



Standards Review Recommendations

January 11, 2016



In May of 2015, Governor Christie called on the New Jersey Department of Education to review New Jersey's Core Curriculum Content Standards in English language arts and mathematics **to develop higher standards** that reflect the educational needs and goals of our communities.

Christie Administration's Academic Standards Review Committee Releases Recommendations Embracing Improved, New Jersey-Centric Standards and Marking Significant Departure from Common Core

For Immediate Release

Contact: Michael Yaple
David Saenz

Date: January 11, 2016

609-292-1126

Trenton, NJ – The Christie Administration's Academic Standards Review Committee today presented its recommendations to improve New Jersey's English language arts and mathematics standards to the New Jersey State Board of Education. The recommendations are the result of a thorough review process that regularly occurs in New Jersey every couple of years, but this time, following Governor Christie's guidance, consisted of a historic amount of direct educator involvement and public input than has generally been collected in the past. The review has resulted in recommendations to make significant changes to the Common Core Standards that reflect the direct public input process and that, as a result, are particularly suited to address the needs of New Jersey in a way the prior standards do not.

Besides recommending improvements and revisions to hundreds of standards, the state Department of Education is proposing re-naming the New Jersey Core Curriculum Content Standards, and the Common Core State Standards in mathematics and English language arts, the "New Jersey Student Learning Standards."

In May 2015, Governor Christie called on the state Department of Education to review the English language arts and mathematics standards, known as the Common Core State Standards, to ensure they reflect the needs of New Jersey students.

New Jersey's standards should reflect New Jersey's uniqueness, needs, strengths and challenges and also be adaptable to give educators the flexibility they need to impart the basic skills and knowledge needed by all of our students in every unique classroom setting. The previous standards did not meet that high mark for our teachers, parents, or students, and we welcomed the opportunity to get it right for our children by reviewing, improving and communicating New Jersey's academic goals," said Commissioner David C. Hespe. "These recommendations forge a pathway to ensuring that New Jersey remains a national leader in student performance by providing our children with the best instruction and the highest expectations for their learning."

A Standards Review Committee and three Content Subcommittees (K-2, 3 -12 English language arts, and 3 -12 mathematics) consisting of educators and other stakeholders was established to review each set of standards in depth. Over the course of six months, the Standards Review Committee met four times and the subcommittees met six times. This is consistent with the normal course of meetings based on

view Committee met four times and the subcommittees met six times. This is consistent with the normal course of meetings based on previous standards reviews.

