TESTIMONY OF DR. THOMAS ROGERS, NASSAU BOCES

Testimony of Dr. Thomas Rogers
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Chief Executive Officer (CEO) of Nassau BOCES

Hearings of the Senate Education Committee:
"The Regents Reform Agenda: 'Assessing' Our Progress"

Suffolk Community College, Health, Sports and Education Center
Grant Campus, 1001 Crooked Hill Road, Brentwood, New York

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Senator Flanagan, Members of the Education Committee, other elected officials and colleagues.

Thank you for inviting me to testify on the progress and direction of the education reform efforts that have engaged the state over the past 4 years. I am Tom Rogers, the District Superintendent of Nassau BOCES, an organization of over 4,000 employees serving the 56 school districts responsible for educating Nassau County's 225,000 public school students – the largest number served by any BOCES in the state. Previously, I was Executive Director of the NYS Council of School Superintendents (NYSCOSS), the statewide professional association of chief school officers across New York State.

INTRODUCTION

As District Superintendent, I serve both as the CEO of Nassau BOCES and as the Education Commissioner's direct representative to Nassau County. However, my observations are my own, not necessarily representative of either the State Education Department, or Nassau BOCES. Nevertheless, I cannot help but be informed by the policy perspective of my current (and previous) state roles, and the practitioner perspective of my local leadership role.

It is clear to me that both our national economy and our education systems are going through a period of profound change. The skill needs of our knowledge economy's workforce are growing far faster than our workforce preparation system (of which public education plays a large part) can keep up. In 2003, Anthony Carnavale predicted that by the year 2020, some 90% of all jobs would require some form of post-secondary (i.e. college-level) education. Contrasted against New York State's 74% graduation rate and its Big City graduation rate of just 52.8%,[1] it is clear that large numbers of students are failing to graduate, and are therefore barred from pursuing the post-secondary skills needed for nearly all forms of future employment. The Georgetown Center on Education and the Workforce recently offered evidence underscoring this earlier prediction: even among recent high school graduates, the unemployment rate is now a staggering 24% (Carnavale et al 2012).

When I tell people that I work for BOCES, I often hear comments like "that's wonderful, not every student needs to be able to go to college, some should pursue careers". I'll generally startle them by responding with the fact that

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[1] Source: NYS Education Department 2012 graduation rate release (latest available).
http://www.p12.nysed.gov/irs/pressRelease/20120611/GradRates2012.pdf

nearly 80% of our career and technical education students to go on to post-secondary education because very few careers now do not require some form of advanced skills in order to be successful.

Just as New York's high school diploma leaves students unprepared for the world of work, it also leaves many unprepared for college. Last year, I served on the SUNY Remediation Task Force. One of our most distressing findings was that despite raised standards and swelling high school graduation rates, more traditional college-age students who enroll in SUNY's community colleges need remediation, not fewer. In fact, from 1996 to 2006, the number needing remediation increased from 40% to 48%.[2]

<u>Frankly, for work or college, the high school diploma is no longer good enough, and a barely passing high school diploma is little better than none at all.</u>

Clearly, we must meet this challenge with both an increased graduation rate and a more demanding graduation standard. Implementing either goal would be challenging, together, they are truly daunting.

You have asked me to confine my remarks to just 4 aspects of the current reform effort. The first is New York's adoption of the National Common Core Learning Standards, also adopted by 44 other states.

1. COMMON CORE

In the broadest sense, the Common Core seeks to address the problem of college readiness through three fundamental shifts:

- first to <u>focus</u>, by abandoning the mile-wide, inch-deep approach to curriculum that emphasizes coverage and memorization and lends itself to rote multiple-choice assessments in favor of teaching a narrower range of topics in greater depth; and
- second to <u>teach for deeper understanding</u> – in English, it is to ensure that students are as competent reading non-fiction as they are literature; in Math, it is not merely mimicking a procedure, but understanding the theory behind why the procedure yields the correct result;
- third to significantly <u>increase the rigor</u> needed to complete each grade and to eventually graduate.

The first strategy has met with little opposition, our sprawling curriculum needed trimming. The second strategy has yielded some concerns about calibrating the new balance between fiction and non-fiction. The third strategy initially met with approval – who doesn't favor more rigor? – until the assessments made clear just how large the jump in difficulty would be.

CONCERN 1 - RIGOR

New York's passing rate on the grades 3-8 English Language Arts and Math exams dropped about 30%. I explained to a reporter that it would be useful to think of the tests as being 30% harder. Statistically and psychometrically that statement isn't exactly accurate, but as an explanation to the public, it'll do.

Asking whether a "30% harder" test is the right increase in rigor is a reasonable debate as is the interpretation that failing to achieve a passing score implies that the student is "not on track" for college readiness.

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[2] Source SUNY Remediation Task Force Report. http://blog.suny.edu/wp-content/uploads/2013/01/Remediation-report-Jan-2.2013-complete.pdf

Here are two examples: In one affluent Nassau district, a colleague superintendent noted that they had the highest rate of competitive college acceptances ever, so parents were skeptical of a test that implied many students suddenly weren't on track for college readiness. In East Williston (as is common elsewhere), math students take Regents Algebra one year early in 8th grade. The superintendent observed that some 92% of their students took the 9th grade Regents Algebra 1 exam, nearly all passed, and 75% passed at the score SED designated as "college-ready" (80). Yet those same 8th graders only scored a 39% passing rate on the supposedly easier 8th grade state math exam. Clearly, these two SED-endorsed measures of college-readiness are at odds, undermining confidence in the accuracy of both.

At the Nassau County level, a similar trend appears. Some 37.2% of students passed the "harder" exam (Algebra 1 – usually given in 9th grade), but failed the "easier" exam (Math 8). Even more extreme, of the students who received an 80 on the Algebra 1 exam (and are thus deemed "college and career ready"), 28.4% failed the Math 8 exam. Obviously, there is a curriculum alignment issue at work here, but it seems hard to reconcile so many "college-ready" students struggling on 8th grade math.

Although New York has not yet formally adopted a transition to assessments developed by the national testing consortium known as PARCC, it is clear that if we do, the level of rigor will increase significantly over the 2005 standards already in place. Since NYS is a governing state on the PARCC consortium, one presumes that the new common-core-aligned tests we administered in spring of 2013 were designed to be comparable in rigor to the coming PARCC exams – in order to avoid a second jarring shift in the definition of proficiency.

