



Lexington Public Schools

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To: Dr. Paul Ash

Members of the Lexington School Committee

From: Kathleen McCarthy

The English Language Arts Curriculum Review Committee

RE: Summary of the work of the English Language Arts Curriculum Review Committee (Year 1)

Date: May 21, 2010

~Every student can know the promise and delight of reading and writing well~

On behalf of the Lexington Public Schools English Language Arts Curriculum Review Committee, it is my privilege to report on our accomplishments in Year 1 of the review cycle. This expert group, comprised of kindergarten through grade twelve classroom teachers, reading specialists, special educators, administrators, English language learner teachers, and community members, worked determinedly to accomplish the first year objectives. These educators are listed, along with their positions, in Appendix A. The forty-four committee members collaborated as a vertical K-12 group to understand the expectations for teaching and learning described in the standards and research discussed in this report. The committee convened for five full days on August 26, 27, and September 16, 2009, March 3, and April 14, 2010. The work was challenging and invigorating, and led to a strong foundation for the thoughtful revision of the K- 12 English language arts curriculum in the next two years of the review cycle.

In this document and in what I will present to you on Tuesday, May 25, 2010, we summarize and highlight the accomplishments and findings of the English language arts curriculum review committee for Year 1. We accomplished 80 percent of our Year 1 goals, which are the same for all curricula reviews. The ensuing summaries describe our successes and challenges, the level to which we accomplished the goals and the goals for Year 2 of the review cycle.

Goals for Year 1:

- 1. Assemble K-12 content-specific curriculum task forces and study groups ✓**
*Assembled three vertical K-12 subcommittees, *Standards, Research and Literature, Student Performance and Assessment*, to answer essential questions*
- 2. Study content-related literature ✓**
Identified the best practices and programs for English language arts instruction
- 3. Review Massachusetts and national curriculum standards, and compare with the existing Lexington English languages arts curriculum ✓**
Identified what students will know and be able to do at the end of each school year
- 4. Review current resources and materials to determine alignment of curriculum and resources currently being used ✓**
Identified what is and is not working in the existing curriculum
- 5. Review accomplishments or areas of progress in supporting district goals ✓**
*Developed a survey given to ALL teachers K-12
Worked in grade spans to analyze survey results*
- 6. Analyze MCAS and other student performance data to assess strengths and weaknesses of the current curriculum ✓**
Identified what is and is not working in the existing curriculum

7. Summarize data analysis ✓

MCAS and other data trends are embedded in this report by grade span

8. Make recommendations for updated curriculum (further development in Year 2)

Developed a vision and mission for the curriculum, embedded in this report

9. Develop standards-based benchmark outcomes/assessments consistent with revised curriculum (June 2010)

Learned to use *The Atlas Rubicon Curriculum Mapping Tool*, a web-based program, adopted by the district to assist in the development of all curricula reviews; English language arts will be the first review committee to use *Atlas Rubicon* to develop an interactive and accessible curriculum

10. Study research-based recommended practices ✓

The entire committee read and discussed the research and standards

The Process

During the five days that that committee members worked on the curriculum revision, the process was adjusted by these challenges:

- Lexington currently has K-5 literacy benchmarks, 6-8 English language arts benchmarks and a comprehensive list of English courses and course descriptions at the high school (Appendices B, C, D), but no existing K-12 English language arts document that represents a vertical and horizontal articulation of the curriculum
- The Massachusetts and national content standards are in draft form, a complication discussed in the standards section of this report
- This large, diverse committee brings a wide range of experiences and expertise in curriculum, literacy, and teaching. The committee spent many hours developing common understandings about best practices in curriculum and instruction in the English language arts by reading and discussing selected articles and texts (Bibliography attached)
- The committee members focused their reading on the knowledge and skills that students will need across multiple areas that should be achieved at each grade

The Standards

The committee members began in August by reading and discussing the February 2009 draft *Massachusetts English Language Arts Curriculum Framework*, the *National Council of Teachers of English (NCTE) Standards for the English Language Arts*, *Reading to Achieve: The Massachusetts Pre-K-12 Literacy Plan*, and the *National Assessment of Educational Progress (NAEP) Reading and Writing Framework* to guide the review process. All Massachusetts teachers were encouraged to provide opinions on the draft standards to the *Department of Secondary and Elementary Education (DESE)*.

The guiding principles of the draft *Massachusetts ELA Framework* built upon the content of the ELA standards developed in 2001, and similarly described in all of the documents. All standards include speaking and listening, reading, language, research and writing as the foundation of an effective ELA curriculum, and are taught at every grade level using different resources and emphasis. The committee felt confident that the new standards would inform the work and began the process and goals as outlined in the district expectations.

Guiding Principles of the draft Massachusetts English Language Arts Framework:

The following principles are philosophical statements that underlie every strand and standard of this curriculum framework. They should guide the construction and evaluation of English language arts curricula:

- **Guiding Principle 1** An effective English language arts curriculum develops thinking and language together through interactive learning
- **Guiding Principle 2** An effective English language arts curriculum develops students' oral language and literacy through appropriately challenging learning
- **Guiding Principle 3** An effective English language arts curriculum draws on literature from many genres, time periods, and cultures, featuring works that reflect our common literary heritage

- **Guiding Principle 4** An effective English language arts curriculum emphasizes writing as an essential way to develop, clarify, and communicate ideas in persuasive, expository, narrative, and expressive discourse
- **Guiding Principle 5** An effective English language arts curriculum provides for literacy in all forms of media
- **Guiding Principle 6** An effective English language arts curriculum provides explicit skill instruction in reading and writing
- **Guiding Principle 7** An effective English language arts curriculum teaches the strategies necessary for acquiring academic knowledge, achieving common academic standards, and attaining independence in learning
- **Guiding Principle 8** An effective English language arts curriculum builds on the language, experiences, and interests that students bring to school
- **Guiding Principle 9** An effective English language arts curriculum develops each student’s distinctive writing or speaking voice
- **Guiding Principle 10** While encouraging respect for differences in home backgrounds, an effective English language arts curriculum nurtures students’ sense of their common ground as present or future American citizens in order to prepare them for responsible participation in our schools and in civic life

In October, The Massachusetts Department of Education placed the draft standards on hold pending a state decision to adopt the *Common Core Standards for English Language Arts and Literacy in History/ Social Studies and Science* (CCSS) <http://www.corestandards.org/>. CCSS is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). Sometime next year, Massachusetts will decide whether or not to adopt the CCSS, modify the CCSS, or use the Massachusetts framework as the state standards for English language arts instruction. If Massachusetts decides to use the national standards, the DESE will have the opportunity to customize twenty percent of the document to fit local expectations. The review committee spent an additional day reading and discussing this document.

This lack of clarity in instructional standards became a *meaningful disturbance* for the Lexington curriculum revision. The committee engaged in spirited discussions about the strengths and weaknesses of both documents. The documents are formatted differently, and there are gaps and overlaps in the documents. An example of how the CCSS describes expectations over time can be found in Appendix E. While both documents will inform the work, this is an opportunity to develop a unique Lexington English language arts curriculum, K-12, by determining *power standards*, “those standards that are critical for student success, and that once mastered, give a student the ability to use reasoning and thinking skills to learn and understand other curriculum objectives” (Ainsworth & Reeves pg. 5). Ainsworth reminds readers that a cohesive curriculum is one in which we distinguish between “essential” standards and those that are “nice to know” (2003, pg 22). To clearly articulate what Lexington *students will know and be able to do at the end of each school year*, identifying *power standards* will provide clarity to our final curriculum document and improve the usefulness of the document for teachers.

The CCSS standards define *what students are expected to know and be able to do*, but the document does not identify how teachers should teach. By developing our own content rich curriculum with resources for teachers, we will provide a guide to best instructional practices. The standards focus on what is essential. They do not describe what can or should be taught. By developing our own unique curriculum, we will be able to create cross-disciplinary experiences for students that do not limit or restrict the possibilities for a rich school experience. The standards are organized by grade level, but do not define the intervention methods or materials to support students who are well below or above grade level expectations. The Lexington *Response to Intervention* initiative, differentiated instruction and formative assessment development, combined with professional learning communities and our work to close the achievement gap, will allow for each student to receive what they need, along the continuum of literacy learning, in the Lexington Public School system.

The Research and Literature

The K-12 committee read and discussed multiple texts to learn about current research in common essential teaching practices and how best to teach to standards. Some committee members went to regional and national conferences and trainings offered by vendors of specific programs. The committee learned that best practices in literacy instruction transcend grade levels. The research maintains that best instructional practices in English language arts and literacy instruction can be described, but not prescribed, and that there is no program that can replace an expert teacher in the classroom. To achieve the goal of all students reading and writing well, the researchers agree that there must be more time spent on purposeful reading, writing, and discussion in all subjects, and coherence to a well designed curriculum. Teachers are ultimately the instructional designers who implement best practices in relevant, meaningful ways for their particular community of learners. There are common themes throughout the literature that include the importance of oral language development for reading and writing success, a need for shared responsibility for the teaching of reading across disciplines, the impact of technology on literacy, and the need for instruction in critical literacy. Critical literacy is the perspective and stance that a reader takes towards text.

The committee read about best teaching practice and learned that effective teachers, at all grade levels, are those who:

- Coordinate curriculum to enhance student growth and development
- Receive ongoing professional development to become apprised of research-based practices
- Create a classroom culture that fosters literacy motivation
- Build a whole-class community that emphasizes important concepts and builds on prior knowledge
- Teach skills to whole groups, small groups, and individuals
- Explicitly tie strategy instruction to authentic literacy tasks
- Use a variety of assessment techniques to inform instruction
- Balance teacher and student led discussions of texts
- Coach students in constructing meaning from text using discussion and inquiry
- Expect higher-level responses to text, both oral and written

Best instructional programs provide opportunities for students to have ample time for authentic literacy tasks, to read a variety of books in class and to engage with print in authentic ways. Teachers should provide encouragement and opportunities for students to become lifelong readers, who read for pleasure, to be informed, and to perform a task. There must be explicit instruction in phonics and phonemic awareness, vocabulary, fluency and comprehension, connected to high-quality literature across a wide range of genres. Classroom resources should include multiple texts to expand vocabulary and technologies to link and expand concepts.

As a result of the committee member's collective research, collaboration, and refinement of the standards, the curriculum document will reflect the best current thinking about literacy and language arts instruction.

Our Vision and Mission

To prepare for a highly literate society and our global community, the students of Lexington Public Schools, as critical thinkers, will communicate and respond, experience texts, and write in diverse genres for a variety of purposes. It is the vision of Lexington Public Schools that students, recognizing the authenticity and relevance of the literary arts, will harness the power and joy of literacy throughout their time in our schools and beyond.

The mission of the Lexington Public Schools English language arts curriculum is to provide students with rich and varied experiences that will inform and cultivate their abilities to think, read, write and speak with excellence.

Lexington Public Schools' comprehensive English language arts curriculum reflects the interests and experiences of the community, adheres to state and

national standards, and provides adequate time for students to develop strategies and skills on a continuum. The foundation for literacy includes instruction in phonics and phonemic awareness, vocabulary, fluency, comprehension, and writing across multiple genres through authentic integrated contexts. While encouraging students to take risks and become critical thinkers, teachers use knowledge of English language arts standards to instruct, assess, and motivate. Students are given extensive time for purposeful reading, writing, speaking, and listening.

Inspired by teachers' high expectations, strong instruction, and differentiated support, every student can know the promise and delight of reading and writing well. The educators of the Lexington Public Schools believe that all students, when challenged by high expectations and provided appropriate instruction, can achieve these goals.

Student Performance and Assessment

The assessment subcommittee analyzed standardized student assessment data to determine the relative strengths and weaknesses of the existing curriculum and collected information about assessments routinely given to students to determine the gaps and overlaps in assessing student learning. Additionally, the subcommittee analyzed *The Massachusetts Comprehensive Assessment System (MCAS)* results from cohorts of students to identify trends in the subgroups where achievement is lagging. In many cases, the data was insufficient, skewed, or indeterminate. The on-going data analysis will inform the curriculum revision going forward. At the elementary level, the committee learned that there are gaps and overlaps in the assessments administered to students. For example, there are no district wide assessments for writing and vocabulary, but there are multiple assessments for phonemic awareness. The committee is working on revising these assessments.

At the middle and high schools, the data revealed the need to create and utilize common assessments in order to accurately track students' success, a process that is underway. The committee will support these efforts as expectations for teaching and learning are revised.

MCAS General Trends in Massachusetts

The MCAS includes multiple-choice questions and open-response questions given to students in grades 3-10, and a long composition assessment administered only to those students in grades 4,7,10. Some trends emerged for all grades (3-12) assessed by MCAS:

- Students perform significantly better on multiple-choice questions than open-response questions and the long composition, across all grade levels and subgroups
- Scores on the long composition are higher than open response scores

MCAS General Trends in Lexington

The analysis of MCAS data is an ongoing effort as teachers work to understand how to best use the findings to directly inform instructional strategies and curriculum alignment. The performance reports do not truly list skill performance, as the numbers of questions assessing each standard varies from year to year, and different standards are evaluated each year.

