|  |  |  |
| --- | --- | --- |
| **LANGUAGE**  Moved to first position in the document to emphasize the integrated nature of language standards.  **PREAMBLE:** explains the significance of the strand and its role in developing foundational skills for engaging with text and communicating knowledge. Emphasizes the role of language standards across the K-12 span and suggests the inclusion of language standards with each of the other strands, thus its pole position in the document. | | |
| **COMMON CORE STATE STANDARDS** | **MAINE LEARNING RESULTS** | **CHANGES EXPLAINED** |
| **Conventions of Standard English**   1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | **Conventions of Standard English**   1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. | **Conventions of Standard English**   * Anchor standards remain the same with minor tweaks to the performance indicators. |
| **Knowledge of Language**   1. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. | **Knowledge of Language**   1. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style in writing and speaking, and to comprehend more fully when reading or listening. | **Knowledge of Language**   * Updated to include writing & speaking (output) and reading & listening (input). |
| **Vocabulary Acquisition and Use**   1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 2. Demonstrate understanding of word relationships and nuances in word meanings. 3. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression | **Vocabulary Acquisition and Use**   1. Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. 2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. 3. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. | **Vocabulary Acquisition and Use**   * While the anchor standards remain mostly the same, “as appropriate” (in #4) is replaced by “grade level content” to emphasize the significance of helping all students access grade level texts. * Another tweak (#5) includes the words ``sufficient for reading, writing, speaking, and listening” to emphasize the importance of applying vocabulary strategies across all the strands. * “College and career readiness” is removed and ``sufficient for reading, writing, speaking, and listening” is added to #6. |
| **SPEAKING AND LISTENING**  **PREAMBLE:** This strand occurs second to emphasize the importance of speaking and listening - including viewing - in developing 21st century literacy skills. Preamble states that the speaking and listening standards should be interconnected with the other strands. | | |
| **COMMON CORE STATE STANDARDS** | **MAINE LEARNING RESULTS** | **CHANGES EXPLAINED** |
| **Comprehension and Collaboration**   1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. | **Comprehension and Collaboration**   1. Prepare for and participate in conversations across a range of topics, types, and forums, building on others’ ideas and expressing their own. 2. Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric. | **Comprehension and Collaboration**   * Standard #1 remains essentially the same. * Standards #2 & #3 are combined for efficiency |
| **Presentation of Knowledge and Ideas**   1. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 2. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 3. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | **Presentation of Knowledge and Ideas**   1. Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate. 2. Adapt speech to a variety of contexts, audiences, and communicative tasks. | **Presentation of Knowledge and Ideas**   * #4 is combined with #5 and updated to include attention to audience, task and purpose and to use multimedia when appropriate. This approach especially helps link *presentation of knowledge and ideas* firmly to the writing strand. * #6 is updated to reflect audience, task, and context and removes formal English to reflect a variety of contexts. |
| **READING**  **PREAMBLE:** defines “text” as anything that can be read, heard, or viewed. States a goal of teaching for transfer, thus broadening the purpose of the reading standards to include all content areas, but the text-type specific or content area specific reading standards have all been collapsed into one broad reading goal for each of the standards. (therefore, 40 reading performance indicators have become 10). The reading foundational standards, currently sitting in a separate document for grades K-5, have been moved into the reading strand and expanded to include foundational elements 6-12 as well. The preamble also addresses the variety of text types and complexities currently stated in standard #10 - thus eliminating the standard. | | |
| **COMMON CORE STATE STANDARDS** | **MAINE LEARNING RESULTS** | **CHANGES EXPLAINED** |
| **Foundational Skills**   1. Print Concepts: Demonstrate an understanding of the organization and basic features of print. 2. Phonological Awareness: Demonstrate understanding of words, syllables, and sounds (phonemes). 3. Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.   Fluency. | **Foundational Skills**   1. **Print Concepts:** Demonstrate an understanding of the organization and basic features of print. 2. **Phonological Awareness:** Demonstrate understanding of words, syllables, and sounds (phonemes). 3. **Phonics and Word Recognition:** Know and apply grade-level phonics and word analysis skills in decoding words. | **Foundational Skills**   * **foundational standards moved to the pole position as the most basic element of reading development** * **standards 1-3 remain intact, with performance expectations extended 6-12. [this helps planning for differentiation and professional learning]** * **fluency is now moved to last position as a critical element.** |
