



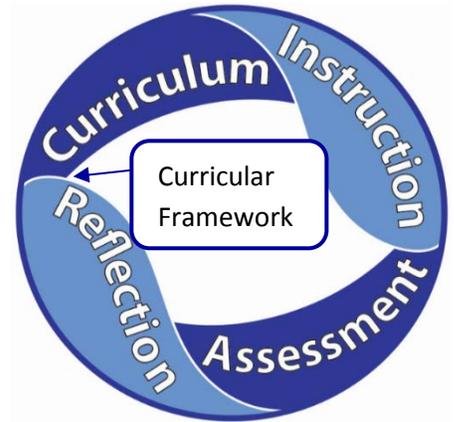
STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

Curricular Framework  
Guidance Document and Supports  
English Language Arts

The Division of Teaching and Learning is proud to announce the newly developed curricular framework for English language arts and mathematics for kindergarten through grade twelve. It is the intent that the framework will replace the model curriculum. The framework also includes an alignment to the newly adopted New Jersey Student Learning Standards for English language arts and mathematics

### **PURPOSE OF THE CURRICULAR FRAMEWORK**

The purpose of the framework is to provide educators with a tool to guide conversations around curriculum that should be taking place in schools/districts around the state. The framework focuses on the standards and skills in order to provide a logical sequence of instruction with the goal of mastery of the standards at each grade level. It is not the intention to remove teacher autonomy; rather, it is the hope that the framework will provide a logical, rigorous, yet flexible path through which to meet instructional goals for all students. It is important to note that the framework is NOT a curriculum and sits within the cycle of teaching and learning. Districts might consider using the framework as a necessary step prior to developing curriculum.



### **DEVELOPMENT OF THE CURRICULAR FRAMEWORK**

Many resources were considered in the development of the framework. The committee of writers considered other statewide frameworks, state and local resources, as well as the PARCC Evidence Tables for [English language arts](#) and [mathematics](#). In each grade level framework, there is an overview page provided at the beginning of the document. This will act as a roadmap on how to cluster the New Jersey Student Learning Standards over the course of the school year. At the end of each unit, tables are purposefully left blank for schools/districts to include their own curricular information. The units or clustering of standards were considered to accommodate the school schedule and standardized state testing. Standards are unpacked and skills are clarified and outlined for each unit.

### **OTHER CONSIDERATIONS**

As educators work with the framework, there are no separate boxes for interdisciplinary connections, integration of 21<sup>st</sup> century themes and skills as well as modifications for special education, English language learners, students at risk of school failure and gifted students. This is intentional as the interdisciplinary connections of themes and skills are to be integrated throughout the framework. Educators should be mindful of these as they build out the framework and code them appropriately. Districts may choose to include additional boxes to suit their instructional needs.

## **WRITERS OF THE CURRICULAR FRAMEWORK**

The Department of Education would like to thank all those who dedicated so much time and energy to this project. It is important to note that the writers are comprised of educators from across the state of New Jersey. These include teachers, supervisors, and administrators with a vast array of experience and expertise. Although the framework is focused on English language arts and mathematics, the committee of writers included those with other content area expertise, such as ELL and Special Education. In addition, the writers represented districts that included priority, focus, and reward schools from numerous counties and regions, with representation from early childhood to secondary schools. This variety of experience contributed to a comprehensive collaboration where all had a voice in the process and product.

## **SUGGESTED STEPS**

After reviewing the framework and understanding how the standards and skills are organized, schools/districts should [download the framework](#) and rename it as their own. Educators should continue collaborative conversations around curriculum and instruction that begin with discussing assessment. Beginning to frame the conversations in this way tightly aligns evidence to student learning. Additionally, educators will find support materials including details on how a district or school might begin this work, a PowerPoint slide deck on the background as well as guided professional learning.

## **SUGGESTED RESOURCES**

Research-based resources are suggested in the framework documents which are currently being utilized by teachers in the field. A wide variety of accessible, free resources are made available to the educators in the form of websites, videos and printable documents. Teachers are not limited to the suggestions made in the framework. Districts are encouraged to add their own materials to the framework.

Additionally, you will find support materials including details on how a district or school might begin this work, a PowerPoint slide deck on the background, as well as guided professional learning.

- Background of the Curricular Framework PowerPoint
- Building the Curricular Framework PowerPoint

## **New Jersey Student Learning Standards**

As always, standards drive instruction as the standards guide what students need to know and be able to do. You may want to consider reviewing the [New Jersey Student Learning Standards](#).

