

# **CURRICULAR FRAMEWORK WORK SESSION**

**OFFICE OF TEACHING AND  
LEARNING SUPPORT**

**Guiding the  
Conversation  
and  
Collaborative  
Work Around  
Curriculum**

# OVERVIEW

**What is the purpose of the framework?**

**What does it look like?**

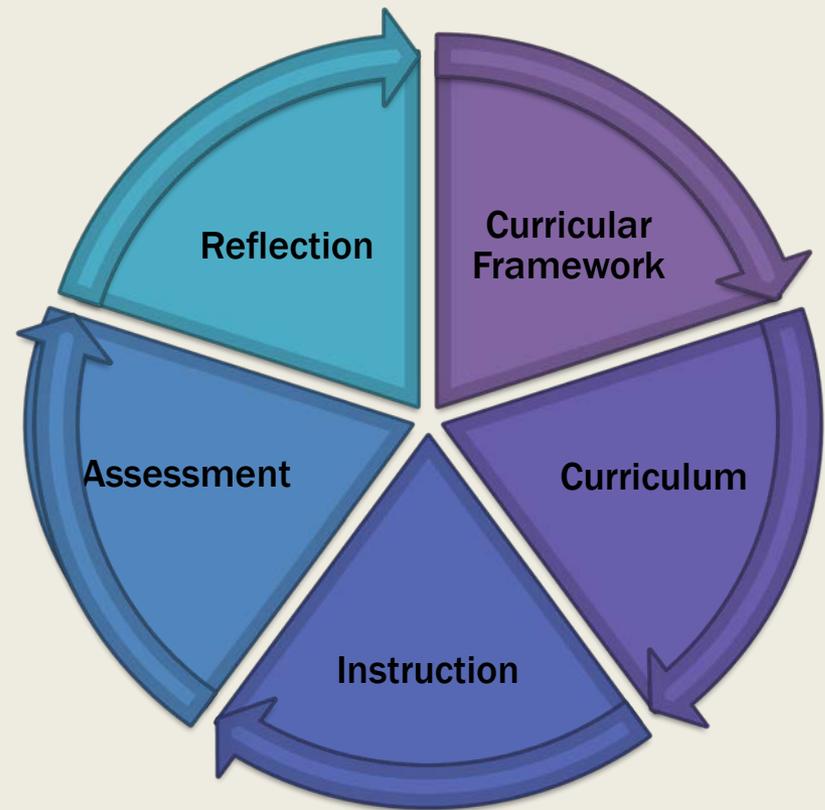
**What are the next steps?**

# WHAT IS THE PURPOSE OF THE FRAMEWORK?

- “Frames” the conversations and work that must be accomplished.
- Outlines a way to implement, organize, and complete the standards.
- Suggests grade-appropriate resources.
- Creates a path for vertical articulation from kindergarten through grade 12.
- Allows for districts to “own” their own framework.

# FURTHER DEFINING THE PURPOSE

- It IS developed by educators throughout the state.
- The framework is NOT a curriculum.
- It is not the END of the conversation around curriculum and instruction.
- It is not OUTSIDE of the Cycle of Teaching and Learning.



# OVERVIEW

**What is the purpose of the framework?**

**What does it look like?**

**What are the next steps?**

# CURRICULAR FRAMEWORK

## ELA OVERVIEW

Overview	Reading	Writing	Speaking and Listening	Language
<a href="#">Unit 1</a>	Primary Focus Standards: RL.7.1 RI.7.1 RL.7.2 RI.7.2 RL.7.4 RI.7.4 RL.7.5 RI.7.5 RL.7.6 RI.7.6	Primary Focus Standards: W.7.2A,B,C,D,E W.7.4 W.7.5 W.7.6 W.7.10 Select at least one from W.7.7, W.7.8, W.7.9A,B	Primary Focus Standards: SL.7.1A,B,C,D SL.7.4 SL.7.6	Primary Focus Standards: L.7.1A L.7.2B L.7.3A L.7.4A,C,D L.7.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>1 - 2 Extended Texts</li> <li>4-8 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>Informational/Explanatory</li> <li>Literary Analysis</li> <li>Research</li> <li>Routine Writing</li> </ul>	Task Types: <ul style="list-style-type: none"> <li>Small and whole group discussions</li> </ul>	These standards are embedded within the writing process
<a href="#">Unit 2</a>	Primary Focus Standards: RL.7.1 RI.7.1 RL.7.2 RI.7.2 RL.7.4 RI.7.4 RL.7.5 RI.7.5 RL.7.6 RI.7.6	Primary Focus Standards: W.7.1A,B,C,D,E W.7.4 W.7.5 W.7.6 W.7.10	Primary Focus Standards: SL.7.1A,B,C,D SL.7.4 SL.7.6	Primary Focus Standards: L.7.1B L.7.2B L.7.3A L.7.4A,C,D L.7.6
<a href="#">Suggested Open Educational Resources</a>	Reading <ul style="list-style-type: none"> <li><a href="#">Close In on Close Reading</a></li> <li><a href="#">How To Close Reading Video</a></li> <li><a href="#">Teaching Channel: Thinking Notes Strategy For Close Reading</a></li> <li><a href="#">Common Core Reading Strategies Informational Text</a></li> <li><a href="#">Writing Summary</a></li> <li><a href="#">Summary-Non-Fiction Text</a></li> <li><a href="#">YouTube Reading Lessons Middle School</a></li> <li><a href="#">Common Core Strategies</a></li> <li><a href="#">Teaching Reading</a></li> </ul>	Writing/Language <ul style="list-style-type: none"> <li><a href="#">Evidence Based Arguments</a></li> <li><a href="#">Writing Resources by Strand</a></li> <li><a href="#">Argumentative Writing YouTube</a></li> <li><a href="#">Writing Exemplars - Argument/Opinion</a></li> <li><a href="#">Personal Narrative</a></li> <li><a href="#">PARCC Writing Resources</a></li> <li><a href="#">Writing Exemplars by Grade Level and Aspects to Consider in Writing</a></li> <li><a href="#">Thesis Writing</a></li> <li><a href="#">Discussion, Planning and Questioning</a></li> </ul>	Speaking & Listening <ul style="list-style-type: none"> <li><a href="#">Inquiry Based Learning (Edutopia)</a></li> <li><a href="#">Engaging Students Using Discussion</a></li> <li><a href="#">Strategies for Student Centered Discussion</a></li> <li><a href="#">Socratic Seminar: ReadWriteThink</a></li> <li><a href="#">Fishbowl Strategy</a></li> <li><a href="#">Stems on Fostering Class Discussion</a></li> <li><a href="#">Fishbowl Strategies: Teach Like This</a></li> </ul>	Critical Thinking <ul style="list-style-type: none"> <li><a href="#">Levels of Thinking in Bloom's and Webb's Depth of Knowledge</a></li> <li><a href="#">Cognitive Rigor Chart</a></li> <li><a href="#">5 Strategies For Middle School Classrooms</a></li> <li><a href="#">Spectrum of Standards by Grade: Breakdown of Standards and Sample Lessons</a></li> </ul>

