

# ENGLISH LANGUAGE ARTS CURRICULUM REVIEW YEAR 3



*The Lexington Public Schools K-12  
Lexington School Committee  
May, 8, 2012*





*... Remind everyone that this is a process, not a one time event. You are creating something truly significant - a comprehensive body of work that is going to serve educators, students, and parents for years to come!*

LARRY AINSWORTH

# The Journey . . .



42 committee members convened August 2009 to .

..

- Research English Language Arts & Literacy instruction and learning
- Understand *The Common Core State Standards*
- Learn to develop curriculum in Atlas Rubicon
- Evaluate existing curriculum



# Year Three Goals . . .



- Understand *The Common Core State Standards* & The 2011 MA Framework
- Shift to a Standards – based curriculum
- Map the curriculum
- Align curriculum, vertically & horizontally
- Involve all LPS English Language Arts & Literacy Teachers

# Horizontal and Vertical Alignment



## Horizontal Alignment

Assures that the Standards at each grade level are the same throughout the district

## Vertical Alignment

Demonstrates the progression of Standards and skills required from year to year

# Text Complexity. . .



## **Students will:**

*Read & Comprehend grade level complex literary & informational texts independently and proficiently*

## **Text Complexity** is measured both:

Qualitatively - levels of meaning, structure, language, clarity and knowledge demands

Quantitatively - numbers of words, sentence structures, readability levels, and instructional text levels

# **Rigor, Redefined . . .**



## **Processing Systems for Reading**

- Summarize
- Analyze
- Synthesize
- Compare
- Evaluate



# **The Important Reading Habit**



Research suggests that students need:

- **Volumes of text**
- **Variety of text**
- **Motivation and interest in text**
- **Time to read**
- **Time to talk about text**
- **Time to write about text**

# **The Writing Standards . . .**



**A greater range of types:**

**Informational, Opinion, Narrative**

Students need:

- Sustained periods of time to write
- Tools and time to develop stamina
- Technology access
- Skills to produce and publish writing

# **Students need to. . .**



- **Write in multiple disciplines**
- **Employ complex reasoning when they write**
- **Understand that writing is a tool for thinking**

# Improving Student Writing

## If Teachers . . .

- Implement a spiral, cross-curricular, K-12 writing curriculum
- Provide a system of continuous improvement
- Focus on student work
- Observe skills develop over time

## & Students . . .

- Write within the three types of writing across the curriculum

## Then . . .

**Student writing will improve across the grades**

# Language Standards



- Standard oral and written English
- Conventions of English
- Grammar
- Spelling
- Handwriting
- Vocabulary acquisition and use

# Connecting Curriculum and Vision



- Reading and Writing Workshop
- Professional Learning Communities
- Standards - Based Report Card
- Backward - Design
- Technology Integration
- Interdisciplinary Teaching and Learning

# Communication and Collaboration



## Lexington Public Schools K-12 English Language Arts Curriculum Review Year 3



### What is a Curriculum Review?

An opportunity for a representative group of Lexington educators to review the existing curriculum, research best practices, analyze materials, resources, and data, and align instruction and assessment with grade level standards in *The Massachusetts Curriculum Framework for English Language Arts and Literacy, Incorporating the Common Core Standards for Literacy in History/ Social Studies, Science and Technical Subjects*

### Year 2 Accomplishments

Committee members presented the Year 2 accomplishments to the school committee on May 31, 2011. If you would like to read the report, please contact Kathy McCarthy, committee facilitator [kamccarthy@sch.ci.lexington.ma.us](mailto:kamccarthy@sch.ci.lexington.ma.us)

### Save the Date! District-Wide K-12 Curriculum Meetings

| ATLAS Rubicon Introduction      | Review Draft Curriculum Using Standard Review Protocols | Share Curriculum with the LPS Community |
|---------------------------------|---|---|
| September 26, 2011              | November 21, 2011                                       | May 7, 2012                             |
| Elementary<br>@ home schools    | Elementary<br>by grade levels                           | Elementary<br>by grade levels           |
| Middle Schools<br>Dept. Meeting | Middle Schools<br>Dept. Meeting                         | Middle Schools<br>Dept. Meeting         |
| LHS<br>Dept. Meeting            | LHS<br>Dept. Meeting                                    | LHS<br>Dept. Meeting                    |

# Communication and Collaboration



- **Develop a shared vision**
- **Align curriculum & instruction, vertically and horizontally**
- **Identify Priority Standards**

# **What is the Shift?**



- **Redefined Rigor**
- **Teaching Materials**
- **Formative and Summative Assessment**
- **Instruction**
- **Collaboration, Consistency, Fidelity**

# Shifting Instruction



- Teaching is not about materials and products, it is about teaching *students and Standards*;
- Instruction develops students' skills and conceptual understandings;
- The means to achieve Standards are texts, activities, and projects.

# Shifting Assessment Practices



- Is formative, summative, and frequent. . .
- Informs instruction
- Is developed by teams of teachers

# Shifting State Assessment



- 2012-2013 MCAS aligns to 2011 Framework
- 2013-2014 PARCC



Partnership for Assessment of  
Readiness for College and Careers

# The Unpacked Standard



*RL.1.9-10*

***Read closely to determine what the text says explicitly and to make logical inferences***

- Annotation
- Note-taking
- Make claims with supporting evidence
- Analyze selected evidence

## **LHS Example . . .**



# **Assessment, Collaboration, Instruction in Action**

## **Freshman teachers . . .**

- **Selected Priority Standards**
- **Considered instructional practices**
- **Created a *Skill Guide***

# **Assessment and Collaboration in Action**



- **Develop a formative assessment**
- **Measure students' annotation skills**
- **Provide students with models of annotation**

# Common Formative Assessment



## *Romeo and Juliet . . .*

- Students are expected to achieve the Standard - master annotation;
- A first step towards the complex task of text analysis



# Moving Forward . . .



- Technology Integration
- Elementary Standards - Based Report Card
- Literacy instruction in content areas
- Identify Professional Development

# **Moving Forward . . .**



- **Refine vertical and horizontal curriculum alignment**
- **Complete curriculum implementation**
- **Collaborate & communicate with LPS teachers**
- **Design & Implement Interdisciplinary projects**
- **Share overview with all stakeholders**

# Questions ?