In the fall of 2014 a number of districts, in an effort coordinated through Nassau BOCES, will take the PISA international assessment – to help benchmark our districts not just against state or even national standards, but international ones that include the world's top performing education systems. Juxtaposed against state test scores, this effort will undoubtedly provide valuable context to the ongoing calibration debate.

CONCERN 2 – INADEQUATE CURRICULUM MATERIAL AND PREPARATION

The increased difficulty was compounded, from an educational perspective, by offering assessments that were premature insomuch as they came before, not after, the curriculum had been properly introduced and taught.

Assessments are at their most valid when they are aligned to the curriculum that was taught. Clearly the difference between Math 8 scores and Algebra 1 scores are explained by the fact that the Math 8 exam did not measure the curriculum that districts chose to teach. In the same way, it is quite likely that much of the drop in proficiency rates is attributable to inadequate implementation of the new Common Core curriculum (and thus teaching to the old curriculum).

It would be tempting to seek to assign blame for this mismatch, however, I think it would be misguided for the Committee to take that approach. Rather, I think the Committee should be focused on the tension between the pace of the Common Core implementation and the state and local resources provided to accomplish it. Given the need to dramatically increase college-readiness I referenced earlier, I cannot fault the extremity of the pace; and given the fiscal climate, I cannot fault the lack of adequate resources. However, I am acutely aware that inadequate resources at this pace of implementation will undoubtedly have consequences.

Curriculum development is admittedly a local responsibility. However, wholesale restructuring of classroom lessons to align to a dramatically different curriculum and an unseen assessment is no mere tweak to existing materials developed over years. School districts welcomed the State Education Department's plan to spend Race to the Top funds to develop a series of Common Core aligned courses – the curriculum was promised to be of high
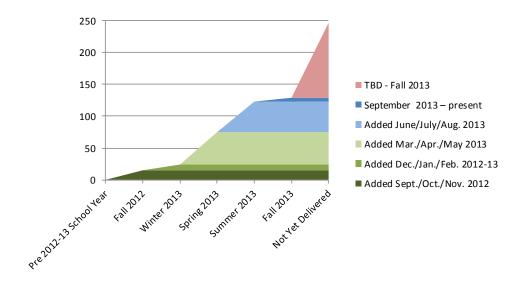
quality, and it would spare districts the expense of purchasing commercial curriculum, or the redundancy of attempting to develop one from scratch in 700 individual school districts. Not surprisingly, especially given the fiscal constraints of the tax cap, most districts chose not to duplicate the State's effort.

However, when it became clear that most of the curriculum would not be delivered prior to the start of the 2012-13 school year, districts scrambled – either purchasing commercial curricula, frantically adjusting existing lessons, or just taking their chances. Some of the SED curriculum was delivered over the course of the 2012-13 school year. See table below:

Time Period of Module Release	Modules Released
Prior to 2012-13 School Year	0
Added Sept./Oct./Nov. 2012	15
Added Dec./Jan./Feb. 2012-13	9
Added Mar./Apr./May 2013	51
Added June/July/Aug. 2013	48
September 2013 – present	6

SED is planning to release 61 more ELA modules or partial modules and 57 more Math modules or partial modules during the Fall/Winter of 2013-14. (See Appendix A). The chart below makes it easier to visualize the accumulation of modules through the course of the 2012-13 year and those that remain to be released.

Accumulated Modules Delivered/Anticipated 2012-13

Not all of the as-yet-undelivered modules are necessary for instruction in grades 3-8 Math and ELA. However, it is clear that little was in place during the early part of the 2012-13 school year and that the implementation fell short of the ideal of having materials early enough to structure professional development activities prior to the start of the year.

My point is not to question the pace of the effort – it is both more ambitious and more impressive than any other curriculum initiative attempted by SED in my memory – but to raise the point that the curriculum teachers were using was only modestly re-aligned to the new assessments since most districts had expected in good faith to have access to state-developed curriculum materials.

The good news is that substantial short term test score gains will likely be realized as more and more of the curriculum is made available and classroom instruction becomes better aligned[3] with the assessment. The bad news is that the validity of the assessments to assess either academic preparation or teacher effectiveness is somewhat compromised until that alignment is more complete.

We cannot go back in time to address the curriculum issue, but we can moderate how we react to it. I think the Commissioner appropriately cautioned superintendents, "When addressing individual growth score results, it is important to consider the other evidence of educator effectiveness from your District's evaluation system."[4]

Whatever the reservations about its implementation, calls to abandon the Common Core effort are misplaced. Although this first experience with it has been bracing, it is not a reason to return to the status quo: nationally, curriculum has fallen 2 years behind higher performing nations,[5] our rigor must compare favorably with PARCC assessments, we need to continue to focus on a narrower set of deeper concepts, and we need to stimulate higher order thinking skills, not rote regurgitation.

2. REMEDIATION AND AIS

In response to the 30% drop in the passing rate, the Commissioner has taken pains to point out that the scores represent a new baseline, not an erosion in the quality of instruction.[6] Shortly after releasing the scores, SED released a chart showing "comparable rigor" so that districts could compare scores between the old and new exams for purposes of accountability systems.[7] Chancellor Tisch has pointed out that the score drop will not result in increased numbers of ineffective teachers or additional schools labeled as failing.[8]

Since this new baseline "does not mean … that students are learning less than last year" according to the Commissioner,[9] one might assume there similarly would not be a substantial impact on the number of students entitled to additional remedial services, called AIS (Academic Intervention Services). However, although SED issued

[3] http://www.cityandstateny.com/tisch-predicts-scores-will-rise-while-experts-stand-by-common-core/
[4] http://www.engageny.org/sites/default/files/resource/attachments/growth_score_release_letter_to_superintendents.pdf
[5] Schmidt,W. The Role of Curriculum. *American Educator* 23, no. 4, Fall 2005. Available at: http://www.aft.org/pubsreports/american_educator/issues/fall2005/schmidt.htm. As quoted in *Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education*. A report by the National Governors Association, the Council of Chief State School Officers, and Achieve, Inc. p.24 http://www.achieve.org/files/BenchmarkingforSuccess.pdf.
[6] "I've said over and over again: the change in proficiency rates does not mean teachers are teaching less or that students are learning less than last year." Commissioner King: News and Notes August 2013. http://myemail.constantcontact.com/News-and-Notes-from-Commissioner-King.html?soid=1110847617454&aid=2eLaGn64fmA
[7] http://www.engageny.org/resource/guidance-for-using-the-2012-to-2013-comparison-chart-with-appr-plans
[8] http://www.nyssba.org/news/2013/08/30/on-board-online-september-2-2013/changing-world-demands-change-in-education/
[9] "I've said over and over again: the change in proficiency rates does not mean teachers are teaching less or that students are learning less than last year." Commissioner King: News and Notes August 2013. http://myemail.constantcontact.com/News-and-Notes-from-Commissioner-King.html?soid=1110847617454&aid=2eLaGn64fmA

a memo[10] adjusting the cuts scores at which students would qualify (the state did something similar when it rescaled the cut scores in 2010), many more students are now eligible for additional, costly services.

