesize comments and resolve contradictions when possible (SL.11.1).

Report findings: Students should orally present claims and supporting evidence conveying a clear and distinct perspective while ensuring that alternative or opposing perspectives are addressed and that the development, substance and style are appropriate to purpose, audience and task (SL.11.4–6).

Writing Standards Progression from Grades 9–10 to Grades 11–12

In grades 11–12, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, students are expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.11–12.1–3).

Specific changes in the Writing Standards from grades 9–10 to grades 11–12 are highlighted in the chart below:

| Grades 9–10, Standard 1 (W.9–10.1) | Grades 11–12, Standard 1 (W.11–12.1) |
|---|---|
| <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Introduce precise, <u>knowledgeable</u> claim(s), <u>establish the significance of the claim(s)</u>, distinguish the claim(s) from alternate or opposing claims, and create an organization that <u>logically sequences</u> claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly <u>and thoroughly</u>, supplying <u>the most relevant</u> evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, <u>values</u>, <u>and possible biases</u>. |

⁵⁷ For a definition of Tier 2 words, see the Introduction to the Model Content Frameworks and Appendix A, pages 33–35.

| | |
|---|--|
| <p>claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> | <p>c. Use words, phrases, and clauses <u>as well as varied syntax</u> to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> |
| <p>Grades 9–10, Standard 2 (W.9–10.2)</p> | <p>Grades 11–12, Standard 2 (W.11–12.2)</p> |
| <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the</p> | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information <u>so that each new element builds on that which precedes it to create a unified whole</u>; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic <u>thoroughly by selecting the most significant and</u> relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions <u>and syntax</u> to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, <u>and techniques such as metaphor, simile, and analogy</u> to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which</p> |

| | |
|---|---|
| information or explanation presented (e.g., articulating implications or the significance of the topic). | they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| Grades 9–10, Standard 3 (W.9–10.3) | Grades 11–12, Standard 3 (W.11–12.3) |
| Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation <u>and its significance</u> , establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole <u>and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)</u> . d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| Grades 9–10, Standard 4 (W.9–10.4) | Grades 11–12, Standard 4 (W.11–12.4) |
| Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| Grades 9–10, Standard 5 (W.9–10.5) | Grades 11–12, Standard 5 (W.11–12.5) |
| Develop and strengthen writing as needed by | 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 on page 54.) | 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 <u>up to and including grades 11–12</u> on page 54.) |
| Grades 9–10, Standard 6 (W.9–10.6) | Grades 11–12, Standard 6 (W.11–12.6) |
| Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products <u>in response to ongoing feedback, including new arguments or information.</u> |
| Grades 9–10, Standard 7 (W.9–10.7) | Grades 11–12, Standard 7 (W.11–12.7) |
| Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| Grades 9–10, Standard 8 (W.9–10.8) | Grades 11–12, Standard 8 (W.11–12.8) |
| Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the <u>strengths and limitations</u> of each source <u>in terms of the task, purpose, and audience</u> ; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and <u>overreliance on any one source</u> and following a standard format for citation. |
| Grades 9–10, Standard 9 (W.9–10.9) | Grades 11–12, Standard 9 (W.11–12.9) |
| Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). | Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <u>grades 11–12 Reading standards</u> to literature (e.g., " <u>Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics</u> "). |

| | |
|---|---|
| b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). | b. Apply <u><i>grades 11–12 Reading standards</i></u> to literary nonfiction (e.g., "Delineate and evaluate the <u>reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]</u> "). |
| Grades 9–10, Standard 10 (W.9–10.10) | Grades 11–12, Standard 10 (W.11–12.10) |
| Write routinely 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 tasks, purposes, and audiences. | Write routinely 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 tasks, purposes, and audiences. |

Speaking and Listening Standards Progression from Grades 9–10 to Grades 11–12

In grade 11, students speak (both in formal presentations and in informal discussions) with growing maturity to convey ideas and information both clearly and persuasively. They are simultaneously developing listening skills that allow them to participate effectively and contribute to groups. Specific changes in the Speaking and Listening Standards from grades 9–10 to grades 11–12 are highlighted in the chart below:

| | |
|---|--|
| Grades 9–10, Standard 1 (SL.9–10.1) | Grades 11–12, Standard 1 (SL.11–12.1) |
| Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <u><i>grades 11–12 topics, texts, and issues</i></u> , building on others' ideas and expressing their own clearly and persuasively. |
| <p>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.</p> <p>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</p> | <p>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.</p> <p>b. Work with peers to <u>promote civil, democratic</u> discussions and decision-making, set clear goals and deadlines, <u>and</u></p> |

| | |
|---|---|
| <p>goals and deadlines, and individual roles as needed.</p> <p>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.</p> <p>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.</p> | <p><u>establish</u> individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that <u>probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue</u>; clarify, verify, or challenge ideas and conclusions; <u>and promote divergent and creative perspectives</u>.</p> <p>d. Respond thoughtfully to diverse perspectives; <u>synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task</u>.</p> |
| Grades 9–10, Standard 2 (SL.9–10.2) | Grades 11–12, Standard 2 (SL.11–12.2) |
| Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. | Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) <u>in order to make informed decisions and solve problems</u> , evaluating the credibility and accuracy of each source <u>and noting any discrepancies among the data</u> . |
| Grades 9–10, Standard 3 (SL.9–10.3) | Grades 11–12, Standard 3 (SL.11–12.3) |
| Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, <u>assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used</u> . |
| Grades 9–10, Standard 4 (SL.9–10.4) | Grades 11–12, Standard 4 (SL.11–12.4) |
| Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | Present information, findings, and supporting evidence, <u>conveying a clear and distinct perspective</u> , such that listeners can follow the line of reasoning, <u>alternative or opposing perspectives are addressed</u> , and the organization, development, substance, and style are appropriate to purpose, audience, and <u>a range of formal and informal</u> tasks. |
| Grades 9–10, Standard 5 (SL.9–10.5) | Grades 11–12, Standard 5 (SL.11–12.5) |
| Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of |

| | |
|---|---|
| findings, reasoning, and evidence and to add interest. | findings, reasoning, and evidence and to add interest. |
| Grades 9–10, Standard 6 (SL.9–10.6) | Grades 11–12, Standard 6 (SL.11–12.6) |
| Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.) | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) |