Open-Response

Open-response questions are included on all MCAS tests (including other contents), except the long composition that requires students to generate, rather than recognize, a response to text. Students create a one- or two-paragraph response in writing or in the form of a narrative or a chart, table, diagram, illustration, or graph, as appropriate. Students can respond correctly using a variety of strategies and approaches. Answers to open-response questions are not scored for spelling, punctuation, or grammar.

- Open-response scores are relatively low, and generally improve with each year of school

- Half of all open-response questions are paired with a nonfiction text. Nonfiction is the other standard in which students showed a relative weakness. One conclusion is that the district needs to expand expectations for nonfiction reading and writing skills
- The greatest progress (yet still the most “worrisome”/ “challenging” section of MCAS is open-response. A significant positive differential exists between the LPS and the state (roughly 9 or 10%)

Long Composition

The long composition requires students to respond to a prompt by creating a written composition, which is scored for topic development and standard English conventions

- Long composition scores are relatively low, yet show improvement between grades 4 and 10
- Long composition scores for Grade 7 are trending downwards
- The lowest positive differential between the LPS and the state exists in the long composition
- Students perform well on *Standard English* conventions
- Topic development on the long composition is consistently lower across grades and time

Multiple-Choice

- Lexington students consistently perform higher than students across the state
- Students generally perform better within the *Language* strand (discussion, vocabulary and concept development, structure and origins of modern English) than the *Reading and Literature* strand (reading with understanding and across genres)
- Scores for multiple-choice and writing are flat or slightly improving, most students are proficient or exceeding standards
- Standards of relative strength include vocabulary, understanding a text, and style and language
- Standards of relative weakness include nonfiction reading and writing
- Performance within the poetry and fiction strands was too variable to draw any conclusions
- Lexington cohort groups (low income, black, and special education) perform lower than the state average for all students, resulting in the achievement gap

The K-12 ELA Survey

The committee developed a survey to understand the perceived curriculum in grades K-12. In February, principals and department heads at every school provided time for teachers to thoughtfully respond to the survey. Teachers completed the lengthy surveys along with grade level teams and specialist teachers. The goal of the survey was three-fold:

- To understand the methods of instruction and instructional resources being used in classrooms
- To understand teachers’ perceived needs for professional development in the areas of ELA curriculum, standards, and instruction
- To understand teachers’ perspectives on which standards are considered “essential” at grade levels

The survey provided information about what is happening in classrooms. The survey showed, among other things, that teachers currently use multiple resources to teach reading, writing, and word study across the grades. There are inconsistencies in resources across grade and schools. Teachers identified the resources they need and do not have in their classrooms. Some teachers thought that some of the standards were not age or grade appropriate. The survey identified the standards that teachers thought were most appropriate for a grade level.

This information will be considered as the revision process moves forward, but as the standards documents are still in draft form, there is likely to be some movement of standards between grade levels in the final Massachusetts document. There is an example of the LHS survey in Appendix F.

The committee will further consider the survey results in August 2010 so that the recommendations for the revised curriculum respects what is working in the Lexington Schools and what our expert teachers know and understand about best practices for teaching and learning. In Appendix G there is an example of what was learned about time spent reading and writing in the elementary grades and the district expectations for time spent reading and writing.

Elementary Summary

The elementary literacy curriculum review, Year 1, reveals evidence that the Lexington literacy curriculum is in a state of change. The survey results describe a variety of materials in classrooms, time spent on literacy instruction and teacher expertise across the six schools. There is an upward trend in MCAS towards Advanced/Above Proficient (Appendix H). However, topic development scores in writing remain flat. There is a well-documented achievement gap in cohort groups of students. The achievement gap is widest in the *Structures and Origin of Modern English* standard. In the primary grades and other cohort groups, teachers have data from the AIMSweb literacy probes.¹ LPS collected data about discrete literacy skills in the 2009-10 school year using AIMSweb, and it is too early to draw conclusions based on the data. Teachers are formulating questions about student performance and revising the plan for next year. There are overlaps in the assessments administered to students and no assessments for vocabulary and writing.

The Lexington elementary literacy curriculum decisions and experiences mirrors the last ten years in reading instruction across the United States. What follows is a brief history of events and consequences that will inform the reader of this report about the thinking behind decisions both past and future. For a more detailed explanation, please refer to the [Report of the National Reading Panel, Teaching Children to Read \(1999\)](#) or the CCSS website referenced above.

In 1999, the *National Reading Panel* issued a report to Congress that explained the need for systematic instruction in five foundations of reading: alphabetic principles, (phonics and phonemic awareness), fluency, comprehension, vocabulary. The report said that schools should incorporate *scientifically based reading research* into literacy programs, and there was a great deal of money tied to the implementation of “research-based” programs. Accountability took the form of high stakes testing which became an important method for assessing student learning. The report was hotly debated in education and other forums, and greatly influenced decisions about literacy instruction across the country.

In May 2004, the Lexington School Committee adopted *Scott Foresman Reading* as the *Reading/Language Arts Core Curriculum*. The rationale for this decision was based on the following:

- Build community (classroom, grade level, district)
- Allow students to build on previous learning in a systematic, sequential way
- Allow teachers to know that certain strategies, genres, and routines have been taught
- Facilitate appropriate text selections to meet individual reading needs
- Facilitate coordination among programs (reading, SPED, ELL) to accelerate literacy development and expand children’s opportunity to learn
- Facilitate and enhance professional development opportunities and common planning
- Provide new teachers with clear expectations for instruction and materials to support that instruction
- Alleviate the burden of *reinventing the wheel*
- Promote the use of flexible groupings to meet individual needs and address diversity in our classrooms
- Provide access to grade appropriate vocabulary, concepts, language structures, and text

Lexington teachers report that the *Scott Foresman Reading* program, while it helped the district to meet the goals described above, does not “do it all.” The data supports that we need to improve writing and word study instruction. The research supports that there is no one program that will meet the needs of all students. The curriculum review committee representing K-5 will work to define the additional resources and professional

¹ AIMSweb is administered to gather benchmark data about student performance in literacy skills. AIMSweb is a web-based tool that offers a comprehensive assessment and data management system for students in grades K–8. AIMSweb is one piece of quantitative assessment within *Response to Intervention* (RTI). RTI is a systematic and collaborative method of academic intervention designed to provide early, effective assistance to children through early intervention, frequent progress monitoring, and increasingly intensive instructional interventions. It is a model within general and special education areas. RTI has three basic components: school-wide screening, progress monitoring, and tiered service delivery.

development required to improve and enhance the existing program. The committee will work with *The Literacy Leadership Committee*, the *Report Card Committee*, and the *Literacy Department* to revise assessments and expectations for teaching and learning at the elementary level.

The Literacy Leadership Committee (LLC), formed in the 2007-2008 school year, is responsible for the Lexington Public Schools *Literacy Response to Intervention* initiative. This committee, which includes elementary principals, special educators, METCO, English language learners, the literacy department and central office personnel, in the 2009-10 school-year met monthly to manage the RTI implementation. Many members sit on both committees; strengthening the connections about best practices in elementary literacy instruction and learning for all students. The accomplishments of this committee for the 2009-2010 school year are embedded in the report of *The Equity and Excellence Committee*. A significant contribution that the LLC made to the curriculum review was a revision of assessment expectations and the development of protocols for looking at data to determine instructional programs for students.

The *Elementary Report Card Committee*, formed in 2009-210, is responsible for developing a standards-based reporting system. Both committees share some educators, and the concurrent process will ensure that we are assessing the standards being taught at each grade level.

The *Elementary Literacy Department* also has many representatives on the ELA review committee. Literacy teachers spent time this school year providing support in all of the initiatives across the elementary schools. Teachers are working together to implement data based instruction and the new assessments. Literacy specialists were trained in *Leveled Literacy Intervention*, a systematic intervention program for students in kindergarten through second grade. Literacy specialists coached teachers in best practices, led professional development at the building and district levels, and acted as literacy resources for elementary teachers.

In 2010, reading instruction across the United States is mirroring what we know about best instructional practices; there is no one best way to teach reading to all children. It is a highly skilled teacher, who understands the reading and writing process, has access to instructional materials, knows the characteristics of effective readers and writers, can assess student learning and make instructional decisions based on data, that will ensure that *every student WILL know the promise and delight of reading and writing well.*

Middle Schools Summary

As part of the ELA curriculum review process, the middle school educators need to develop a working, 21st century model for the teaching of English language arts to an increasingly diverse population of learners.

As a result of analyzing the MCAS data from 2006-09, the areas of concerns are open- response questions and the long composition. These concerns indicate the need for targeted instructional approaches to improve student achievement in both areas and to provide direct instruction and practice in the use of the strategies. Teachers will teach students to preview questions before answering both multiple- choice and open- response questions. Strategy instruction will include interactive reading strategies: close reading of texts, numbering paragraphs correspondingly, highlighting specific details/evidence or quotes. This will enable students to perform more successfully on future MCAS.

In spite of the fact that the graduating classes of 2013 and 2014 MCAS results for middle school showed a marked reduction in the number of students in Needs Improvement, there is still more work to be done. This trend was not mirrored in the Warning performance group. This work is ongoing; therefore, the results of the 2010 MCAS data will guide future instructional decisions. The results will have a twofold benefit: the data will allow the evaluation of current methods of instruction and to inform any necessary adjustments.

Professional Learning Communities

The next step in the curriculum development process at the middle school level is to continue to develop and administer common formative and summative assessments. These assessments allow teachers to measure whether students have met the learning objectives for units of study. The middle school teachers continue to use priority standards to further align learning objectives for 6-8 ELA curriculum. There are currently six PLCs at the middle school level working collaboratively across the district.

Middle school educators will determine the effectiveness of *Big Ideas* and *Essential Questions* and make all necessary adjustments. PLCs will continue to review researched-based literature and best practices to address the needs of all learners thus narrowing the achievement gap. In addition, continued examination of student work will improve instruction. In addition, middle school teachers are committed to the appropriate use of technology to advance the demands of 21st century learners.

Lexington High School Summary: The Evolution of Curriculum Development

NEASC, School-Wide Rubrics, and a Template for 9-12 ELA

The historical basis for the work of this year's high school ELA committee representatives was the coordinated high school curriculum review completed in preparation for 2008 NEASC re-accreditation.

During the NEASC review process, English teachers primarily worked to 1) frame grade-level learning objectives using school-wide academic expectations and corresponding rubrics, and 2) articulate the department's alignment with Massachusetts ELA Curriculum Frameworks. The department assumed primary responsibility for assisting students in achieving proficiency in Academic Expectations 1 (Writing), 2 (Reading), and 4 (Listening). For each grade level, templates were developed to identify learning objectives in the areas of reading, writing, grammar and usage, vocabulary, and speaking.

In addition to learning objectives, the templates suggested instructional strategies and assessments to be used in conjunction with the LHS school-wide rubrics. The language of "common assessment rubrics" was also introduced in this template. Teachers began thinking more deeply about the connections between grade levels and ways to clearly articulate to students and the community how the 9-12 curriculum was aligned both horizontally and vertically. There were limits to the results of this work however, and although the language and use of rubrics was embedded within the department, there was less clarity in terms of actual alignment with Massachusetts frameworks, including teachers' explicit knowledge of the alignment.

Professional Learning Communities focus on Instructional Strategies

The next step in the curriculum development process at the high school has enabled teachers to clearly articulate alignment and objectives across 9-12 courses and is largely driven by the implementation of Professional Learning Communities (PLCs) across the district. For the past two years, all departments at the high school have engaged in PLC work to construct formative and summative assessments that reflect clearly articulated learning objectives aligned with *priority standards* for each course and guided by essential questions for learning. The PLC process encourages teachers to assess the effectiveness of teaching strategies and to modify teaching when necessary to enable all students to achieve learning objectives.

There are currently eight PLCs operating in the high school English department. Each PLC has worked to identify Priority Standards, Big Ideas, and Essential Questions that serve as a framework for the course. The PLCs have also developed common, summative assessments that allow teachers to measure whether or not students have met the learning objectives for the course. This work is cyclical and continues to be a learning process. Teachers will examine common, summative assessment data early in the 2010-2011 school year and will identify areas of focus for instructional strategies. They will assess the clarity and effectiveness of Big Ideas and Essential Questions and make modifications where necessary. The most current version of the LHS Program of Studies (APPENDIX D) reflects the effort to provide parents/guardians and students with a clear sense of the critical thinking that drives each course of study (close reading, critical interpretation and written expression) as well as the focus on identifying skill areas of need and setting objectives for students to supplement skill development.

