



Literacy Links

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Monthly E-Newsletter of Maine Reading First

Spotlight on...

The 2007 Revised Maine Learning Results English Language Arts Standards

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 bases of the English language arts.

Since 1997, much has been learned, and continues to be learned, about standards with regard to student learning, conditions and environments that foster student learning, instructional practices that promote student learning, and ways to measure student learning. In the ten years since the adoption of the 1997 Maine *Learning Results*, the Maine Department of Education recognized 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 (PEI)* was adopted in October of 2007 and is a technical rule of the Maine Department of Education. Just like the 1997 Maine *Learning Results*, the PEI document is organized into eight content areas of which English language arts is one subject area. Adopted in June, 2007, 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 (Maine Education Assessment- MEA) and grade 11 (Maine High School Assessment -MHSA), the mathematics content standards measured in grades 3-8 on the MEA and measured in grade 11 on the MHSA, and the science content standards *D: The Physical Setting* and *E: The Living Environment* which are measured in grade 5 on the MEA and grade 11 on the MHSA. All of the expectations for reading, mathematics, and science found in the *Federal, State, and Local Accountability Standards* are also found in the *Parameters for Essential Instruction*.

Who and what influenced the revision of the 1997 Maine Learning Results for English Language Arts?

Maine's *Learning Results: Parameters for Essential Instruction* is a carefully planned document that provides a clear roadmap of the progression of learning from pre-kindergarten through the awarding of a high school diploma. The document identifies essential knowledge and skills needed to give students distinct advantages in the competitive, complicated world of the 21st century. A wealth of resources informed the writing of this document 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



Upcoming Maine Reading First Events

In 2008-2009, the Maine Reading First Literacy Leaders' Network (LLN) will be increasing the number of locations for the LLN across the State. For details of these professional development opportunities visit: <http://www.maine.gov/education/rf/materials.html> or contact: Leeann.Larsen@maine.gov



"The important thing is never to stop questioning."
- Albert Einstein

- proven best instructional practices for supporting learning
- critical knowledge and skills in English language arts
- the collaborative research of the *Partnership for 21st Century Learning*
- data gathered from an online survey of Maine people's thoughts pertaining to draft versions of the revised Maine *Learning Results*.

Engaged in the discussions about 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.

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

Careful attention was paid to organizing the information in the *Parameters for Essential Instruction* to articulate a progression of learning across grade spans in a way that visually supports a continuum of development, hence the landscape format. In the case of reading and mathematics in grades 3-8, learning is articulated across individual grades to be in compliance with the federal *No Child Left Behind* law. Attention was also given to the language used to articulate growth in sophistication of knowledge and skills from PK-Diploma at the performance indicator level. Notice that the word diploma is used rather than grade 12 to honor that in a standards-based education system some students may need fewer than four years, some students may need more than four years, and some may need exactly four years in secondary school to demonstrate proficiency of the knowledge and skills. There is an additional level of description in the 2007 PEI document. Marked by lower case letters, these descriptors provide guidance regarding the breadth and depth of the knowledge students are expected to know and be able to do for each performance indicator.

Beyond structural differences, what are other ways the English language arts standards in the 2007 Maine *Learning Results: Parameters for Essential Instruction* differ from their predecessor, the 1997 *Maine Learning Results*?

- There is greater emphasis on vocabulary development that translates into authentic application of vocabulary knowledge in new contexts
- Expectations for instructional experiences with persuasive texts are articulated, with a foundation laid in grades PK-5.
- Expectations of text complexity within a grade appropriate span clearly present implications for instruction.
- Listening is paired with speaking to form a content standard.
- Performance indicators and descriptors make a clear distinction among the modes of writing, especially the fine line between argument and persuasion.
- The 2007 Research content standard clearly articulates an inquiry process at the heart of the research process.
- The 2007 Research content standard expects students to use a variety of print and non-print sources, even in grades 3-5.
- In the 2007 Language content standard, there is an articulated connection between using the parts of speech to develop a variety of sentence structures and an articulated expectation that the complexity of sentence structures grows across the continuum of grade spans.
- In the 2007 Language content standard, there is an articulated connection between a students' knowledge of grammar and usage and comprehending text they have read.
- Standard American English is defined in the glossary for the 2007 document as language most educational texts and government and media publications are written in the United States.
- The 2007 Media content standard expects students to analyze various forms of media and their affects on the decisions people make and the opinions they form, rather than to expect students to learn how to use various forms of media or create various forms of media



"When you can make a child's day connected, he learns more."