In Nassau County, the proportion of students eligible for AIS services increased from 29.4% to 31.9% for ELA, and from 21.2 to 23.5% for Math – increases of 2.5% and 2.3% respectively. These percentages are not trivial. County-wide, they translate to an increase of over 2,200 students in ELA and 2,000 students in Math.

This phenomenon is not isolated. The WNYRIC (the equivalent of Nassau BOCES in the Western NY Region) calculated a 3.3% increase in the numbers of students needing AIS in ELA and a 0.5% increase in Math.

In most districts, AIS consists of students pulled out of class 2 or 3 times per week for 40-minute periods of small group remedial work in either ELA or Math. While some districts have excellent AIS programs with strong staff, the quality is at best uneven, while the cost is uniformly high.

 In my own experience, superintendents have criticized AIS not only for being too costly, but also for re-teaching with the same methods that failed the first time, stigmatizing students, and consuming time that would have otherwise been dedicated to enrichment activities like music, art and athletics. The Commissioner has stated that the best preparation for the new exams is enriched curriculum in the classroom, not test prep, but the AIS model more often than not appears like the latter.

Not surprisingly, there are serious questions about the efficacy of the AIS model. Implemented over 13 years ago,[11] it has undergone little revision since. In 2007, the Curriculum Committee of the District (BOCES) Superintendents issued a white paper raising concerns about the AIS model's cost, its lack of success in raising student achievement, its poor integration with other intervention strategies such as RTI (Response to Intervention), and the deficit/pull-out model which had been shown not to work well in the context of Title I schools.[12]

In any event, prior to driving more students into this dated model with questionable efficacy, it would have made sense to study whether the results were consistent with the level of investment or to revisit it to refine the model to reflect best practices elsewhere and to better integrate it with parallel strategies like RTI.

Given the limitations imposed by the tax cap, it is clear that the additional resources that will be required to be devoted to additional AIS sections will have to be diverted from other district programs – including the very enrichment programs that provide the robust breadth of experience envisioned for 21st century learners. It would be better to change instruction in the classrooms, but the rigidity of the AIS regulations will force the more costly model.

3. IMPLEMENTATION OF COMMON CORE-ALIGNED REGENTS EXAMS

Beginning in June of 2014, the state will offer 2 new Regents exams in Math and ELA, aligned to the new Common Core. The rules will be implemented slightly differently.

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[10] http://data-verification.mohawk.schoolfusion.us/modules/groups/homepagefiles/gwp/2238779/2301392/File/AIS%20Requirements%20for%2013-14%20-%20Field%20MemoFinal.pdf
[11] http://www.p12.nysed.gov/top/ais-fieldmemo-final.html
[12] http://www.ocmboces.org/tfiles/folder890/DSpaperaboutAIS.pdf

- Math – Students who start their first high school math course in the 2013-14 school year must take the new Common Core-aligned Algebra 1 exam. However, for June/August 2014-only, students may also take the current Algebra 1 exam.
- ELA – Students who entered 9th grade prior to the 2013-14 year may take and pass the current ELA Regents exam. Any student entering in 2013-14, or who has been taking ELA courses aligned to the Common Core must take the new Common Core-aligned Regents exam (usually when they reach 11th grade). However, for June/August 2014-only, students may also take the current English Regents exam, even if they are enrolled in a Common Core-aligned curriculum.[13]

Obviously, this system is intended to begin phasing in Common Core Math starting with this year's 9th graders (or 8th graders in the case of districts that accelerate Algebra into 8th grade as mentioned earlier), while providing a "safety net" for students who may not be fully prepared for the more challenging exam.

The previous concerns raised regarding the pace at which appropriate curriculum materials have been prepared and released in time for teachers to have adequate and extensive training applies equally to the commencement-level (Regents) exams. Whatever the state of the curriculum module development, it is clear that the first year of implementation will have significant issues with alignment and increased rigor.

While offering students the option to take both exams is probably the only feasible strategy to mitigate this impact, it is still sub-optimal:

- A curriculum in transition from one set of standards to another will not be adequately measured by assessments aligned to either of the two.
- Students would now have to take 3 math exams at the end of 8th grade (for districts with math acceleration) – Math 8, Alg.1(CC), & Alg.1(old).
- Additional complexity will be introduced into the computation of Student Learning Objectives (SLOs) and other measures of progress.

As with the Common Core-aligned 3-8 exams, there is a presumption that the new exams will result in a substantial drop in passing rates. While such a drop at the elementary and middle school level has limited impact on students (apart from whatever psychological impact, it might drive AIS or delay entry into acceleration programs) at the high school level, additional failures jeopardize students' graduation (and schools' graduation rates).

Algebra 1 students (8th or 9th graders) will have several more opportunities to take (and pass) the exam in order to graduate 3 or 4 years later, but 11th graders taking the CC-aligned ELA Regents will have just one more year. It's less than optimal to make students repeat these courses as it is, but I have significant reservations about schools' capacity to deal with the logistics and staffing costs that might be created by having 30% fewer students pass these exams and start repeating courses.

4. STUDENT DATA AND PRIVACY

Since the public launch at SXSWedu in Austin last spring, a great deal of controversy has been sparked by the national student data repository inBloom, fueled by suspicion of the enthusiasm expressed by the entrepreneurial

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[13] http://www.p12.nysed.gov/assessment/math/ccmath/transitioncc.pdf

community. The controversy has somewhat masked the important issue of how to balance the potential of aggregated data tools can offer against concerns about outsourcing privacy.

First some important background: inBloom is the evolution of the Shared Data Collaborative and is a non-profit whose mission is to create a common language for describing school/student data, and a common repository which through sheer scale could offer lower cost and greater security than might be cost effective locally.

USAGE

I would state at the outset that I am a big proponent of using student data to improve instruction. NYSCOSS was a co-sponsor of a value added-testing pilot led by NYSSBA (NYS School Boards Association) and Capital Region BOCES almost 10 years ago. More recently, Nassau BOCES just signed a multi-year agreement with Harvard University's Strategic Data Project to make the Nassau Data Warehouse even more useful to the school districts we work with. I believe in data, and I put my money where my mouth is.