This PLC work has been particularly helpful given that the Massachusetts Curriculum Frameworks have not been finalized. The articulation of Priority Standards, Big Ideas, and Essential Questions therefore serves as an “anchor” for the curriculum review process for each course in the LHS English department. In light of this, the high school committee members worked to dovetail these two initiatives (K-12 ELA curriculum review and PLC implementation)—*both* within the high school department and in collaborative work among the K-12 ELA committee members—in order to have a common language for aligning curriculum. The use of Atlas Rubicon will further enhance the ability to articulate both horizontal and vertical alignment in grades 9-12, to sort out redundancies and to note where standards still need to be embedded for grade levels.

High School Survey: Curriculum Alignment to MA Draft Standards

- Although the PLC work has focused the 9-12 curriculum conversation, more information was needed to understand exactly which standards are being taught at each grade level. To meet this need, the high school ELA committee members designed an electronic survey (Appendix F) based on the January 12, 2009 draft ELA Curriculum Framework. During the 2009-2010 school year, all teachers in the LHS English department took part in this survey.

Teachers identified teaching strategies used at each grade level. The most frequently used strategies across all grade levels were reported as:

- Class Discussion
- Close Reading
- Reading aloud (teachers and students)
- Agenda and Objectives on Board

Other frequently cited strategies included Do Now, Think-Pair-Share, Modeling, Graphic Organizers, Writing Conferences, and Flexible Grouping. Some strategies were reported as used often for specific grade levels. For example, 82% of grade 10 teachers (n=9) reported using Peer Editing as a teaching strategy, and 80% (n=8) of grade 12 teachers reported using Writing Folders. Strategies reported as not being used frequently included Online Blog/Wiki/Discussion Board, Cross-Disciplinary Projects, and Grammar Workbooks.

What the high school committee learned from this data was that while there is a small group of strategies common to almost all teachers in the department, a significant range of strategies are used inconsistently, and, if incorporated successfully in the classroom, could enhance instruction and allow for more differentiation. These strategies include Inquiry-Based, Differentiated Assignments, Writing Workshop, Reading Strategies, Literature Circles, Jigsaw, and Debate, among others.

In-class essay writing was also reported as being used by, on average, about 45% of teachers across grade levels. As the department moves toward a more comprehensive teaching of the writing process with focused correction, frequent feedback, and the opportunity for students to incorporate feedback into writing, the use of in-class essay writing, especially with the availability of mobile laptop carts, may increase. In addition, although some teachers at grade levels reported using a teacher website, the high school’s goal is to increase that to 100% for the 2010-2011 school year.

In addition to reporting on teaching strategies used, the high school teachers were asked to report on their perceptions of which of the Massachusetts ELA standards are being taught at grade levels. For the purposes of the descriptive analysis of this data, the committee deemed 40% as a significant response rate for a given standard. It is important to note that many of the ELA standards are reinforced as students move through grade levels; they are not discrete standards taught only in 9th grade, for example, and never reinforced in subsequent grade levels. Therefore, English teachers face the challenge of knowing that they may be teaching the same standards across grades but at a developmentally appropriate level. This challenge has led to department-wide discussions about exactly which skills we hope for students to master at specific grade levels in order to reduce redundancy in teaching and learning.

The most significant finding from this portion of the survey was that because the high school English department has not been explicitly standards-focused in recent years, teachers may not have understood the language of the standards when answering the survey questions. There is work to be done in the department to familiarize teachers with the language of the new Massachusetts Frameworks. For example, for CI (Composing Informational Texts and Media-written Composition/Presentation) at grade 12, compositions/presentations form the basis of culminating assessments for some, but not all as reported by the data. It is unclear whether or not this standard was correctly interpreted by the respondents. None of the standards were reported by teachers as being “too easy” or “too difficult” for the designated grade level.

The analysis uncovered which standards are not being taught at grade levels both confirmed what we know is being taught at certain grade levels and revealed inconsistencies. For example, teachers at all grade levels reported teaching *Grammar*. However, *Composing Literary Texts & Media* was reported as being taught in 9th and 10th grade but with a drop off in 11th and 12th grade. When analyzing this data, the committee wondered: Is there a reduced focus on standards toward the 12th grade (ex. *Speaking & Listening* and *Vocabulary*)?

Also noteworthy was the finding that for *Revising & Editing*, 10th grade teachers reported consistent teaching of this standard, but other grade levels did not. The committee wondered: How much are we teaching the writing process versus collecting and grading papers using a one-time feedback model? The LHS English department-wide goal for the 2010-2011 school year will be to more clearly articulate our approach to teaching the writing process and providing focused feedback for students that will be incorporated back into the writing process.

The high school committee members have begun the next step of this work, namely to synthesize the following: the department’s survey responses related to standards, the draft Massachusetts Frameworks, and the NEASC document that asked the English department to identify learning outcomes at each grade level. We will consider: Where are the overlaps? What is missing or not being taught at all? What professional development do teachers need related to instructional strategies, understanding the Frameworks, and understanding 9-12 vertical alignment? This work will ultimately enable us to formulate the Lexington ELA standards.

MCAS Data as a Piece of the Puzzle

In addition to understanding which standards teachers perceive both are and are not being taught at grade levels, the high school committee members sought to understand how recent MCAS data could help to inform the curriculum development process. There has not been concentrated, comprehensive review of ELA MCAS data at the high school level in recent years as a vehicle to drive instructional strategies. Although 10th grade teachers scaffold students through the testing process, provide time, and support for practice writing and understanding the “language” of testing, trends in MCAS data have not significantly driven curriculum development at the high school level.

Given this, the ELA committee members engaged in a December 2009 descriptive analysis of Grade 10 MCAS Exam (2004-2008) data with the following objectives:

- To identify trends in the performance of LHS grade 10 students on the ELA MCAS exam from 2004-2008
- To compare the trends in performance of LHS students to the average performance of students who achieved a score of “Proficient” or better on the exam statewide
- To interpret the value of the findings for the purposes of the ELA district review process

The approach to this descriptive analysis included the following:

- Record LHS scores of the “School Objectives Report” to identify trends more efficiently
- Record the comparative percentage point difference between LHS performance and State Proficient Average (SPA) performance in the same table to identify comparative trends more efficiently
- Identify the trends, locally
- Identify the comparative trends

- Observe the relationship between local and comparative trends
- Interpret the value of these findings for the purposes of the ELA curriculum review process

A descriptive analysis revealed the following results:

- 2004 local and comparative performance was lower than any of the other exam performances in the 5-year period
- Comparative performance rarely fluctuated. There was almost always steady improvement or static performance
- Two performance areas reflected downward trends, locally: writing and topic development
- Two performance areas maintained average scores under 75%: open- response and topic development
- The following areas reflect both local and comparative improvement: multiple- choice, open- response, the *Literature, Language, and Formal/Informal language* standards

The analysis of MCAS data is an ongoing effort as we work to understand how to best use the findings to directly inform instructional strategies and curriculum alignment. For example, what happened between 2004-2005 both locally and as related to the MCAS exam itself to lead to a significant jump in scores? In addition, it is important to note that this was not a true statistical analysis of the data. And lastly, the performance reports do not truly list skill performance. So, how accurately do these findings reflect actual student mastery of skills?

Given the limitations, the findings indicate that due to local performance averages, the greatest room for improvement may be found in “Open Response,” “Writing,” and “Topic Development.” To guide improvement in these areas, we will seek to understand what strategies teachers have used in the areas of improved performance as well as to incorporate best practices based on the a review of the literature.

Year 2 Goals

2009-2010 School Year

- June 23, 2010: one teacher from each grade level (K-12) will learn to use *Atlas Rubicon*
- June 23-June 30: 26 teachers representing each grade will begin to write curriculum (power standards) using *Atlas Rubicon*
- Elementary teachers will collaborate with the Report Card Committee throughout the summer to ensure that the curriculum and the report cards are aligned
- Summer Reading:
 - Best Practices in Writing Instruction: Solving Problems in the Teaching of Literacy
 - To Understand: New Horizons in Reading Comprehension

2010-2011 School Year

- The committee will work for five days during the 2010 summer to connect the research, standards, and what we learned in Year 1 to a cohesive English language arts curriculum for the Lexington Public Schools K-12 program.
- On three additional dates during the 2010-2011 school year, the committee will continue to work on the following goals:

Curriculum

1. Make recommendations for updated curriculum
2. Continue writing revised, coordinated curriculum based upon final data analysis
3. Design and implement interdisciplinary projects
4. Determine the use of technology as a learning tool for both students and teachers
5. Decide on pilot or full implementation of new curriculum
6. Project budgetary implications of full implementation of new curriculum

Professional Development

1. Identify professional development needs to successfully implement new curriculum and train all faculties appropriately

2. Identify continued sustained professional development/consultation to support the implementation of new curriculum
3. Share overview program goals of new curriculum with all stakeholders
4. Discuss implementation of new curriculum with task force, grade level teams, and curriculum specialists to share best practices

Specific to English language arts curriculum

1. Determine best practices in implementing a process approach to reading and writing instruction at all grade levels, K-12
 - Narrative, informational and persuasive writing
 - Planning, editing, and revision
 - Word Study
 - Handwriting
 - Motivation
 - Structures and origins of modern English
2. Train teachers in curriculum-specific areas
 - Comprehensive literacy
 - Process writing
 - Guided reading
 - Literacy coaching
3. Schedule department and curriculum meetings to include teachers in the curriculum revision
4. Recommend time allotment at the K-5 grade level for literacy instruction
5. Address items bulleted in the “Areas in Need of Improvement” segment of this report
6. Recommend additional K-12 consulting teachers of reading at middle and high schools

Appendix A

LEXINGTON PUBLIC SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM REVIEW COMMITTEE

Name	Position	Building
	Assist. Superintendent for	
Carol Pilarski	Curriculum	CO
Jade Reitman	Principal	Bridge
Mary Anton-Oldenburg	Principal	Bowman
Linda Chase	Director of Student Services	CO
Robyn Dowling-Grant	ELL Coordinator	CO
Kathy McCarthy	K-5 Language Arts Dept. Head	CO
Barbara Beckett	English Dept. Chair	Diamond
Tony Palladino	English Dept. Chair	Clarke
JoAnn Kilpatrick	English Dept. Head	High School
Megan Gregory	Literacy Coach	Fiske/ Hastings
Anne Garcia-Meitin	Literacy Coach	Estabrook/ Bridge
Meg Colella	Reading Specialist/ Assist. Principal	Bridge
Nancy Taylor	Reading Specialist	Harrington
Maggie Aikenhead	Literacy Coach	Bowman/ Harrington
Katie O'Hare-Gibson	Kindergarten	Estabrook
Ann Tenhor	Kindergarten	Hastings
Amanda Roache	Kindergarten	Harrington
Jeanne Cole	SPED	Bowman
Kate Jones	Grade 1	Bowman
Cara Dwyer	Grade 2	Fiske
Roseanne Barbacano	Grade 2	Bowman
Michelle Zottoli	Grade 3	Estabrook
Patti McLaughlin	Grade 3	Hastings
Nancy Alloway	Grade 4	Hastings
Kristina Lieberman	Grade 5	Estabrook
Donese Sylvester	Grade 5	Hastings
Tami Hancock	Grade 6	Diamond
Doug Rose	Grade 6	Clarke
Meghan Duffy Giannetto	Grade 6	Diamond
Kathleen Reynolds	Grade 7	Diamond
Patricia Kascak	Grade 7	Clarke
Hillary Moser	Grade 7	LHS
Rebecca Gruber	Grade 8	Diamond
Diane Eisner	Grade 8	Clarke
Mary Quirk	Grade 8	Clarke
Andrew Baker	Grades 9 - 12	LHS
Rosemary Loomis	Grades 9 - 12	LHS
Dane Despres	Grades 9 - 12	LHS
Roanne Bosch	Grades 9 - 12	LHS
Marshall Dury	Grades 9 - 12	LHS
David Walsh	Grades 9 - 12	LHS
Carrie Conlon	Grades 9-12	LHS
Ann Boese	Community member	Lexington
Tammy Mulligan	Community member	Lexington

Appendix B

K-5 Literacy Benchmarks

Kindergarten

Benchmarks for Kindergarten Readers

The student reads or hears 50 books or book equivalents across various genres and authors.

- Self-selects material to enjoy and/or read for pleasure, information, and insight
- Develops a personal appreciation for types of genres and favorite author/illustrators
- Develops concepts about print

The student reads grade-appropriate texts and responds critically to develop understanding and expertise. In Kindergarten, the expectation is that students are interacting with many and varied texts. These strategic behaviors can be demonstrated during read aloud, shared reading, guided reading, and/or independent reading. Children are expected to leave Kindergarten prepared to learn to read in the primary grades.

- Asks questions
- Makes predictions
- Makes connections
- Activates prior knowledge
- Applies knowledge

The student demonstrates characteristics of an emergent reader.

- Develops phonological awareness
- Understands the relationship between letters and sounds
- Develops a sight word vocabulary
- Recognizes letters of varied fonts
- Distinguishes between letters and numerals

Benchmarks for Kindergarten Writers

The student begins to develop personal style as a writer, acquires a way of thinking about writing, revisits, writing, and understands purposes for writing.