--Diller (2007)

What are the Implications for Instruction?

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 with others 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 *Learning Results: Parameters for Essential Instruction* to develop learning experiences that foster deeply connected learning and require demonstrations of perseverance, analysis, synthesis, and evaluation by students?

The work of schools is to provide learning experiences that replicate the application of knowledge and skills that students will encounter in life and eventually in the workplace. Understanding the content areas of the *Learning Results: Parameters for Essential Instruction* well enough to provide learning experiences that encourage students to transfer and synthesize learning across content areas takes time to develop proficiency. As you reflect on your practice, identify what you do each day to increase your proficiency in providing these types of learning experiences for your students.

Description of Instructional Ideas...

The follow two resources are provided to districts to support implementation of the new *Parameters for Essential Instruction (PEI)*. The first includes an excerpt and the web link to the complete PEI document; the second is the web link to Audio/Visual Presentations on the PEI/ELA document. Both sources could be used in a variety of professional development settings, as part of professional learning communities in your schools, and/or individually for mentors supporting new staff. Schools and districts are also encouraged to use these resources to conduct review their own English language arts curricula to identify alignment and gaps with the 2007 *Parameters for Essential Instruction*.

Excerpt from Parameters for Essential Instruction (PEI) Document:

Parameters for Essential Instruction documents, glossary, and integrating learning across content areas document: <http://www.maine.gov/education/lres/pei/index.html>



"The greatest gift is a passion for reading."
 ~Elizabeth Hardwick,
 author



A3 Informational Texts

Performance Indicators & Descriptors					
3	4	5	6	7	8
Students read and summarize <i>informational texts</i> , within a grade appropriate span of text complexity, for different purposes.	Students read, paraphrase, and summarize <i>informational texts</i> , within a grade appropriate span of text complexity, for different purposes.	Students read, paraphrase, and summarize <i>informational texts</i> , within a grade appropriate span of text complexity, for different purposes.	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.	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.	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.
a. Generate questions, with support that can be answered using <i>text features</i> and information found within the text.	a. Create questions that can be answered by the text using <i>text features</i> and information found within the text.	a. Create and revise questions that can be answered by using <i>text features</i> and information found within the text.	a. Create and revise questions that can be answered by using <i>text structures</i> and information	a. Create and revise questions that can be answered by using <i>text structures</i> and information	a. Create and revise questions that can be answered by using <i>text structures</i> and information
b. Use organizational <i>text features</i> including titles,	b. Use organizational <i>text features</i>	b. Use <i>text features</i> including diagrams,	b. Use <i>text structures</i> and information	b. Use <i>text structures</i> and information	b. Use <i>text structures</i> and information

Audio/Visual Presentations on Parameters for Essential Instruction (PEI)

Audio/Visual Presentations on PEI English Language Arts document:
<http://www.maine.gov/education/lres/ela/index.html>

This website is provided by the Maine Department of Education as a professional development tool. It provides a specific, user-friendly explanation of the 2007 Maine Learning Results and Parameters for Essential Instruction documents.

Summary of Professional Literacy Texts...

The following text set includes some of the multiple resources used by Maine DOE when refining and updating the MLR for the New PEI document:

Bear, Donald R., Marcia Invernizzi, Shane Templeton, and Francine Johnston. (2004) *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*. Columbus: Pearson/Merrill Prentice Hall. ISBN-13: 978-0132239684.

Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. (2002) *Bringing Words to Life: Robust Vocabulary Instruction*. New York: Guilford Press. ISBN-13: 978-

"Reading is the most important fundamental ability taught in the nation's schools. It is vital to society and to the people within it. It is the door to knowledge and capacity that can liberate people both individually and personally."

--NAEP Reading Framework-1992-2000
U.S. Department of Education



1572307537.

Blevins, Wiley.(2001) *Building Fluency: Lessons and Strategies for Reading Success*. New York: Scholastic. ISBN-13: 978-0439288385.

Blevins, Wiley. (2001) *Teaching Phonics & Word Study in the Intermediate Grades*. New York: Scholastic. ISBN-13: 978-0439163521.

Brand, Max. (2004) *Word Savvy: Integrated Vocabulary, Spelling, & Word Study, Grades 3-6*. Portland: Stenhouse. ISBN-13: 978-1571103666.

Bromley, Karen. (2002) *Stretching Students' Vocabulary: Best Practices for Building the Rich Vocabulary Students Need to Achieve in Reading, Writing, and the Content Areas*. New York: Scholastic. ISBN-13: 978-0439288392.

Dorn, Linda J. and Carla Soffos. (2005) *Teaching for Deep Comprehension: A Reading Workshop Approach*. Portland: Stenhouse. ISBN-13: 9781571104038.

Fountas, Irene C. and Gay Su Pinnell. (2006) *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8*. Portsmouth: Heinemann. ISBN-13: 978-0325003085.

Keene, Ellin Oliver and Susan Zimmermann. *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*. Portsmouth: Heinemann. ISBN-13: 0325010359.

Marzano, Robert J. (2004) *Building Background Knowledge for Academic Achievement*. Alexandria: ASCD. ISBN-13: 978-081209726.

Sibberson, Franki and Karen Szymusiak. *Still Learning to Read: Teaching Students in grades 3-6*. Portland: Stenhouse. ISBN-13: 978-1571103598.

Standards for the English Language Arts: A Project of National Council of Teachers of English and International Reading Association. NCTE &IRA. ISBN-13: 9780814146767.

Children's Literature Titles...

Text Set of Informational Texts

Elementary educators often ask how they can integrate content area study with the teaching of English language arts. The sets of books below are offered as new publications teachers may want to add to their current collections of social studies nonfiction. With one exception, they are all written for readers between the ages of 9-12 and fit the performance indicators and descriptors for the grade 3-5 span in the MLR Social Studies, Section E-History, which states: "Students draw on concepts and processes from history to develop *historical* perspective and understand issues of continuity and change in the community, Maine, the United States, and world."

Look for future text set topics as:

- ✓ Civil War Era
- ✓ Immigration



SNEAK PREVIEW:

Coming soon!

2008-2009
Literacy Links—

- ❖
- ❖ *Response to Intervention*
- ❖ *Deeper Comprehension*
- ❖ *Purposeful Text Selection*

Text Set Focus: The United States –A New Nation

A Young People’s History of the United States, Vol. 1: Columbus to the Spanish-American War by Howard Zinn (Author) and Rebecca Steffoff (Adapter) will be available from Seven Stories Press (May 2009) and the ISBN-13 is 978-1583227596.

The New Nation (History of US) Vol. 4 by Joy Hakim, is available from Oxford University Press (2002) and the ISBN-13 is 978-0195153262. In this text Joy Hakim didn’t rewrite history, but she did make it a whole lot more fun to read.

Time for Kids: Abigail Adams: Eyewitness to America’s Birth by Rachel Orr is available from Collins Press, January 27, 2009 and the ISBN-13 is 978-0060576295. The story of the feisty wife of John Adams includes many of her progressive ideals and their connection to women in today’s world.

Text Set Focus: Women Who Shaped US History

Ladies of Liberty: The Women Who Shaped Our Nation by Cokie Roberts (2008) is available from William Morrow and the ISBN-13 is 978-0060782344. The paper back edition will be available in March 24, 2009 from Harper Perennial and the ISBN-13 is 978-0060782351. Excerpts of this book can be used as read-alouds and paired with the following student leveled texts.

