

# UPDATE: Proposed Revisions to ELA/Literacy and Mathematics Curriculum Frameworks

MCAS Communication Workgroup

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# 2016–17 Standards Review Process

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# Goals of the Review Process

- ★ The Board of Elementary and Secondary Education charged ESE with facilitating a review process that:
  - ★ Maintains and improves the Frameworks' **focus, coherence, rigor, and clarity.**
  - ★ Incorporates lessons learned in five years of implementing the standards.
  - ★ Is driven by input from stakeholders in schools, districts, higher education, and the broader community.



# Process: Three Phases

Phase 1 (January-July 2016):	Engaged stakeholders and gathered recommendations for revisions.
Phase 2 (July-October 2016):	Engaged content advisors and refined revisions; made progress report to the Board.
Phase 3 (November 2016-Spring 2017):	Refined the proposed revisions; Board voted to release for public comment (Nov); conduct public comment period, synthesize public comment; make final revisions and bring the final proposed standards to the Board for vote to adopt (March).



# Phase 3: Public Comment

Documents available to the public to understand the scope and content of the revisions:

1. Full drafts of the revised Curriculum Frameworks for English Language Arts and Literacy and Mathematics with revisions highlighted and changes tracked.
2. Grade-by-Grade Detailed Standards Revisions in ELA/Literacy and Mathematics.
3. Quick Reference Guides to the proposed changes, Improving the Massachusetts English Language Arts and Literacy and Mathematics Standards.

Encourage educators to submit comments!

<http://tinyurl.com/j8aa9no>



# Highlights of the Proposed Changes

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# Literacy Across the Curriculum

(see draft Frameworks: ELA/Literacy pp. 46, 50, 106-108; Math pp. 5-6, 11-12)

## ★ ELA/Literacy:

- ★ More attention to abbreviations and symbols related to content areas (e.g., +, =, <, >)
- ★ References to mathematics in PK–5 standards where other subject areas appear
- ★ New Speaking and Listening strand in standards for History/Social Studies, Science, **Mathematics**, and **Career/Technical Subjects**

## ★ Mathematics:

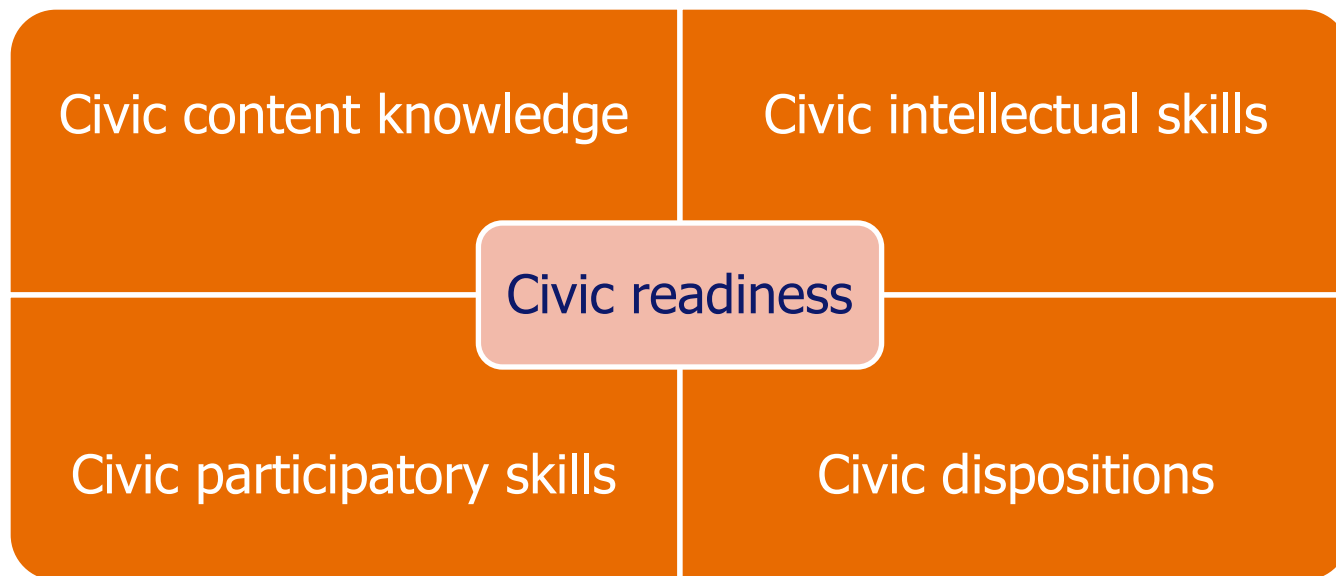
- ★ Strengthened introductory language and Guiding Principle 5: Literacy in the Mathematics Content Area to stress importance of literacy skills to effective communication about mathematics



# Civic Learning and Engagement

(see draft Framework s: ELA/Literacy pp. 9–10, Math pp. 1-2)

- ★ Introductory material reflects new definition of college, career, and civic readiness adopted by Boards of Elementary and Secondary Education and Higher Education in 2016.





# Increasing Coherence: ELA/Literacy

## Proposed Change

- Increased cross-referencing among the Reading, Writing, Speaking and Listening, and Language standards helps educators make connections across the standards in their teaching.

## Example

- RL.5.4: Determine the meaning of words and phrases as they are used in a text, including locating and explaining the effect of figurative language such as metaphors and similes. (See grade 5 Language standards 4–6 on applying knowledge of vocabulary to reading.)

# Increasing Coherence: Mathematics

## Proposed Change

- Established a learning progression in the early grades related to recognizing patterns in numbers in order to lay a foundation for algebraic thinking.

## Example

- PK.CC.4 introduces “one more/one less” patterns and the standards progresses to recognizing patterns in odd and even numbers (2.OA.3) and skip counting by 5s, 10s, and 100s in grade 2 (2.NBT.2).



# Increasing Rigor: ELA/Literacy

## Proposed Change

- Added the genres of literary history, biography, and criticism to high school Reading Literature standards to expose students to different approaches to literary study and prepare them to write literary analyses, a common assignment in high schools and college literature and writing courses.

## Example

- RL.11-12.7: Analyze one or more written or filmed studies of a work or body of literature, including how the study's critical lens (e.g., formal, historical, feminist, sociological, psychological) influences its interpretation.



# Increasing Rigor: Mathematics

## Proposed Change

- Identified a course-taking pathway to compress the grade 6-8 standards to allow students to complete the Model Algebra I course in grade 8.

## Example

- From Appendix: "Suggested 'compacted' pathways in which the standards from Grade 7, Grade 8, and the Model Algebra I (or Model Mathematics I) course could be compressed... for students... to enter the Model Geometry (or Model Mathematics II) course in grade 9."



# Increasing Clarity: ELA/Literacy

## Proposed Change

- New and improved glossary entries define terms critical to understanding the standards, such as “read closely,” “analysis,” and “metaphor.”

## Example

- From Glossary: “An approach to interpretation of text that relies on the words and phrases in the text and their relationships to one another. It emphasizes learning to notice **metaphors** or **symbols**, interesting juxtapositions of information, ambiguities, word choices, **structures**, and the ways any of these convey meaning....”



# Increasing Clarity: Mathematics

## Proposed Change

- Revised the descriptions of the Standards for Mathematical Practice to provide more specific examples of the practices at the PK-5, 6-8, and 9-12 grade spans.

## Example

- “Mathematically proficient elementary students explain to themselves the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway. For example, young students might use concrete objects or pictures to show the actions of a problem, such as counting out and joining two sets to solve an addition problem.”

Q&A

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