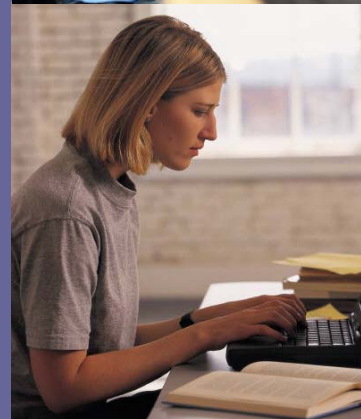




DEPARTMENT OF

Education

STATE OF MAINE



Maine's Revised Learning Results: Parameters for Essential Instruction English Language Arts

The foundation for effective communication, the English language arts include the ability to construct meaning through reading, writing, listening, speaking, viewing, and the process of inquiring as well as the ability to present ideas through writing, speaking, and visual media.

Maine's Revised Learning Results: Parameters for Essential Instruction

Organizing Questions

- Why were the 1997 *Learning Results* revised?
- What information influenced the revision of the 1997 Maine *Learning Results*?
- How are the revised English language arts standards organized?
- How different are the revised English language arts standards compared to the 1997 English language arts standards?
- What are some considerations when implementing the English language arts components of the revised Maine *Learning Results* documents?
- How can the English language arts specialists of the Maine Department of Education collaborate with you to support the work in schools?

Why were the 1997 *Learning Results* Revised?

Part One of the Presentation

The Realities of a Dynamic Document

Be advised that this is not a static or finished document, but rather a dynamic one designed to stimulate continuing discussion. The *Learning Results* will need to be revised periodically in light of experience, research, public commentary, and the products available from many other groups that are creating and refining similar documents.

Preface to the 1997 Maine *Learning Results*

Greater Clarity with Two Documents

- Chapter 132 *Learning Results: Parameters for Essential Instruction*
- Chapter 131 *Federal, State, and Local Accountability Standards*

What information influenced the revision of the 1997 Maine *Learning Results*?

Part Two of the Presentation

Key Goals of the Revision of *Learning Results*

- Provide clear articulation of the progression of learning from pre-kindergarten through the awarding of a high school diploma in a format that clearly supports the concept of a continua of learning.
- Identify knowledge and skills essential to prepare all Maine students for the competitive, complicated world of the 21st century. Preparation that they each will need regardless of specific career plans or intentions of going on to post-secondary learning opportunities.

Who was involved?

- Educators
- School Administrators
- Parents
- Community Business Leaders
- Advisors with nationally recognized expertise in English Language Arts

State Lawmakers

Resources Supporting the Revision

State, National, and International Standards for English Language Arts

Research on Learning

Partnership for 21st Century Learning Framework

Online Survey Results from Maine people

How are the Revised English Language Arts Standards Organized?

Part Three of the Presentation

Outline of English Language Arts Standards and Performance Indicator Labels

OUTLINE OF ENGLISH LANGUAGE ARTS STANDARDS AND PERFORMANCE INDICATOR LABELS

A. Reading

1. Interconnected Elements: Comprehension, Vocabulary, Alphabetics, Fluency
2. Literary Texts
3. Informational Texts
4. Persuasive Texts

B. Writing

1. Interconnected Elements
2. Narrative
3. Argument/Analysis
4. Persuasive
5. Practical Application

C. Research

1. Research

D. Language

1. Grammar and Usage
2. Mechanics

E. Listening and Speaking

1. Listening
2. Speaking

F. Media

1. Analysis of Media

Content Area

Outline of English Language Arts Standards and Performance Indicator Labels

OUTLINE OF ENGLISH LANGUAGE ARTS STANDARDS AND PERFORMANCE INDICATOR LABELS

A. Reading

1. Interconnected Elements: Comprehension, Vocabulary, Alphabetics, Fluency
2. Literary Texts
3. Informational Texts
4. Persuasive Texts

B. Writing

1. Interconnected Elements
2. Narrative
3. Argument/Analysis
4. Persuasive
5. Practical Application

C. Research

1. Research

D. Language

1. Grammar and Usage
2. Mechanics

E. Listening and Speaking

1. Listening
2. Speaking

F. Media

1. Analysis of Media

Content Standard A: Reading

Outline of English Language Arts Standards and Performance Indicator Labels

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A. Reading

1. Interconnected Elements: Comprehension, Vocabulary, Alphabetics, Fluency
2. Literary Texts
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B. Writing