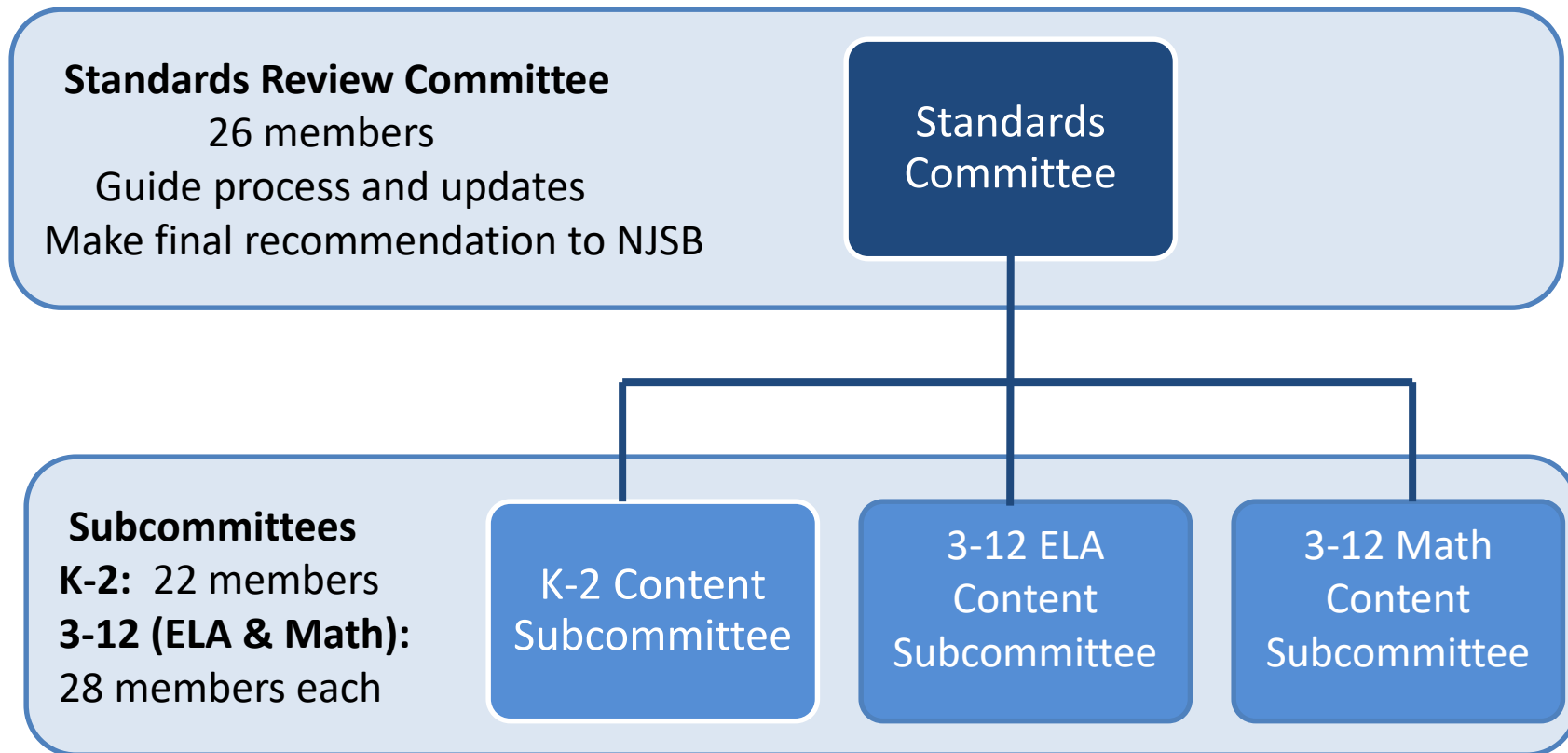
The process included multiple opportunities for public input, including: three regional listening tours; three focus group meetings; a multiple-week timeframe for the public to submit written testimony; and, for the first ever in New Jersey, the availability for any member of the public to fill out an online survey expressing their support or disagreement for each English language arts and mathematics standard.

Some highlights of the recommendations include:

- The proposed revisions clarify that informational text is not valued over literature, which was a source of confusion with the current standards. With the revisions, New Jersey has provided greater balance in the English language arts (ELA) standards, emphasizing appropriate attention to literature, attention to the reader and the importance of background knowledge, while maintaining the importance of informational text and research.
- New Jersey proposes to change the ELA standards to emphasize the need for students to learn how to make connections through historical and cultural perspectives when reading. The current standards slant heavily on close reading of unfamiliar text, but the proposed revisions recognize that is not the only way – and in some cases may not be the best way – for children to comprehend passages. The proposed revisions emphasize incorporating social and historical context, such as where the author or characters lived and what was occurring at the time. Adding the phrase "and relevant connections" to the ELA standards changes that emphasis on reading unfamiliar texts.
- To provide greater context of reading materials and writing assignments, the proposed revisions emphasize reader engagement with the addition of "self reflection" to multiple ELA standards. While the current standards emphasize "cold reads" in which a child reads a text for the first time and must decipher the author's meaning, the concept of "self reflection" recognizes that comprehension in young readers can be fostered when they apply their own life experiences, the world in which they live, and previous texts they've read.
- New Jersey would add language from the American Association of School Librarians, most notably through the addition of "inquiry-based research" across writing at all grade levels. This expectation is not explicit in the current standards.
- The New Jersey revisions would clarify the Mathematics standards with language better aligned to classroom instruction. Mathematics standards were also clarified through the use of language and examples.
- New Jersey would move a foundational skill – distinguishing between long and short vowels in one-syllable words – from the second grade to first grade. The committee believed this is developmentally appropriate, and would help young learners to move on to the next level of literacy earlier in their academic careers.