## **Blended Online Learning Modules for Professional Learning Communities Using CAR**

These [online modules](#) can serve as a support of the work of the framework during when your district might meet for professional learning communities.

## **Curricular Framework for English Language Arts**

The instruction of English language arts is an ongoing, spiraling process. Units within the curricular framework are designed with this in mind. Therefore, standards have been clustered to form units with the understanding that the local district can and should differentiate the amount of focus according to student needs. While the framework has a suggested order and arrangement, local districts may have the flexibility to modify and complete the frameworks to fit the needs of their student population in grades. The resources for ELA are grouped by anchor standards and critical thinking. Some of the resources repeat within grade level bands.

### **Grade Level Units**

For English language arts, the units are intended and designed to be presented in the order as they appear within the framework for kindergarten through grade five. This is due to the building of foundational skills throughout the year. For English language arts grades six through twelve, curriculum standards spiral and repeat and this gives districts a level of choice as to the order of the units. While the standards are the same within the 9-10 and 11-12 grade level bands, respectively, the progression from 9th to 10th grade, as well as the progression from 11th to 12th grade, reflects the transition from application to mastery of skills. The language of the framework reflects this shift.

### **Integration of Standards**

Educators should cluster and integrate the standards as appropriate. For example, if the primary focus of the lesson is reading literature, the teacher should integrate speaking and listening standards as the students may be discussing the text. Additionally, if the primary focus of the lesson is a writing standard, teachers should integrate language standards in order to reinforce writing skills.

### **Text Complexity and Text Types**

Grade-level appropriate texts should be selected to reflect the multiple transitions from kindergarten to grade twelve while being mindful of increasing text complexity. All students need to be exposed to increasingly complex and varied texts over the course of the school year. This is important to remember as standards are sometimes repeated from unit to unit. As the year progresses, so should the text complexity whereby the standard is applied to more complex text affording a deeper application of the standard. The number of texts suggested in the overview is only intended to be a guide, and teachers should correlate the number of texts and types of text to the standards they are teaching.

### **Conversational Considerations in English Language Arts**

After reviewing the framework and understanding how the standards and skills are organized, schools/districts should [download the framework](#) and rename it as their own. Educators should continue collaborative conversations around curriculum and instruction that begin with discussing assessment. Beginning to frame the conversations in this way tightly aligns evidence to student learning. The framework allows for a place to guide and capture essential components that build towards curriculum. The framework might be considered pre-work before schools/districts construct or revise their own curricular documents.

# Understanding the Components of the English Language Arts Framework

Red font color represents the revised NJSLS

Unit 1 Grade 9		
Unit 1 -Reading Standards		Unit 1 Reading Critical Knowledge and Skills
RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	<ul style="list-style-type: none"> <li>• Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>• Analyze the text for inferred and literal meanings</li> <li>• Identify explicit and implicit textual evidence</li> <li>• Determine the difference between strong and insufficient (unreliable) details</li> <li>• Use direct quotes, paraphrase, summarize objectively</li> <li>• Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience</li> <li>• Support inference using several examples from the text</li> <li>• Analyze relationship between implicit and explicit text evidence and how it contributes to the meaning of the text</li> </ul>

By setting RL and RI together in the unit, teachers can see how these can be better integrated the standards when paring texts

Critical Knowledge and Skills clarify the standard around what students should know and be able to do

Conversations around assessment, texts, resources, writing and best practices at the district level are captured in this section

Districts should be sure to integrate and codify interdisciplinary connections, integration of 21<sup>st</sup> century themes and skills, as well as differentiation for all students within this section

Unit 1 What This May Look Like		
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>	
<i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>	
<b>District/School Texts</b>	<b>District/School Supplementary Resources</b>	
<i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i>	<i>Districts or schools choose supplementary resources that are not considered "texts."</i>	
District/School Writing Tasks		
<b>Primary Focus</b>	<b>Secondary Focus</b>	<b>Routine Writing</b>
<i>This is connected to the types of writing as indicated in the standards. Informational or Literary.</i>	<i>This may be to develop a skill or connect to writing from resources or research writing.</i>	<i>This is daily writing or writing that is done several times over a week.</i>
Instructional Best Practice and Exemplars		
<i>This is a place to capture examples of standards integration and instructional best practices.</i>		

A textbook might be included here but district should capture many texts that are used to teach the standards clustered in this unit