


TO: Members of the Education Policy Committee 

FROM: Carey M. Wright, Ed.D., State Superintendent of Schools

DATE: June 12, 2025

SUBJECT: Revisions to Maryland College and Career Ready Standards in Literacy/English Language Arts

Executive Summary

The purpose of this item is to provide an update on the revised Maryland College and Career Standards in PreK-12 Literacy/English Language Arts (ELA).

Background and Process

In the summer of 2024, the Maryland State Department of Education (MSDE) established statewide Standards and Frameworks Validation Committees (SFVCs), comprised of parents, educators, school system leaders, and subject matter experts. Through several in-person and virtual meetings, the committees studied emerging state and national instructional programs to ensure alignment between revisions and policies. Based on the SFVCs' recommendations, as well as public feedback, the MSDE has revised the Maryland College and Career Ready Standards in Literacy/English Language Arts and Mathematics.

Action Required

No action required.

Attachments

- Revisions to Maryland College and Career Ready Standards PowerPoint Presentation
- ELA Standards Diagram
- Public Responses to Literacy Standards
- [Progression Documents](#)

Literacy Standards Committee Members

Alaina Mackell (Co-chair), Coordinator Literacy Programs and Initiatives at MSDE
Stephanie Dale (Co-chair), Coordinator Literacy Programs and Initiatives at MSDE
Nancy Perkins, Literacy Content Specialist at MSDE
Renee Hall (K-2), LEA Content Lead, Wicomico County
Katie Hilyard (3-5), Teacher, Hartford County
Elizabeth Matheny (9-12), LEA Content Lead, Frederick County
Holly Tower (9-12), Teacher, Somerset County
Loren Grimes (9-12), LEA Content Lead, Calvert County

Nicole Vasanth (K-2), Director of University Childcare Center, Towson University
Stephani Thompson (3-5), ELA Specialist, Carroll County
Brady Barnhart (6-8), Literacy Coordinator, Washington County
Olga Pabon (6-8), Middle School ELA Supervisor, Prince George's County
Jason Flanagan (9-12), High School Literacy Coach, Prince George's County
Renee Hesson (9-12), Secondary English Supervisor, Caroline County

DIVISION OF INSTRUCTIONAL PROGRAMS

Revisions to Maryland College and Career Ready Standards

June 12, 2025

Presented By |

Dr. Elise Brown, Assistant State Superintendent
Stephanie Dale, Literacy Coordinator

A photograph of a smiling female teacher with curly blonde hair, wearing a green shirt, giving a high-five to a young student with curly dark hair wearing a yellow and black striped shirt. They are in a classroom with other students in the background.

Presentation Outline

1. Standards and Framework Validation Committee Focus
2. Organizational Shifts
3. Next Steps

Information Only

Maryland College and Career Ready Standards for ELA

Areas of Focus for the SFVC

Guiding Questions of the Committee

Ease of Use

How can Maryland's ELA Standards be streamlined and organized to ensure that end users (students, teachers, families, administrators) are able to access, navigate, and use the Standards with ease?

Validity

How do we ensure Maryland's ELA Standards are aligned to Maryland's expectations for College and Career Readiness?

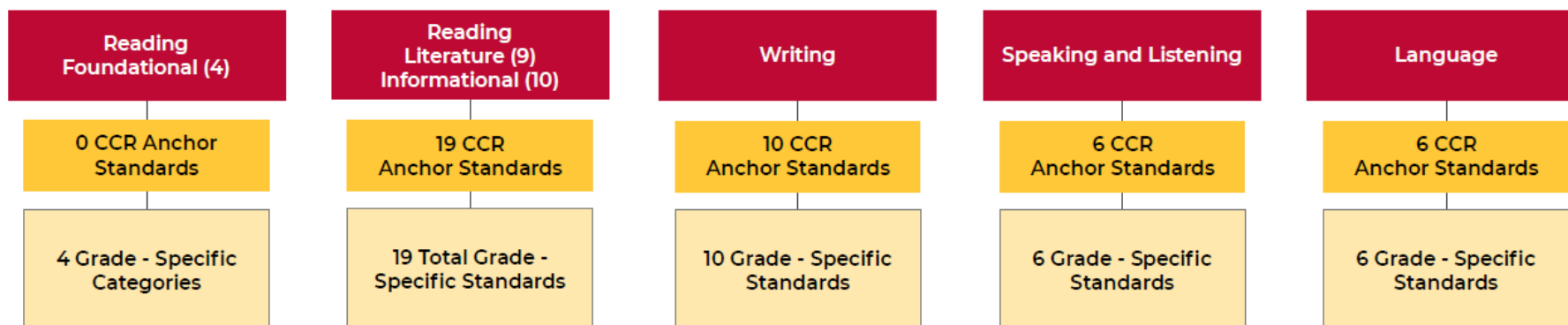
Clarity

How will we ensure that Maryland's ELA learning outcomes and expectations for students are clear, measurable, and rigorous with high expectations for all students?