1. Interconnected Elements
2. Narrative
3. Argument/Analysis
4. Persuasive
5. Practical Application

C. Research

1. Research

D. Language

1. Grammar and Usage
2. Mechanics

E. Listening and Speaking

1. Listening
2. Speaking

F. Media

1. Analysis of Media

Content Standard B: Writing

Outline of English Language Arts Standards and Performance Indicator Labels

OUTLINE OF ENGLISH LANGUAGE ARTS STANDARDS AND PERFORMANCE INDICATOR LABELS

A. Reading

1. Interconnected Elements: Comprehension, Vocabulary, Alphabetics, Fluency
2. Literary Texts
3. Informational Texts
4. Persuasive Texts

B. Writing

1. Interconnected Elements
2. Narrative
3. Argument/Analysis
4. Persuasive
5. Practical Application

C. Research

1. Research

D. Language

1. Grammar and Usage
2. Mechanics

E. Listening and Speaking

1. Listening
2. Speaking

F. Media

1. Analysis of Media

Content Standard C: Research

Outline of English Language Arts Standards and Performance Indicator Labels

OUTLINE OF ENGLISH LANGUAGE ARTS STANDARDS AND PERFORMANCE INDICATOR LABELS

A. Reading

1. Interconnected Elements: Comprehension, Vocabulary, Alphabetics, Fluency
2. Literary Texts
3. Informational Texts
4. Persuasive Texts

B. Writing

1. Interconnected Elements
2. Narrative
3. Argument/Analysis
4. Persuasive
5. Practical Application

C. Research

1. Research

D. Language

1. Grammar and Usage
2. Mechanics

E. Listening and Speaking

1. Listening
2. Speaking

F. Media

1. Analysis of Media

Content Standard D: Language

Outline of English Language Arts Standards and Performance Indicator Labels

OUTLINE OF ENGLISH LANGUAGE ARTS STANDARDS AND PERFORMANCE INDICATOR LABELS

A. Reading

1. Interconnected Elements: Comprehension, Vocabulary, Alphabetics, Fluency
2. Literary Texts
3. Informational Texts
4. Persuasive Texts

B. Writing

1. Interconnected Elements
2. Narrative
3. Argument/Analysis
4. Persuasive
5. Practical Application

C. Research

1. Research

D. Language

1. Grammar and Usage
2. Mechanics

E. Listening and Speaking

1. Listening
2. Speaking

F. Media

1. Analysis of Media

Content Standard E: Listening and Speaking

Outline of English Language Arts Standards and Performance Indicator Labels

OUTLINE OF ENGLISH LANGUAGE ARTS STANDARDS AND PERFORMANCE INDICATOR LABELS

A. Reading

1. Interconnected Elements: Comprehension, Vocabulary, Alphabetics, Fluency
2. Literary Texts
3. Informational Texts
4. Persuasive Texts

B. Writing

1. Interconnected Elements
2. Narrative
3. Argument/Analysis
4. Persuasive
5. Practical Application

C. Research

1. Research

D. Language

1. Grammar and Usage
2. Mechanics

E. Listening and Speaking

1. Listening
2. Speaking

F. Media

1. Analysis of Media

Content Standard F: Media

Structure for ELA

- Content standards – *Capital Letters*
- Performance Indicators – *Numbers*
- Descriptors – *Lower Case Letters*
- Grade-by-Grade Reading Performance Indicators in Grades 3-8

ELA Performance Indicators

Define the big ideas within the standards

B. Writing: Students write to express their ideas and emotions, to describe their experiences, to communicate information, and to present or analyze an argument.

B4 Persuasive

Performance Indicators & Descriptors

PK-2	3-5	6-8	9-Diploma
Students write to explain likes and dislikes.	Students write to persuade a targeted audience.	Students write <i>persuasive essays</i> addressed to a specific audience for a particular purpose.	Students write <i>persuasive essays</i> exhibiting logical reasoning and rhetorical techniques.
a. Support opinions with examples.	a. Establish a clear position on a topic and support the position with relevant evidence.	a. Employ a variety of persuasive techniques, including presenting alternate views objectively or addressing potential counterclaims, in an essay that supports inferences, and/or opinions appropriate to the audience and purpose and is intended to influence the opinions, beliefs, ...	a. Employ a variety of persuasive techniques including anticipating, addressing, and refuting potential counterclaims in a thesis-driven logical argument to influence the opinions, beliefs, or positions of others.