| **Key Ideas and Details**   1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | **Key Ideas and Details**   1. Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts. 2. Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | **Key Ideas and Details**   * Anchor standards remain largely the same with minor tweaks to the performance indicators. |
| **Craft and Structure**   1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 3. Assess how point of view or purpose shapes the content and style of a text. | **Craft and Structure**   1. Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 2. Analyze the structure of various texts, including how the features and components relate to each other and the whole. 3. Assess how perspective or purpose shapes the content and style of various texts. | **Craft and Structure**  Standards remain largely the same with minor tweaks to language for clarity. |
| **Integration of Knowledge and Ideas**   1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\* 2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.1 3. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | **Integration of Knowledge and Ideas**   1. Evaluate the argument and specific claims in various texts. 2. Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, and technological). | **Integration of Knowledge and Ideas**   * Three standards collapsed into two and reflect approaches to knowledge of development across all content areas. |
| **Range of Reading and Level of Text Complexity**   1. Read and comprehend complex literary and informational texts independently and proficiently. | **Fluency**   1. Read with sufficient accuracy and fluency to support comprehension | **Fluency**  Current standard moves to preamble. Fluency emphasizes K-12 progression of growth. |
| **WRITING**  **PREAMBLE:** includes language that identifies various forms of writing. [*This includes the foundational instruction of legible handwriting forms and skills such as printing, cursive, typing, as well as the use of technology to compose, where the use of formatting supports the task, audience, and purpose.*] The writing team felt this was critical to capture how “writing” in the 21st century can take many forms and the act of composing may occur (quite likely) on keyboards.  A significant effort was made to approach writing standards in a manner that may keep up with changing technologies and how literacy skills are applied in daily life, the work place, and continuing education. Variety and range of writing complexity is also addressed in the preamble, thus eliminating writing standard #10 and reflecting the same approach in the reading strand.  The writing standards are placed last in the document to reflect that writing is a final outcome, the product of reading speaking, listening, and developing knowledge of writing. | | |
| **COMMON CORE STATE STANDARDS** | **MAINE LEARNING RESULTS** | **CHANGES EXPLAINED** |
| **Text Types and Purposes**   1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences | **Inquiry to Build and Present Knowledge**   1. Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation. | **Inquiry to Build and Present Knowledge**   * The standards outlining modes of writing have been moved out of rule and are suggested as reference documents to support professional learning and classroom practice. In rule, these three standards reach too far into legislated curriculum. As a reference document, they provide guidance while encouraging flexibility at the local level. * Standards #7, #8, and #9 are combined for efficiency into one standard and moved to the first position. This standard now focuses on how writing begins - with inquiry. The standard encourages credible evaluation of a variety of sources in all formats. |
| **Production and Distribution of Writing**   1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 3. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | **Process and Production**   1. Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. | **Process and Production**  The three standards have been collapsed into one emphasizing use of various processes, appropriate to context. |
| **Research to Build and Present Knowledge**   1. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 2. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 3. Draw evidence from literary or informational texts to support analysis, reflection, and research. | **Composing for Audience and Purpose**   1. Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose while avoiding plagiarism. | **Composing for Audience and Purpose**   * Form and format should follow context. Determining audience, purpose, and specific task will set the goals for quality whether the task is literary analysis or writing for science. This standard is in last position and reflects the culmination of a process that includes all of the standards that have come before. |
| **Range of Writing**   1. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |  | **Range of Writing**  Range of writing statement moved to preamble. |