Literacy and English Language Arts Standards K-12

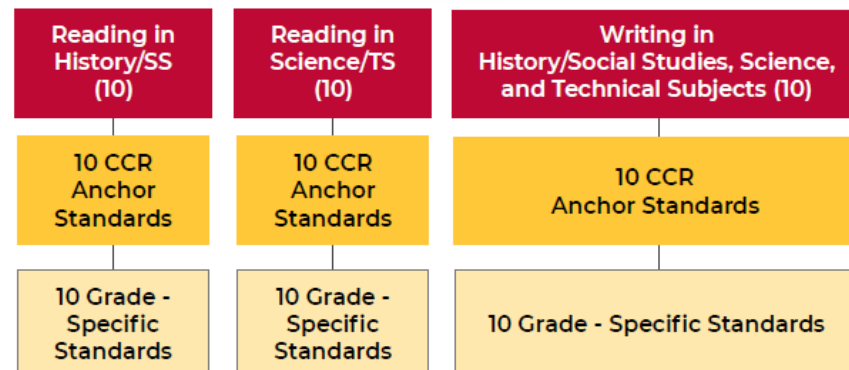
Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Grades K-5



Standards for English Language Arts Grades 6-12



Standards for Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-12



Next Steps for Standards Revisions

Addressing Public Feedback

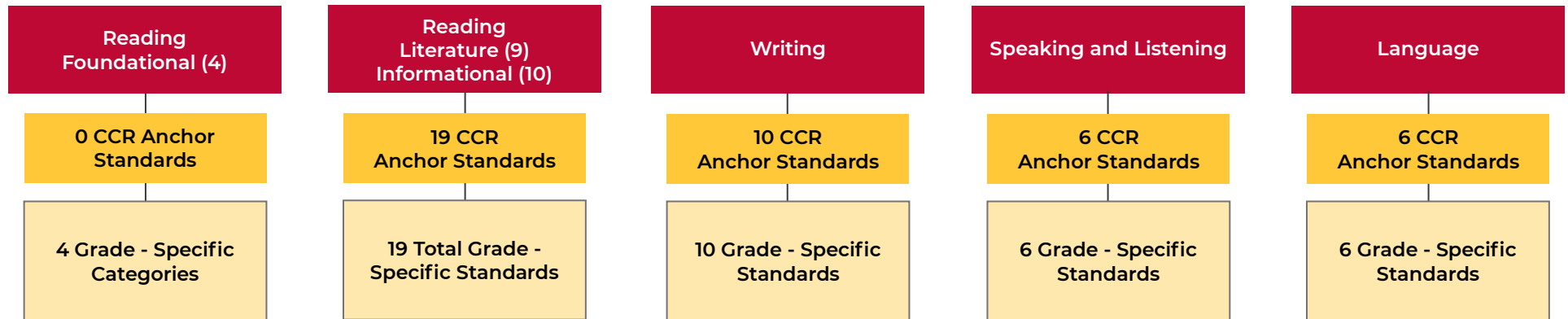
PreK and Foundational Skills



Final Requested Edits

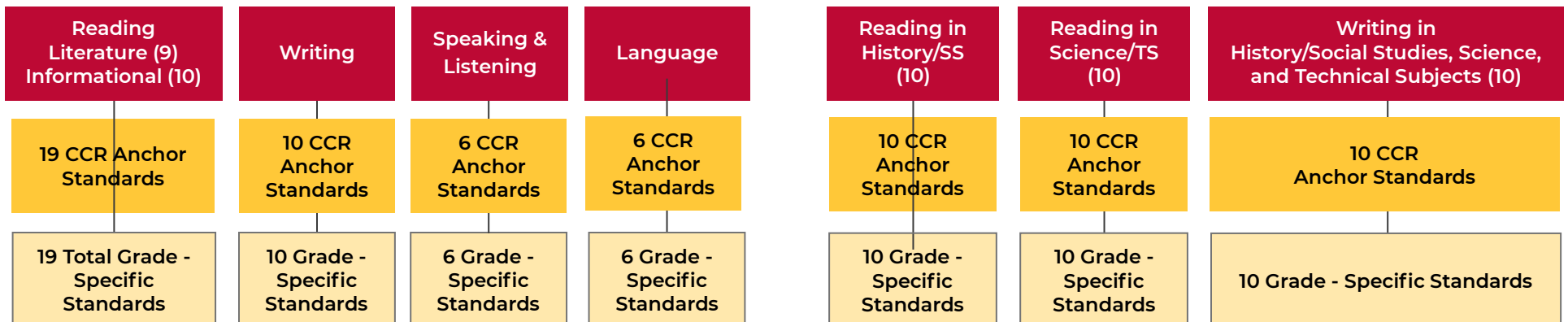
Literacy and English Language Arts Standards K-12

Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Grades K-5



Standards for English Language Arts Grades 6-12

Standards for Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-12



Revised PreK-12 Literacy / English Language Arts Standards

PUBLIC COMMENT OVERVIEW

The Maryland State Department of Education (MSDE) invited public comment on the revised Maryland PreK-12 Literacy / English Language Arts Standards from May 19-June 3, 2025.