The New Jersey Department of Education (NJDOE) will offer the following resources and support for implementation of the revised standards:

- A cross-walk that allows districts to align their local curriculum with the revised standards and make the changes to instruction in the classroom expeditiously.
- A curricular framework which will serve as a guide to curriculum development and alignment. The NJDOE will make



<i>Grade Level</i>	<i>Standard</i>	<i>Revised Standard</i>
	Reading K-12	
ANCHOR	CCRA.R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
ANCHOR	CCRA.R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
ANCHOR	CCRA.R10. Read and comprehend complex literary and informational texts independently and proficiently.	NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed .
	Reading Literature K-2	
K	RL.K.1. With prompting and support, ask and answer questions about key details in a text.	RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how) .
K	RL.K.2. With prompting and support, retell familiar stories, including key details.	RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how) .
1	RL.1.3. Describe characters, settings, and major events in a story, using key details.	RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.
1	RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above .
2	RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/ theme , lesson, or moral.
2	RL.2.3. Describe how characters in a story respond to major events and challenges.	RL.2.3. Describe how characters in a story respond to major events and challenges using key details .

Standards Review Committee

Name	Affiliation	Title
Rose Acerra	New Jersey PTA	President/Parent
Marc Aronson	Rutgers University-School of Communications	Assistant Teaching Professor
John Belina	Tabernacle Township Board of Education	Board Member
Emil Carafa	Lodi Public Schools	Principal
Richard Cohen*	Metuchen Public Schools	Assistant Superintendent/Principal
Dana Egreczky	NJ Chamber of Commerce/Foundation	Senior Vice President
Amy Flax	Westfield Public Schools	Parent/Member
Amy Fratz	New Jersey Education Association	Associate Director of Professional Development and Instructional Issues
Eileen Kennedy	Closter Schools	ESL Teacher
Tracey Knerr*	Hillsborough Public Schools	Mathematics Supervisor
Noreen Lazariuk	Sussex Charter School	Administrator
Melissa Luis	Middlesex County College	Instructor
Deborah Lynam	NJ State Special Education Advisory Committee	Parent
Christopher M. Manno	Burlington Co. Institute of Technology	Superintendent
Daniel Masi	Roxbury Public Schools	Parent/Member
Dominick Miletta	Pittsgrove Board of Education	President
Lily Moss*	Egg Harbor Township Schools	Supervisor
Charles Sampson	Freehold Regional HS District	Superintendent
Holly Seplocha	William Paterson University	Professor of Elementary and Early Childhood
Tyler Seville	NJ Business and Industry Association	Associate Director of Education
Roberta Schorr	Rutgers University	Associate Professor, Dept of Urban Education; Mathematics and Computer Science
Mary Steinhauer	Riverside Township Public Schools	Middle School Math Teacher
Kathleen Taylor	Ocean City Public Schools	Superintendent
Laurie Troiano	North Bergen Schools	Teacher
Raymond Yannuzzi	Camden County College	President
Cecilia Zimmer	Freehold Borough Schools	ELA Supervisor

*Serves as crossover member for a subcommittee



Committee Meetings

- **Standards Review Committee (SRC)** – 4 meetings
 - September, October, November, December
 - **Sub-Committees** – 6 meetings
 - September (2), October (2), November, December
- * Not including work done individually and in small groups.



Proposal Outline

1. Background
2. Community Involvement
3. Committee Work
- 4. High Level Revisions**
5. Proposed Revision to Naming
6. Timelines



Major Revisions

K-12 English language arts

- **College and Career Ready Anchor Writing Standard 7** was revised as recommended across grade levels. Influenced by the recommendations of the Association of School Librarians, the sub-committee added “an inquiry-based research process.”
 - **CCRA.W7:** Conduct short as well as more sustained research projects, **utilizing an inquiry-based research process**, based on focused questions, demonstrating understanding of the subject under investigation.