# ELA UNIT PLAN

## Curricular Framework English Language Arts-Grade 8

### Unit 1 What This May Look Like

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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 Practices and Exemplars		
<i>This is a place to capture standards integration and instructional best practices.</i>		

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# CURRICULAR FRAMEWORK MATHEMATICS OVERVIEW

- Codified
  - Major standards-**green**
  - Supporting standards -**blue**
  - Additional standards -**yellow**
- In each unit
  - Additional and supporting as a way to teach major content
  - Grade appropriate math vocabulary
  - Math fluency
  - Mathematical Practices
- Mastery of standards by end of grade level.

# CURRICULAR FRAMEWORK

## MATH OVERVIEW

Overview	Standards for Mathematical Content	Unit Focus	Standards for Mathematical Practice
<a href="#">Unit 1</a> <b>Understanding the Place Value System</b>	<ul style="list-style-type: none"> <li>● 5.OA.A.1</li> <li>● 5.OA.A.2</li> <li>■ 5.NBT.A.1</li> <li>■ 5.NBT.A.2*</li> <li>■ 5.NBT.B.5*</li> <li>■ 5.NBT.B.6</li> <li>■ 5.NBT.A.3</li> <li>■ 5.NBT.A.4</li> </ul>	<ul style="list-style-type: none"> <li>• Write and interpret numerical expressions</li> <li>• Understand the place value system</li> <li>• Perform operations with multi-digit whole numbers and with decimals to hundredths</li> </ul>	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>MP.4 Model with mathematics.</p> <p>MP.5 Use appropriate tools strategically.</p> <p>MP.6 Attend to precision.</p> <p>MP.7 Look for and make use of structure.</p>
<i>Unit 1: Suggested Open Educational Resources</i>	<a href="#">5.OA.A.1 Using Operations and Parentheses</a> <a href="#">5.OA.A.1 Watch out for Parentheses 1</a> <a href="#">5.NBT.A.1 Which number is it?</a> <a href="#">5.NBT.A.1 Millions and Billions of People</a> <a href="#">5.NBT.A.3 Placing Thousandths on the Number Line</a> <a href="#">5.NBT.A.4 Rounding to Tenths and Hundredths</a> <a href="#">5.NBT.B.5 Elmer's Multiplication Error</a>		
<a href="#">Unit 2</a> <b>Understanding Volume and Operations on Fractions</b>	<ul style="list-style-type: none"> <li>■ 5.MD.C.3</li> <li>■ 5.MD.C.4</li> <li>■ 5.MD.C.5</li> <li>■ 5.NBT.B.5*</li> <li>■ 5.NF.A.1</li> <li>■ 5.NF.A.2</li> <li>■ 5.NF.B.3</li> <li>■ 5.NF.B.4</li> </ul>	<ul style="list-style-type: none"> <li>• Understand concepts of volume</li> <li>• Perform operations with multi-digit whole numbers and with decimals to hundredths</li> <li>• Use equivalent fractions as a strategy to add and subtract fractions</li> <li>• Apply and extend previous understandings of multiplication and division</li> </ul>	

