

MARYLAND REGISTER

Proposed Action on Regulations

Transmittal Sheet PROPOSED OR REPROPOSED Actions on Regulations	Date Filed with AELR Committee	TO BE COMPLETED BY DSD
	04/25/2014	Date Filed with Division of State Documents
		Document Number
		Date of Publication in MD Register

1. Desired date of publication in Maryland Register: 6/13/2014

2. COMAR Codification

Title Subtitle Chapter Regulation

13A 04 14 01

3. Name of Promulgating Authority

Maryland State Department of Education

4. Name of Regulations Coordinator Telephone Number
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6. Check applicable items:
 New Regulations

A STATE BOARD OF EDUCATION

Subtitle 04 SPECIFIC SUBJECTS

13A.04.14 Program in English Language Arts/Literacy

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

Notice of Proposed Action

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The Maryland State Board of Education proposes to amend Regulation .01 under COMAR 13A.04.14 Program in English Language Arts/Literacy.

This action was considered at the April 22, 2014 meeting of the Maryland State Board of Education.

Statement of Purpose

The purpose of this action is to align regulations with the Maryland College and Career Ready Standards.

Comparison to Federal Standards

There is no corresponding federal standard to this proposed action.

Estimate of Economic Impact

The proposed action has no economic impact.

Economic Impact on Small Businesses

The proposed action has minimal or no economic impact on small businesses.

Impact on Individuals with Disabilities

The proposed action has no impact on individuals with disabilities.

Opportunity for Public Comment

Comments may be sent to Judy Jenkins, Director of Curriculum, Maryland State Department of Education, Division of Curriculum, Assessment and Accountability, 200 West Baltimore Street, Baltimore, Maryland, or call 410-767-0348 TTY: 410-333-6442, or email to jjenkins@msde.state.md.us, or fax to 410-333-2369. Comments will be accepted through July 14, 2014. A public hearing has not been scheduled.

Open Meeting

Final action on the proposal will be considered by the Maryland State Board of Education during a public meeting to be held on August 26, 2014, at 200 West Baltimore Street, Baltimore, Maryland 21201.

Economic Impact Statement Part C

- A. Fiscal Year in which regulations will become effective: FY 2015
- B. Does the budget for the fiscal year in which regulations become effective contain funds to implement the regulations?
- No
- C. If 'yes', state whether general, special (exact name), or federal funds will be used:
- D. If 'no', identify the source(s) of funds necessary for implementation of these regulations:
- No additional funds are needed.
- E. If these regulations have no economic impact under Part A, indicate reason briefly:
- The changes are already supported by current personnel and resources.
- F. If these regulations have minimal or no economic impact on small businesses under Part B, indicate the reason and attach small business worksheet.
- G. Small Business Worksheet:

Attached Document:

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; *and*
 - [(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) (text unchanged)

(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.*

K. (text unchanged)

LILLIAN M. LOWERY, Ed.D.
State Superintendent of Schools