



Lillian M. Lowery, Ed.D.
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD

TO: Members of the State Board of Education
FROM: Lillian M. Lowery, Ed.D. *llowery*
DATE: April 22, 2014
SUBJECT: COMAR 13A.04.14 Program in English Language Arts/Literacy
PERMISSION TO PUBLISH

PURPOSE:

To seek approval of this regulation that addresses specific subject regulations for English Language Arts/Literacy.

BACKGROUND:

Today, I am presenting the specific subject regulations for English Language Arts/Literacy that have been aligned to the Maryland College- and Career-Ready Standards for information (attached).

EXECUTIVE SUMMARY:

Maryland adopted the Common Core State Standards for English Language Arts/Literacy in June 2010. Since adopted Maryland educators have analyzed the new standards to determine the shifts necessary to move from the standards in the State Curriculum. Maryland educators developed the Maryland Common Core Curriculum Frameworks that reflect the analysis of these standards and how they compare to the earlier standards. These frameworks were posted on www.mdk12.org, shared with educators and the Educator Effectiveness Academies, and with our State Board. Full implementation of these new standards began with the 2013-2014 school year.

The language in the regulations being submitted reflects the change in language and content required by the Maryland College and Career-Ready Standards.

ACTION:

I am requesting the State Board of Education approve the proposed amendments to COMAR 13A.04.14 Program in English Language Arts/Literacy for publication in the Maryland Register.

Attachments

Title 13A STATE BOARD OF EDUCATION

Subtitle 04 SPECIFIC SUBJECTS

Chapter 14 Program in English Language Arts/*Literacy*

Authority: Education Article, §§2-205(h) and 7-202, Annotated Code of Maryland

.01 [Reading and] English Language Arts/*Literacy* Instructional Programs for Grades Prekindergarten — 12.

A. Each local school system shall:

- (1) Provide in public schools an instructional program in [reading and] English language arts/*literacy* each year for all students in grades prekindergarten—5;
- (2) Provide in public schools an instructional program in English language arts/*literacy* each year for all students in grades 6—8;
- [(3) Provide in public schools instruction in reading each year according to the identified needs of the students in grades 6—8; and
- (4)](3) Offer an English language arts/*literacy* program in grades 9—12 which enables students to meet graduation requirements and to select English language arts electives *including English Language Arts/Literacy Transition Courses*.

B. The Maryland [Reading and] English Language Arts/*Literacy* Program shall provide for the diversity of student needs, abilities, and interests at the early, middle, and high school years, and shall include content standards set forth in §§C—I of this regulation.

C. [General Reading Processes] *Foundational Skills Pre-K - 5*.

[(1) Phonemic Awareness. Students shall master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.

(2) Phonics. Students shall apply knowledge of letter and sound relationships and word structure to decode unfamiliar words by the end of grade four.

(3) Fluency. Students shall read orally with accuracy and expression at a rate that sounds like speech.

(4) Vocabulary. Students shall use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.

(5) Comprehension. Students shall use a variety of strategies to understand what they read (construct meaning).] *Students shall develop and apply the foundational skills of reading (including print concepts, phonological awareness, phonics and word recognition, and fluency) necessary to proficiently read a range of grade level appropriate texts with purpose and understanding.*

D. [Comprehension of Informational Text. Students shall read, comprehend, interpret, analyze, and evaluate informational texts.] *Comprehension of Literary Text. Students shall read, comprehend and analyze a wide range of grade appropriate literary texts that meet the grade level text complexity guidelines of the Maryland College- and Career-Ready Standards for English Language Arts/Literacy.*

E. [Comprehension of Literary Text. Students shall read, comprehend, interpret, analyze, and evaluate literary texts.] *Comprehension of Informational Text. Students shall read, comprehend, and analyze a wide range of grade appropriate informational texts that meet the grade level text complexity guidelines of the Maryland College- and Career-Ready Standards for English Language Arts/Literacy.*

F. Writing. [Students shall compose effective expressive, informational, and persuasive writing.] *Students shall use writing as a way of offering and supporting opinions/claims, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences proficiently.*

G. [Controlling Language. Students shall control language by applying the conventions of Standard English.] *Speaking and Listening. Students shall command the skills needed to effectively communicate in a variety of contexts (including face to face and digital contexts) by presenting, listening and responding appropriately.*

[H. Listening. Students shall demonstrate effective listening to learn, process, and analyze information.

I. Speaking. Students shall communicate effectively in a variety of situations with different audiences, purposes, and formats.]

H. Language. *Students will control the conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively through its structure and precise vocabulary.*

I. Literacy. *Students shall read complex informational texts with confidence and independence and write what they know about a subject effectively when engaged in the study of history, social studies, science and technical subjects.*

J. Curriculum Documents. Consistent with Education Article, §4-110, Annotated Code of Maryland, each local school system shall provide [Reading and] English language arts/*literacy* curriculum documents for the elementary and secondary schools under its jurisdiction that:

(1) Include the content standards described in §§C—I of this regulation; and

(2) [Are aligned with the State Curriculum, as developed by the Maryland State Department of Education in collaboration with local school systems.] *Are aligned with the Maryland College- and Career-Ready Standards for English Language Arts/Literacy as developed by the Maryland State Department of Education in collaboration with local school systems and aligned to the Common Core State Standards.*

K. Student Participation. Each student shall have the opportunity to participate in the comprehensive Reading and English language arts program required by this chapter.

.02 Certification Procedures.

By September 1, 2005 and each 5 years after that, each local superintendent of schools shall certify to the State Superintendent of Schools that the instructional programming within grades prekindergarten—12 meets, at a minimum, the requirements set forth in Regulation .01 of this chapter.

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