# MATH UNIT PLAN

## Curricular Framework Mathematics-Grade 7

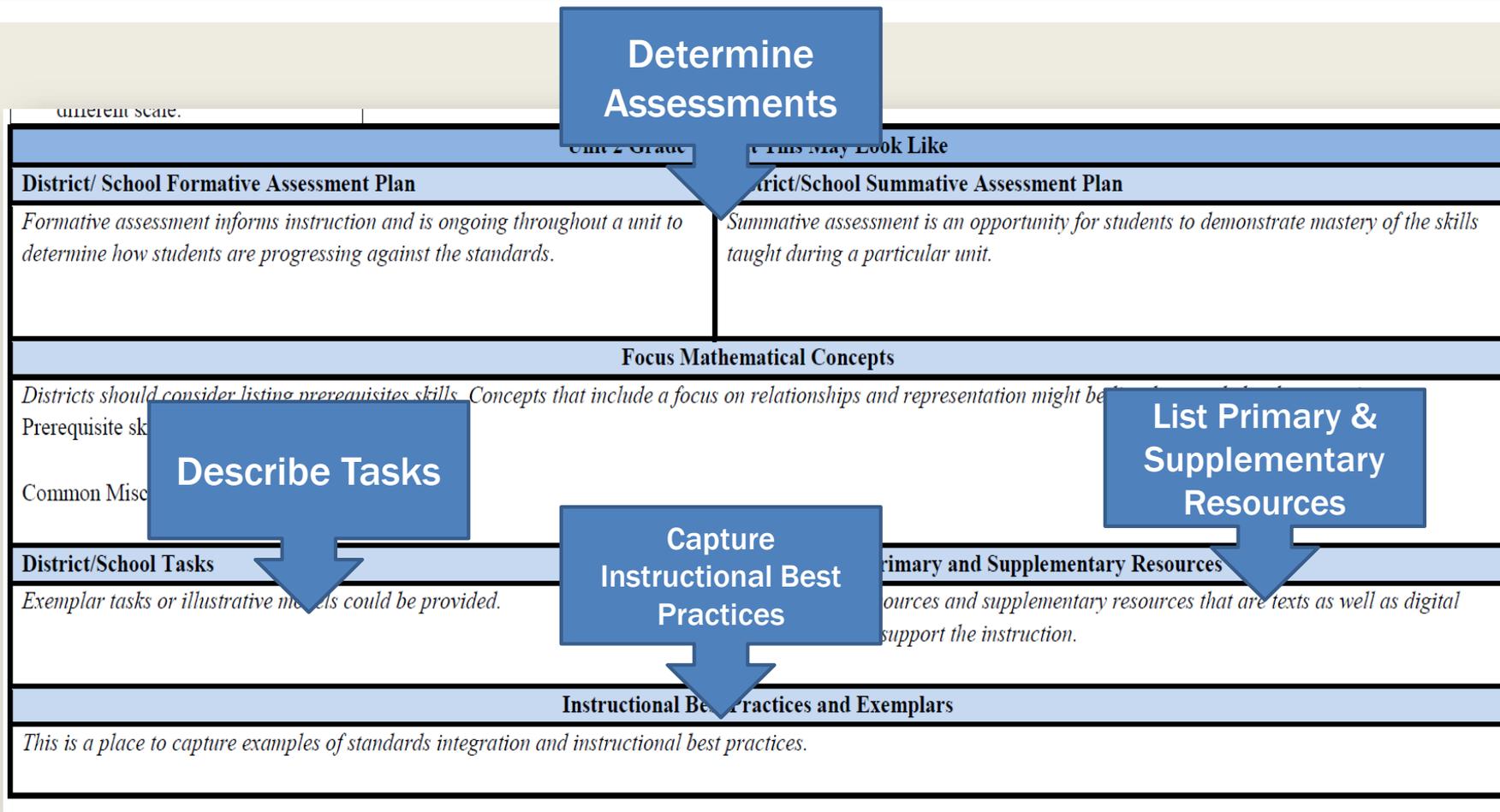
Unit 1 Grade 7		
Content Standards	Suggested Standards for Mathematical Practice	Critical Knowledge & Skills
<p>7.NS.A.1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal number line.</p>	<p>MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments &amp; critique the reasoning of others. MP.5 Use appropriate tools strategically.</p>	<p>Concept(s):</p> <ul style="list-style-type: none"> <li>• Opposite quantities combine to make 0 (additive inverses).</li> <li>• <math>p + q</math> is the number located a distance <math> q </math> from <math>p</math>, in the positive or negative direction depending on whether <math>q</math> is positive or negative.</li> <li>• Subtraction of rational numbers as adding the additive inverse, <math>p - q = p + (-q)</math></li> </ul>
Unit 2 Grade 7 What This May Look Like		
District/ School Formative Assessment Plan		District/School Summative Assessment Plan
<p>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</p>		<p>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</p>
Focus Mathematical Concepts		
<p>Districts should consider listing prerequisites skills. Concepts that include a focus on relationships and representation might be listed as grade level appropriate.</p> <p>Prerequisite skills:</p> <p>Common Misconceptions:</p>		
District/School Tasks		District/School Primary and Supplementary Resources
<p>Exemplar tasks or illustrative models could be provided.</p>		<p>District/school resources and supplementary resources that are texts as well as digital resources used to support the instruction.</p>
Instructional Best Practices and Exemplars		
<p>This is a place to capture examples of standards integration and instructional best practices.</p>		

# BEGINNING THE COLLABORATIVE CONVERSATIONS

1. Identify Desired Results (standards)
2. Determine Evidence of Student Learning (assessment)
3. Plan Learning Experiences and Instruction (texts, resources, tasks, best practices and exemplars)

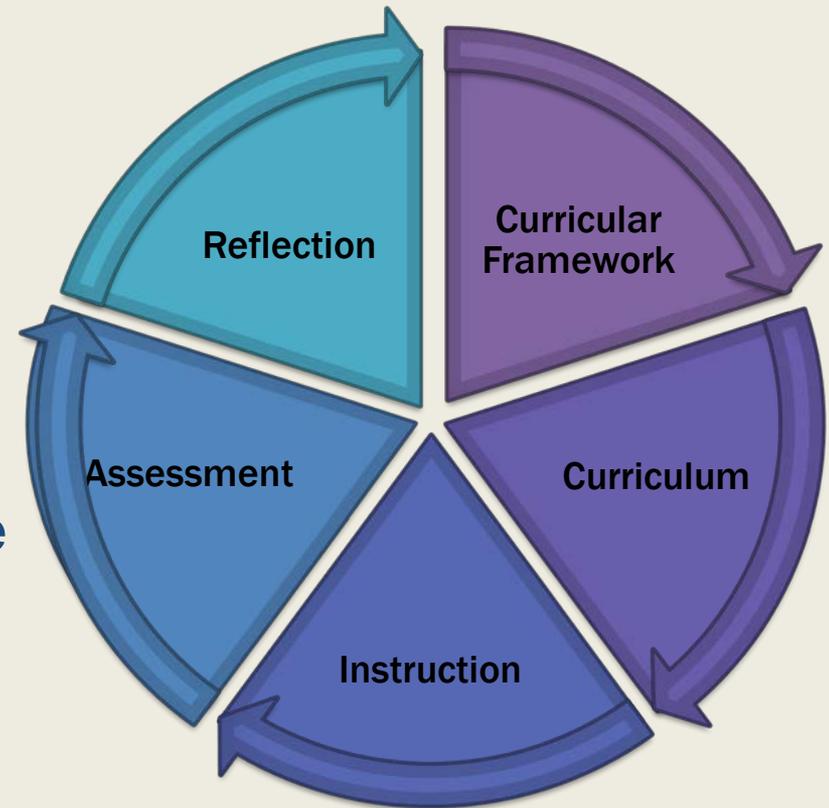
<b>District/School Formative Assessments</b> <i>Formative assessments are used to determine how students are learning and to provide feedback to improve learning.</i>		<b>District/School Summative Assessments</b> <i>Summative assessments are used to demonstrate mastery of the standards.</i>	
<b>District/School Texts</b> <i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i>		<b>District/School Supplementary Resources</b> <i>Districts or schools choose supplementary resources that are not considered "texts."</i>	
<b>District/School Writing Tasks</b>			
<b>Primary Focus</b> <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i>	<b>Secondary Focus</b> <i>This may be to develop a skill or connect to writing from resources or research writing.</i>	<b>Routine Writing</b> <i>This is daily writing or writing that is done several times over a week.</i>	
<b>Instructional Best Practices and Exemplars</b>			
<i>This is a place to capture examples of standards integration and instructional best practices.</i>			

