



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

The image features a central purple box with white text. Above the box is the Maine Department of Education logo, which includes the state seal and the text 'DEPARTMENT OF Education STATE OF MAINE'. The background of the slide is a collage of photos showing diverse students in various learning environments: two young boys looking at the camera, a girl smiling at a desk, students working on computers, a girl with paint on her face, and students in a science lab and a classroom.

This presentation is one of several supporting documents and audio-supported presentations developed by the Maine Department of Education to encourage deeper understandings of the entire revised Maine *Learning Results* documents. All of these supporting materials are available on the Department website and are linked from the Learning Standards and Guidelines navigation button. This particular audio-supported presentation will focus on the English language arts standards. 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.

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?

Each distinct part of this presentation is separated by a slide with one of these six questions on the slide. The presentation can therefore be viewed in its entirety (lasting about 35 minutes) or parts of the presentation can be viewed in sections spread out over a timeframe that works best for you.

Why were the 1997 *Learning Results* Revised?

Part One of the Presentation

Maine's Revised Learning Results: Parameters for Essential Instruction

3

People who are comfortable with the 1997 *Maine Learning Results* often ask why they were revised.

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*

Since 1997, much has been learned, and continues to be learned, about standards documents with regards to how students learn, what conditions and environments foster student learning, what instructional practices are effective in promoting student learning, and how we know what students have learned. Any state standards document strives to reflect the demands of the times and articulate the knowledge and skills students will need to be successful. In the preface of the 1997 Maine *Learning Results*, there is a reminder to readers and users of the document that the *Learning Results* is a dynamic document and will need to be revised periodically.

Greater Clarity with Two Documents

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

In the ten years since the adoption of the 1997 Maine *Learning Results*, the Maine Department of Education came to realize that greater clarity could be achieved if two documents were created to guide the implementation and assessment of the Maine *Learning Results*. The Maine *Learning Results: Parameters for Essential Instruction*, is a technical rule of the Maine Department of Education and, like its predecessor, is organized into eight content areas with English language arts being one of these eight content areas. The *Federal, State, and Local Accountability Standards* is a substantive rule of the Maine Department of Education and articulates only the reading standards of English language arts measured on state assessments in grades 3-8 and grade 11 of the 9-Diploma grade span, the mathematics content standards measured on state assessments in grades 3-8 and measured in grade 11 of the 9-Diploma grade span, and the science content standards D: The Physical Setting and E: The Living Environment measured in grade 5 of the 3-5 grade span and grade 11 of the 9-Diploma grade span.

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

Part Two of the Presentation

Maine's Revised Learning Results: Parameters for Essential Instruction

6

Many people are curious and will often ask- What information influenced the revision of the 1997 Maine *Learning Results*?

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.

Maine's revised *Learning Results* is a carefully planned document, providing a clear roadmap that identifies the progression of learning from pre-kindergarten all the way through to the awarding of a high school diploma. The document identifies essential knowledge and skills needed to give students distinctive advantages in the competitive, complicated world of the 21st century.

Who was involved?

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

Engaged in the discussions regarding revising the 1997 Maine *Learning Results* were educators, school administrators, parents, community business leaders, advisors with expertise in English language arts, and lawmakers from across Maine.

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

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9

A wealth of resources informed the revision of the 1997 Maine *Learning Results* including state, national, and international standards for English language arts; research on learning including: how the brain supports learning, conditions and environments that support learning, proven best instructional practices for supporting learning, and critical knowledge and skills in English language arts; the collaborative research of the Partnership for 21st Century Learning informed the development of a framework for learning that includes not only vital skills and knowledge but also the types of learning environments, curriculum, instruction, and assessments that foster preparedness for the demands of the 21st century; and data gathered from an online survey of Maine people's thoughts pertaining to draft versions of the revised Maine *Learning Results*.

How are the Revised English Language Arts Standards Organized?

Part Three of the Presentation

Maine's Revised Learning Results: Parameters for Essential Instruction

10

The first time someone begins to read the English language arts standards of the revised *Learning Results*, they instantly notice a difference in the way the information is presented, and often pause to consider how these revised standards are organized.