Metuchen's Common
Inquiry-Based Research Cycle

Threaded by
Metuchen Achievement Coaches
and Adapted from:

Action Research Processes:

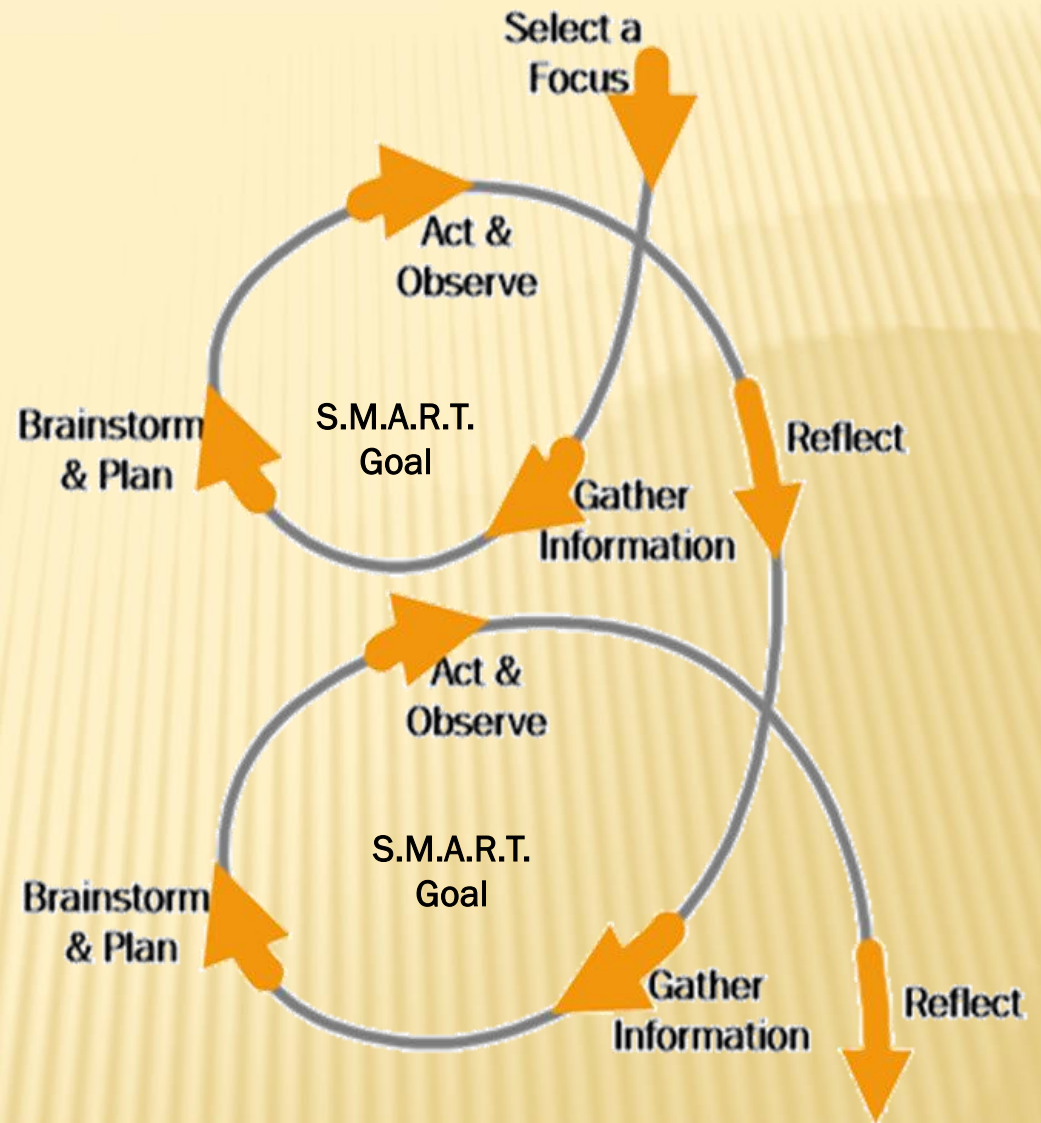
NJDOE Evidence-Based Conversations
NYU Metropolitan Center for Urban Education
Action Research Process
Kemmis & McTaggart's Action Research
Model

Social Problem Solving Models:

Dr. Maurice Elias, Rutgers University
Dr. Myrna Shure, Drexel University
Moss School Teachers' Common Core
Problem Solving Model

SGO Processes:

NJDOE SGO Process
James Stronge SLO Process



**COLLABORATIVE SCHOOL LEADERSHIP
PROBLEM SOLVING AND SHARED DECISION MAKING PROCESS**



Social and Emotional Learning

New Jersey SEL Competencies and Sub-Competencies

Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.