# COLLABORATIVE CONVERSATIONS CURRICULAR FRAMEWORK



# WHEN MOVING FROM THE FRAMEWORK TO CURRICULUM

- Begin a collaborative dialogue to assess current curriculum based on the curricular framework
- Evaluate the implementation of the curriculum through instruction
- Utilize data points to evaluate “current reality” regarding curriculum through assessment of student learning



# OVERVIEW

**What is the purpose of the Framework?**

**What does it look like?**

**What are the next steps?**

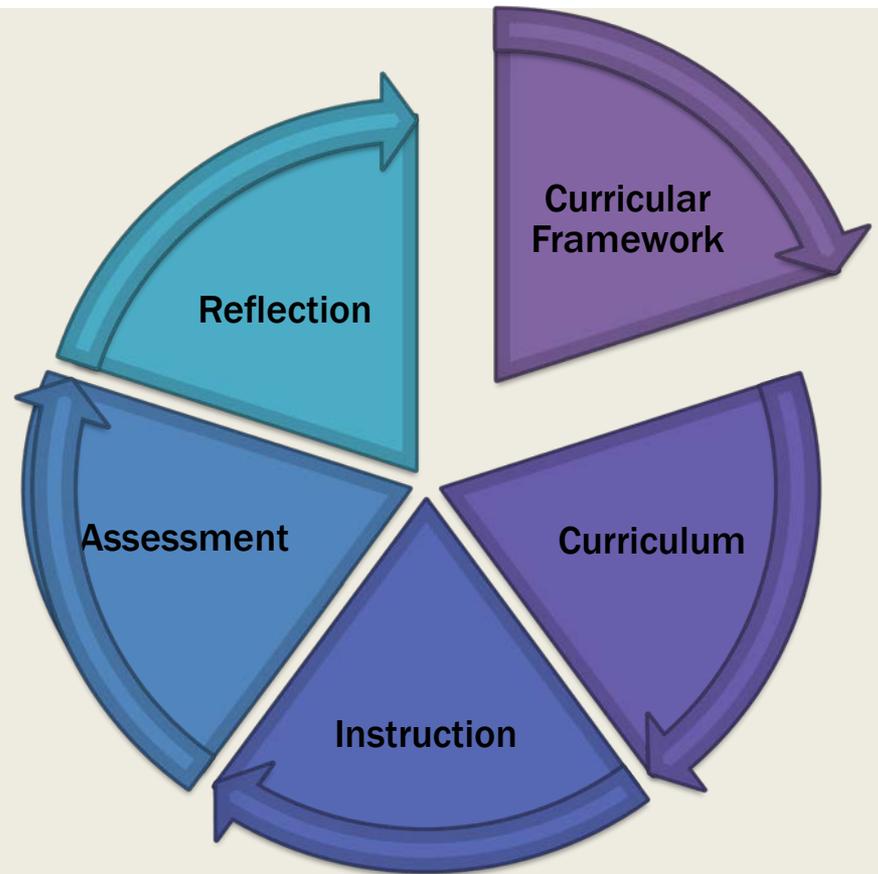
# STEP 1: OWNING THE FRAMEWORK

1. Locate the curricular framework
  - ✓ On the DOE page [here](#)
2. Download and save a local copy while renaming the framework using your school name
3. Pre-work/Post-work
  - ✓ Gather, discuss and evaluate data that support this work
  - ✓ Examine current reality of what works and what requires greater focus
  - ✓ Consider best practices and pacing of current curriculum
  - ✓ Evaluate instructional materials and supports of current curriculum

# STEP 2: STEPPING INTO THE FRAMEWORK

This requires an examination of :

- how the standards are clustered together over four units.
- how skills directly link to the standards over four units.
- guidance documents to clarify the work



# GUIDANCE DOCUMENTS

## ELA

- Purpose
- Development
- Interdisciplinary Connections, 21<sup>st</sup> Century Skills and Modifications
- Grade Level Units
- Integration of Standards
- Text Complexity and Types

Understanding the Components of the English Language Arts Framework

Unit 1 - Reading Standards		Unit 1 Grade 9
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>

Red font color represents the revised NJLSL

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

# GUIDANCE DOCUMENTS

## MATHEMATICS

- Purpose
- Development
- Interdisciplinary Connections, 21<sup>st</sup> Century Skills and Modifications
- Grade Level Targets and Priority Concepts
- Fluency

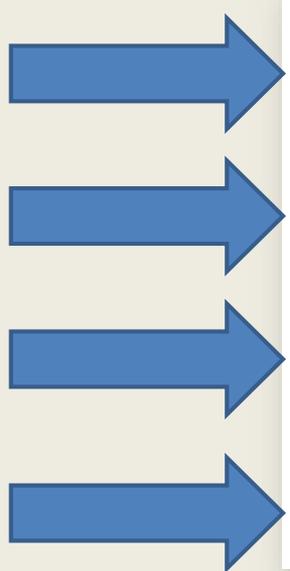
**Understanding the Components of the Mathematics Framework**