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

Maine's Revised Learning Results: Parameters for Essential Instruction

11

The English language arts form the foundation for effective communication. The ability to construct meaning through reading, writing, listening, speaking, viewing, and the process of inquiry as well as the ability to present ideas through writing, speaking, and visual media are the basis of English language arts. To illustrate how the Content Area of English language arts is organized, the information from the *Learning Results: Parameters for Essential Instruction* pages 2 and 3 are shown in this slide. At the content area level, the information is presented in an outline format.

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, Alphabets, 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

The content standards articulate broad descriptions of the knowledge and skills that students should acquire in English language arts. The content standards are headings in the ELA outline and are identified by capital letters. In this case, Content Standard A refers to Reading. Students read to comprehend, interpret, analyze, evaluate, and appreciate literary and expository texts by using a variety of strategies. They connect essential ideas, evaluate arguments, and analyze the various perspectives and ideas presented in a variety of literary and expository texts.

Outline of English Language Arts Standards and Performance Indicator Labels

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 - 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 B: Writing

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13

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

Outline of English Language Arts Standards and Performance Indicator Labels

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 - 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

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14

Content Standard C refers to research: Students engage in inquiry by developing research questions, accessing and verifying a variety of sources, communicating findings, and applying the conventions of documentation. Students present findings orally, in writing, or using mixed media.

Outline of English Language Arts Standards and Performance Indicator Labels

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 - 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

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15

Content Standard D refers to Language: Students write and speak using the conventions of Standard American English. They apply knowledge of grammar and usage when reading to aid comprehension. They know and apply rules of mechanics and spelling to enhance the effectiveness and clarity of communication.

Outline of English Language Arts Standards and Performance Indicator Labels

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 - 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

Maine's Revised Learning Results: Parameters for Essential Instruction

16

Content Standard E refers to Listening and Speaking. Students listen to comprehend and speak to communicate effectively.

Outline of English Language Arts Standards and Performance Indicator Labels

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 - 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

Maine's Revised Learning Results: Parameters for Essential Instruction

17

The final content standard of ELA, F, refers to Media: Students recognize and explain the effects that both print and non-print sources have on listeners, viewers, and readers, in order to develop an awareness of the effects that the media have on forming opinions and making decisions.

Structure for ELA

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

Let's summarize for a moment. Up to this point in the presentation, we have looked at the overall structure of the content area of ELA and noticed that the content standards are identified by capital letters. In the next few slides of this presentation we will pay some attention to performance indicators, descriptors, and both the grade span structure for most of ELA and the grade-by-grade structure found only in reading. Within each content standard is a series of **performance indicators** which help to define the big ideas within the content standard. Performance indicators are identified by numbers. Descriptors are only found in the *Parameters for Essential Instruction* document. They are identified by lower case letters. Where needed, **descriptors** are incorporated to more specifically define the depth and breadth of the big idea contained in the performance indicator. To comply with the requirements of the federal law, No Child Left Behind, the ELA reading performance indicators are described grade-by-grade 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.

Maine's Revised Learning Results: Parameters for Essential Instruction

19

Performance indicator 4 for each grade span of ELA writing content standard B is highlighted in yellow. Performance indicators are identified by numerals as shown in this slide by the number 4. Performance indicators also have titles. In this instance, the title for writing performance indicator B 4 is Persuasive. B4 describes what is expected of students in each of the four grade spans PK-2, 3-5, 6-8, and 9-Diploma. Each performance indicator can therefore be further identified by referencing the grade span. For example, ELA B4 (3-5)

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

Maine's Revised Learning Results: Parameters for Essential Instruction

20

The descriptor for ELA, Content Standard B, Performance Indicator 4 at grade span 9-Diploma is highlighted here in light purple. Descriptors are identified using lower case letters. When referring to this descriptor, we would say ELA B4(9-D)a.

Descriptors have an important role; they define what a student should know and be able to do in order to have met the requirements of each performance indicator. Notice that some words in the text are written in blue italics. These words can be found in the glossary that supports the *Learning Results: Parameters for Essential Instruction* document.

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>

Here is a snapshot of page 10 of the English language arts *Learning Results: Parameters for Essential Instruction*. To comply with, No Child Left Behind, Maine Chapter 131: Federal, State, and Local Accountability Standards articulates grade level performance indicators for grades 3-8 in reading. This is the only content standard in ELA required to have annual testing in grades 3-8. Chapter 131 also articulates 9-Diploma expectations in reading as annual testing in reading is required once in the grade span of 9-Diploma.

