

English Language Arts Overarching Statements and Standards

| Students are learning to find and collect information: Use an investigative process to generate questions, assess credibility, accuracy, and usefulness of a source (a source may be a print or digital text, interview, video, experience, media file, data set, etc.) | | |
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| Childhood (K-5) (Locate, collect, and comprehend information taken in through listening, reading, viewing, etc.) | Early Adolescence (6-8) | Adolescence (9-diploma) |
| L.3 L.4 SL.2 R.1 R.2 R.3 R.4 R.5 R.7 R.12 W.1 | L.3 L.4 R.4 R.5 R.7 R.8 R.9 R.11 W.1 | L.3 L.4 R.4 R.5 R.7 R.8 R.9 R.11 W.1 |

| Students are learning to use information: Critiques and evaluate information to clarify meaning, deepen understanding, and determine when further investigation is needed; organize information to plan for sharing | | |
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| Childhood (K-5) (Organize, evaluate, and integrate information to demonstrate comprehension through communication.) | Early Adolescence (6-8) | Adolescence (9-diploma) |
| L.5 L.6 SL.2 R.6 R.8 R.9 R.10 R.11 W.2 | L.1 L.5 L.6 SL.2 R.6 R.7 R.10 R.11 W.2 | L.1 L.5 L.6 SL.2 R.6 R.7 R.10 R.11 W.2 |

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| Students are learning to create and share information: Produce clear and increasingly complex works that are purposefully designed to address audience, task, and purpose; demonstrate conceptual understandings and learning transfer | | |
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| Childhood (K-5) (Create and communicate information using speaking, writing, and other communication methods.) | Early Adolescence (6-8) | Adolescence (9-diploma) |
| L.1 L.2 SL.1 SL.3 SL.4 W.3 | L.1 L.2 SL.3 SL.4 R.8 R.9 W.3 | L.1 L.2 SL.3 SL.4 R.8 R.9 W.3 |

Guiding Principles

The Guiding Principles steer education in Maine and are reflected and embedded throughout the English Language Arts/Literacy standards. Examples of how students can show evidence of those guiding principles in English Language Arts/Literacy may include (but are not limited to) the following suggestions:

- A. Clear and effective communicator:** Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
- B. A self-directed and lifelong learner:** Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
- C. A creative and practical problem solver:** Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
- D. A responsible and involved citizen:** Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
- E. An integrative and informed thinker:** Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

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Representation of the ELA concepts integrated with foundational instruction and evidence-based, high quality literacy instructional design across all standards and grades