ELA Descriptors

Where needed, define the depth and breadth of the big idea contained in the performance indicator

B. Writing: Students write to express their ideas and emotions, to describe their experiences, to communicate information, and to present or analyze an argument.

B4 Persuasive

Performance Indicators & Descriptors

PK-2	3-5	6-8	9-Diploma
Students write to explain likes and dislikes.	Students write to persuade a targeted audience. [ELA B4 (3-5)]	Students write <i>persuasive essays</i> addressed to a specific audience for a particular purpose.	Students write <i>persuasive essays</i> exhibiting logical reasoning and rhetorical techniques.
a. Support opinions with examples.	a. Establish a clear position on a topic and support the position with relevant evidence.	a. Employ a variety of persuasive techniques, including presenting alternate views objectively or addressing potential counterclaims, in an essay that supports inferences, and/or opinions appropriate to the audience and purpose and is intended to influence the opinions, beliefs, ...	a. Employ a variety of persuasive techniques including anticipating, addressing, and refuting potential counterclaims in a thesis-driven logical argument to influence the opinions, beliefs, or positions of others. ELA B4(9-D)a

Grade-by-Grade Performance Indicators and Descriptors

The orange shading indicates that the indicator is included in Chapter 131: Federal, State and Local Accountability Standards

A3 Informational Texts

Performance Indicators & Descriptors

3	4	5	6	7	8
<p>Students read and summarize <i>informational texts</i>, within a grade appropriate span of text complexity, for different purposes.</p> <p>a. Generate questions, with support that can be answered using <i>text features</i> and information found within the text.</p> <p>b. Use organizational <i>text features</i> including titles,</p>	<p>Students read, paraphrase, and summarize <i>informational texts</i>, within a grade appropriate span of text complexity, for different purposes.</p> <p>a. Create questions that can be answered by the text using <i>text features</i> and information found within the text.</p> <p>b. Use organizational <i>text features</i></p>	<p>Students read, paraphrase, and summarize <i>informational texts</i>, within a grade appropriate span of text complexity, for different purposes.</p> <p>a. Create and revise questions that can be answered by using <i>text features</i> and information found within the text.</p> <p>b. Use <i>text features</i> including diagrams,</p>	<p>Students read various <i>informational texts</i>, within a grade appropriate span of text complexity, making decisions about usefulness based on purpose, noting how the <i>text structures</i> affect the information presented.</p> <p>a. Create and revise questions that can be answered by using <i>text structures</i> and information</p>	<p>Students read various <i>informational texts</i>, within a grade appropriate span of text complexity, making decisions about usefulness based on purpose, noting how the <i>text structures</i> affect the information presented.</p> <p>a. Create and revise questions that can be answered by using <i>text structures</i> and information</p>	<p>Students read multiple <i>informational texts</i>, within a grade appropriate span of text complexity, making decisions about usefulness based on purpose, noting how the <i>text structures</i> affect the information presented.</p> <p>a. Create and revise questions that can be answered by using <i>text structures</i> and information</p>

How different are the revised English language arts standards compared to the 1997 English language arts standards?

Part Four of the Presentation

More Focused and Manageable

Content Area	# of Standards (1997)	# of Perf. Indicators (1997)	# of Stand. (2007)	# of Perf. Ind. (2007)
English & Language Arts	8	202	6	76

What is different in English Language Arts in the revised *Learning Results*?

Includes literary, informational, and persuasive texts separately, devoting a performance indicator and descriptors for each genre of texts

Clearer articulation of the elements of reading (alphabeticity, vocabulary development, comprehension, and fluency)

Greater emphasis on vocabulary development that translates into students authentically applying vocabulary knowledge in new contexts.

What is different in English Language Arts in the revised *Learning Results*?

Makes a clear distinction among the modes of writing, especially argument/analysis writing and persuasive writing

Clearly articulates in the Media content standard and the media performance indicator and descriptors in each grade span the expectation for students to analyze the effects of media forms

Greater emphasis on inquiry in the content standard, performance indicators, and descriptors in each grade span.