- Applies grade-appropriate focus correction areas
- Engages in the writing process
- Writes in response to prompts
- Uses drawing and words to express ideas
- Stays on selected topic
- Revises selected pieces for clarity
- Maintains a writing folder
- Demonstrates the characteristics of an emergent writer moving to a developing writer

The student produces various types of writing

- Personal narrative
- Exposition
- Everyday writing

The student demonstrates an understanding of punctuation, capitalization, spelling, handwriting, and grammar in writing.

- Forms upper and lower case letters
- Takes risks in attempting new conventions and spelling unfamiliar words

Benchmarks for Kindergarten Speakers, Listeners and Viewers

The student speaks, listens, and views effectively in formal and informal situations.

- Listens attentively
- Asks questions
- Follows directions
- Participates in discussions
- Describes common objects and events in general and specific language

The student speaks effectively using language appropriate to the situation and audience.

- Participates in conversations
- Participates in discussions
- Recites simple poems and/or rhymes
- Participates in dramatic play

The student demonstrates an understanding of grade-appropriate punctuation, capitalization, spelling, handwriting, grammar, and vocabulary development.

- Demonstrates an understanding of simple concepts about print
- Demonstrates an understanding of phonological awareness
- Demonstrates an understanding of letter/word knowledge
- Demonstrates an understanding of letter/sound relationships
- Uses grade appropriate grammar correctly
- Uses grade appropriate mechanics of written language
- Uses high frequency words correctly

Benchmarks for Kindergarten Researchers

The student uses multiple reference tools to acquire new knowledge and make informed decisions.

- Chooses reference materials appropriate to research purpose
- Forms relevant questions for inquiry

Grade 1

Benchmarks for Grade 1 Readers

The student reads or hears 50 books or book equivalents across various genres and authors.

- Self selects material to read for pleasure, information, and insight
- Listens to and/or reads at least 10 different authors and illustrators
- Listens to and/or reads at least 5 books by a single author, in a single genre, or on a single issue or subject
- Develops a personal appreciation for types of genres and favorite author/illustrators
- Develops concepts about print

The student reads grade-appropriate texts and responds critically to develop understanding and expertise.

- Relates prior knowledge
- Makes predictions
- Asks questions
- Makes connections
- Creates mental images
- Considers and applies knowledge of text structure and elements of genre (fiction and nonfiction)
- Retells key ideas of narrative and expository text

The student demonstrates characteristics of a beginning reader.

- Develops phonemic awareness
- Uses reading strategies before, during, and after reading
- Integrates varied information sources (semantic, syntactic, graphophonic) by searching, predicting, confirming, self-correcting, and cross-checking to monitor reading
- Develops an expanding sight vocabulary
- Reads with appropriate phrasing, pacing, and expression

Benchmarks for Grade 1 Writers

The student begins to develop personal style as a writer, acquires a way of thinking about writing, revisits writing, and understands purposes for writing.

- Applies grade-appropriate focus correction areas
- Engages in the writing process
- Writes in response to prompts
- Uses less drawing and more words to express ideas
- Stays on selected topic
- Shares writing for feedback
- Revises selected pieces for clarity
- Maintains a writing folder
- Demonstrates the characteristics of a beginning writer moving to an expanding writer

The student produces various types of writing.

- Personal narrative
- Poetry
- Description
- Everyday writing

The student demonstrates an understanding of punctuation, capitalization, spelling, handwriting, and grammar in writing.

- Uses grade-level high frequency correctly
- Applies grade-level punctuation, capitalization, and grammar expectations consistently
- Takes risks in attempting new conventions and spelling unfamiliar words
- Prints legibly

Benchmarks for Grade 1 Speakers, Listeners, and Viewers

The student speaks, listens, and views effectively in formal and informal situations.

- Listens attentively
- Asks questions
- Participates in discussions
- Describes common objects and events in general and specific language

The student speaks effectively using language appropriate to the situation and audience.

- Participates in conversations
- Participates in discussions
- Recites simple poems
- Participates in dramatic play

Benchmarks for Grade 1 Wordsmiths

The student demonstrates an understanding of grade-appropriate punctuation, capitalization, spelling, handwriting, grammar, and vocabulary development.

- Demonstrates an understanding of more complex concepts about print
- Demonstrates an understanding of phonemic awareness
- Demonstrates an understanding of letter/word knowledge
- Demonstrates an understanding of letter/sound relationships
- Demonstrates an understanding of common spelling patterns
- Uses high frequency words correctly
- Uses strategies to determine pronunciation and/or meaning of simple words
- Uses grade appropriate vocabulary

Benchmarks for Grade 1 Researchers

The student uses multiple reference tools to acquire new knowledge and make informed decisions.

- Understands the purpose of various reference materials
- Chooses reference materials appropriate to research purpose with guidance
- Forms and revises relevant questions for inquiry

Grade 2

Benchmarks for Grade 2 Readers

The student reads or hears 50 books or book equivalents across various genres and authors.

- Self selects material to read for pleasure, information, and insight
- Listens to and/or reads at least 4 different genres, 10 authors and illustrators, and at least 5 books by a single author, in a single genre, or on a single topic of study
- Develops a personal appreciation for types of genres and favorite author/illustrators
- Maintains a balance between fiction and nonfiction

The student reads grade-appropriate texts and responds critically to develop understanding and expertise.

- Activates and relates prior knowledge
- Makes predictions
- Asks questions
- Considers author's purpose
- Makes connections
- Creates mental images
- Determines importance
- Synthesizes information
- Infers
- Considers and applies knowledge of text structure and elements of genre (fiction, nonfiction, and poetry)

The student reads aloud grade-appropriate texts with fluency and understanding.

- Uses reading strategies before, during, and after reading
- Integrates varied information sources (semantic, syntactic, graphophonic) by searching, predicting, confirming, self-correcting, reading ahead, and cross-checking to monitor reading
- Develops an expanding sight vocabulary
- Reads with appropriate phrasing, pacing, and expression
- Demonstrates the characteristics of an expanding reader

Benchmarks for Grade 2 Writers

The student begins to develop personal style as a writer, acquires a way of thinking about writing, revisits writing, and understands purposes for writing.

- Applies grade-appropriate focus correction areas
- Engages in the writing process
- Writes in response to prompts
- Stays on selected topic and maintains a focus
- Considers audience when writing
- Uses mostly writing to express ideas
- Revises selected pieces for clarity
- Shares writing for feedback and gives feedback to others
- Maintains a writing folder
- Demonstrates the characteristics of an expanding writer moving to a bridging writer

The student produces various types of writing.

- Narrative
- Poetry
- Friendly letter
- Informational article
- Description
- Everyday writing

The student demonstrates an understanding of punctuation, capitalization, spelling, handwriting, and grammar in writing.

- Uses grade-level high frequency words correctly
- Applies grade-level punctuation, capitalization, and grammar expectations consistently
- Takes risks in attempting new conventions and spelling unfamiliar words
- Writes legibly

Benchmarks for Grade 2 Speakers, Listeners, and Viewers

The student speaks, listens, and views effectively in formal and informal situations.

- Listens attentively
- Asks questions
- Participates in discussions
- Describes objects and events in general and specific language

The student speaks effectively using language appropriate to the situation and audience.

- Participates in conversations
- Participates in discussions
- Recites simple poems
- Participates in Reader's Theater and role play

Benchmarks for Grade 2 Wordsmiths

The student demonstrates an understanding of grade-appropriate punctuation, capitalization, spelling, handwriting, grammar, and vocabulary development.

- Demonstrates an understanding of letter/sound relationships
- Demonstrates an understanding of common and more complex spelling patterns
- Uses high frequency words correctly
- Uses word meaning, word solving, and word-solving strategies on increasingly complex words
- Uses grade appropriate vocabulary
- Demonstrates effective strategies to build vocabulary

Benchmarks for Grade 2 Researchers

The student uses multiple reference tools to acquire new knowledge and make informed decisions.

- Understands the purpose, basic structure, and organization of various reference materials with guidance
- Chooses reference materials appropriate to research purpose
- Uses appropriate research strategies and sources with guidance
- Forms and revises relevant questions for inquiry

Grade 3

Benchmarks for Grade 3 Readers

The student reads or hears at least 30 books or book equivalents across various genres and authors.

- Self selects material to read for pleasure, information, and insight
- Listens to and/or reads at least 4 different genres, 15 authors and illustrators, and at least 5 books by a single author, in a single genre, or on a single topic of study
- Develops a personal appreciation for types of genres and favorite author/illustrators
- Maintains a balance between fiction and nonfiction

The student reads grade-appropriate texts and responds critically to develop understanding and expertise.

- Uses reading strategies before, during, and after reading
- Activates and relates prior knowledge
- Makes predictions
- Sets a purpose for reading
- Asks questions
- Considers author's purpose and perspective
- Makes connections
- Creates mental images
- Determines importance
- Synthesizes information
- Infers
- Analyzes and applies knowledge of text structure and elements of genre (fiction, nonfiction, and poetry)

The student reads aloud grade-appropriate texts with fluency and understanding.

- Uses reading strategies before, during, and after reading
- Integrates cueing systems (semantic, syntactic, graphophonic) by searching, predicting, confirming, self-correcting, reading ahead, and cross-checking to monitor reading
- Develops an expanding sight vocabulary
- Reads with appropriate phrasing, pacing, and expression
- Demonstrates the characteristics of a bridging reader

Benchmarks for Grade 3 Writers

The student develops personal style as a writer, acquires a way of thinking about writing, revisits writing, and understands purposes for writing.

- Applies grade-appropriate focus correction areas
- Engages in the writing process
- Writes in response to prompts
- Stays on selected topic and maintains a focus
- Considers audience when writing
- Revises selected pieces for clarity
- Shares writing for feedback and gives feedback to others
- Maintains a writing folder
- Demonstrates the characteristics of a bridging writer moving to a fluent writer

The student produces various types of writing.

- Personal narrative
- Fiction
- Poetry
- Informational article/Research report
- Descriptive paragraph
- Everyday writing
- Open response to a prompt

The student demonstrates an understanding of punctuation, capitalization, spelling, handwriting, and grammar in writing.

- Uses grade-level high frequency correctly
- Applies grade-level punctuation, capitalization, and grammar expectations consistently
- Takes risks in attempting new conventions and spelling unfamiliar words
- Writes legibly

Benchmarks for Grade 3 Speakers, Listeners, and Viewers

The student speaks, listens, and views effectively in formal and informal situations.

- Listens attentively
- Asks questions
- Participates in discussions
- Listens for information
- Responds appropriately to speaker

The student speaks effectively using language appropriate to the situation and audience.

- Participates in conversations and discussions
- Recites poetry and other dramatic readings
- Participates in Reader's Theater and role play
- Conducts interviews
- Explains thinking
- Reports new information to peers

Benchmarks for Grade 3 Wordsmiths

The student demonstrates an understanding of grade-appropriate punctuation, capitalization, spelling, handwriting, grammar, and vocabulary development.

- Demonstrates the ability to write legibly in cursive
- Demonstrates an understanding of complex spelling patterns
- Uses high frequency words correctly
- Uses word meaning, word solving, and word-solving actions on increasingly complex words
- Uses grade-appropriate punctuation correctly
- Uses grade-appropriate high frequency words correctly
- Uses grade-appropriate grammar correctly
- Uses grade appropriate vocabulary
- Uses effective strategies to build an expanding written and spoken vocabulary

Benchmarks for Grade 3 Researchers

The student uses multiple reference tools to acquire new knowledge and make informed decisions.

- Understands the purpose, structure, and organization of various reference materials
- Chooses reference materials appropriate to research purpose
- Chooses an appropriate format to present new learning with guidance
- Reads various genres and writes in a variety of forms during the research process (e.g., notes, diagrams)
- Uses appropriate research strategies and sources
- Forms and revises relevant questions for inquiry
- Distinguishes and evaluates reference sources with guidance

Grade 4

Benchmarks for Grade 4 Readers

The student reads or hears at least 30 books or book equivalents across various genres and authors.

- Self selects material to read for pleasure, information, and insight
- Listens to and/or reads at least 6 different genres, 15 authors and/or illustrators, and at least 3 books by a single author, in a single genre, or on a single topic of study
- Develops a personal appreciation for types of genres and favorite author/illustrators
- Maintains a balance between fiction and nonfiction

The student reads grade-appropriate texts and responds critically to develop understanding and expertise.

- Uses reading strategies before, during, and after reading
- Activates and relates prior knowledge
- Makes predictions
- Sets a purpose for reading
- Asks questions
- Considers author's purpose, perspective and bias
- Makes connections
- Creates mental images
- Determines importance
- Synthesizes information
- Infers
- Analyzes and applies knowledge of text structure and elements of genre

The student reads grade-appropriate texts with fluency and understanding.