Many uses for student data come to mind – matching attendance with lesson plans to ensure make up the exact lessons they missed while sick, looking for patterns that suggest a building-wide curriculum might have a missing element, or to target professional development to the exact lessons classroom teachers may not have yet mastered. Very soon, we anticipate recommendations of on-line courses or reviews, tailored to address the exact learning needs (and preferred learning styles) a student might have. It is an exciting time for educational technology, but much work remains to ensure that these tools realize their potential and that schools are prepared to use them appropriately.

As New York State envisions inBloom, that potential would be realized sooner, by outsourcing all of the technology side of the challenge, leaving educators to worry about education.

PRIVACY

The concerns about the inBloom approach come from:

- the increased risks associated with aggregating so much student data behind a single firewall;
- the sensitivity of the kinds of student data that might be collected (attendance, disciplinary records, disability status/IEP, health data, religious objections, etc.);
- the sensitivity of teacher data that might be collected (long-term [health/maternity] leaves, strengths/weaknesses, evaluative data, etc.);
- the access that for-profit companies might have to this data in order to advance their product development or sales;
- the policies that have to be developed around record retention, data correction/expungement, etc. and more.

Third party control of student data is not new – nearly every district in the country uses some form of student management system (SMS), bus routing software, scheduling software, IEP management software, gradebook software, etc. and many use on-line portals where parents can review homework assignments, view report cards, or exchange email with teachers. inBloom is not the first 3rd party to warehouse the data, but they will be by far the most extensive.

Given the magnitude of the risk, the disclaimer on their website, "inBloom, Inc cannot guarantee the security of the information stored in inBloom or that the information will not be intercepted when it is being transmitted"[14] leaves many feeling uneasy.

GOVERNANCE

I'm personally not troubled by the fact that vendors offer products that solve school district problems through the use of data or even that that use may grow. Some tools we build, and some tools we buy. What differs in my mind between inBloom and the current 3rd party data repositories is the issue of governance. Right now, an individual school district may choose between several *competing* vendors selling any of the above products, where the school district negotiates the terms of the data access and use through a *contracting* process with the companies. Ultimately, the school board controls the terms of their agreement and thus governance of the data.

NY's implementation of inBloom seeks to create a monopoly (albeit a non-profit one) for the data side of the equation, leaving the SMS or scheduling vendors to access the data from inBloom, rather than their own servers.

- What changes from a governance perspective is that the contract with inBloom is now controlled by the state, not the district. The state already collects a subset of the data that would be in the inBloom repository, it would now be in a position to govern it all, and the district appears to no longer be in a position to govern any of it.
- What changes from a data perspective is that the data is now available to all vendors, not just the ones the contracted by the district.

My concern is that the monopoly inBloom creates sits outside the oversight of a publicly elected body. (I say this as someone who chafes at the challenges of running a highly regulated organization!) It is a 501(c)(3) charitable organization and has an eminent board comprised of worthy notables, but it is nevertheless privately selected, controlled and funded. My early questioning of the state staff involved in this project has yet to yield satisfactory answers to questions about how long the data will be retained, whether it will be stripped of identifiable information after a certain period (after a student graduates, say), whether disciplinary or disability information will be deleted upon graduation, what data will be forwarded to colleges who are reviewing applications, etc. No doubt these questions will eventually be answered, but I'm concerned about the public's participation in that process and I'm concerned about who advocates for the side of privacy in those discussions.

New York's participation in the PARCC assessment consortium has revealed interesting insights into the difficulties of multi-state educational collaborations and the compromises that must be made to keep multiple state partners engaged. Once we become reliant on the inBloom infrastructure, we will have little choice but to participate, even if those compromises mean the rules begin to evolve in an unfavorable direction over time, driven by inBloom's changing business model, or new statutes adopted in partner states.

RESPONSES

I'm equally worried about legislative responses that address this issue through the "wrong end of the telescope," for example, by creating "opt-out" choices for data collection. In the first instance, such "blunt instrument" approaches could actually make parents lives less convenient (no more online report cards) and district administration unworkable or more costly (some students outside the student management, scheduling and bus routing systems; no way to create accounts to purchase apps for tablet-based instructional platforms).

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[14] https://www.inbloom.org/privacy-security-policy Section E. Breach Remediation. Paragraph 1.

Instead, I think there needs to be some form of public oversight board, or a role for the Regents to play more directly in overseeing and periodically reviewing the privacy and security provisions. I'm aware that the state has contracted with a 4th vendor (alongside the 3 vendors that will use inBloom to provide districts and parents with "data dashboards") whose responsibility it will be to audit the technical strength of data security at the vendors and at inBloom. I'm envisioning something different – a body that takes an active role in making decisions about what data is shared with inBloom, how long that data can be maintained, whether it can be subject to subpoena, what rights parents have to review it, how inaccurate data is identified and corrected and more.

An analogy exists with the 3 large national credit reporting agencies – which must furnish free annual credit reports, an appeals process for removing inaccurate information, and a limitation on the length of time data can be maintained.

CONCLUSIONS

I recognize that many of the changes occurring to our educational system are jarring, both in their scope and their pace. However, I'm convinced that much of it is necessary (like increasing rigor to better prepare students for college consistent with our international counterparts) or inevitable (like the use of data and educational technology to broaden educational opportunities and target resources).

The challenge of raising student achievement is even more pronounced here on Long Island. While we enjoy high graduation and college-going rates, this is a high-cost region so even more of our workforce must be prepared for college and eventually high skill jobs.

The question therefore is how to manage this period of disruptive change – how to minimize unintended consequences, how to keep students from feeling responsible for adults' worries, how to make changes without so much costly overlap and duplication, how much to rely on new tools while they're yet in their infancy, how to stay focused on the goals and how to ensure we're laying a foundation solid enough to build the next phase of public education's history.

The challenge will be making this transition during a period of intense resource scarcity. While there is no question that school costs parallel the other high costs of this region, marginal new dollars to implement changes are non-existent, so those resources must be diverted from elsewhere, necessitating not just the management of what is new, but the process of changing and possibly losing what already is. Simply put, our resource base is prevented from rising as fast as our ambitions, therefore we will be forced to reinvent within the current resource base. That means current staffing and structures are unsustainable.

In his 1961 Inaugural address (which concludes with the famous "ask not" lines), President John F. Kennedy first observes: "In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility—I welcome it." I believe we are one of only a few generations with both the opportunity and the responsibility to oversee a wholesale transformation of the education system and our success or failure will define that system for years to come.

