

# An Overview of the Massachusetts Curriculum Frameworks Incorporating the Common Core State Standards (CCSS)

Dr. Celeste Bowler

Assistant Superintendent for Learning

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# Common Core State Standards

Historical Information

Relationship to Massachusetts Frameworks

Examples from Frameworks

Resources

# Development of the Standards

- The **Common Core State Standards Initiative (CCSSI)** was a state-led effort coordinated by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO).
- Beginning in the spring of 2009, Governors and state commissioners of education from 48 states, 2 territories, and the District of Columbia committed to developing a common core of K-12 English Language Arts (ELA) and Mathematics standards.

# Common Core State Standards Initiative

- State-led effort to:  
Establish a shared set of clear educational standards for English language arts and mathematics that states can **voluntarily** adopt.
- Coordinated by:  
National Governors Association Center for Best Practices (NGA) and the Council of Chief State School Officers (CCSSO)
- To ensure:  
All students are prepared for success in postsecondary education and workforce.  
All students receive a high quality education consistently.

# The Common Core Standards

The Standards define the knowledge and skills students must have within their K-12 education so that they graduate from high school able to succeed in entry-level, credit-bearing academic college and in workforce training programs

Include:

College and Career  
Readiness Standards (CCR)

K-12 Standards in English  
Language Arts and  
Mathematics

# Stakeholders

- **Developed in collaboration with:**
  - Teachers
  - School administrators
  - Education experts
- **Supported by:**
  - College Board, ACT
  - National PTA
  - American Association of School Administrators
  - State Higher Education Executive Officers
- **Received feedback from national organizations:**
  - National Education Association (NEA)
  - American Federation of Teachers (AFT)
  - National Council of Teachers of Mathematics (NCTM)
  - National Council of Teachers of English (NCTE)

# Public Comment

- For Immediate Release: Monday, June 14, 2010
- Public Invited to Review and Comment on Common Core State Standards
- Board to Weigh Public Opinion Prior to Vote on Adoption in July
- Adopted in December, 2010

# Design of Common Core State Standards

- Focused, coherent, clear and rigorous
- Internationally benchmarked
- Anchored in college and career readiness
- Evidence- and research-based



# Common Core State Standards:

- Include rigorous content and application of knowledge through higher-order skills
- Build upon strengths and lessons of current state standards
- Are informed by standards in other top performing countries, so that all students are prepared to succeed in a global economy and society

# Intentional Design Limitations

## The Standards **Do Not**:

- Tell teachers how to teach
- Describe all that can or should be taught
- Define the nature of advanced work for students who meet the Standards prior to the end of high school
- Define the intervention methods or materials necessary to support student who are well below or well above grade level expectations
- Define the range of supports appropriate for English language learners or students with special needs
- Define all skills and knowledge for college and career readiness

# ELA: Design and Organization

## ***Three main sections:***

- Comprehensive K-5 section
- Two content area-specific sections for grades 6-12:
  - one section for ELA
  - one section for history/social studies, science, and technical subjects
- Three appendices