Indicates "Major Standard"	Suggested mathematical practices, others may apply to this standard	Overarching concepts when introduced
<p>1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g. base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten. <i>(Benchmarked)</i></p>	<p>MP.2 Reason abstractly and quantitatively.            MP.3 Construct viable arguments and critique the reasoning of others.            MP.4 Model with mathematics.            MP.7 Look for and make use of structure.            MP.8 Look for and express regularity in repeated reasoning.</p>	<p>Concept(s)</p> <ul style="list-style-type: none"> <li>In adding two-digit numbers, add tens with tens and ones with ones.</li> <li>In adding two-digit numbers, sometimes it is necessary to compose a ten.</li> </ul> <p>Students are able to:</p> <ul style="list-style-type: none"> <li>use concrete models and drawings with a strategy based on place value to add a two-digit number and a one-digit number.</li> <li>use concrete models and drawings with properties of operations to add a two-digit number and a one-digit number.</li> <li>use concrete models and drawings with a strategy based on place value to add a two-digit number and a multiple of 10.</li> <li>use concrete models and drawings with properties of operations to add a two-digit number and a multiple of 10.</li> <li>explain or show how the model relates to the strategy.</li> </ul> <p>Learning Goal 2: Add a 2-digit and a 1-digit number using concrete models and drawings with a place value strategy or properties of operations; explain or show how the model relates to the strategy (sum within 100).</p>
Red font color indicates revised NJSLs	"Benchmarked" indicates restriction on the standard in some way (ie: Count 1-100 can be broken down 1-10, then 1-20, then 1-50, etc). Full range of the standard is not being addressed in the unit.	

# STEP 3: COLLABORATIVE CONVERSATIONS for ELA

Collaborate with grade level colleagues to:

- Determine assessments
- List texts and supplementary resources
- Describe writing tasks
- Capture instructional best practices

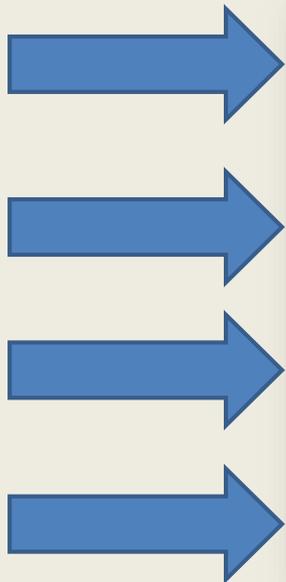


Curricular Framework English Language Arts-Grade 8		
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Instructional Best Practices and Exemplars		
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# STEP 3: COLLABORATIVE CONVERSATIONS for MATHEMATICS

Collaborate with grade level colleagues to:

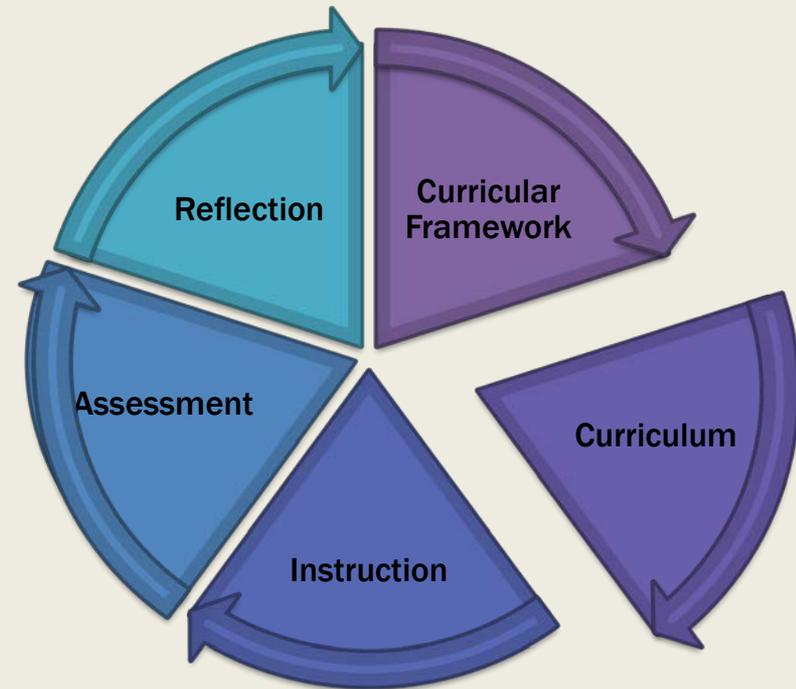
- Determine assessments
- Focus on concepts
- List texts and supplementary resources
- Describe instructional best practices and exemplars



Unit 2 Grade 7 What This May Look Like	
<b>District/ School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
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<i>Districts should consider listing prerequisites skills. Concepts that include a focus on relationships and representation might be listed as grade level appropriate.</i>	
Prerequisite skills:	
Common Misconceptions:	
<b>District/School Tasks</b>	<b>District/School Primary and Supplementary Resources</b>
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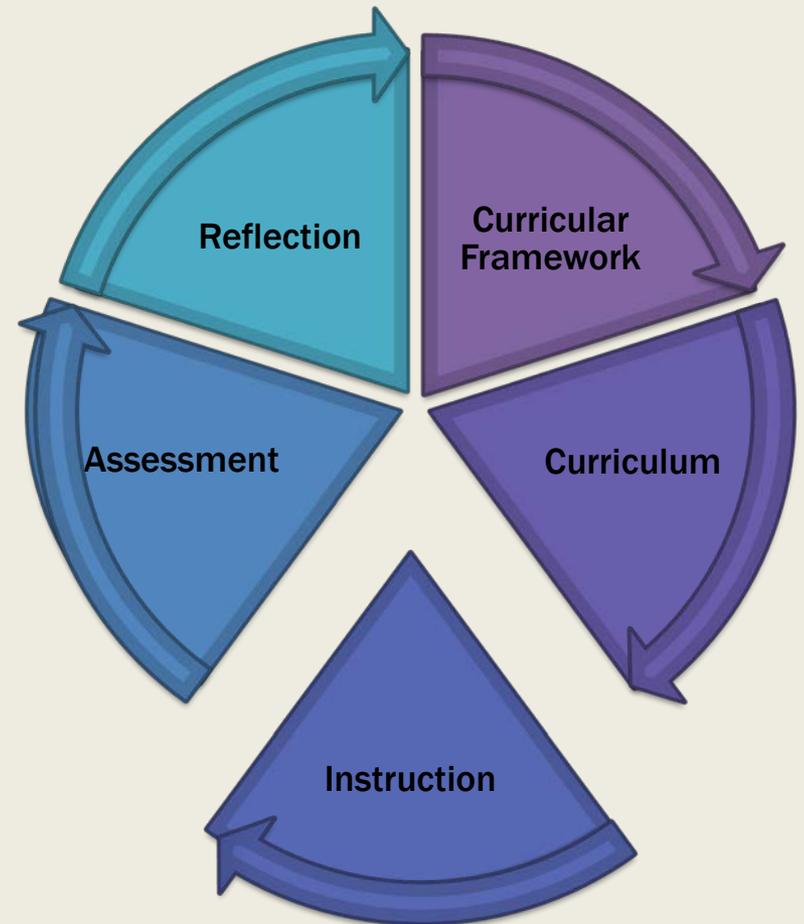
# STEP 4: CONVERSATIONS AROUND CONSTRUCTING CURRICULUM