- Uses reading strategies before, during, and after reading • Integrates varied information sources (semantic, syntactic, graphophonic) by searching, predicting, confirming, self-correcting, reading ahead, and cross-checking to monitor reading
- Develops an expanding sight vocabulary
- Reads with appropriate phrasing, pacing, and expression
- Demonstrates the characteristics of a fluent reader

Benchmarks for Grade 4 Writers

The student develops personal style as a writer, acquires a way of thinking about writing, revisits writing, and understands purposes for writing.

- Applies grade-appropriate focus correction areas
- Engages in the writing process
- Writes an extended response to a prompt
- Stays on selected topic and maintains a focus
- Considers audience when writing
- Revises selected pieces for clarity
- Shares writing for feedback and gives feedback to others
- Maintains a writing folder
- Demonstrates the characteristics of a fluent writer moving to a proficient writer

The student produces various types of writing.

- Poetry
- Informational article/ Research report
- Narrative/Fiction
- Descriptive paragraph
- Explanatory paragraph
- Everyday writing
- Open response to a prompt

The student demonstrates an understanding of punctuation, capitalization, spelling, handwriting, and grammar in writing.

- Uses grade-level high frequency words correctly
- Applies grade-level punctuation, capitalization, and grammar expectations consistently
- Takes risks in attempting new conventions and spelling unfamiliar words
- Writes legibly

Benchmarks for Grade 4 Speakers, Listeners, and Viewers

The student speaks, listens, and views effectively in formal and informal situations.

- Participates in large and small-group discussions
- Participates in individual conferences
- Critically views media presentations
- Listens respectfully to presentations, peers, and adults

The student speaks effectively using language appropriate to the situation and audience.

- Participates in conversations and discussions
- Recites poetry and other dramatic readings, etc.
- Makes multimedia presentations
- Explains thinking
- Reports new information to peers

Benchmarks for Grade 4 Wordsmiths

The student demonstrates an understanding of grade-appropriate punctuation, capitalization, spelling, handwriting, grammar, and vocabulary development.

- Uses more complex spelling patterns and high frequency words correctly
- Writes legibly in cursive
- Chooses the appropriate and most effective writing form for particular assignments (print, cursive, keyboard)
- Uses correct grade-appropriate punctuation, capitalization, and grammar
- Monitors and proofreads daily assignments
- Applies knowledge of common root words and affixes to help determine word meanings
- Uses grade appropriate vocabulary and continues to use effective strategies to build an expanding written and spoken vocabulary
- Uses context to help determine word meanings
- Uses a dictionary and/or thesaurus to cross check meaning of unknown words

Benchmarks for Grade 4 Researchers

The student uses multiple reference tools to acquire new knowledge and make informed decisions.

- Understands the purpose, structure, and organization of various reference materials
- Chooses reference materials appropriate to research purpose • Chooses an appropriate format to present new learning
- Reads various genres and writes in a variety of forms during the research process (e.g., notes, diagrams, captions, labels)
- Uses appropriate research strategies and sources
- Forms and revises relevant questions for inquiry
- Distinguishes and evaluates reference sources

Grade 5

Benchmarks for Grade 5 Readers

The student reads or hears at least 30 books or book equivalents across various genres and authors.

- Self selects material to read for pleasure, information, and insight
- Listens to and/or reads at least 6 different genres, 20 authors and illustrators, and at least 3 books by a single author, in a single genre, or on a single topic of study
- Develops a personal appreciation for types of genres and favorite author/illustrators
- Maintains a balance between fiction and nonfiction

The student reads grade-appropriate texts and responds critically to develop understanding and expertise.

- Uses reading strategies before, during, and after reading
- Activates and relates prior knowledge
- Makes predictions
- Sets a purpose for reading
- Asks questions
- Considers author's purpose, perspective and bias
- Makes connections
- Creates mental images
- Determines importance
- Synthesizes information
- Infers
- Considers and applies knowledge of text structure and elements of genre

The student reads grade-appropriate texts with fluency and understanding.

- Uses reading strategies before, during, and after reading
- Integrates cueing systems (semantic, syntactic, graphophonic) by searching, predicting, confirming, self-correcting, reading ahead, and cross-checking to monitor reading
- Develops an expanding sight vocabulary
- Reads with appropriate phrasing, pacing, and expression
- Demonstrates the characteristics of a proficient reader

Benchmarks for Grade 5 Writers

The student develops personal style as a writer, acquires a way of thinking about writing, revisits writing, and understands purposes for writing.

- Applies grade-appropriate focus correction areas
- Engages in the writing process
- Writes in response to prompts
- Stays on selected topic and maintains a focus
- Considers audience when writing
- Revises selected pieces for clarity
- Shares writing for feedback and gives feedback to others
- Maintains a writing folder
- Demonstrates the characteristics of a proficient writer moving to a connecting writer

The student produces various types of writing.

- Poetry
- Informational article/ Research report
- Narrative essay
- Fiction
- Descriptive paragraph
- Explanatory paragraph
- Persuasive paragraph
- Everyday writing
- Open response to a prompt

The student demonstrates an understanding of punctuation, capitalization, spelling, handwriting, and grammar in writing.

- Uses grade-level high frequency words correctly
- Applies grade-level punctuation, capitalization, and grammar expectations consistently
- Takes risks in attempting new conventions and spelling unfamiliar words
- Writes legibly

Benchmarks for Grade 5 Speakers, Listeners, and Viewers

The student speaks, listens, and views effectively in formal and informal situations.

- Participates in large and small-group discussions
- Participates in individual conferences
- Critically views media presentations
- Listens respectfully to presentations, peers, and adults

The student speaks effectively using language appropriate to the situation and audience.

- Participates in conversations and discussions
- Recites poetry and other dramatic readings, etc.
- Makes multimedia presentations
- Explains thinking
- Reports new information to peers

Benchmarks for Grade 5 Wordsmiths

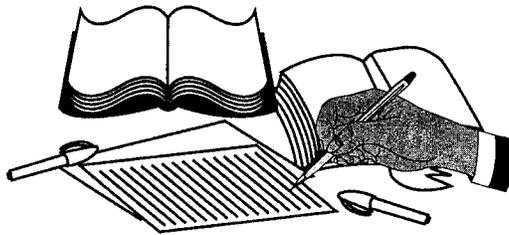
The student demonstrates an understanding of grade-appropriate punctuation, capitalization, spelling, handwriting, grammar, and vocabulary development.

- Uses increasingly more complex spelling patterns and high frequency words correctly
- Writes legibly in cursive
- Uses correct grade-appropriate punctuation, capitalization, and grammar
- Monitors and proofreads daily assignments
- Applies knowledge of root words and affixes to help determine word meanings
- Uses grade appropriate vocabulary and continues to build an expanding written and spoken vocabulary
- Uses context to help determine word meanings
- Uses a dictionary and/or thesaurus to cross check meaning of unknown words
- Engages in ³word play² with the English language (e.g., figurative language, idiomatic phrases, word origins)

Benchmarks for Grade 5 Researchers

The student uses multiple reference tools to acquire new knowledge and make informed decisions.

- Understands the purpose, structure, and organization of various reference materials
- Chooses reference materials appropriate to research purpose
- Chooses an appropriate format to present new learning
- Reads various genres and writes in a variety of forms during the research process (e.g., notes, diagrams, captions, labels)
- Uses appropriate research strategies and sources
- Forms and revises relevant questions for inquiry
- Distinguishes and evaluates



Middle School English Language Arts Program

Overview

The purpose of the English Language Arts curriculum is to provide students with daily or regular practice in developing skills and strategies in reading, writing, speaking and listening. The program focuses on the connection between reading, writing and thinking.

The curriculum is organized thematically around compelling literature. Teachers make conscious efforts to integrate literary selections with the themes and issues studied in social studies. Students experience the full range of literary genres: fiction, non-fiction, poetry and drama. Vocabulary is integrated within the study of literature. Teachers select books, materials and methodologies to meet students' learning needs.

The English Language Arts curriculum engages students in both imaginative and expository writing, with an increasing emphasis on expository writing in grades seven and eight. The writing process—pre-writing, drafting, revising, editing, publishing—guides the writing curriculum. Writing tasks, which are student selected and drawn from personal experience, comprise a part of each week's work.

Grade six students review and extend skills and strategies, such as organizing and using examples, developed in elementary school. Grade seven students begin to make the transition from skill and strategy acquisition to practice and application. In grade eight this application finds focus in doing research and in writing thoughtful, reflective logically developed sentences and paragraphs for stories, poems and essays. In grade seven students work on developing paragraphs according to particular formats—like

Continued

cause/effect, sequence and examples—and employing them in compositions intended for a specific purpose. In grade eight, composition work, concentrating on character descriptions, the use of comparison and contrast, the documentation of sources and the making of judgments based on textual evidence, reflects and nurtures students' emerging power of abstract reasoning.

Oral expression and listening skills are developed through class discussions, classroom presentations, interactive writing groups and/or drama activities so that students have an opportunity to develop all of the requisite language skills, achieving increased precision, economy and sophistication in both speech and written composition.

All of these skills, strategies and processes reflect our commitment to helping the children of Lexington to be effective readers, sound thinkers, and articulate communicators of their thoughts, feelings, and concerns. These goals and methodologies, compatible with those of the Massachusetts State Framework in English Language Arts, represent best practices and are consistent with those of our program in our elementary schools as well as with those in our high school.

Thematic Units in Grade Six

- multicultural issues
- developing a sense of fairness
- building bridges
- personal growth and self reflection
- friendship
- coping with injustice

Thematic Units in Grade Seven

- survival
- anti-racism
- prejudice
- intergenerational issues
- the emerging adolescent

Thematic Units in Grade Eight

- moral or ethical dilemma
- family issues
- gender issues
- war and peace
- multicultural issues
- coming of age
- disabilities and handicaps

Language

Speaking and Listening**Classroom Discussions**

Students will be able to:

- employ formal rules of discussion which include turn taking, responding to the previous speaker, and asking for clarification
- gather relevant information for a research project or composition through interview techniques.

Oral presentations

Students will be able to:

- present oral reports to their class/team about the non-fiction work of selected authors
- make oral presentations based on fables, myths, short stories, plays and novels
- present similar content to various audiences for different purposes
- demonstrate their understanding of informal and formal language through role playing

**Grammar, Usage
and Mechanics**

Students will be able to:

- review the identification and use of parts of speech
- demonstrate words performing different functions according to their positions in sentences
- identify the subject and predicate of a sentence
- identify verb phrases and verb tenses
- write sentences in which verbs agree in number with their subjects
- weave multiple sentences of simple structure into a kernel sentence with correctly embedded modifiers without creating a run-on sentence
- capitalize and punctuate properly

Reading/Literature**Reading**

Students will be able to:

- use word recognition and context clues to read fluently
- use knowledge of punctuation to assist in comprehension
- use table of contents and indexes to locate information
- use text features such as headings, captions, and titles, to understand and interpret informational text
- recognize organizational patterns such as cause/ effect and chronological order including their signal words
- distinguish between fact and opinion
- separate relevant and non-relevant information and details
- recognize author's purpose
- identify main ideas, make inferences, and draw conclusions from a variety of reading materials, both fiction and non fiction
- connect experience, prior reading, knowledge, and observations in response to a text
- self-select appropriately interesting, diverse, and challenging books for independent reading
- use appropriate comprehension strategies before, during and after reading, in order to understand text
- locate and use school and public library resources, with some direction, to acquire information
- adjust reading rate according to purpose for reading

Reading/Literature**Literature**

Students will be able to:

- identify and define the characteristics of various genres (fiction, non-fiction, poetry and drama)
- identify and explain elements of setting, plot, character, conflict and theme
- retell the events of a story in light of the story's main idea or theme
- apply the knowledge to which the concept theme refers to the main idea and meaning of a selection, whether it is stated or implied
- analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic
- respond to and analyze the effects of sound in poetry (alliteration, assonance, consonance, onomatopoeia and rhyme scheme)
- identify and analyze sensory details and figurative language
- identify and analyze author's use of dialogue and description
- compare traditional literature from different cultures
- identify and analyze structural elements particular to dramatic literature in the plays they read, view, write, and perform
- identify and analyze the similarities and differences between a narrative text and its film or play version
- develop characters through the use of basic acting skills.