Founding Mothers: Women of America in the Revolutionary Era. Story of the ABC’s by Linda Grant De Pauw (1994) describes the daily lives, social roles, and contributions of women living during the Revolutionary period. This text is available from Houghton Mifflin and the ISBN-13 is 978-0395701096.

Daring Women of the American Revolution by Francis Walsh will be available in January 2009 from Powerkids Press and the ISBN-13 is 978-1435829947.

Women Win the Vote: The Hard-fought Battle for Women’s Suffrage by Larry A. Van Meter will be available in April 2009 from Enslow Publishers and the ISBN-13 is 978-0766029408.

News from Maine Reading First...

Maine Reading First is pleased to announce the 2008-09 Literacy Leaders’ Network series. This year’s series will take the form of professional learning communities located regionally across Maine. The foci of this year’s series will be exploring Response to Intervention (RTI) and using protocols to explore teaching challenges. All literacy leaders and/or teachers interested in literacy in Maine elementary schools are encouraged to participate. More details about this exciting opportunity to network with colleagues from across Maine and registration information can be obtained at:

<http://www.maine.gov/education/rf/materials.html> .

"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn."

- William Shakespeare



If you would like more information about this opportunity please contact:
Leeann.Larsen@maine.gov.

Check it out...

<http://www.21stcenturyskills.org/route21/>

The Partnership for 21st Century Skills is pleased to offer Route 21, a one-stop-shop for 21st century skills-related information, resources and community tools. This website provides videos and resources for examining, "What are 21st century skills every student should master?" It provides an interactive venue with access to support materials for schools to use as guidelines when developing a comprehensive learning system for their students.

<http://mailman.informe.org>

This website provides a Listserv opportunity, moderated by Maine Department of Education English Language Arts Specialists, to support implementing the 2007 *Parameters for Essential Instruction*. Click on the specific link below to go directly to the Literacy listserv:

<http://mailman.informe.org/mailman/listinfo/englishlanguagearts>

Newsletter Archives

There are several earlier editions of *Literacy Links* available on the Maine Reading First website at <http://www.maine.gov/education/rf/homepage.htm>

Edition	Spotlight Topic
March, 2005	Maine Reading First
April, 2005	Maine Reading First Course
May, 2005	Reading Fluency
June, 2005	Vocabulary
September, 2005	Phonemic Awareness
October, 2005	Phonics
November, 2005	Comprehension
December, 2005/January, 2006	DIBELS
February, 2006	Literacy Centers
March, 2006	Interactive Read Aloud
April, 2006	Nonfiction
May, 2006	Word Walls
June, 2006	Classroom Design
September, 2006	Shared Reading
October, 2006	Automaticity
November, 2006	Using Assessment to Guide Instruction
December, 2006	Deepening Comprehension
January, 2007	Selecting Quality Children's Books (part 1)
February, 2007	Selecting Quality Children's Books (part 2)

March, 2007	Making Instruction Explicit
April, 2007	Motivation and Engagement
May-June 2007	Grouping for Instruction
September 2007	Making Instruction Systematic
October, 2007	Pacing Instruction
November, 2007	Managed Independent Practice
December, 2007	A Deeper Look at Phonemic Awareness
January, 2008	Phonics at the K-2 Grade Span
February, 2008	Phonics and Word Work Grades 3-5
March, 2008	Vocabulary Revisited
April, 2008	A Deeper Look at Vocabulary Instruction
May-June 2008	Fluency Revisited
August 2008	Fluency Assessment



For additional information about any of the items in this newsletter or to sign up to receive this e-newsletter, please email Leeann.Larsen@maine.gov

Click here to view the Maine Reading First website
<http://www.maine.gov/education/rf/homepage.htm>

The professional development opportunities and materials are listed in *Literacy Links* for informational purposes only and are not necessarily endorsed by the Maine Department of Education's Maine Reading First Initiative.