I'm happy to respond to any of your questions.

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List of modules by date added to www.EngageNY.org.

Summary

Prior to 2012-13 School Year	0
Added Sept./Oct./Nov. 2012	15
Added Dec./Jan./Feb. 2012-13	9
Added Mar./Apr./May 2013	51
Added June/July/Aug. 2013	48
September 2013 – present	6

Grade	Module	Status
PreK-5	How to Implement A Story of Units	Posted 11/25/12 Updated 7/9/13 Updated 8/9/13
PreK-5	A Story of Units Curriculum Map and Overview P-5	Posted 11/25/12 Updated 7/9/13 Updated 8/9/13
Kindergarten (K)	Module 1	Posted 5/9/13 Updated 7/5/13 Updated 8/7/13
Kindergarten (K)	Module 2	Posted 7/3/13 Updated 8/7/13
Kindergarten (K)	Module 3	Posted 7/31/13
Kindergarten (K)	Module 5	Posted 2/1/13
First (1)	Module 1	Posted 5/9/13 Updated 7/5/13
First (1)	Module 2	Posted 7/3/13 Updated 8/7/13
First (1)	Module 3	Posted 7/30/13
Second (2)	Module 1	Posted 5/9/13 Updated 7/5/13
Second (2)	Module 2	Posted 5/9/13 Updated 7/5/13
Second (2)	Module 3	Posted 11/25/12 Updated 8/8/13
Second (2)	Module 4	Posted 7/4/13 Updated 8/7/13
Third (3)	Module 1	Posted 5/9/13

		Updated 7/5/13
Third (3)	Module 2	Posted 7/4/13 Updated 8/7/13
Third (3)	Module 3	Posted 7/31/13
Third (3)	Module 5	Posted 2/5/13
Fourth (4)	Module 1	Posted 5/9/13 Updated 7/5/13
Fourth (4)	Module 2	Posted 7/3/13 Updated 8/7/13
Fourth (4)	Module 3	Posted 8/29/13
Fifth (5)	Module 1	Posted 5/9/13 Updated 7/5/13 Updated 8/7/13
Fifth (5)	Module 2	Posted 7/4/13
Fifth (5)	Module 3	Posted 11/25/12 Updated 8/8/13
Sixth (6) – Eighth (8)	A Story of Ratios Curriculum Map and Overview 6-8	Posted 11/25/12 Updated 7/9/13 Updated 8/9/13
Sixth (6)	Module 1	Posted 7/9/13 Updated 8/7/13
Seventh (7)	Module 1	Posted 7/10/13 Updated 8/8/13
Eighth (8)	Module 1	Posted 7/8/13 Updated 8/1/13
Ninth (9) – Twelfth (12)	A Story of Functions Curriculum Map and Overview 9-12	Posted 2/1/13 Updated 5/10/13 Updated 7/10/13 Updated 8/9/13
Ninth (9)	Algebra I Module 1	Posted 7/11/13 Updated 8/9/13
Ninth (9)	Algebra I Module 2	Posted 8/15/13
Tenth (10)	Geometry Module 1	Posted 7/12/13 Updated 8/11/13
Eleventh (11)	Algebra II Module 1	Posted 5/10/13
Twelfth (12)	Pre-calculus Module 1	Posted 5/11/13
Grade	**Module**	**Status**
Prekindergarten (Pre-K)	Classic Tales Domain	Posted 8/31/13
Prekindergarten (Pre-K)	D1 – All About Me	Posted 8/13/13
Kindergarten (K)	Domain 1: Nursery Rhymes and Fables	Posted 4/26/13
Kindergarten (K)	Domain 2: The Five Senses	Posted 4/26/13
Kindergarten (K)	Domain 3: Stories	Posted 4/26/13
Kindergarten (K)	Domain 4: Plants	Posted 4/26/13
Kindergarten (K)	Domain 5: Farms	Posted 4/26/13

Kindergarten (K)	Domain 6: Native Americans	Posted 4/26/13
Kindergarten (K)	Domain 7: Kings and Queens	Posted 4/26/13
Kindergarten (K)	Domain 8: Seasons and Weather	Posted 4/29/13
Kindergarten (K)	Domain 9: Columbus and the Pilgrims	Posted 6/13/13
Kindergarten (K)	Domain 10: Colonial Towns	Posted 4/29/13
Kindergarten (K)	Domain 11: Taking Care of the Earth	Posted 5/4/13
Kindergarten (K)	Domain 12: Presidents	Posted 8/30/13
Kindergarten (K)	Unit 1	Posted 4/29/13
Kindergarten (K)	Unit 2	Posted 4/29/13
Kindergarten (K)	Unit 3	Posted 4/29/13
Kindergarten (K)	Unit 4	Posted 4/29/13
Kindergarten (K)	Unit 5	Posted 4/29/13
Kindergarten (K)	Unit 6	Posted 4/29/13
Kindergarten (K)	Unit 7	Posted 5/3/13
Kindergarten (K)	Unit 8	Posted 6/6/13
Kindergarten (K)	Unit 9	Posted 5/4/13
Kindergarten (K)	Unit 10	Posted 7/2/13
First (1)	Domain 1: Fables and Stories	Posted 5/21/13
First (1)	Domain 2: The Human Body	Posted 5/24/13
First (1)	Domain 3: Different Lands, Similar Stories	Posted 5/24/13
First (1)	Domain 4: Early World Civilizations	Posted 6/11/13
First (1)	Domain 5: Early American Civilizations	Posted 6/11/13
First (1)	Domain 6: Astronomy	Posted 6/13/13
First (1)	Domain 7: The History of the Earth	Posted 6/13/13
First (1)	Domain 8: Animals and Habitats	Posted 6/13/13
First (1)	Domain 9: Fairy Tales	Posted 6/13/13
First (1)	Domain 10: A New Nation: American Independence	Posted 7/2/13
First (1)	Domain 11: Frontier Explorers	Posted 9/4/13
First (1)	Unit 1	Posted 5/14/13
First (1)	Unit 2	Posted 6/6/13
First (1)	Unit 3	Posted 9/3/13
First (1)	Unit 4	Posted 9/3/13
Second (2)	Domain 1: Fairy Tales and Tall Tales	Posted 5/31/13
Second (2)	Domain 2: Early Asian Civilizations	Posted 5/31/13
Second (2)	Domain 3: The Ancient Greek Civilization	Posted 5/31/13
Second (2)	Domain 4: Greek Myths	Posted 6/11/3
Second (2)	Domain 5: The War of 1812	Posted 7/2/13
Second (2)	Domain 6: Cycles in Nature	Posted 6/13/13
Second (2)	Domain 7: Westward Expansion	Posted 7/2/13
Second (2)	Domain 8: Insects	Posted 9/4/13

