**NYS Curriculum Modules Updates**

**February, 2013**

**PreK-2 ELA**

* Sample Skills Stories were provided: [Kindergarten](http://www.engageny.org/resource/kindergarten-english-language-arts#s), [Grade 1](http://www.engageny.org/resource/grade-1-english-language-arts#s), [Grade 2](http://www.engageny.org/resource/grade-2-english-language-arts#s)
* Information on how writing is explicitly taught in the Listening & Learning Strand was shared: use of a three-step writing process as well as specific spelling and grammar sections provided in Skills Strand materials.
* Trade books for Listening & Learning Strand are being rewritten and included in the final copy of the Strands due out mid-June. Previous versions of lessons using the trade books can still be used in place of rewritten/final version – but will need to save drafts with these lessons as they will not be in the final version.
* IES Contacts: Kim Oakes (koakes@e2ccb.org) and Amy Bartell (abartell@e2ccb.org)

**Grades 3-5 ELA**

* Module 3A has been posted: [Grade 3](http://www.engageny.org/resource/grade-3-english-language-arts), [Grade 4](http://www.engageny.org/resource/grade-4-english-language-arts), [Grade 5](http://www.engageny.org/resource/grade-5-english-language-arts)
* Writing is being addressed in the modules most deeply in Unit 3 of all modules; information about writing in the modules and alignment to research was provided
* The American Reading Co. is now bundling and selling trade books for the modules at a discount rate (there is no link to EL)
* IES Contact: Theresa Gray (tgray@e2ccb.org)

 **Grades 6-8 ELA**

* [Grades 6-8 Curriculum Map](http://www.engageny.org/resource/grades-6-8-english-language-arts-curriculum-map) is available to assist districts in planning
* Grades 6-8, Unit 1, Module 1 has been posted: [Grade 6](http://www.engageny.org/resource/grade-6-ela-module-1), [Grade 7](http://www.engageny.org/resource/grade-7-ela-module-1), [Grade 8](http://www.engageny.org/resource/grade-8-ela-module-1)
	+ All modules pair literature with rich informational text (including primary source documents and literary nonfiction) on the topic.
	+ Informational text and supplemental literature in each module will meet the expected range of quantitative complexity.
	+ All modules embed routines related to written argument; argumentation is a particular focus of Module 4.
	+ All modules intentionally integrate resources from Odell Education.
* IES Contact: Michelle Helmer (mhelmer@e2ccb.org)

**Grades 9-12 ELA**

* Modules have not yet been provided for grades 9-12.
* The Developing Core Proficiencies Series (of four 3-week units) is currently under development by Odell Education.
	+ Unit 1: Reading Closely for Textual Details (introduced for grades 10 and 11 at the February NTI, but not yet available)
	+ Unit II: Making Evidence-Based Claims (available for grades 6-12)
	+ Unit III: Researching to Deepen Understanding (under development)
	+ Unit IV: Building Evidence-Based Arguments (under development)
* IES Contacts: Denny Atkinson (datkinson@e2ccb.org) and Dana Serure (dserure@e2ccb.org)

**NYS Curriculum Modules Updates**

**February, 2013**

**Mathematics Grades K-5**

* The fifth module for [Kindergarten](http://engageny.org/resource/kindergarten-mathematics-module-5) and [Grade 3](http://engageny.org/resource/grade-3-mathematics-module-5) are now available
* The modules provided are not transitional documents; they are intended to represent instruction after teachers and students have developed a comfortable understanding of the math progressions and have established efficient management routines. Since we are implementing in a transition year – the timing of the modules is off. It is suggested that teachers look at the Debrief sections to understand the main learning of the module and then make adjustments for next year when we have all modules.
* “Best case scenario” is that the first modules for K-5 Math will be rolled out in mid-May; the goal is to roll out the first semester of modules in July with the second set of modules in November
* All modules are written by NYS teachers and in order to meet the deadlines from NYSED, they are looking for additional writers. It would require specialized training as well as 15 hours/week. If you feel you have teachers who have a strong understanding of the standards and the progressions and who might be interested, please have them contact Erin Wheeler for additional details.
* IES Contact: Erin Wheeler (ewheeler@e2ccb.org)

**Mathematics Grades 6-12**

* A curriculum map outlining a [scope and sequence for High School courses](http://engageny.org/resource/grades-9-12-mathematics-curriculum-map) was provided; Modules in Grades 6-12 are not expected until July
* The sophistication of problems solved by students should become more involved as they move through grade levels, with specific themes being scaffolded and developed in depth. There are progression documents for middle and high school math teachers demonstrating the scope and sequence of specific content: [Grades 6 & 7](http://commoncoretools.files.wordpress.com/2012/02/ccss_progression_rp_67_2011_11_12_corrected.pdf) and [Grades 8-12](http://commoncoretools.me/wp-content/uploads/2012/12/ccss_progression_functions_2012_12_04.pdf)
* Standards for Math Practice describe how students should engage with their subject matter as they progress from elementary to high school. Individuals in charge of curriculum design and assessment need to focus on connecting math practices to instructional content. A [review of Mathematical](http://www.engageny.org/resource/network-team-institute-materials-february-4-7-2013-mathematics-6-12-pd-day-one) Practices has been provided for this purpose.
* PARCC model frameworks, though primarily intended to be used for assessment creation, can be referenced for curriculum and instructional materials. These documents can also be used to support the implementation of CCLS. Frameworks connect math practice to content while providing an in-depth focus on “clusters”.
* PARCC frameworks provide domains, content and standards assessed in end-of-the-year exams. Educators should use these documents, rather than those from Appendix A. Regardless of whether the Board adopts the PARCC Assessments, they will continue to use the PARCC Model Frameworks as the basis for their assessments.
* An Analysis CCSSM Appendix A to PARCC MCF High School which explores changes in Algebra I, II and Geometry has been [provided on EngageNY](http://www.engageny.org/resource/network-team-institute-materials-february-4-7-2013-mathematics-6-12-pd-day-one)
* IES Contact: Tracey Simchick (tsimchick@e2ccb.org) and Erin Wheeler (ewheeler@e2ccb.org)