What are some considerations when implementing the English language arts components of the revised Maine Learning Results documents?

Part Five of the Presentation

Implications for Work in Schools

- Curriculum mapping
 - Representation in programming
 - Pathways for learning
 - Opportunity for all students
- Examination of Instruction
- Integration Across Content Areas – Cross Content Connections, including Career and Technical Education, Alternative Education and Adult Education

Link to Accountability & Assessments

- **2008- 2009** - MEA and MHSA aligned to Chapter 131 – *The Maine Federal, State and Local Accountability Assessments* (NCLB)
- **2008- 2009** - State Writing Assessments for grades 5, 8 and High School

Implications

The work of schools involves aligning curriculum to the *Learning Results: Parameters for Essential Instruction* document.

- What process will we use to align our PK-Diploma curriculum?

Providing Access for All Students to the Curriculum

Teachers can differentiate

- content (change in material being learned by the student)
- process (the way in which the student accesses material)
- product (the way in which the student shows what he or she has learned)

» Carol Ann Tomlinson, 1997

Differentiated Instruction

When teachers differentiate, they do so in response to students'

- Readiness (the skill level and background knowledge of the child)
- Interest (topics the student may want to explore or that will motivate the student)
- Learning Profile (learning style, grouping preferences, environmental preferences)

» Carol Ann Tomlinson, 1997

Implications

The work of schools involves ensuring each student has access to learn and time to develop deep understandings.

- What opportunities do we provide ourselves to learn the content we teach deeply and to learn and apply differentiated instructional practices?

Life in the 21st Century and Beyond

www.21stcenturyskills.org

Guiding Principles of the *Learning Results: Parameters for Essential Instruction*

<http://www.maine.gov/education/lres/pei/index.html>

Both resources ask us to:

Consider how our learning environments and instructional practices encourage flexibility and adaptability, critical thinking and problem solving, collaboration and communication among our students.

Implications

The work of schools is to prepare students for the 21st Century and the expectations of post-secondary education, work, and citizenship.

- What learning opportunities do we provide our students to develop their thinking so they apply their learning in new ways, to collaborate with others to deepen everyone's understandings, to develop perseverance when working through complex issues and concepts, and to make informed decisions ?**

Cross Content Connections

<http://www.maine.gov/education/lres/pei/index.html>

- The document asks us to develop learning experiences that require integration of ideas across content areas which replicate the application of knowledge and skills that students will encounter in the workplace and life.

Sample Integration Continua

Model A

A continuum of opportunity for student involvement ranging from integration of curriculum that occurs through correlation between subjects, to integration through common themes and ideas, to integration through the practical resolution of issues and problems, and ending with integration through student inquiry.

- » Brown & Nolan (1989) *Getting it Together: Explorations in Curriculum Integration, Out of Class Activities and Computer Applications*

Model B

A continuum ranging from teacher directed curriculum, to multidisciplinary/interdisciplinary curriculum through a major event or unit, to integrated curriculum with an emphasis on solving problems or addressing an essential question, to integrative curriculum with students actively involved in the planning of curriculum with their teacher, and ending with beyond integrative where students have a genuine say as to how they will approach a topic of interest.

- » Ted Hutchings, 2006 [from the work of Brazee & Capelluti (1995) *Dissolving Boundaries: Toward an Integrative Curriculum*]

Implications

The work of schools is to provide learning experiences that replicate the application of knowledge and skills that students will encounter in the workplace and life.

- What opportunities do we provide ourselves to learn how to implement integrated learning into curriculum, instruction, and assessment experiences for our students?

Collaborative Relationship

How can we work with you and support your efforts?

ELA Website and Listserv

Please consider visiting the ELA website at <http://www.maine.gov/education/lres/ela/index.html>

Please consider joining the ELA listserv at <http://mailman.informe.org/mailman/listinfo/englishlanguagearts>

Supporting Your Work

- Please contact us and let us know how we can continue to support your work with students.
- **Diana Doiron**, ELA Specialist for Grades PK-5
diana.doiron@maine.gov
- **Patsy Dunton**, ELA Specialist for Grades 6-Diploma
patsy.dunton@maine.gov

Thank You

For more information on all eight content areas of the *Learning Results: Parameters for Essential Instruction* please visit:

<http://www.maine.gov/education/lres/pei/index.html>