- Using your district's completed framework, construct local curriculum and curriculum pacing maps based upon local leadership decisions
- Create pacing guides to plan for student progress from year to year
- Look back to skills progression
- Differentiate appropriately



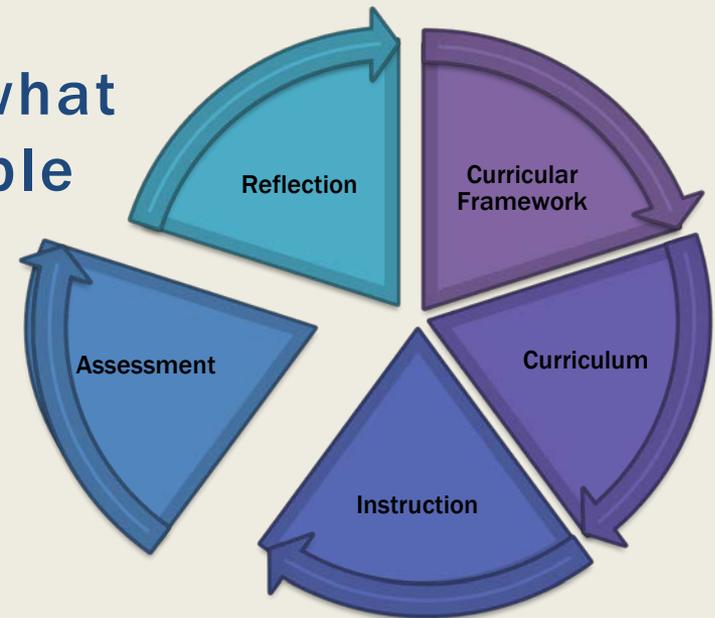
# NEXT STEPS: USING YOUR DISTRICT'S FRAMEWORK

- Discuss and determine how to teach the standards within each unit using the most logical progression.
- Adapt, adjust, or create your learning experiences and best practices



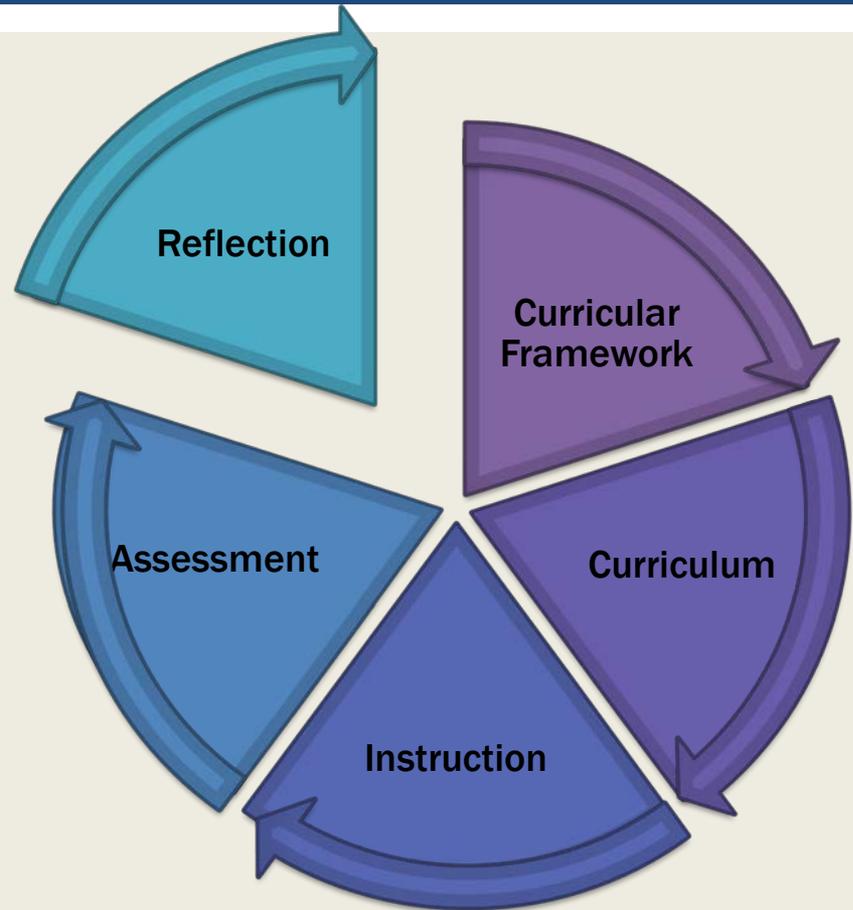
# NEXT STEPS: ASSESSEMENT AS PART OF THE CYCLE OF TEACHING AND LEARNING

- Use assessment to reflect upon the implementation of your district's framework, curriculum and instruction
- What data points most inform what students should know and be able to do?