During this period, 70 respondents completed the survey. Of the 70, 88% expressed favorability of the proposed revisions:

- 35% indicated support for the revised standards.
- 52% indicated support for the revised standards with minor revisions.
- 13% indicated opposition to the revised standards.

Of the 70 respondents, 36 provided written comments. These comments are included below, along with MSDE's response to the comment, and an indication of whether the comment led to a change in the standards.

Public Comment	Response	Incorporated into Final Version
1. Will MSDE be including standard revisions for PK? The Early Learning standards go to 48 months, but not necessarily age 5?	1. Yes. The SFVC will add PreK to the new Standards Documents. 2. After the Standards are approved, the Literacy Branch will reach out for support from district ELA leaders, the Early Childhood Branch at MSDE and other stakeholders to develop a standards resource that bridges the Early Learning Standards with the PreK Literacy Standards.	1. Yes 2. No

Public Comment	Response	Incorporated into Final Version
<p>2. Can the grade level in the middle of the document differ based on the grade level standard you focus on? For example, if I want to look at grade 7, grades 6 and 8 will be on the left and right side, respectively. Right now, I can only see grades 4, 6, and 9/10 in the middle (it's my interpretation that the middle grade is the focus grade of the document). Also, I don't see grade 8 in the document in the 6-8 "tab." Again, I'm ensuring it's not my "user error" before submitting feedback. Thank you very much.</p>	<p>1. Yes. The middle grade-level highlights the "focus grade." On either side of the focus grade that appears in the middle column, you will see the grade level standards that are present in the grade levels before and after the middle column. This change was made for ease of use for teachers. The final grade-specific standards documents will be in place for every grade level (in the middle column) for each of the 5 strands.</p> <p>2. The Literacy Branch will have the web team change to grade-level band to 5-7.</p>	<p>1. Yes</p> <p>2. Yes/Complete</p>
<p>3. A quick question, it seems that the Reading Foundational Skills standards are missing from this, were they included in the review/revisions?</p>	<p>The SFVC will add Foundational Skills to the new Standards Documents.</p>	<p>Yes</p>
<p>4. Will there be a printer/resource friendly copy available for educators? Clicking into each section seems cumbersome, especially when referencing multiple standards during planning.</p>	<p>Yes, the Literacy Branch will make all resources available in PDF format for ease of use for teachers.</p>	<p>Yes</p>
<p>5. The revisions to the Maryland College and Career Readiness Standards for Literacy reflect a thoughtful and research-based approach to strengthening literacy instruction across all grade levels. These updates align with the Science of Reading, ensure a clear progression of skills from PreK through Grade 12, and emphasize equity by addressing the diverse needs of Maryland's students. By refining the standards for foundational reading and integrating literacy across content areas, these revisions better prepare students for success in college, careers, and civic life.</p>		<p>N/A</p>
<p>6. I was reviewing the DRAFT revisions to the MCCRS and noticed that the PA/phonics/teaching reading standards appear to be excluded.</p>	<p>1. The SFVC will add Foundational Skills to the new Standards Documents.</p> <p>2. The Literacy Branch will work with a stakeholders to develop guidance on general reading best practices.</p>	<p>1. Yes</p> <p>2. No</p>

Public Comment	Response	Incorporated into Final Version
<p>7. The newly revised documents are comprehensive, now including components of SEVERAL previously separate resources. As a result, there are HUNDREDS of pages to comb through, and redundant information represented across each separate grade banded document. Specific feedback below:</p> <p>Foundational skills seem to be missing from the documents, particularly with a lack of standards for Pre-Kindergarten. Add clarity for foundational skills across early grades.</p> <p>- Include a document layout reference page that explains how to read the tool. (See SS Frameworks for example of what this could look like.)</p> <p>- Establish more traditional grade bands that fully reflect ALL students, including Pre-K. (Ex: PK-2, 3-5, 6-8, 9-10, 11-12)</p> <p>- In the current layout, a teacher serving grades 6-8 has over 200+ pages of standards documents to review in order to plan instruction for their classes. This is superfluous. To reduce pages, REMOVE the excess and provide only the reconfigured grade bands on one document. (Ex: PK-2, 3-5, 6-8, 9-10, 11-12)</p>	<p>1. The SFVC created a diagram to accompany the final revisions that will be utilized as clickable buttons to take end-users to the Literacy/ELA Strands.</p> <p>2. The diagram will serve as the layout reference page with a section on “How the Standards are Organized” in the Introduction. The website will also include provide grade-level buttons in addition to Literacy Strand buttons so that the Standards can be accessed first by grade level, then by content Strand or first by Strand, then by grade-level.</p> <p>3. The SFVC will add Foundational Skills to the new Standards Documents.</p> <p>4. The final collection of documents will have the same resources for every grade-level teacher with the previous grade-level and following grade level on one document.</p> <p>5. Each ELA Strand contains about 20-25 pages per strand that houses all K-12 Grade-Specific Standards and the specific Skills and Knowledge that need to be present to teach the Standards.</p>	<p>1. Yes</p> <p>2. Yes</p> <p>3. Yes</p> <p>4. Yes</p> <p>5. N/A</p>
<p>8. The revised standards are going back to the basics and providing students with scaffolds to become successful readers and writers.</p> <p>One of the most positive changes I saw in the revisions was a shift back to prewriting and editing in the writing process. I also think it is important to view reading with a cross-curricular lens. Students read in every classroom, not just the Language Arts classroom.</p>		N/A