Research Skills

Students will be able to:

- generate questions related to their topics and create a plan for their study
- produce a product in answer to one of their self-generated questions
- organize their reports according to a teacher-department-created format

Writing/Composition**Writing Process**

Students will be able to:

- use the steps in the writing process (prewriting, drafting, revising, editing, and publishing)
- consider audience and purpose when writing
- use the appropriate genre to achieve a rhetorical purpose (persuasive, informational, or expressive)
- develop and organize compositions with a clear focus and supporting ideas
- revise writing to improve organization and diction
- order ideas and use vocabulary with precision
- edit writing using their understanding of grammar, usage, and spelling
- evaluate writing using prescribed criteria

Writing Products

Students will be able to:

- compose descriptive, persuasive, expository, and narrative paragraphs
- compose a friendly letter, review, or a news story
- compose research reports or informational presentations using graphic organizers
- keep a journal
- write a persuasive essay on any subject
- write a personal essay or narrative using details
- write a folk tale, tall tale, poem or story
- write paragraphs utilizing a variety of methods (e.g., chronological, cause and effect, definition)
- develop multi-paragraph responses to open-ended questions

Media**Evaluating and Citing
Sources**

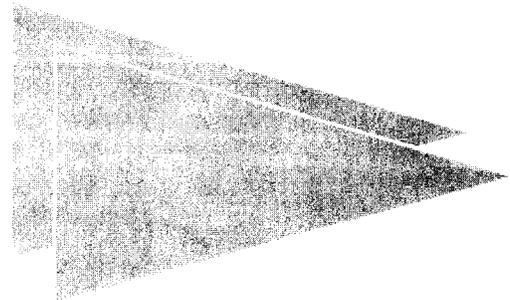
Students will be able to:

- search for and collect data from print and electronic media for research, using resources that are both traditional and computerized
- demonstrate their ability to navigate through electronic data sites, and store data on a computer disc, hard drive, or school server
- explain what constitutes plagiarism from both print and electronic sources, and be aware of its academic consequences
- distinguish factual and reliable sources from embellished, unreliable or misleading sources

**Creating Media
Presentations**

Students will be able to:

- evaluate the appropriate use of different presentations of literature through such means as dramatic presentations, music, sound effects, and / or the use of graphics
- create media presentations using effective images, sound effects, text, music and graphics
- use media to demonstrate their understanding of a particular text



Language

Speaking and Listening

Students will be able to:

- employ agreed-upon rules and individual roles in a variety of discussion formats
- summarize a speaker's main point before responding to it
- use interview techniques to gather research for a project or composition
- adapt a content presentation for various purposes and audiences, showing appropriate changes in gesture, vocabulary, pace and support materials
- use such techniques as memorization, sensory recall, concentration, diction, body alignment and expressive gesture to develop characters, describing the artistic choices made in their development
- participate in a discussion or debate, give an oral report, recite from memory, and act in a content-related skit
- identify and effectively use words related as synonyms, homographs and words related through etymology through the use of a dictionary or related reference
- distinguish between denotative and connotative language
- distinguish between literal and figurative language
- define and explain dialects in their own speech and language
- relate the use of dialect to characterization
- identify examples of dialect in their own reading

**Grammar, Usage
and Mechanics**

Students will be able to:

- identify all parts of speech
- identify phrases and clauses
- identify types of sentences (simple, compound, and complex)
- use complete sentences, avoiding sentence fragments, run-on sentences, and comma splices
- recognize subject/verb agreement
- use correct pronoun reference
- capitalize proper nouns and adjectives, first words and titles
- use quotation marks correctly
- use standard English spelling
- use modifiers in the proper place
- use the comma correctly with phrases, clauses, appositives, and parentheticals
- use the apostrophe, colon, hyphen, dash, semicolon and ellipsis correctly
- use parentheses to clarify or add additional information

Reading/Literature

Reading

Students will be able to:

- demonstrate fluency in reading
- before reading, examine and identify appropriate texts for a specific purpose (e.g., literary enjoyment, for information, or to perform a task)
- identify and use common organizational structures and graphic features to comprehend information
- preview materials to gain an overview of content or locate specific information
- identify and recall basic facts and ideas in what they have read, heard, or viewed, using such strategies as recalling genre characteristics, setting a purpose, generating essential questions, and clarifying ideas by re-reading selected parts of a text
- separate fact from opinion in reading material
- distinguish between essential and non-essential information across texts
- identify the presence of propaganda techniques in reading materials
- identify main ideas, make inferences, and draw conclusions from a variety of reading materials based on explicit and implied information in both fiction and non-fiction
- connect experience, prior reading, knowledge, and observations in response to a text
- self-select appropriately interesting, diverse, and challenging books for independent reading
- use appropriate comprehension strategies before, during and after reading, in order to understand text
- apply corrective strategies to assist in comprehension
- locate and use school and public library resources, with some direction, to acquire information
- adjust reading rate according to purpose for reading

Reading/Literature

Literature

Students will be able to:

- identify and analyze characteristics of four major genres (non-fiction, fiction, drama and poetry) as forms chosen by an author to accomplish a purpose
- locate and interpret characters, plot, setting, theme and conflict using evidence from the text
- apply the knowledge to which the concept theme refers to the main idea and meaning of a selection whether it is stated or implied
- identify and respond to sensory imagery and direct or indirect comparisons
- determine how the use and meaning of literary devices such as symbolism, metaphor and simile, alliteration, personification, flashback and foreshadowing convey the author's message or intent
- identify social context and other characteristics of the time period in order to enhance understanding and appreciation of text
- analyze how a short story, poem, film, or essay can be shown to reflect the author's personal history, attitudes, and beliefs
- compare a film, video, or stage version of a literary work with the written version
- identify poetic elements such as repetition, rhythm, and rhyming patterns in order to interpret poetry
- compare and contrast traditional literature from different cultures

Writing/Composition**Writing Process**

Students will be able to:

- use the steps in the writing process (pre-writing, drafting, revising, editing, and publishing)
- consider audience and purpose when writing
- use the appropriate genre to achieve a rhetorical purpose (persuasive, informational, or expressive)
- develop and organize compositions with a clear focus and supporting ideas
- revise writing to improve organization and diction
- order ideas and use vocabulary with precision
- edit writing using their understanding of grammar, usage, and spelling
- evaluate writing using prescribed criteria

Writing Products

Students will be able to:

- compose descriptive, persuasive, expository, and narrative paragraphs
- develop multi-paragraph responses to open-ended questions
- write paragraphs which use a variety of organizational approaches (chronological, cause and effect and definition)
- compose informational or research reports using common expository organizational structures and graphics
- write a persuasive essay (that includes a clear thesis, a body of evidence and conclusion)
- compose a friendly letter, review, or a news story
- compose research reports or informational presentations using graphic organizers
- keep a journal
- write a personal essay or narrative using details
- write a folk tale, tall tale, poem or story
- write paragraphs utilizing a variety of methods (e.g., chronological, cause and effect, definition)
- develop multi-paragraph responses to open-ended questions

Media

Students will be able to:

- use a variety of media such as computerized card catalogs, online data bases, and electronic almanacs and encyclopedia for research
- use different kinds of images—music, sound effects, graphics, or visuals—to create an effective audio visual production
- analyze how different media—newspapers, radio, and television—cover the same event, noting the use of words, sounds and images in each medium
- analyze the effect on the reader, viewer, or listener of the use of camera angles, montage and/or sound effects in radio and television, and the use of graphics in print journalism
- identify the different techniques used by different media to achieve emotional effects and convey meaning
- distinguish factual and reliable sources from embellished, unreliable or misleading sources
- demonstrate their understanding of a particular literary text through both electronic and traditional media

Appendix D

Lexington High School

The entire high school faculty determined the Academic Expectations for Lexington High. Each department then identified which of these expectations for which they would assume primary responsibility. After the primary responsibilities were determined, all other departments collectively agreed that they would support and reinforce these expectations within their own programs.

The first four bullets are the primary domains of the English language arts program.

Students at Lexington High School will ...

- Write clearly and effectively, producing work that is informative, well organized, and appropriate to its purpose and audience
- Read and comprehend varied materials and be able to interpret and apply what they have read
- Listen actively and respond to communications through inquiry, discussion, writing, and various forms of art
- Speak clearly and effectively in a variety of contexts including academic discourse and oral presentations
- Gather data and critically evaluate their content, source, and relevance
- Reason logically, using appropriate qualitative or quantitative methods, and use their analysis to answer questions and to solve problems
- Employ technology to gather, organize, and communicate information, to create and share visual images, and to investigate and solve problems
- Demonstrate an understanding of the political, social, cultural, and scientific contexts of knowledge
- Demonstrate practical applications of knowledge
- Demonstrate awareness of aesthetic principles such as theme, motif, pattern, and symmetry

A list of courses can be found at: <http://lhs.lexingtonma.org/Dept/English/>

English Department Course Descriptions/ Sample

Courses Open to Juniors

1308 — Hon American Literature

4 credits level: Honors

Students critically examine the breadth, diversity, and evolution of American literature through extensive close readings of poems, novels, short stories, plays and essays by a variety of writers. Emphasis in reading is placed on closely reading and re-reading texts to identify patterns, contradictions and the relationship between motifs and larger themes/ideas. Students will also learn different methods of critically interpreting the texts. Emphasis in writing is placed on the precise, well-documented analytical essay. In both class discussions and compositions, students will apply critical terminology such as tone, mood, theme and irony and articulate the distinguishing features of each genre.

In addition to poems, essays and short stories by a variety of authors, readings will include some or all of the following titles: *The Scarlet Letter*, Nathaniel Hawthorne; *The Adventures of Huckleberry Finn*, Mark Twain; *Ethan Frome* or *The House of Mirth*, Edith Wharton; *Their Eyes Were Watching God*, Zora Neale Hurston; *A Farewell to Arms*, Ernest Hemingway; *The Great Gatsby*, F. Scott Fitzgerald; *Death of a Salesman* and *The Crucible*, Arthur Miller; *Walden*, Henry David Thoreau; *Jazz*, Toni Morrison.

1306 — American Literature

4 credits Level: 1

Students examine a rich array of American poems, novels, essays, short stories, and plays by a wide variety of writers. In both class discussions and compositions, students will critically analyze these works within the unique context of the American experience and American values/traditions. Reading assignments cover approximately 20 pages per night. Students will work on analytical and creative writing assignments both at home and in school. These assignments vary in length. Assessments derive from students' reading, writing, grammar exercises and class discussion.

Readings will be selected from Miller: *Death of A Salesman* or *The Crucible*; Wharton: *Ethan Frome*; Hemingway: *A Farewell to Arms* or selected short stories; Fitzgerald: *The Great Gatsby*; Salinger: *The Catcher in the Rye*; Twain: *Huckleberry Finn*; Hurston: *Their Eyes Were Watching God*. Selected readings from Emerson and Thoreau, as well as a variety of poetry and short stories. Wilder: *Our Town*; Morrison: *Song of Solomon*. Poetry and short stories vary from year to year.

1304 — American Literature and Society

4 credits Level: 2

American Literature and Society has a threefold focus. Students will work together with the teacher to create a learning community that identifies, then reviews and reinforces skills that they have not yet mastered. Secondly, students will identify personal areas of strength and weakness and will work to achieve mastery in the identified areas. Extensive writing and conferencing will be a part of this process. Finally, students will be able to recognize and articulate the common themes and motifs present in American literature.

Works read will include many of these titles: Fitzgerald's *Great Gatsby*, Miller's *Death of a Salesman*, essays by Thoreau and Emerson, selected work from the Harlem Renaissance. Students will also read short stories and essays by contemporary writers.

English Language Arts Conventions Progressive Skills, By Standard

The following, marked with an asterisk (*) in the Conventions standards, are skills and understandings that require continued attention in higher grades (after their introduction in the grade listed below) as they are applied to increasingly sophisticated writing and speaking.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9–10
<p>1c. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>3a. Choose words for effect.</p>	<p>1b. Form and use adjectives and adverbs (including comparative and superlative forms), placing them appropriately within sentences.</p> <p>1c. Produce complete sentences, avoiding rhetorically poor fragments and run-ons.</p> <p>1d. Correctly use frequently confused words (e.g., <i>effect/affect, to/too/two</i>).</p> <p>3a. Use punctuation for effect.</p> <p>3b. Maintain consistency in style and tone.</p> <p>3c. Choose words and phrases to convey ideas precisely.</p>	<p>1b. Recognize and correct inappropriate shifts in verb tense and aspect.</p> <p>2a. Use punctuation to separate items in a series.</p> <p>3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p>1b. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>1c. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>2a. Use commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements.</p> <p>3a. Vary sentence patterns for meaning, reader/listener interest, and style.</p>	<p>1c. Place phrases and clauses within a sentence, avoiding misplaced and dangling modifiers.</p> <p>3b. Choose words and phrases that express ideas concisely, eliminating wordiness and redundancy.</p>	<p>1c. Recognize and correct inappropriate shifts in verb voice and mood.</p>	<p>1a. Use parallel structure in writing.</p>

1. Default Section

1. For which course in your current teaching load are you taking this round of the survey?

- Literature & Composition I

2. How many years have you taught this English course at Lexington High School?

- Less than 1 Year
- 1 - 2 Years
- 3 - 5 Years
- 6 - 10 Years
- 11 - 20 Years
- More than 20 Years

3. Please check the following methods of instruction that you use at least once every two weeks, on average, in this course. In the case of the forms of writing assignment listed below, check those that you use at least once a quarter.