SEL Sub-Competencies



- Develop effective problem-solving skills
- Identify consequences associated with one's actions
- Evaluate personal, ethical, safety & civic impact of decisions

ONE FOR ALL WORKSHOP

AUGUST 22, 2017

@ METUCHEN HIGH SCHOOL

Integrating NJ SEL Competencies & NJSLS through Inquiry



NJ SEL Competencies

SEL Sub-Competencies



- Develop effective problem-solving skills
- Identify consequences associated with one's actions
- Evaluate personal, ethical, safety & civic impact of decisions



New Jersey
DEPARTMENT OF EDUCATION

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UTILIZING ONE INQUIRY FRAMEWORK FOR NJSLS AND NJ SEL COMPETENCIES

August 22 AM

9:00 – 10:30 AM

**Keynote Speaker: Dr. Maurice Elias:
SECD and Academics**

Linking Cognitive Processes and Integrative Decision Making
/ Problem Solving/ Conflict Resolution Strategy for SEL/CE

Dr. Maurice Elias
Rutgers University

10:30 – 11:30 AM

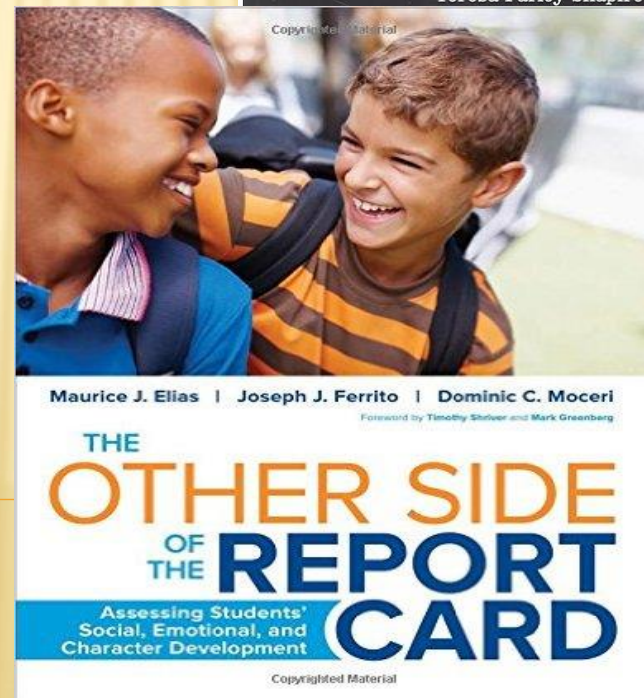
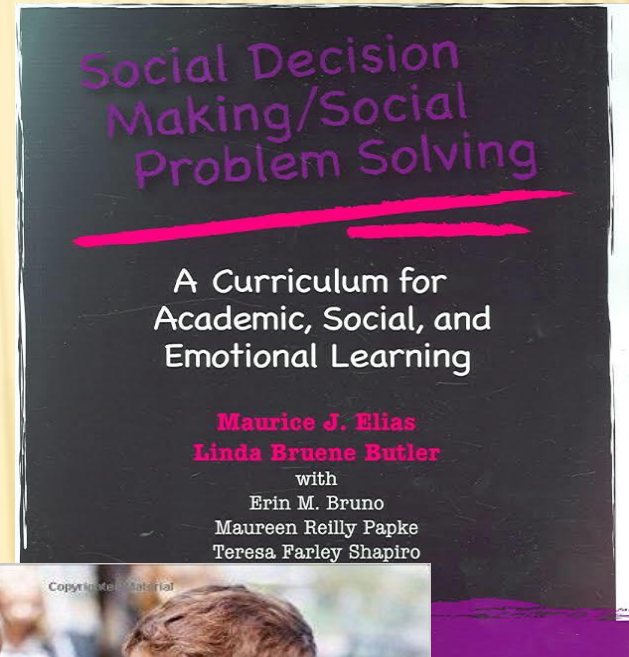
**Integrating newly revised NJSLS and
NJ SEL Competencies through Inquiry**

How can all teachers **utilize an inquiry-based research
process** to teach social emotional learning competencies
and academic standards at the same time?