Public Comment	Response	Incorporated into Final Version
9. There is no push for students to learn how to write a proper sentence. We have many English language learners in this state, but yet there is no support for teaching grammar in the upper elementary grades. You have no idea how hard it is to teach a 5th grader to write a proper sentence, but you are asking them to write opinion and narrative essays? How about we go back to teaching basic grammar and parts of speech before we start making these students write essays. Yes, some students are capable of writing essays in 5th grade, but those are the exceptions and not the majority.	1. Grammar and parts of speech are in the Language Standards. 2. The Literacy Branch will provide writing guidance to support all teachers and other stakeholders with best practices for writing for all grade levels.	1. Yes 2. No
10. I appreciate the clarity and structure of the standards for early learners.		N/A

Public Comment	Response	Incorporated into Final Version
<p>11. One aspect I really appreciate about the revised standards is how they clearly outline the progression of skills from one grade level to the next. Starting with 3rd grade as the pre-requisite, then moving into Grade 4 level expectations, and finally outlining the next progression in Grade 5, allows teachers to see the full scope of learning. This structure helps ensure we are not just teaching isolated standards but preparing students for what comes next in their academic journey.</p> <p>For example, in the Reading Literature (RL) domain:</p> <p>RL.3.3 asks students to describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>RL.4.3 builds on that by asking students to describe in depth a character, setting, or event and explain its impact on the plot using specific text evidence.</p> <p>RL.5.3 pushes further by having students compare and contrast two or more characters, settings, or events, again drawing on specific details.</p> <p>This clear vertical alignment is extremely helpful in planning instruction. It shows not only what students need to master at each grade level, but also how those skills grow in complexity over time.</p> <p>Additionally, I find the revised language of the standards more explicit and rigorous. They offer stronger guidance on what students need to learn, apply, and demonstrate, which will support more intentional instruction and assessment. The expectations are well described, and the essential skills and knowledge embedded within each standard are easier to identify and address in the classroom.</p> <p>Overall, the new structure and clarity promote coherence, consistency, and stronger instructional focus.</p> <p>As a 3rd grade teacher, I appreciate the clarity and structure provided in the revised standards, especially the way they clearly outline prerequisite skills, grade-level expectations, and future progression (e.g., how RL.3.3 builds to RL.4.3 and RL.5.3). This makes it easier to see how our instruction directly prepares students for the next level.</p> <p>However, I also want to acknowledge the challenges specific to 3rd grade, where students are making major academic transitions and are often being introduced to more complex concepts for the first time. Many of the revised standards, such as W.3.2 (Write informative/explanatory texts), include a large volume of detailed expectations that require both teachers and students to build new skills and understandings. For example, the expanded breakdown of W.3.2 now includes distinguishing between relevant/irrelevant information, using text features, applying domain-specific vocabulary, drafting organized paragraphs, and even incorporating cursive and word processing—all within one standard. This is a lot for young learners and their teachers to manage effectively.</p>	<p>1. (Last Paragraph): This language is in the existing Standards.</p>	<p>Yes</p>