- Graphic Organizers
- Literature Circles
- Reading Aloud (Students)
- Reading Aloud (Teachers)
- Do Now
- Visual Interpretations of Text
- Displays of Student Work
- Peer Editing
- Writing Conferences
- Worksheets
- Grammar Workbooks
- Agenda and Objectives on the White Board
- Writing Workshop
- Teacher Website
- Online Blog/Wiki/Discussion Board
- Close Reading
- Annotation
- Jigsaw
- Debate
- Games/Contests
- Film
- Think-Pair-Share
- Visual Art
- Music
- Socratic Seminar
- Free Writes
- In-Class Essays
- SSR

- Posters
- Agree vs. Disagree
- Secondary Sources/Literary Criticism
- Using Drafts to Teach the Writing Process
- Writing Folder
- Cross-Disciplinary Project
- Class Discussion
- Lecture
- Individual
- Modeling
- Inquiry-Based
- Reading Strategies
- Differentiated Assignments
- Flexible Grouping

4. Please check if you use the following instructional resources.

- Audio/Visual Media
- Computer Lab
- Library/Media Center
- MA State Frameworks
- Mobile Computer Lab Carts
- On-Line Content

Other (Please Specify):

5. In which areas of ELA curriculum, standards and instruction would you benefit from having additional training or professional development?

6. Please check if you teach the following reading genres in your classroom:

- Poetry
- Fables
- Folklore/Mythology
- Short Fiction
- Novels
- Drama
- Film
- Memoir
- Scholarly Articles
- Other Non-fiction

Other (please specify)

7. Please check the types of writing genres that you teach in your classroom:

- Analytical
- Other Types of Expository Writing
- Poetry
- Creative Writing

Other (please specify)

8. What classroom novels and short stories have you taught in the past two years?

9. What content resources do you commonly refer to in your planning for and/or instruction of this course? (Please refer to specific titles or websites.)

2. Standards

1. Speaking and Listening

1 Small Group Discussion and Collaboration

	How essential (i.e., necessary for a student's success) is this concept/skill in this course?	For this course, this standard is:
9.D.1 Articulate the purpose and goals for working in a group and participate according to these objectives.	<input type="text"/>	<input type="text"/>
9.D.2 Assign roles and responsibilities for collaboration based on group members' strengths, and take on roles as needed.	<input type="text"/>	<input type="text"/>
9.D.3 Identify and use techniques to conclude specific tasks and meet timeline requirements for collaborative tasks. (For example, students reporting on Sandra Cisneros' life create a schedule for individuals to complete their research, compose PowerPoint slides with text and an image, and integrate the slide into the master for presentation to the class.)	<input type="text"/>	<input type="text"/>
9.D.4 Identify resources (e.g., financial, administrative, intellectual) needed to complete a project.	<input type="text"/>	<input type="text"/>
9.D.5 Show willingness to hear a range of positions on an issue or solutions to a problem and avoid premature consensus.	<input type="text"/>	<input type="text"/>
9.D.6 Come to agreement by seeking consensus or following the majority, depending on the ground rules.	<input type="text"/>	<input type="text"/>
9.D.7 If consensus is desired but not possible, articulate the reason(s).	<input type="text"/>	<input type="text"/>
9.D.8 Lead discussions among peers, addressing audience questions and comments, and speaking extemporaneously. (For example, student council officers prepare an agenda for a public meeting on a school issue, including how long they will allow members of the school community to speak, and when they will take a vote on issues. As they hold the meeting, members of the council listen to the arguments, answer questions on key points, and announce their timeline for making a decision.)	<input type="text"/>	<input type="text"/>

2. Speaking and Listening

2 Oral Presentation and Performance

	How essential (i.e., necessary for a student's success) is this concept/skill in this course?	For this course, this standard is:
9.P.1 Plan content and rehearse delivery of oral presentations in order to make them suitable for an intended purpose and identified needs of one's audience.	<input type="text"/>	<input type="text"/>
9.P.2 Plan media components of a presentation to emphasize key points and present ideas graphically.	<input type="text"/>	<input type="text"/>
9.P.3 Demonstrate proficiency in speaking formally to an audience by delivering at least three of the following, using established protocols (e.g., speaking in full sentences, with adequate volume and clear enunciation, maintaining eye contact with the audience, demonstrating recall of information, maintaining appropriate posture, using pauses, voice modulation, or gestures for emphasis): An oral report that summarizes information, provides supporting details and illustrative material, has a coherent organization, and uses appropriate academic and content vocabulary; An oral report that presents a problem and expresses an opinion or solution supported with logical reasons; A speech that persuades listeners to accept a point of view, using details, examples, and effective rhetoric; An expressive performance of a story, poem, or sustained character, following established dramatic protocols.	<input type="text"/>	<input type="text"/>
9.P.4 Respond meaningfully to questions and comments from one's audience after one's performances and presentations.	<input type="text"/>	<input type="text"/>

3. Language

3 English Grammar

	How essential (i.e., necessary for a student's success) is this concept/skill in this course?	For this course, this standard is:
9.G.1 Identify and correctly use all basic parts of speech.	<input type="text"/>	<input type="text"/>
9.G.2 Identify and correctly express verb phrases and verb tenses, including the past-, present-, and future-perfect tenses.	<input type="text"/>	<input type="text"/>
9.G.3 Identify and employ indefinite pronouns.	<input type="text"/>	<input type="text"/>
9.G.4 Identify and provide examples of prepositional phrases and appositives.	<input type="text"/>	<input type="text"/>
9.G.5 Distinguish phrases from clauses.	<input type="text"/>	<input type="text"/>
9.G.6 Identify and analyze simple, compound, and complex, sentences, and analyze their structure, using diagramming and/or transformational models.	<input type="text"/>	<input type="text"/>
9.G.7 Identify and employ adjectival and adverbial clauses.	<input type="text"/>	<input type="text"/>
9.G.8 Identify and provide examples of participles and gerunds.	<input type="text"/>	<input type="text"/>
9.G.9 Demonstrate the use of effective sentence construction, including simple, compound, and complex sentences, parallel structure, coordination and subordination, the proper placement of modifiers, and proper English usage, including the use of consistent verb tenses.	<input type="text"/>	<input type="text"/>

4. Language
4 Vocabulary
Contextual Analysis

	How essential (i.e., necessary for a student's success) is this concept/skill in this course?	For this course, this standard is:
9.V.1 Define new words in literary texts that are related to known synonyms, themes, concepts, and story structure.	<input type="text"/>	<input type="text"/>
9.V.2 Define topically related content words in the grade 9 discipline-specific curriculum in English language arts (e.g., omniscient), science (e.g., earth science – global warning), social studies (e.g., ethnic group), mathematics (e.g., slope, monomial/polynomial), the arts (e.g., movement - movement), and health/physical education (e.g., goal setting).	<input type="text"/>	<input type="text"/>
9.V.3 Analyze and evaluate formal and informal language used in articles, advertisements, stories, poems, and plays.	<input type="text"/>	<input type="text"/>
9.V.4 Analyze differences between language styles used in informal talks and formal presentations.	<input type="text"/>	<input type="text"/>
9.V.5 Use general dictionaries, specialized dictionaries, and related references to increase academic vocabulary.	<input type="text"/>	<input type="text"/>

5. Language
4 Vocabulary
Word Analysis

	How essential (i.e., necessary for a student's success) is this concept/skill in this course?	For this course, this standard is...
9.V.6 Determine the meaning of new words that appear in general academic vocabulary word families using Anglo-Saxon, Latin, and Greek roots, prefixes, and suffixes (e.g. evolve/evolution/evolutionary).	<input type="text"/>	<input type="text"/>
9.V.7 Identify in the origin and explain the meaning of foreign words or phrases used frequently in written English.	<input type="text"/>	<input type="text"/>
9.V.8 Identify and appropriately use idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions (e.g., the different meanings of composition in writing, music, and science).	<input type="text"/>	<input type="text"/>

6. Reading

5 Foundations of Reading and Writing

Phonics, Word Study, and Spelling

	How essential (i.e., necessary for a student's success) is this concept/skill in this course?	For this course, this standard is:
8-12.RF.1 Use a broad range of word analysis skills including decoding, syllabication, and morphology to read increasingly complex and unfamiliar multisyllabic words in literary and expository academic texts.	<input type="text"/>	<input type="text"/>
8-12.RF.2 Read and spell correctly Greek and Latin plurals.	<input type="text"/>	<input type="text"/>
8-12.RF.3 Correctly spell frequently misspelled words (e.g., correspondence, accommodate, technique).	<input type="text"/>	<input type="text"/>

7. Reading

5 Foundations of Reading and Writing Fluency

How essential (i.e., necessary for a student's success) is this concept/skill in this course?

For this course, this standard is:

8-12.RF.4 Orally read grade-appropriate literary and expository text smoothly and accurately with expression that connotes comprehension at the independent level (e.g., 95% comprehension, benchmark fluency)

8-12.RF.5 Adjust reading rate based on text complexity, familiarity, and the purpose of reading. For example, students time themselves reading an unfamiliar passage from a scientific periodical or article in print or online. They discuss reading strategies they used to gain meaning from the information, such as rereading, underlining, or looking up information, and after practicing, read the passage again, timing the reading again. Students then discuss the need for varying rates of reading.

8-12.RF.6 Read silently and independently unfamiliar, grade-appropriate literary and expository passages with comprehension.

8. Reading

6 Reading Informational Texts and Media

	How essential (i.e., necessary for a student's success) is this concept/skill in this course?	For this course, this standard is:
9.RI.1 Pose and answer questions in order to show accurate literal understanding of informational text and media.	<input type="text"/>	<input type="text"/>
9.RI.2 Explain the literal meaning of texts and media productions by applying knowledge of structures of arguments, rhetorical language, references to primary and secondary sources, and the use of quantitative information.	<input type="text"/>	<input type="text"/>
9.RI.3 Distinguish between inductive and deductive reasoning and give examples of how these approaches are used in a variety of disciplines and media. (For example, students consult the mathematics section of the National Science Literacy Maps, http://strandmaps.nsdl.org/?id=SMS-MAP-2300 , to further their understanding of kinds of reasoning before collecting examples of inductive and deductive reasoning for an oral presentation.)	<input type="text"/>	<input type="text"/>
9.RI.4 Pose and answer questions in order to make valid inferences about informational text and media.	<input type="text"/>	<input type="text"/>
9.RI.5 Analyze media messages by applying knowledge of structural and graphic features (e.g., camera shots and angles, lighting, editing, dialogue, music and sound effects, captioning and titles, movement of image, graphics, color, layout).	<input type="text"/>	<input type="text"/>
9.RI.6 Summarize important facts and/or ideas and related details from information provided.	<input type="text"/>	<input type="text"/>
9.RI.7 Interpret important facts or sequential, multi-step instructions and their related details from information provided.	<input type="text"/>	<input type="text"/>
9.RI.8 Distinguish between objectivity and subjectivity in informational text and media. (For example, using the materials at http://www.globaled.org/curriculum/mythsHunger.html , teachers help students analyze the use of evidence in an author's argument. Students examine several arguments explaining the causes of world hunger and famine. After research and teacher lecture, the students critique the arguments and attempt to expose flaws in the author's evidence and logic.)	<input type="text"/>	<input type="text"/>
9.RI.9 Analyze an author's or media producer's use of theory, evidence, established knowledge, reasoning, and logic.	<input type="text"/>	<input type="text"/>
9.RI.10 Evaluate the credibility of arguments based on claims of causality or probability.	<input type="text"/>	<input type="text"/>
9.RI.11 Evaluate how an author or media producer uses stylistic and rhetorical devices such as hyperbole, tone, and metaphor to achieve an intended purpose in a persuasive text or production. (For example, students	<input type="text"/>	<input type="text"/>

research political cartoons and a current event of their choice, and create a political cartoon that includes symbolism, exaggeration, and labels or dialogue. Students present their cartoon to their class, explaining its context, the personalities involved, and a description of its overall meaning.)