Second (2)	Domain 10: The Human Body: Building Blocks and Nutrition	Posted 9/4/13
Second (2)	Domain 11: Immigration	Posted 7/2/13
Second (2)	Unit 1	Posted 6/6/13
Second (2)	Unit 2	Posted 6/6/13
Second (2)	Unit 3	Posted 7/2/13
Second (2)	Unit 4	Posted 9/3/13
Third (3)	Grade 3 ELA Curriculum Map	Posted 11/12/13 Updated 6/13
Third (3)	Module 1	Posted 10/9/12 Updated 6/13
Third (3)	Module 2A	Posted 11/12/12 Updated 1/13 This module will be updated the week of 9/9/13
Third (3)	Module 3A	Posted 1/13
Third (3)	Module 4	Posted 4/13
Fourth (4)	Grade 4 ELA Curriculum Map	Posted 11/12/12 Updated 6/13
Fourth (4)	Module 1	Posted 11/12/12 Updated 6/13
Fourth (4)	Module 2A	Posted 11/13/12 Updated 1/13 This module will be updated the week of 9/9/13
Fourth (4)	Module 3A	Posted 1/13
Fourth (4)	Module 4	Posted 5/13
Fifth (5)	Grade 5 ELA Curriculum Map	Posted 11/12/12 Updated 6/13
Fifth (5)	Module 1	Posted 11/13/12 Updated 1/13
Fifth (5)	Module 2A	Posted 11/14/12 Updated 6/1/13 This module will be updated the week of 9/9/13
Fifth (5)	Module 3A	Posted 1/13
Fifth (5)	Module 4	Posted 5/13
Sixth (6)-Eighth (8)	Grades 6-8 ELA Curriculum Map	Posted 11/28/12 Updated 6/1/13
Sixth (6)	Module 1	Posted 2/1/13 Updated 7/13
Sixth (6)	Module 2A	Posted 5/12/13 Updated 6/1/13 This module will be updated the week of 9/9/13
Sixth (6)	Reading Closely Unit	Posted 5/16/13

Sixth (6)	Making Evidence-Based Claims Unit	Posted 3/22/13
Seventh (7)	Module 1	Posted 2/1/13 Updated 6/13
Seventh (7)	Module 2A	Posted 5/12/13 This module will be updated the week of 9/9/13
Seventh (7)	Reading Closely Unit	Posted 5/15/13
Seventh (7)	Making Evidence-Based Claims Unit	Posted 3/27/13
Eighth (8)	Module 1	Posted 2/1/13 Updated 7/13
Eighth (8)	Module 2A	Posted 5/12/13 Updated 6/13 This module will be updated the week of 9/9/13
Eighth (8)	Reading Closely Unit	Posted 7/5/13
Eighth (8)	Making Evidence-Based Claims Unit	Posted 4/11/13
Ninth (9)	Module 1, Units 1-3	Posted 9/2/13
Ninth (9)	Reading Closely Unit	Posted 7/5/13
Ninth (9)	Making Evidence-Based Claims Unit	Posted 4/23/13
Ninth (9)	Making Evidence-Based Claims Literary Technique Unit	Posted 7/8/13
Ninth (9) and Tenth (10)	Researching to Deepen Understanding Unit	Posted 5/15/13
Tenth (10)	Making Evidence-Based Claims Unit	Posted 4/24/13
Tenth (10)	Making Evidence-Based Claims Literary Technique Unit	Posted 7/8/13
Eleventh (11)	Making Evidence-Based Claims Unit	Posted 4/29/13
Eleventh (11)	Making Evidence-Based Claims Literary Technique Unit	Posted 7/8/13
Eleventh (11) and Twelfth (12)	Researching to Deepen Understanding Unit	Posted 5/15/13
Eleventh (11) and Twelfth (12)	Reading Closely Unit - Promised Land	Posted 7/5/13
Eleventh (11) and Twelfth (12)	Reading Closely Unit - Lay Down All My Joys	Posted 7/5/13
Twelfth (12)	Reading Closely Unit	Posted 7/6/13
Twelfth (12)	Making Evidence-Based Claims Unit	Posted 4/30/13
Twelfth (12)	Making Evidence-Based Claims Literary Technique Unit	Posted 7/6/13

Created on: Monday, September 9, 2013

Adapted from: http://www.engageny.org/resource/curriculum-module-updates

K-12 Math Summary as of 9/6/13

Currently Available on www.engageny.org	Description
P-5	
A Story of Units: A Curriculum Overview for Grades P-5	-every P-5 teacher should have copy of this -provides background and structure of the Math Curriculum
How to Implement "A Story of Units"	-not every teacher needs copy of this, but could serve as resource for teachers, building, and district as they implement curriculum
Kindergarten	
Kindergarten Mathematics Module 5	
K Module 1	
K Module 2	
K Module 3	
Grade 1	
Grade 1 Module 1	
Grade 1 Module 2	
Grade 1 Module 3	
Grade 2	
Grade 2 Module 1	
Grade 2 Module 2	
Grade 2 Module 3	
Grade 2 Module 4	
Grade 3	
Grade 3 Module 1	
Grade 3 Module 2	
Grade 3 Module 3	
Grade 3 Module 5	
Grade 4	
Grade 4 Module 1	
Grade 4 Module 2	
Grade 5	
Grade 5 Module 1	
Grade 5 Module 2	
Grade 5 Module 3	
Grade 6	
Grade 6 Module 1	
Grade 7	
Grade 7 Module 1	
Grade 8	
Grade 8 Module 1	
6-8	

A Story of Ratios: A Curriculum Overview for Grades 6-8	-every 6-8 teacher should have copy of this -provides background and structure of the Math Curriculum
Algebra I	
Algebra I Module 1	
Algebra I Module 2	
Geometry	
Geometry Module 1	
Algebra II	
Algebra II Module 1 (**partial**)	
Pre-Calc	
Pre-Calc Module 1 (**partial**)	
9-12	
A Story of Functions: A Curriculum Overview for Grades 9-12	-every 9-12 teacher should have copy of this -provides background and structure of the Math Curriculum