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<p>12. Clarifying question(s): are we to understand that if no edits are made, the provided/attached five documents—one for each of the core skills (Reading Literature, Reading Info Text, Language, Speaking & Listening, and Writing)—are what teachers would be provided? They would replace the clear, simple, and single document with all of the standards?</p> <p>Positive: the intentions of these documents are good. When there is confusion over expectations implied by/within a specific standard, it make. sense to provide details and further elaboration. In this case, an “at a glance,” Key Words/Terms,” “Desired Standard Performance,” and “Essential Skills and Knowledge” have been added to quell confusion.</p> <p>The Con: in doing that, the focus is entirely lost. Entirely. We went from a clear and simple singular document of all of the standards—and the standards alone—to FIVE documents, each of double-digits in length. Why? Why overcomplicate?</p> <p>This structure makes it nearly impossible to determine “where do I focus? Where do I start?” I am a content specialist and I am struggling with answering that for myself in this role. Then, I think about trying to answer that for new and/or struggling teachers, and I am further befuddled.</p> <p>Will there be a general document of the standards, and only the standards? That is what teachers need.</p> <p>In the simplest terms, why are we overcomplicating something that doesn’t need to be complicated?</p> <p>Suggestion: rather than put everything on one document, instead, create a table on the MSDE site with three columns. In the first column, add a link for the standards and ONLY the standards. In the next column, link those standards again with some of these additional details. In the third and final column, link what was included in the second column, but then add any further details—let that third column (link) be what you (MSDE) are currently presenting. This kind of clarity will: keep everything on one page of the site, be presented/structured in a clear manner, and “meet teachers where they are” with their needs. Ensure there is clear phrasing about what’s listed where. (The table idea is just the first thing that came to mind for me.) Thinking about teachers... just need the standards? Great, here they are. Struggling with a particular standard? No problem, here’s some clarification. New teachers seeking all the information they can get? Perfect, the link to the document in column three includes everything we can provide you (i.e. what is currently under revision).</p> <p>Suggestion/Question: lean on the HQIM! How/where can we—as a state—add positive emphasis to the role of the HQIM? Add verbiage about the importance not only of the resource itself (and that is regardless of the exact HQIM since they can/will be different), but how using it with integrity will strengthen teaching and therefore, strengthen student achievement. Verbiage like this would create much-needed positivity and promotion—from the state level—about the importance of HQIMs. It would also provide unity among our different counties.</p> <p>In some—or at least RL.9-10.2—the placement of the clauses is reorganized. Why? In the “Desired Student Performance” area for RL.9-10.2, providing an objective summary now comes BEFORE determining a theme. Is providing an objective summary paramount to determining a theme? Determining a theme has long-been a struggle for students, as rather than provide a theme/message/moral, students tend to summarize the reading. That is not the intention. However, this restructuring of the clauses will likely compound that struggle.</p> <p>Question: is there talk about adding content-based standards, not just skill-based ones?</p>	<p>1. There will be several ways to access the Standards Documents. The SFVC will add the grade-level progressions for each Strand that is in the same format as current standards resources.</p> <p>2. Ease of use and clarity is the intention of the new resources. We will continue to make the Literacy/ELA resources as clear and user-friendly as they are within our means. The new diagram lays out all the standards on one page. This diagram will become the buttons that will take you to the links for each Literacy Strand. The Standards have always been organized by Strands and broken down by grade-level bands. That is how they will continue to be organized.</p> <p>3. The Literacy Branch will work on further expanding the Disciplinary Literacy resources after the Adolescent Literacy Policy is adopted.</p>	<p>1. Yes</p> <p>2. Yes</p> <p>3. No</p>

Public Comment	Response	Incorporated into Final Version
<p>13. I will admit that I did not review the revisions with a fine-tooth comb, I am commenting to emphasize the importance of teachers teaching handwriting throughout the grades, not just as an afterthought in kindergarten and first grade. There is research to support the importance of automaticity of a learner's ability to perform higher level writing tasks. There is research to support the fact that learners are juggling too many processes if they have not mastered automatic writing before they are asked to perform more complex writing prompts. There is research to support the fact that learners who have poor handwriting have poor self-esteem, which impacts learning. There is research to support that handwriting impacts literacy and vice versa. While there is a place for access to technology, nothing can replace the benefits of writing by hand as a means to learn and retain information. Teachers do not feel well equipped to teach handwriting, especially beyond 1st grade. Teachers also do not feel they have time in their schedules to teach handwriting. This leads to more occupational therapy referrals when the teachers just need more time and support to teach the handwriting foundations for most learners.</p>	<p>1. Letter formation, handwriting and cursive writing will be added to the Foundational Standards</p> <p>2. The Literacy Branch will provide guidance on best practices for letter formation and handwriting- both print and cursive.</p>	<p>1. Yes</p> <p>2. No</p>
<p>14. The Language Arts Standards, specifically within the Language framework across grades are not inclusive of English language development students that might use linguistic resources as they are spelling. There is an opportunity to be more inclusive and help classroom teachers understand the range of diverse developmentally appropriate expectations at the grade levels for varying students that would be in their classrooms. I support the inclusion of having conversations with a diversity of people in the standards, but again think it would be a good opportunity to showcase how using linguistic resources is an asset in development.</p> <p>In Writing, I would like to see the written genre "opinion" referred to as persuasive writing, as this is the purpose and consistent with all the research and literature on writing genres. Opinion is just one of the different persuasive writing forms and having the correct language about the genre would be helpful for teachers- when they research this topic in writing they will see persuasive writing in many of the texts meant to help teach writing (i.e. Brisk, 2023; Duke, Caughlan, Juzwik, and Martin, 2012; Stead, 2001). In the writing standards, I very much appreciate that you use understanding between formal and informal English- rather than "standard" English. I think this should also be done in the Speaking and Listening standards. I think all the "standard" English can reflect Formal and Informal- as we know that there are many different varieties of English and calling one a "standard" does not reflect what linguists know to be true (See Charity Hudley & Mallinson, 2011; García, 2009; Otheguy, García & Reid, 2015; Otheguy, 2023). Thank you for your consideration and time to review and your work on revisions.</p>	<p>1. The Literacy Branch is currently collaborating with the Multilingual Education Branch to develop resources with the multilingual student in mind. The Multi-Tiered System of Supports resource that will be released in June 2025 will address the needs of the multilingual student. This is a good place to start.</p> <p>2. The Writing "Opinion" Standard has always used the language "opinion" for the elementary grades. This language turns into "argument" for grades 6-12.</p> <p>3. The SFVC will review and consider the terms formal, informal, and Standard English for the Speaking and Listening Standards.</p>	<p>1. Yes</p> <p>2. N/A</p> <p>3. Yes</p>
<p>15. They seem to make sense and improve on what we need to accomplish.</p>		N/A
<p>16. I do not have an issue with any of the revisions.</p>		N/A