## ***Each section is divided into strands:***

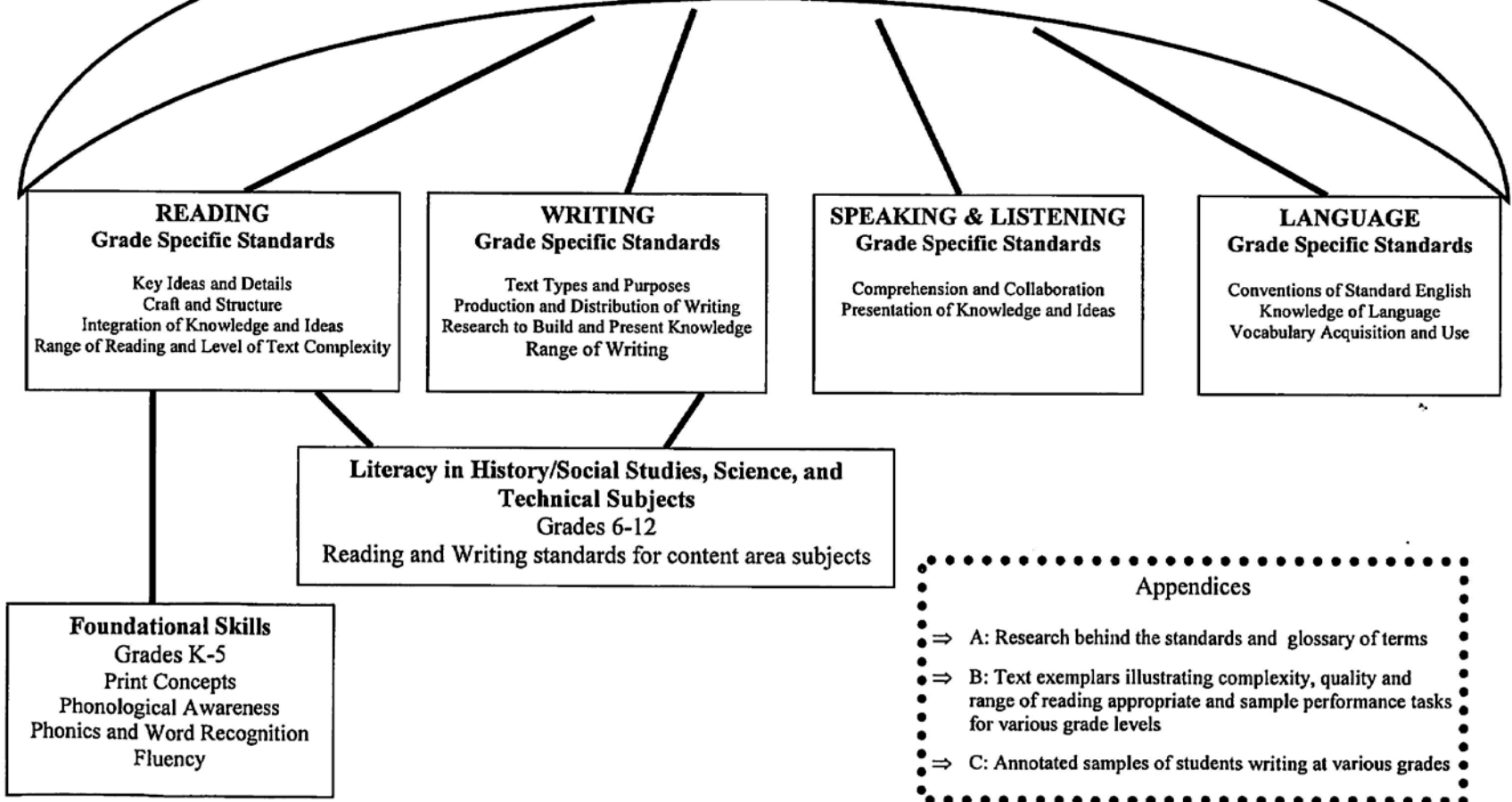
- K-5 and 6-12: Reading, Writing, Speaking, Listening, Language
- 6-12 history/social studies, science, technical subjects