Expected Materials as of Fall 2013 *please note second semester Math Materials are expected by November 2013*
Pre- K
Pre-Kindergarten Mathematics Module 1
Pre-Kindergarten Mathematics Module 2
Pre-Kindergarten Mathematics Module 3
Pre-Kindergarten Mathematics Module 4
Pre-Kindergarten Mathematics Module 5
Kindergarten
Kindergarten Mathematics Module 4
Kindergarten Mathematics Module 6
Grade 1
Grade 1 Mathematics Module 4
Grade 1 Mathematics Module 5
Grade 1 Mathematics Module 6
Grade 2
Grade 2 Mathematics Module 5
Grade 2 Mathematics Module 6
Grade 2 Mathematics Module 7
Grade 3

Grade 3 Mathematics Module 4
Grade 3 Mathematics Module 6
Grade 3 Mathematics Module 7
Grade 4
Grade 4 Mathematics Module 3
Grade 4 Mathematics Module 4
Grade 4 Mathematics Module 5
Grade 4 Mathematics Module 6
Grade 4 Mathematics Module7
Grade 5
Grade 5 Mathematics Module 4
Grade 5 Mathematics Module 5
Grade 5 Mathematics Module 6
Grade 6
Grade 6 Mathematics Module 2
Grade 6 Mathematics Module 3
Grade 6 Mathematics Module 4
Grade 6 Mathematics Module 5
Grade 6 Mathematics Module 6
Grade 7
Grade 7 Mathematics Module 2
Grade 7 Mathematics Module 3
Grade 7 Mathematics Module 4

Grade 7 Mathematics Module 5
Grade 7 Mathematics Module 6
Grade 8
Grade 8 Mathematics Module 2
Grade 8 Mathematics Module 3
Grade 8 Mathematics Module 4
Grade 8 Mathematics Module 5
Grade 8 Mathematics Module 6
Grade 8 Mathematics Module 7
Grade 9/Algebra I
Grade 9/Algebra I Module 2
Grade 9/Algebra I Module 3
Grade 9/Algebra I Module 4
Grade 9/Algebra I Module 5
Grade 10/ Geometry
Grade 10/ Geometry Module 2
Grade 10/ Geometry Module 3
Grade 10/ Geometry Module 4
Grade 10/ Geometry Module 5
Grade 11/Algebra II
Grade 11/Algebra II Module 1
Grade 11/Algebra II Module 2
Grade 11/Algebra II Module 3
Grade 11/Algebra II Module 4
Grade 12/ Pre-Calculus
Grade 12/ Pre-Calculus Module 1
Grade 12/ Pre-Calculus Module 2
Grade 12/ Pre-Calculus Module 3
Grade 12/ Pre-Calculus Module 4
Grade 12/ Pre-Calculus Module 5

K-12 ELA Summary as of 9/6/13

Currently Available on www.engageny.org	Descriptions
P-12	
Text List for P-12	-lists all texts needed for implementation of the P-12 Common Core Curriculum. -identifies grade level, type of text, and how many copies are needed. -not every teacher will need a copy of this document, but it should be referenced at building/district level for inventory/purchases.
P-2	
Liben White Paper- On Merging CCSS with Existing Practices	-background on P-2 Curriculum -not needed for implementation but serves as good understanding of where this curriculum work stems from
K-2	
Archived 2010 Core Knowledge Materials	-encompasses all materials previously posted on EngageNY. ***new materials to be used starting in the 2013-14 school year are listed in rest of table***
General Overview of Listening and Learning	-every K-2 teacher should have copy of this -provides background and structure of the Listening and Learning Strand
General Overview of Skills	-every K-2 teacher should have copy of this -provides background and structure of the Skills Strand
Pre-K	
Overview of CKLA Preschool Components and Domains	
Preschool Visual Component Guide	
Pre-K ELA Classic Tales Domain	
Pre-K ELA Domain 1: All About Me	
Kindergarten	
Kindergarten Listening and Learning Domains	
Kindergarten Skills Strand	
Grade 1	
Grade 1 Listening and Learning Domains	
Grade 1 Skills Units 1-4	
Grade 2	
Grade 2 Listening and Learning Domains	
Grade 2 Skills Strand Units 1-4	

Grade 3-5	
Grades 3-5 Curriculum Appendix 1: Teaching Practices and Protocols	-common teaching practices and protocols found within the modules -not every teacher needs copy of this, but is good reference for teachers, buildings, and districts
Grades 3-5 Curriculum Appendix 2: Graphic Organizers	-common graphic organizers found within the modules -not every teacher needs copy of this, but is good reference for teachers, buildings, and districts
Grade 3	
Grade 3 ELA Curriculum Map	
Grade 3 Module 1	
Grade 3 Module 2A	
Grade 3 Module 3A	
Grade 3 Module 4 Unit 1	
Grade 4	
Grade 4 ELA Curriculum Map	
Grade 4 Module 1	
Grade 4 Module 2A	
Grade 4 Module 3A	
Grade 4 Module 4 Unit 1	
Grade 5	
Grade 5 Curriculum Map	
Grade 5 Module 1	
Grade 5 Module 2A	
Grade 5 Module 3A	
Grade 5 Module 4 Unit 1	
6-8	
Grades 6-8 Appendix 1: Teaching Practices and Protocols	-common teaching practices and protocols found within the modules -not every teacher needs copy of this, but is good reference for teachers, buildings, and districts
Grades 6-8 Appendix 2: Graphic Organizers	-common graphic organizers found within the modules -not every teacher needs copy of this, but is good reference for teachers, buildings, and districts
Grade 6	
Grade 6 Module 1	
Grade 6 Module 2A Units 1 and 2	
Grade 6 Reading Closely Unit (Supplemental)	- meant to be a supplemental unit, used in addition to the grade level modules, that provide direct instruction on a set of literacy proficiencies at the heart of the CCSS -can be used across content areas to develop literacy skills across ALL classrooms