In this slide, the orange shading indicates that the reading performance indicators in grades 3-8 of A3 Informational Texts are included in Chapter 131. Throughout the *Parameters for Essential Instruction* document, anytime a performance indicator is included in Chapter 131, orange shading will be used to indicate this fact. The descriptors are not shaded in orange because they are not included in Chapter 131.

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

Part Four of the Presentation

The revised English language arts standards are organized in a manner that clearly articulates a progression of learning, from pre-kindergarten to the awarding of a high school diploma.

Let's now examine other ways these revised English language arts standards are different from the *1997 Maine Learning Results*.

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

A primary result of the standards review is a document that identifies fewer content standards and performance indicators with a more focused pathway for learning across grade levels and grade spans. This table shows a comparison of ELA content standards and performance indicators. On the left, the 1997 *Maine Learning Results* and on the right the 2007 *Learning Results: Parameters for Essential Instruction* on the right.

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 (alphabets, vocabulary development, comprehension, and fluency)

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

The Maine Department of Education is creating supporting documents that will provide greater specificity regarding key differences between the 1997 *Maine Learning Results* and the *Learning Results: Parameters for Essential Instruction*. Research has provided greater understanding about standards, learning, and the elements of reading since the 1997 *Maine Learning Results* were adopted. These new understandings informed the development of the revised standards. To clarify the fine line among different types of reading texts, especially between informational and persuasive texts, each type of reading text has a performance indicator and descriptors in the *Parameters for Essential Instruction* document. The reading performance indicators and descriptors of A1 Interconnected Elements help to clarify how reading knowledge and skills in phonemic awareness, phonics, vocabulary, and fluency contribute to comprehending texts. The 2007 Parameters document emphasizes the application of vocabulary knowledge in new contexts because vocabulary knowledge is critical to learning across all subjects.

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.

In the 2007 *Parameters* document, narrative, argument/analysis, persuasive, and practical applications of writing each have a performance indicator and descriptors to clarify the distinctions among them. To respond to the continuing growth and influence of technology in the lives of students, the 2007 *Parameters* document has a content standard that focuses on the media. Its performance indicators and descriptors in each grade span PK-2, 3-5, 6-8, and 9-Diploma describe expectations for the analysis of media. The research content standard places a greater emphasis on inquiry in the 2007 *Parameters* document.

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

Part Five of the Presentation

As noted earlier in this presentation, the *1997 Maine Learning Results* needed to be revised in response to all that had been learned about standards documents with regards to how students learn, what conditions and environments foster student learning, what instructional practices have proven effective in promoting student learning, and what are some considerations when measuring student learning. The revisions also identified essential knowledge and skills needed to give students distinctive advantages in the competitive, complicated world of the 21st century. With the adoption of the *Learning Results: Parameters for Essential Instruction* by the State Board of Education and the adoption of the Federal, State, and Local Accountability Standards by the legislature, school staff across Maine can now begin the work of implementing the revised Maine *Learning Results*. Let's explore further some considerations for implementing the new *Learning Results*.

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

The Learning Results: Parameters for Essential Instruction provide starting points for a variety of school based work. Schools and districts will review their curriculum to analyze the extent to which it reflects the revised standards and provides all students with opportunities to learn. These opportunities should be available in a variety of contexts including Career and Technical Education, Adult Education, and Alternative Education settings. The Department of Education, working with the Education Policy Improvement Center, is developing a high school syllabus review process based on the revised *Learning Results*. This on-line tool will help districts map the curriculum and evaluate the course sequences high schools offer. This will make it easier for districts to ensure that all students have access to instruction that prepares them for graduation. Whether students learn in traditional classrooms or in other contexts, they will be ready for post-secondary education, work, and citizenship. Schools and districts should also carefully examine classroom instruction and ensure that 21st Century standards are being delivered within the context of 21st century learning experiences. The revised standards provide opportunity to integrate instruction across content areas and school programs in ways that better support students learning.

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

The standards play an important role in accountability and assessment. Beginning in the 2008-2009 school year, the MEA for grades 3-8 and the Maine High School Assessment will be aligned to the revised standards, as described in *Federal, State and Local Accountability Standards*. Also beginning in the 2008-2009 school year, the state's writing assessments for grades 5, 8 and 11 will be aligned to the writing standards described in *Parameters for Essential Instruction*.