Public Comment	Response	Incorporated into Final Version
<p>17. The top three pieces of feedback include: The organization of grade levels as headers, added language to specific standards, and verbiage within the bullets under each standard</p> <p>Develop knowledge/understanding of consequences of not following rules</p> <p>Can this be made to be more positive instead of negative? We sometimes say ‘red and green’ choices, but this is sounding more punitive in how it is written.</p> <p>(SL3) What is meant by ‘identify an information need.’ This needs clarified.</p> <p>(SL6) How are the two bullets different? Convey and Communicate? Is the second bullet enough? (structure, added language to standard, added verbiage to through bullets)</p> <p>Structure: This isn't very clear. Can the progression have bands that sit next to one another to prevent confusion? put, Grade K, Grade 1, Grade 2. Teachers can then read from left to right to see the progression.</p> <p>Added Language to Standards: (L2)Starts now in Grade 2, no longer in K & 1 (this makes sense as it states ‘demonstrates command’)</p> <p>(W15) Wrong standard Has W.1.5, but should be L.1.5</p> <p>(W14) Begins in Grade 4 now, as assessed on MCAP (was grade 3) Makes sense if we want students to have command of this standard to allow time to develop</p> <p>Added Verbiage to Bullets: (L1a) ‘Various sizes and styles of paper’ can be confusing. Consistency is key to being consistent across primary grades with handwriting practice. Where is this research for ‘various sizes and styles of paper’ coming from?</p> <p>(L2a) Why was ‘essential skills and knowledge’ added? This isn't very clear.</p> <p>(WK8) What does ‘explain the idea of giving credit to sources of information’ look like for a Grade 1 student?</p> <p>(RL/I 10)</p>	<p>The SFVC is currently working on reviewing all language of the new standards documents, especially if there is a public comment about the language. The Office is making any necessary changes to the Standards based on the feedback provided.</p>	<p>Yes</p>

Public Comment	Response	Incorporated into Final Version
<p>18. The pairing is helpful, but could also become overwhelming; W6 has a focus on using the internet to produce and publish writing and interacting/collaborating with others - this is depending on reliable Wi-Fi and responsible students who won't use AI</p> <p>The 9-10, 11-12 The pairing is helpful, but could also become overwhelming; W6 has a focus on using the internet to produce and publish writing and interacting/collaborating with others - this is depending on reliable Wi-Fi and responsible students who won't use AI</p>	<p>1. Clarification about the use of technology will be added to the language of the standards, especially for students in the early grades.</p>	<p>Yes</p>
<p>19. While I like the set-up, it should list the core standards at the top of each category. For instance, Language has six standards, but the scroll is still necessary to view each one. If the anchor standards of each of the six was listed at the top, it would save teachers, students, and other stakeholders time in the search when trying to remember the standard or order, then scroll to the standards and essential skills and knowledge as listed presently in the document. So, the Language pdf would list the six anchor standards then move through the rest of the document as is.</p> <p>Standards are tough to understand when first introduced, especially for those new to the standards. If the core standards are all listed at the top of each category in each pdf, it would be helpful. It is now easier to choose a segment rather than scroll through the entire document with all categories. It is also easier to discern vertical articulation with the color separation of columns. This will help in differentiating lessons for students at varying levels and assessing where a student falls on the skills and knowledge for each standard.</p> <p>Key words and terms section gives great quick guidance and guidance for academic and goal setting language.</p>	<p>The SFVC will consider adding all standards at the beginning of each strand document.</p>	<p>Yes</p>