Grade 6 Evidence-Based Claim Unit (Supplemental)	-meant to be a supplemental unit, used in addition to the grade level modules, that provide direct instruction on a set of literacy proficiencies at the heart of the CCSS -can be used across content areas to develop literacy skills across ALL classrooms
Grade 7	
Grade 7 Module 1	
Grade 7 Module 2A, Units 1 and 2	
Grade 7 Reading Closely Unit (Supplemental)	- meant to be a supplemental unit, used in addition to the grade level modules, that provide direct instruction on a set of literacy proficiencies at the heart of the CCSS -can be used across content areas to develop literacy skills across ALL classrooms
Grade 7 Evidence-Based Claim Unit (Supplemental)	-meant to be a supplemental unit, used in addition to the grade level modules, that provide direct instruction on a set of literacy proficiencies at the heart of the CCSS -can be used across content areas to develop literacy skills across ALL classrooms
Grade 8	
Grade 8 Module 1	
Grade 8 Module 2A, Units 1 and 2	
Grade 8 Reading Closely Unit (Supplemental)	- meant to be a supplemental unit, used in addition to the grade level modules, that provide direct instruction on a set of literacy proficiencies at the heart of the CCSS -can be used across content areas to develop literacy skills across ALL classrooms
Grade 8 Evidence-Based Claim Unit (Supplemental)	-meant to be a supplemental unit, used in addition to the grade level modules, that provide direct instruction on a set of literacy proficiencies at the heart of the CCSS -can be used across content areas to develop literacy skills across ALL classrooms
Grade 9	
Grade 9 Module 1	
Grade 9/10 Reading Closely Unit (Supplemental)	- meant to be a supplemental unit, used in addition to the grade level modules, that provide direct instruction on a set of literacy proficiencies at the heart of the CCSS -can be used across content areas to develop literacy skills across ALL classrooms
Grade 9 Evidence-Based Claim Unit (Supplemental)	-meant to be a supplemental unit, used in addition to the grade level modules, that provide direct instruction on a set of literacy proficiencies at the heart of the CCSS -can be used across content areas to develop literacy skills across ALL classrooms
Grade 9 Making Evidence-Based Claims	

Literary Technique Unit	
Grade 9/10 Researching to Deepen Understanding Unit	-meant to be a supplemental unit, used in addition to the grade level modules, that provide direct instruction on a set of literacy proficiencies at the heart of the CCSS -can be used across content areas to develop literacy skills across ALL classrooms
Grade 10	
Grade 9/10 Reading Closely Unit (Supplemental)	- meant to be a supplemental unit, used in addition to the grade level modules, that provide direct instruction on a set of literacy proficiencies at the heart of the CCSS -can be used across content areas to develop literacy skills across ALL classrooms
Grade 10 Evidence-Based Claim Unit (Supplemental)	-meant to be a supplemental unit, used in addition to the grade level modules, that provide direct instruction on a set of literacy proficiencies at the heart of the CCSS -can be used across content areas to develop literacy skills across ALL classrooms
Grade 10 Making Evidence-Based Claims Literary Technique Unit	
Grade 11	
Grade 11/12 Reading Closely Unit (2 of them)	-meant to be a supplemental unit, used in addition to the grade level modules, that provide direct instruction on a set of literacy proficiencies at the heart of the CCSS -can be used across content areas to develop literacy skills across ALL classrooms
Grade 11 Evidence-Based Claim Unit (Supplemental)	-meant to be a supplemental unit, used in addition to the grade level modules, that provide direct instruction on a set of literacy proficiencies at the heart of the CCSS -can be used across content areas to develop literacy skills across ALL classrooms
Grade 11 Evidence-Based Claims Literary Technique Unit	
Grade 11/12 Researching to Deepen Understanding Unit	-meant to be a supplemental unit, used in addition to the grade level modules, that provide direct instruction on a set of literacy proficiencies at the heart of the CCSS -can be used across content areas to develop literacy skills across ALL classrooms
Grade 12	
Grade 12 Reading Closely Unit	-meant to be a supplemental unit, used in addition to the grade level modules, that provide direct instruction on a set of literacy proficiencies at the heart of the CCSS -can be used across content areas to develop literacy skills across ALL classrooms
Grade 12 Evidence-Based Claim Unit	-meant to be a supplemental unit, used in addition to the

(Supplemental)	grade level modules, that provide direct instruction on a set of literacy proficiencies at the heart of the CCSS -can be used across content areas to develop literacy skills across ALL classrooms
Grade 12 Evidence-Based Claims Literary Technique Unit	

Expected Materials as of Fall 2013
Pre-Kindergarten
Pre-Kindergarten ELA Curriculum
Grade 3
Grade 3 Module 2B
Grade 3 Module 3B
Grade 3 Module 4 Units 2 and 3
Grade 4
Grade 4 Module 2B
Grade 4 Module 3B
Grade 4 Module 4 Units 2 and 3
Grade 5
Grade 5 Module 2B
Grade 5 Module 3B
Grade 4 Module 4 Units 2 and 3
Grade 6
Grade 6 Researching to Deepen Understanding Unit (Supplemental)
Grade 6 Building Evidence-Based Argument Unit (Supplemental)
Grade 6 Module 2A Unit 3
Grade 6 Module 2B
Grade 6 Module 3A
Grade 6 Module 3B
Grade 6 Module 4
Grade 7
Grade 7 Researching to Deepen Understanding Unit (Supplemental)
Grade 7 Building Evidence-Based Argument Unit (Supplemental)
Grade 7 Module 2A, Unit 3
Grade 7 Module 2B
Grade 7 Module 3A
Grade 7 Module 3B
Grade 7 Module 4
Grade 8
Grade 8 Researching to Deepen Understanding Unit (Supplemental)
Grade 8 Building Evidence-Based Argument Unit (Supplemental)

Grade 8 Module 2A, Unit 3
Grade 8 Module 2B
Grade 8 Module 3A
Grade 8 Module 3B
Grade 8 Module 4
Grade 9
Grade 9 Building Evidence-Based Argument Unit (Supplemental)
Grade 9 Module 2A
Grade 9 Module 2B
Grade 9 Module 3A
Grade 9 Module 3B
Grade 9 Module 4
Grade 10
Grade 10 Reading Closely for Textual Details Unit (Supplemental)
Grade 10 Researching to Deepen Understanding Unit (Supplemental)
Grade 10 Building Evidence-Based Argument Unit (Supplemental)
Grade 10 Module 1
Grade 10 Module 2A
Grade 10 Module 2B
Grade 10 Module 3A
Grade 10 Module 3B
Grade 10 Module 4
Grade 11
Grade 11 Building Evidence-Based Argument Unit (Supplemental)
Grade 11 Module 1
Grade 11 Module 2A
Grade 11 Module 2B
Grade 11 Module 3A
Grade 11 Module 3B
Grade 11 Module 4
Grade 12
Grade 12 Researching to Deepen Understanding Unit (Supplemental)
Grade 12 Building Evidence-Based Argument Unit (Supplemental)
Grade 12 Module 1
Grade 12 Module 2A
Grade 12 Module 2B
Grade 12 Module 3A
Grade 12 Module 3B
Grade 12 Module 4

Source: SED document shared with District Superintendents