9. Reading

7 Reading Literary Texts and Media

	How essential (i.e., necessary for a student's success) is this concept/skill in this course?	For this course, this standard is:
9.RL.1 Pose and answer questions in order to show accurate literal understanding of ideas, characters, settings, events and organizational elements in literary works.	<input type="text"/>	<input type="text"/>
9.RL.2 Identify characteristics associated with tragedy, comedy, satire, parable, and epic literature.	<input type="text"/>	<input type="text"/>
9.RL.3 Pose and answer questions in order to make valid inferences about ideas, characters, settings, and events in literary works. (For example, students access http://www.learningtogive.org/lessons/unit226/lesson3.html , and examine the elements of fiction dealing with the theme of reluctant giving from three cultures. After completing some geographical and background work on the cultures, students read internally linked stories from South Africa, India, and Korea and explore the elements and theme common to the three stories.)	<input type="text"/>	<input type="text"/>
9.RL.4 Analyze the themes in literary works with single and multiple narrators, identifying how each character's point of view affects the interpretation of events.	<input type="text"/>	<input type="text"/>
9.RL.5 Analyze the function of types of characters (e.g., antagonist, protagonist, foil, tragic hero) and use this knowledge to interpret a text, play, or film.	<input type="text"/>	<input type="text"/>
9.RL.6 Analyze the characters, structure, and themes of classical Greek drama and epic poetry	<input type="text"/>	<input type="text"/>
9.RL.7 Analyze characters' traits, identifying evidence in what they say about themselves in narration, dialogue, and soliloquy.	<input type="text"/>	<input type="text"/>
9.RL.8 Explain the meaning of poems and evaluate their effectiveness, providing evidence in an analysis of the effects of sound (e.g., alliteration, onomatopoeia, rhyme scheme, consonance, assonance), form (e.g., ballad, limerick, sonnet, heroic couplet), figurative language (e.g., personification, metaphor, simile, hyperbole, symbolism), and dramatic structure of poems. For example, students read Robert Frost's single sentence sonnet "The Silken Thread" and Israeli poet Yehuda Amichai's 2004 poem "The Diameter of a Bomb" found at: http://www.cs.rice.edu/~ssiyer/minstrels/poems/1448.html and compare the two poets' use of extended metaphor and word choice in advancing the theme.	<input type="text"/>	<input type="text"/>
9.RL.9 Analyze and evaluate plays and films by using knowledge of dramatic conventions such as setting (e.g., place, historical period, time of day), plot (e.g., exposition,	<input type="text"/>	<input type="text"/>

rising and falling action, climax, and resolution), and characterization (e.g., character motivations, actions, thoughts, development and change over time) and production elements (e.g., staging, costumes, pacing, camera shots and angles, cuts, close-ups, dialogue, voice over narration, special effects, music, sound effects).

9.RL.10 Research the historical period in which an author, illustrator, or film director lived in order to draw supported conclusions about the uniqueness of his ideas in his time period.

10. Research

8 Generating Ideas and Framing Inquiry; Evaluating and Recording Information; Organizing Research and Preparing to Write

	How essential (i.e., necessary for a student's success) is this concept/skill in this course?	For this course, this standard is:
9.R.1 Formulate and refine research questions on an identified topic in order to frame the search for new understanding.	<input type="text"/>	<input type="text"/>
9.R.2 List key, secondary, and tertiary words related to an identified topic, to assist in searching for information.	<input type="text"/>	<input type="text"/>
9.R.3 Follow ethical and legal guidelines for gathering and recording information.	<input type="text"/>	<input type="text"/>
9.R.4 Reference, select, and record titles/sections of relevant primary and secondary sources, demonstrating a systematic search by including print and Internet resources written by authorities in the topic area for an informed audience in the field.	<input type="text"/>	<input type="text"/>
9.R.5 Select resources efficiently, using organizational features of reference texts and key words and checking accuracy and credentials in print and electronic sources (e.g., author credentials, formality of presentation, date of publication, publisher, title of journal, cross references in scholarly journals or web sites, appropriateness for needs, absence of conflicting information, and point of view or lack of bias).	<input type="text"/>	<input type="text"/>
9.R.6 Use e-mail to communicate with others (e.g., other classrooms, experts in the field, teachers) at the teacher's discretion.	<input type="text"/>	<input type="text"/>
9.R.7 Select and record pertinent main ideas/important information and supporting details briefly.	<input type="text"/>	<input type="text"/>
9.R.8 Document information and quotations, using a consistent format for footnotes or endnotes.	<input type="text"/>	<input type="text"/>
9.R.9 Use a standard bibliographic format to document sources.	<input type="text"/>	<input type="text"/>
9.R.10 Organize information and manipulate data, using charting tools and graphic organizers (e.g., spreadsheet, database, saved files, mapping, flow charts, outlining software) to connect ideas and organize information.	<input type="text"/>	<input type="text"/>
9.R.11 Identify an appropriate approach to organizing a writing task, select the form appropriate to an intended audience, and identify the organizational structure (e.g.,	<input type="text"/>	<input type="text"/>

chronological, supported opinion, persuasion or argument, cause-and-effect, similarity and difference, or stating and supporting a hypothesis with data) of a writing task.

9.R.12 Import graphics, photos, and other media into a report or presentation.

11. Writing

9 Composing Informational Texts and Media

How essential (i.e., necessary for a student's success) is this concept/skill in this course?

For this course, this standard is:

9.CI.1 Write well-organized compositions of varying lengths that include interpretations and/or analyses of the theme, setting, plot, characterization and/or narration of short stories and novels, with evidence (e.g., details, quotations, paraphrasing) from the text.

9.CI.2 Write well-organized informational compositions of varying length that include an introduction and clear focus, logical development (e.g., chronological, compare/contrast, cause/effect, or problem/solution, inductive, deductive), effective use of detail and description, and variety in sentence structure.

9.CI.3 Write well-organized research papers that prove a thesis statement using logical organization, and effective supporting evidence including quotations, footnotes or endnotes and bibliography, and skillful use of academic vocabulary, and variety in sentence structure.

9.CI.4 Write clearly organized practical or technical texts (e.g., instructions, directions, emails, slide presentations, proposals and/or business letters) using accurate and accessible vocabulary and images for an identified audience.

9.CI.5 Compose multi-media messages or videos in order to explain or inform using visual, audio, and/or graphic effects and interactive media features.

9.CI.6 Make purposeful stylistic choices of language, text, graphics, sound, and movement that further the purpose and effectiveness of the writing or media production.

12. Writing

10 Composing Persuasive Texts and Media

How essential (i.e.,
necessary for a student's
success) is this concept/skill
in this course?

For this course, this
standard is:

9.CP.1 Write multi-paragraph, persuasive compositions/media presentations in a variety of forms (e.g., essays, ads, editorials, blogs, web pages, videos, business letters, proposals) and of varying length that clearly present a convincing point of view on an issue of importance, articulate both sides of an argument that contain at least two claims and supports the argument in a logical way, using effective detail, sufficient description and explanation, and ends with a clear conclusion.

9.CP.2 Use appropriate images, text, graphics, music, and/or sound to support and enhance and to achieve the purpose of the task for the intended audience. (For example, student council members study how a movie is marketed through print ads, television and web interviews, music, product placement, websites, interactive video games, and podcasts. They discuss the feasibility of undertaking such a multifaceted campaign to achieve their goal of persuading the town to provide a laptop for every ninth-grader and how they would structure their arguments using a variety of media.)

13. Writing

11 Composing Literary Texts and Media

	How essential (i.e., necessary for a student's success) is this concept/skill in this course?	For this course, this standard is:
9.CL.1 Write well-organized stories and scripts with an explicit theme and details that contribute to a definite tone, and which serve one's audience and purpose of the task.	<input type="text"/>	<input type="text"/>
9.CL.2 Write poems of various lengths, using a range of poetic forms (e.g., sonnet, ballad), techniques, and figurative language, and which serve the needs of one's audience and the purpose of the task.	<input type="text"/>	<input type="text"/>
9.CL.3 Compose multi-media literary presentations using text, visual, audio, graphic, and/or interactive media effects. (For example, students read The Odyssey and present their own life as an odyssey, including visual, audio and graphic effects, and present them to an audience of peers.)	<input type="text"/>	<input type="text"/>
9.CL.4 Use significant images, text, graphics, music, and/or sound to enhance and/or express voice, tone, and meaning of stories and poems, and which serve one's audience and purpose of the task.	<input type="text"/>	<input type="text"/>

14. Writing

12 Revising and Editing

	How essential (i.e., necessary for a student's success) is this concept/skill in this course?	For this course, this standard is:
9.CE.1 Revise diction to improve level of detail, tone, voice, and style, using a variety of sources and to further the writer's purpose for the intended audience.	<input type="text"/>	<input type="text"/>
9.CE.2 Ensure cohesion, revising for sentence structure variety and flow.	<input type="text"/>	<input type="text"/>
9.CE.3 Rework paragraphs as needed to ensure coherence in the use of chronological, climatic, topical, or spatial organization, and topic/idea development.	<input type="text"/>	<input type="text"/>
9.CE.4 Revise images, text, and sound in media presentations to achieve coherence in use of color, fonts, and transitions among moving and still images, music, and sound effects.	<input type="text"/>	<input type="text"/>
9.CE.5 Apply knowledge of English conventions to ensure legibility in hand-written pieces, consistent use of sentence structure (e.g., elimination of run-ons and ineffective fragments), and accurate use of grammar rules (e.g., parts of speech, parts of a sentence, and word order) and mechanics (e.g., use of apostrophes, quotation marks, commas, colons, paragraph indentation; and correct spelling, capitalization, punctuation) through collaboration and/or alone.	<input type="text"/>	<input type="text"/>

Appendix G

Elementary Time Spent on the Teaching of Literacy Reading, Writing, Word Study

District expectations for time spent on literacy learning

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	Day	Day	Day	Day	Day
Reading Minutes	60	60	50	40	37
Writing Minutes	42	42	38	33	33
Word Study Minutes	30	30	25	20	20
Totals	132	132	113	93	90

Survey Results: the majority of teachers indicated that a student spends this much time

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	Minutes a Day	Minutes a Day	Minutes a Day	Minutes a Day	Minutes a Day
Reading	30	50	30	Between 30 & 40	40
Writing	30	40	30	Between 30 & 50	40
Word Study	20	Between 10 & 20	10	10	20
Totals	80	100-110	70	70-100	100

"There is no evidence that suggest *precisely* how much or how often children and adolescents need to read to develop high levels of reading proficiency. ...However, Krashen (2004) notes that in 93 percent of the reading comprehension test comparisons, students performed as well or better than students who did not have the added reading assigned or that additional time allocated. ... In other words, replacing whatever went on in classroom with added reading time was just as effective as, or more effective than, traditional instruction in enhancing reading comprehension performance."

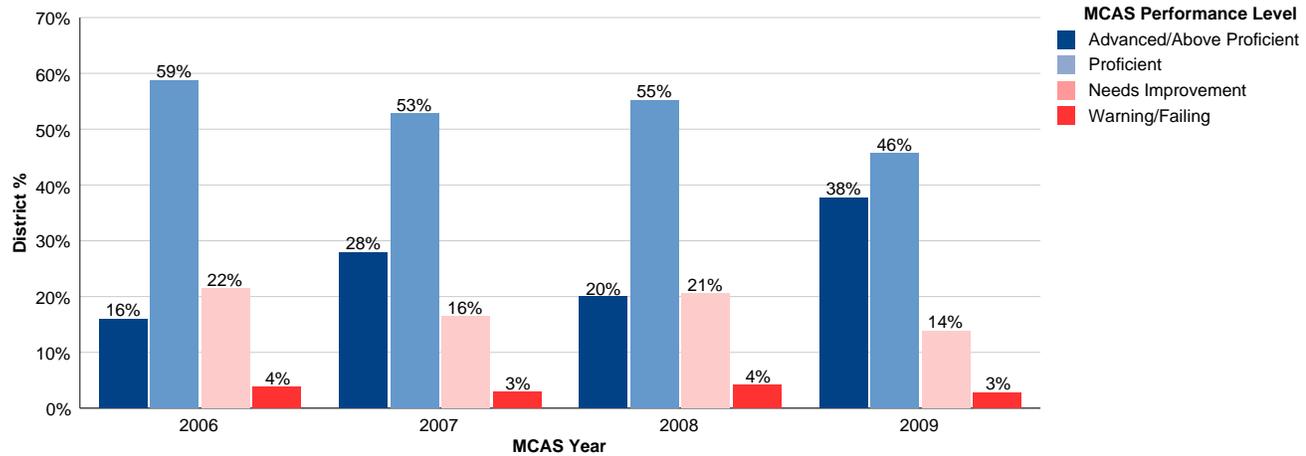
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Appendix H

District Performance Distribution by Year (2009, 2008, 2007, 2006) Lexington - MCAS Grade(s) 4 English

Students Included: On or after Oct 1



MCAS Year	MCAS Performance Level	District #	District %	State %
2006	Advanced	75	16%	8%
	Proficient	275	59%	42%
	Needs Improvement	101	22%	39%
	Warning	18	4%	12%
2006 Students		469		
2007	Advanced	124	28%	10%
	Proficient	235	53%	46%
	Needs Improvement	73	16%	34%
	Warning	13	3%	10%
2007 Students		445		
2008	Advanced	98	20%	8%
	Proficient	271	55%	41%
	Needs Improvement	101	21%	39%
	Warning	21	4%	13%
2008 Students		491		
2009	Advanced	175	38%	11%
	Proficient	212	46%	42%
	Needs Improvement	64	14%	35%
	Warning	13	3%	11%
2009 Students		464		

NOTE: MCAS results are suppressed (-) for group counts of less than 10. Suppressed groups are not rendered in charts.

* October enrollment filter is applied to the District results only. State results include On or After Oct. 1.

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ENGLISH LANGUAGE ARTS CURRICULUM REVIEW
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