

The development of a Curriculum Guidance Document for teachers, administrators, and students is crucial to the successful implementation of the proposed standards.

The information below summarizes the recommendations of the ELA Leadership Team regarding the features of this important document.

## CURRICULUM GUIDANCE DOCUMENT

### RECOMMENDED FEATURES

#### Encouragement

- Encouragement and support for teachers to employ a wide array of technologies
- Encouragement for teachers to develop the social foundations of Literacy and Literature, such as book clubs, literature circles, digital social networking, and a wide range of other social activities
- Encouragement for teachers to stay current in latest literature, especially literature targeted to grade levels, such as YA lit
- Encouragement for teachers to practice the art of writing themselves, and to write the assignments they expect their students to write
- Encouragement to develop enriched curricula that is not driven by standardized testing
- Encouragement to use a wide variety of literature and literary texts, including:
  - texts from both the traditional and nontraditional canon
  - print, digital, and performance-based texts
  - fiction and nonfiction texts
  - texts from a wide variety of cultures
- Encouragement of a great deal of teacher choice and student choice in the pathways to meet the standards

#### Resources

- Examples of best practices
- Glossary

- Examples of evidence to show that students have achieved grade level mastery of the Performance Indicators
- Samples of student work or activities at each grade level
- List of possible mentor texts, including traditional, contemporary, and digital, at every grade level
- Examples of the progression from introduction to mastery
- Examples of professional development opportunities, both for teachers and curriculum directors
- Examples of differentiated instruction
- Links to professional organizations and on-line resources

## **Guidance**

- Discussion of how to set goals, objectives and outcomes for students and teachers when writing and developing curriculum
- Focus on how to keep writing process at the forefront when using this document
- Guidance on how to develop projects in which we can scaffold the skills inherent in the PIs
- Guidance on how to develop connections between schools and community and university resources
- Guidance for teaching ELLs
- Guidance for working with students with special needs
- Guidance on how to follow the progression of Performance Indicators from introduction at one grade level to mastery in a subsequent grade level.
- In all cases, the document should represent **guidance**, not prescription

## **FORM**

- Should mirror as much as possible the form of the curriculum document itself, which will make for easy cross-referencing
- Should appear in more than one form, including print and digital