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?

As you think about the work in your district, your school, and in your classroom, what process will you use to align curriculum to the *Parameters for Essential Instruction* to ensure that your district's curriculum from grades PK-Diploma is systemic?

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

As you think about providing opportunity for all students to access and learn the curriculum you have aligned to the revised *Learning Results*, you will need to think about instructional strategies. One way to provide opportunities for all students to learn is to make adjustments in one of three ways: content, which is the information learned by the students; process, which is how each student accesses and learns the information; and product, which is how each student shows what is learned.

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

At the heart of differentiated instruction is the intent to meet students where they are and engage them in learning experiences that will deepen their understandings and build on previously learned knowledge and skills.

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?

As you think about the work in your school and in your classroom, what adjustments do you make in your instruction to ensure each student is participating in learning experiences that meet him or her where they are and take them to next steps in learning? What trainings or coursework do you participate in to continue your own professional growth in best practices and in deepening your understandings about teaching and learning?

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.

In their lifetimes, our students will experience a world that continues to change and evolve at a rapid pace. Based on the research and our best thinking, it would seem that our students would benefit not only from deep knowledge and skills in content that helps them make meaning from the world and its people but also our students would benefit from learning experiences that encourage flexibility and adaptability of thinking when applying knowledge and skills to new situations.

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 ?

When you consider how technology has impacted our lives and the rate at which changes keep occurring, we are truly living in exponential times. The globalization of world economies and the pace at which information can be accessed places greater demands on us and on our students. Sharing a planet presents responsibilities while demanding an understanding of complex issues and data in order to make informed decisions. As you think about your district, your school, and your classroom, how are you preparing students to become the thinkers, the communicators, the collaborators, and the citizens needed in our world? How are you using the *Parameters for Essential Instruction* to develop learning experiences that foster deeply connected learning and require demonstrations of perseverance, analysis, synthesis, and evaluation by students?

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.

One of the supporting documents developed by the Maine Department of Education is the *Cross Content Connections* document which can be found on the Department's website. (First fly-in) While not a comprehensive list, this document does articulate connecting points between and among the 8 content areas. The intent behind the document is to provide support for developing learning experiences that foster the transfer and synthesis of learning across content areas.

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*]

While there are many models available on integration, the two models in this slide are helpful in understanding how integration might be achieved in order to provide learning experiences that enable the transfer and synthesis of learning across content areas.

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?

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. Developing a clear understanding of the content areas and the proficiency to encourage cross content area learning takes time. As you reflect on your practice, identify what do you do each day to increase your proficiency in providing these type of learning experiences for your students.

Collaborative Relationship

How can we work with you and support your efforts?

Maine's Revised Learning Results: Parameters for Essential Instruction

38

The English language arts specialists at the Maine Department of Education would like to develop collaborative relationships with educators across Maine. We seek your guidance as to how we can best support your efforts as you align curriculum, instruction, and assessments to Maine's revised *Learning Results*.

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>

Recently a website specifically for ELA was linked from the Maine Department of Education's website. The ELA website serves as an initial stop for people looking for resources, information, and professional development opportunities to support deeper understandings of the components of English language arts and to provide support for effective classroom practices. If you have questions or comments regarding anything found on this website, please contact: Diana Doiron, PK-5 ELA Specialist or Patsy Dunton, Grades 6- Diploma ELA Specialist.

We also hope you will consider joining the ELA ListServ. This ListServ is a one-way communication with postings sent only by one of the Department's two ELA Specialists. The ListServ's weekly postings provide timely notices and information on current topics in ELA. If you would like to have a discussion about a specific topic, please let us know and we will set-up a blog on the ELA website.

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

Please let us know how helpful this narrated presentation has been and offer suggestions for future support as you implement the *Learning Results: Parameters for Essential Instruction*. We hope you will use the Department specialists as resources as you develop curriculum, plan and implement effective teaching practices, and assess student learning.

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>

Thank you for your interest in this presentation. For more information and continuing updates and resources on all eight content areas of the *Learning Results: Parameters for Essential Instruction*, please visit the Maine Department of Education website and click on the Learning Standards and Guidelines link.