***Each strand is headed by a strand-specific set of CCR Anchor Standards.***

# Common Core Standards

*English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*

## College and Career Readiness Anchor Standards found in each of the strands below

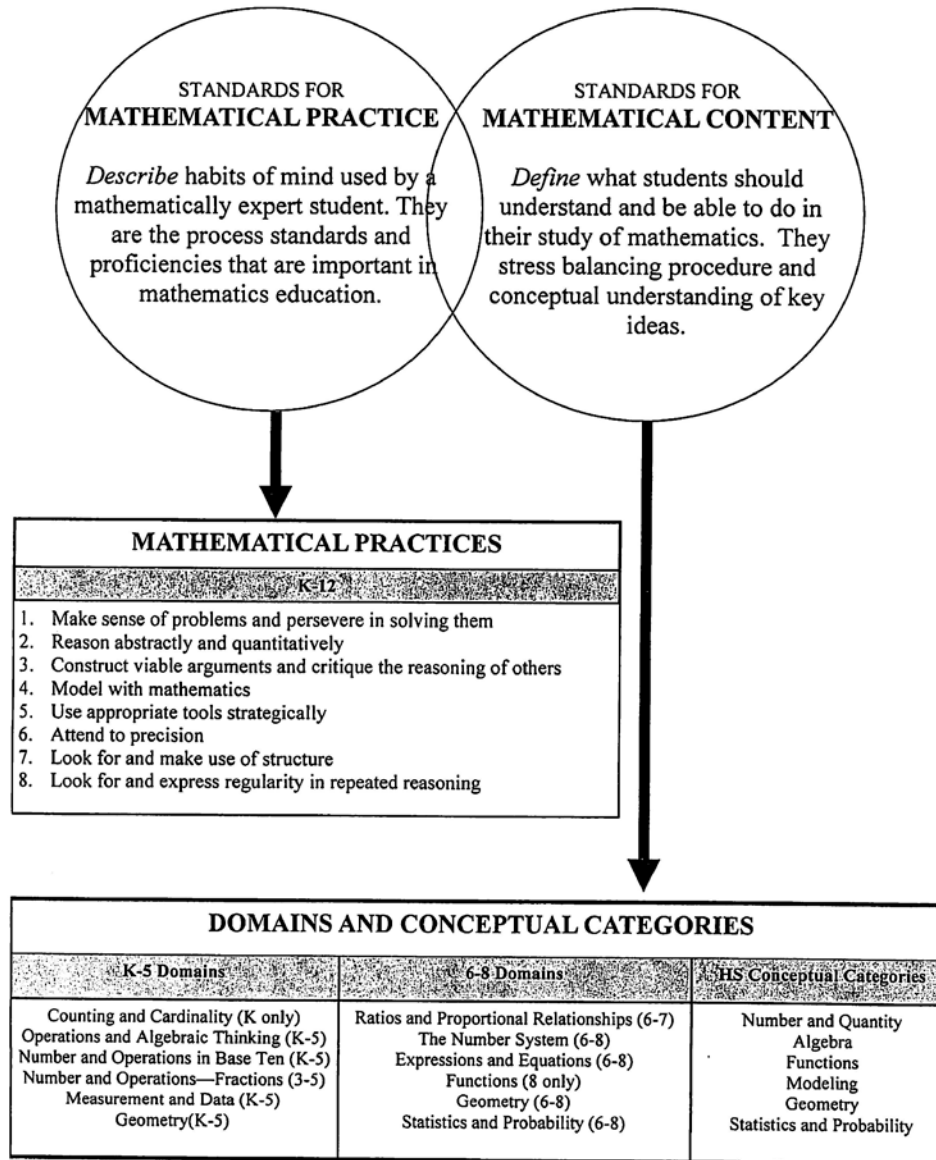


# Mathematics: Design and Organization

- Standards for Mathematical Practice
- Mathematical Content
- Clusters: Groups of related standards.
- Domains: Larger groups of related standards.

# COMMON CORE STATE STANDARDS FOR

## Mathematics



# Massachusetts Curriculum Frameworks Incorporating the CCSS, 2011

- PreK-12
- Standards and features unique to Massachusetts (MA preceding standards)

- MCAS Testing

2012: MCAS Focuses on 2001 Frameworks with some 2011 Standards Integrated

2013: MCAS Focuses on 2011 Frameworks with some 2001 Standards Integrated

2014: MCAS Tests 2011 Standards only

# Design Considerations: MA Frameworks

## English Language Arts

- Focus on results rather means
- Focus and coherence in instruction and assessment

## Mathematics

- Six Guiding Principles (Learning, Teaching, Technology, Equity, Literacy Across the Content Areas, Assessment)



# Example from ELA Frameworks

# English Language Arts

RI.5.7

**Reading, Informational Text, Grade 5, Standard 7**

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

# English Language Arts

## RI.4.7

Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

# English Language Arts

## RI.3.7

Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).

# English Language Arts

RI.2.7

Explain how specific images (e.g. diagram showing how a machine works) contribute to and clarify a text.

# English Language Arts

RI.1.7

Use the illustrations and details in a text to describe its key ideas.

# English Language Arts

## RI.K.7

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or ideas in the text an illustration depicts).

# English Language Arts

MA.7

With prompting and support, describe important details from an illustration or photograph.



# Example from Mathematics Frameworks

- Grade 1 crosswalk of 2011 MA Standards and MA 2000 Standards

# CCSS Resources

Massachusetts Department of Elementary and Secondary  
Education ([www.doe.mass.edu](http://www.doe.mass.edu))

Achieve The Core ([www.achievethecore.org](http://www.achievethecore.org))

Common Core Works ([www.commoncoreworks.org](http://www.commoncoreworks.org))