Public Comment	Response	Incorporated into Final Version
<p>20. The standards are not significantly different than the original MSDE standards. However, the presentation of the documents shared for review and some of the language choices could have significant impact on teacher and leader interpretation of the standards.</p> <p>For example, in the proposed standards for 3-5 reading literature, the wording is more or less the same for the ten standards as in the previous standards. However, the proposed standards differ from the current frameworks (documents which accompany and explicate the standards). In the current framework, the reading literature standards are explained by naming strategies, demonstrations of understanding and essential skills required to be successful at the standard. In what is provided in the proposed standards they put all three of those “buckets” together into one and call it “pre-requisite skills.” The risk here is that reading literature and text-based comprehension becomes a checklist of “skills” which is more similar to what pre CCSS standards looked like and led to a lot of “main idea” lessons and other skills-focused rather than text-focused lessons. This is definitively counter to the research on literacy development and learning science (see Willingham, Wexler, Catts, and many many others). Reading comprehension, unlike reading foundational skills, is not a set of skills you can master; in cognitive science or learning science this is the difference between constrained skills (those you can learn and master, concrete abilities with clear endpoints to show mastery - like learning your multiplication facts or learning to decode) and unconstrained skills (those that are more complex, broad and learned over a lifetime, like reading comprehension). The current way in which the reading standards for literature are presented and the use of the word “skills” needs to be considered so that teachers or others don’t misinterpret reading comprehension as a set of discrete skills.</p> <p>I think it is wise that MSDE consider including more rationale for their changes in the standards (with clear outlines of what was changed and why; it is a lot to ask for public comments on something that hasn’t been contextualized much at all). Along these same lines, I implore MSDE to consider adding a research rationale to their standards (Appendix A of the CCSS). The importance of the research-backed “shifts” that undergirded the previous version of the standards (and the CCSS) is not to be forgotten as those help to center the text (rather than the skill).</p> <p>In the current CCSS-aligned ELA standards, it is true that, for RL and RI, the way the standards are structured is that standards 1 and 10 are “always at play” - you are asking and answering questions using text evidence (standard 1) and applying that to grade appropriate texts (standard 10). Standards 2-9, then, are meant to be used flexibly and are dependent on the complexity of the text (a determination made through quantitative and qualitative analysis of the text as well as the task and reader). They are NOT meant to be taught in isolation or one at a time (just as no reader of almost any text would exclusively do just one standard, like comparing viewpoints, while reading; a strong reader naturally might do that as well as determine meaning of unknown words and even summarize the text to herself). The concern is that absent this framing and rationale AND with the potential “skillified” interpretation of the standards, we will revert to 2000s era ELA instruction that deviates from a text centered approach which is more impactful for the unconstrained “skill” of text-based comprehension.</p> <p>It may be that MSDE will provide clarification, but without it, I would be very worried about the interpretation of these standards (even if the spirit is right).</p>	<p>1. The reason the “general reading strategies” (that occur mostly before and during reading) were removed was to reduce the number of times the same skills or strategy was repeated throughout the standards. The SFVC removed redundant language for clarity.</p> <p>2. The Literacy Branch will be developing a guidance for “general reading” strategies and skills that can be applied to many different types of reading.</p> <p>3. The SFVC reviewed into the research by the people named in the comments. These researchers believe in the Science of Reading, systematic phonics instruction and research-based methods for teaching reading.</p> <p>Natalie Wexler “...argues that many U.S. schools focus too much on skills-based reading instruction and too little on building knowledge across subjects like history, science, and the arts. “The Literacy Branch’s stance on this research is that there is room for both skills-based instruction along with a knowledge rich curricula. The standards documents address both skills-based and knowledge-based teaching and learning.</p> <p>4. The Grade-Level Progression Documents/Crosswalks reflect the changes to the Grade-specific Standards.</p> <p>5. The SFVC will add cited research to the documents.</p>	<p>1. Yes</p> <p>2. No</p> <p>3. N/A</p>

Public Comment	Response	Incorporated into Final Version
21. It does not seem as if too much has changed at the kindergarten level. The standards documents I reviewed seemed very much in line with what we are currently doing. I was happy to read that after the current revisions are adopted, the MSDE Literacy Branch will collaborate with the Early Childhood Branch as well as other state literacy leaders to revise the Foundational Reading Standards to align to the Science of Reading research and our current state policies and regulations. A lens specific to early childhood and early literacy is appreciated when this review is done at the state level will be appreciated.		N/A

Public Comment	Response	Incorporated into Final Version
<p>22. Dr Timothy Shanahan has spoken about where standards don't go far enough on several occasions.</p> <p>To illuminate his point, he'll share an example along these lines:</p> <p>"Imagine I go to a personal trainer and say that I wish to get stronger arms. As the personal trainer prepares for our sessions together, he reviews his standards and sees that strong people should be able to independently complete arm curls. To ensure that I achieve success, he hands me a pool noodle and teaches me the motions of completing arm curls. I return to him week after week, doing my arm curls, outwardly looking like a great success and meeting the standards the trainer has reviewed. And yet, I'm not a bit stronger than when I first arrived."</p> <p>What was missing from the standard the personal trainer reviewed? weight.</p> <p>It is not the act of curling your arm that makes arm curls difficult for most people, it is the weight in their hands while completing an arm curl.</p> <p>Similarly, looking at a first grade reading standard as an example, "RL.1.1 Ask and answer questions about key details in a text." is missing the weight to measure success from.</p> <p>Asking and answering questions is a process most people learn with enough social interaction. What makes asking and answering questions difficult in reading specifically is the complexity of the text you are doing it with. Nearly all kindergarten students will be able to ask and answer questions about "see spot run" for instance, but this ability will not translate evenly to, "The Grapes of Wrath."</p> <p>The ACT did a study analyzing student scores on specific test questions. What they found was that, within a singular text, there was no difference between the rate at which complex and simple questions were answered correctly. Where there was a difference in the rate of correct answers was comparing the questions of simple texts to the answers of more complex texts.</p> <p>Therefore, ensuring that we set baseline standards to text complexity, weight, is so important in ensuring all students experience the academic grade-level rigor required to progress as readers.</p> <p>Without this component, a well-meaning teacher could be like the personal trainer, giving their students pool noodles to do arm curls that will in no way prepare them for the free weights they'll see once they get to their state assessment.</p>	<p>1. Guidelines are included in Standard 10 for Reading Literature and Informational Text to address text complexity.</p> <p>2. The SFVC will include additional guidance around text complexity in the Standards documents.</p>	<p>1. Yes</p> <p>2. Yes</p>