Rick Cohen

Assistant Superintendent of Metuchen Schools
Principal of Moss School
ESSA Coordinator

11:30 AM - Discussion



MOSS'S COMMON CORE PROBLEM SOLVING PROCESS

- Reading/Decoding
- Math
- Science
- Social Studies
- Social Problem Solving

MOSS SCHOOL PROBLEM SOLVING PROCESS

	STOP
	GATHER INFORMATION
	BRAINSTORM
	PICK THE BEST ONE
	GO!
	CHECK



Major Revisions

K – 12 English language arts

- Addition of “self reflection” in K-2 Writing Standards.
 - W.K.5: With guidance and support from adults, **strengthen writing through response and self reflection utilizing questions and suggestions from peers.**
 - W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers **and self reflection**, and add details to strengthen writing **and ideas** as needed.
 - W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed **through self reflection, revising and editing.**

	Writing K-2	
K	W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
1	W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection , and add details to strengthen writing and ideas as needed.
2	W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing .
	Writing 3-5	
3	W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
4	W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
5	W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	Writing 6-8	
6	W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction , and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
7	W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a	W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction , and revision)



Major Revisions

K-12 English language arts

- The SRC agreed to incorporate language from the American Association of School Librarians into Grade 3-12 ELA standards.
 - An example of this is the addition of the phrase “and reflect on” to the **College and Career Ready (CCR) Anchor 9** across all grade levels.
 - The revision was also incorporated into **Reading Literature standards 1 and 9** through the phrase “and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) central message/theme, lesson and/or moral.”

Dr. Grant Wiggins' scheduled training in Metuchen, June 2nd, 2015

- *Do students understand that the aim of instruction is transfer of learning?* Make this yearlong goal crystal-clear all year. Design instruction backward from autonomous transfer of a repertoire of **meta-cognition and comprehension strategies**. Vary the tasks, contexts, and texts to **ensure that students learn to self-prompt and transfer**, regardless of prompt or task specifics; decrease prompts and reminders over time, sometimes suddenly, to see what learners do when unprompted.

Content: What information do students need to know?

- Research Cycle
 - Stop, Think, Define the Problem
 - Gather Information
 - Brainstorm, Plan, and Choose
 - Try, check, and Revise
- Informational writing must have an organized structure to craft:
 - An effective introduction that captures the reader's attention
 - Strong topic sentences for each paragraph
 - Paragraphs with main points supported with facts and details
 - A conclusion that supports the initial argument
- A Research Simulation Task requires students to analyze a topic using informational texts and multimedia in order to write an informational essay.
- Research writers use evidence from texts to support their ideas. Students

need to quote or paraphrase text evidence and explain how their text evidence supports their thesis. Students should use the RACE format in order to accomplish this.

- R- Restate the question being asked
- A- Answer the question
- C- Cite textual evidence
- E- Explain how the text evidence proves the answer

Process: What will students be able to do with the information?

Stop, Think, Define the Problem- How do authors choose an idea/topic?

- How do writers respond to a prompt?
 - Read the prompt and analyze what the question is asking.
 - Brainstorm ideas for answers to the prompt in the writer's notebook

Gather Information- How do authors gather information about their ideas/topic?

- How do good writers structure their writing?
 - Through analyzing mentor texts, students will identify effective writing elements
 - An effective lead that captures the reader's attention
 - A conflict

- Exposition, rising action, climax, falling action, and resolution.
- A satisfying ending

Brainstorm, Plan, and Choose- How do I organize my ideas about a topic?

- Brainstorm story ideas using a variety of strategies.
- Use a narrative graphic organizer to organize thoughts that were gathered

UTILIZING ONE INQUIRY FRAMEWORK FOR NJSLS AND NJ SEL COMPETENCIES

August 22 PM

1:30 – 2:30 PM

“Utilizing an Inquiry-based Research Process” Across Curricula:

How to utilize one *inquiry-based research process* (NJSLSA.W7.) to authentically engage students in rigorous reading and writing across all content.