# REFLECTING ON THE CONVERSATIONS

Realizing that the framework should be a “living document,” reflect on the continuous **Cycle of Teaching and Learning**.



# SUPPORTS AROUND THE FRAMEWORK

- In-person key educator training for turn-keying
- Regional trainings around the state for teams of teachers to work on the developing out a district's framework

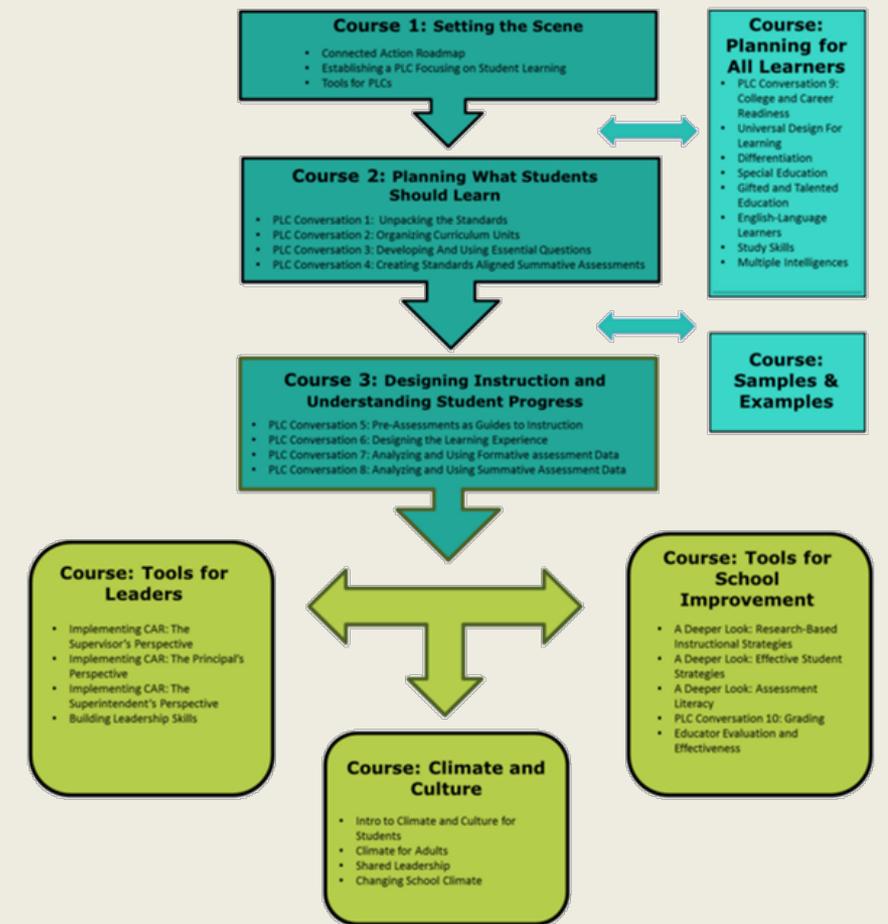
Online materials to support the construction of the Framework

- Materials, lessons, trainings and the Framework can be found on [www.NJCORE.org](http://www.NJCORE.org)
- How to unpack standards and support of conversations around Professional Learning Communities can be found at [www.online-plc.org](http://www.online-plc.org)

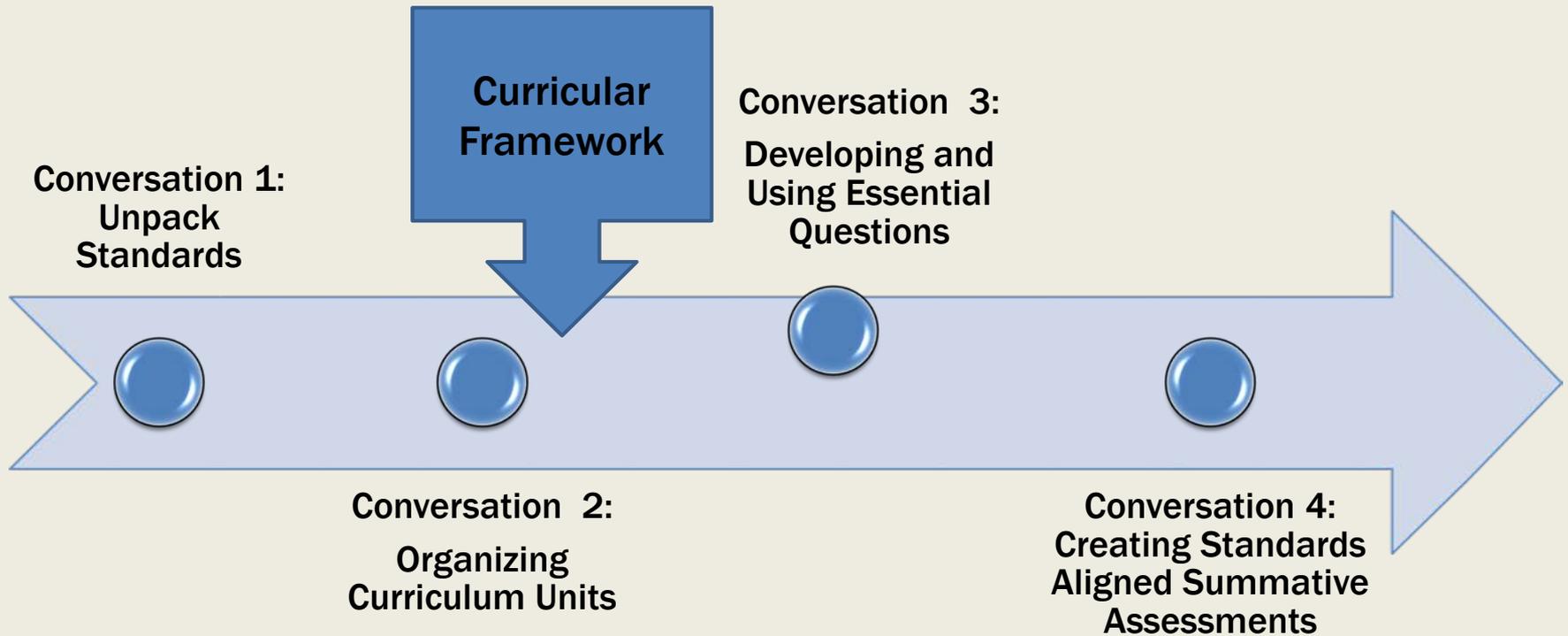
# SUSTAINING THE BLENDED ONLINE LEARNING MODULE CONVERSATION

## Purpose

- Supports educators in their work through online professional learning
- Provides open access for everyone
- Promotes PLC conversations
- Fosters deeper dives into additional topics