Deanne Opatosky

BDO Consulting

Metuchen School District Literacy Consultant

2:30 – 3:30 PM

Inquiry, Metacognition and Reading Comprehension

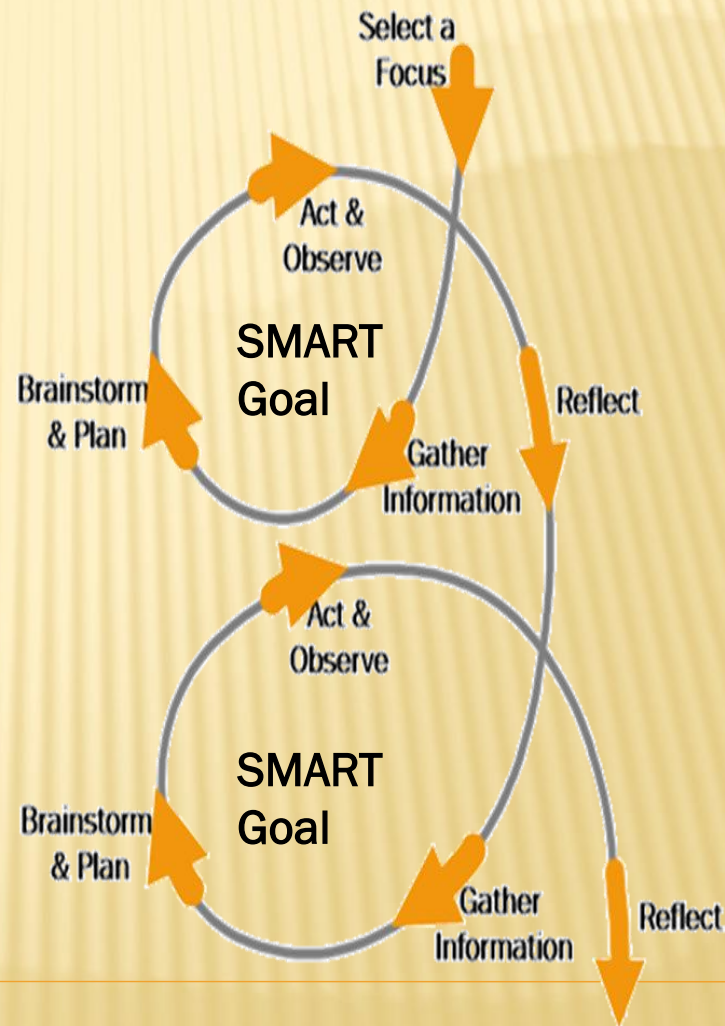
Helping students achieve their full literacy potential and newly revised NJSLS through metacognitive processing during the planning, monitoring, and reflecting steps of their inquiry work.

Susan Stevens

Author of Dr. Goodreader

Literacy and Metacognition Coach

Metuchen’s Common Inquiry-Based Research Process





Major Revisions

K-2 mathematics

- The sub-committee members made appropriate changes to the standards. Revisions to the K-2 mathematics standards focused mostly on examples and word choices. The revisions serve to **clarify standards** and to provide examples more in line with developmentally appropriate instruction.



Major Revisions

3-12 mathematics

- The sub-committee members made appropriate changes to the standards. Revisions to the mathematics standards focused mostly on specific formulae, examples, and word choices. The revisions serve to **clarify standards** and to provide examples more in line with classroom instruction.



Proposed Renaming

- **New Jersey Student Learning Standards**
 - English language arts
 - Mathematics
 - Science
 - Social Studies/History
 - Visual/Performing Arts
 - Comprehensive Health and Physical Education
 - World Languages
 - 21st Century Life and Careers
 - Technology



Implementation Timeline

- Anticipated Adoption May 2016
- District Curriculum Realignment – Fall 2017
 - NJDOE will provide guidance documents, materials, resources, and training



Assessment Timeline

- The revised standards adoption **will not** impact PARCC for Spring 2016 and the 2016-2017 school year.
- Once the revised standards are adopted, we will be doing a routine assessment audit to ensure alignment.
- These standards revisions are unlikely to significantly impact PARCC moving forward.