# CONVERSATIONS IN THE ONLINE MODULES CURRICULAR FRAMEWORK



# SUSTAINING THE CONVERSATION AROUND THE CURRICULAR FRAMEWORK

**Title: Conversations Around Curriculum and Instruction: Building the Curricular Framework**

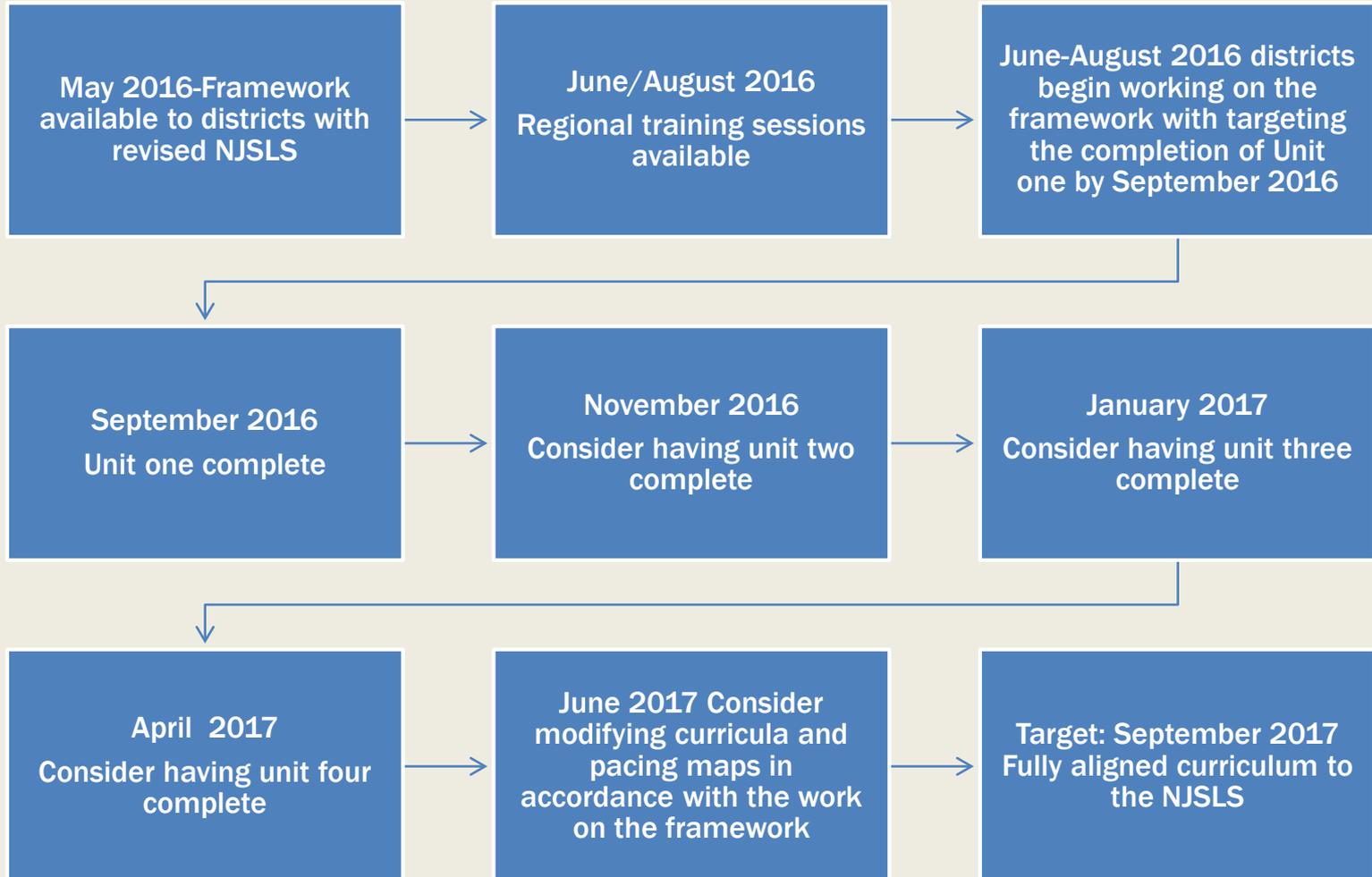
## **Intent:**

- Focusing on using curricular framework to support the collaborative conversations around curriculum and instruction.
- Understanding the design features of the curricular framework that includes the adopted New Jersey Student Learning Standards for English language arts and mathematics.
- Developing out the framework.

## **Dates:**

- 6/17/16 Morris County Training Academy: AM & PM Session
- 6/24/16 Learning Resource Center, Trenton NJ: AM & PM Session
- 6/30/16 Rowan University and Gloucester County: AM & PM Session
- 8/2/16 Rowan University and Gloucester County: AM & PM Session
- 8/16/16 Morris County Training Academy: AM & PM Session
- 8/17/16 Learning Resource Center, Trenton NJ: AM & PM Session

# SUGGESTED WORKING TIMELINE FOR DISTRICTS



# WITH GRATITUDE

- Thank you for all you do to support teachers and student learning
- Contact information:

**Robin Knutelsky: Director**  
**Office of Teaching & Learning Supports**  
**Division of Teaching and Learning**  
**New Jersey Department of Education**  
**[robin.knutelsky@doe.state.nj.us](mailto:robin.knutelsky@doe.state.nj.us)**