Public Comment	Response	Incorporated into Final Version
<p>23. As the first certified computer science teacher ever in the entire state of Maryland, I do not support these standards. They're not equitable or accessible. I myself would not pass the programming standards and expectations for 10th graders without at least a year of additional studies and prep myself with a bachelor's degree in computer science, masters, and doctorate. What happens to supporting students' exposure to all areas of computer science? The AP classes fit perfectly into the pathway where students get a lot of exposure and students could select the language they want to meet their students' diverse needs. We are now jumping to only test based languages. Classes will be small, they will not represent school demographics, and there will not have females enrolling because most creative opportunities will be lost by having to just program every single day from 9th grade. We also don't have the infrastructure to teach full year coding classes from day 1 of high school. Teachers receive amazing PD opportunities through the MCCE, but it's not enough. They need years of practice, which they were starting to get with the AP course, but now you want to change it again. We will lose many teachers. You're going 20 years backwards to where schools had one section of CS, and only white male (male?) students took it.</p>		N/A

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<p>24. As a school-based occupational therapist, I greatly support the K-2 updated language standards to reflect direct instruction of letter formation and explicit intervention to strengthen fine motor skills.</p> <p>However, this needs to continue past kindergarten. The standard for kindergarten is to print many upper- and lower-case letters, but first grade students should print all upper- and lower-case letters.</p> <p>Mention of direct instruction is missing for the first-grade standards. Research shows that around the age of 10 is the time that motor patterns for letter formation become rote, so there still needs to be continued instruction on letter formation and fine motor strengthening in second and third grade for reinforcement. Handwriting instruction and frequent practice promotes literacy development, so they need to be aligned. (https://pmc.ncbi.nlm.nih.gov/articles/PMC10378357/#B107-children-10-01096)</p> <p>Writing conventions also needs to include writing mechanics such as letter placement on a baseline, alignment to the left-hand side of the page, sizing, and spacing between words. These conventions are currently not part of instruction or self-editing. OTs are getting referrals from teachers, but students have never actually been taught writing mechanics.</p> <p>My opinion is also that the use of media in speaking and listening is being implemented too early. We are in a technology-forward world, but tech has been increasingly serving as a replacement and not a supplement. Mastery of the foundational skills is required before technology is introduced. I have seen this with spelling skills widely decreasing in our students because they are relying on autocorrect and spellcheck when using technology for presenting their knowledge.</p> <p>PreK ELA standards are missing for feedback. However, they should include both gross and fine motor strengthening for developmentally appropriate skills, as postural control is required for motor control in the hands. Standards should also include developmentally appropriate pre-writing strokes and shapes and combining pre-writing strokes and shapes into drawings. They should not include a mention of sensory strategies - research has shown that it is not effective compared to a cognitive approach with direct instruction of these skills.</p> <p>Also - when you publish the standards, please cite the research where you attained the data to inform these standards. Also consult with school-based specialists including occupational therapists, physical therapists, and speech-language pathologists to make sure the standards reflect evidence-based practice. Each of these specialists are required to inform the standards - just one cannot account for the others.</p>	<ol style="list-style-type: none"> 1. The K-5 Foundational Skills Standards document will include writing mechanics, letter formation, and handwriting (print and cursive). 2. "Direct/explicit" and "systematic instruction" will be added to the new standards introduction. 3. The SFVC will review the Speaking and Listening Standards to ensure the appropriate use of technology based on current research. 4. The PreK Standards are currently being developed and will be added to the new standards. 5. The SFVC will add cited research to the Standards. 	<ol style="list-style-type: none"> 1. Yes 2. Yes 3. Yes 4. Yes 5. Yes
<p>25. Cursive is important! Grammar and phonics are important!</p>	<p>The SFVC will add Foundational Skills to the final Standards resources. Cursive will be embedded in the Foundational Skills Standards. Grammar exists in the Standards.</p>	<p>Yes</p>

Public Comment	Response	Incorporated into Final Version
26. The revised standards offer more clarity for teachers about the expectations we are setting for students. The new language will help refine lessons, but more importantly, raise standards for our students. The revised standards for English 9 and 10 are clear and offer more specifics for teachers about what we are aiming for.		N/A
27. I don't see anywhere that mentions using structured literacy to teach children how to read.	The SFVC will add this language to the Introduction.	Yes
28. RL 1 includes an objective summary; this seems misplaced. Should it be in RI 1 or in both? Additionally, could hyphenation rules be removed as a point of emphasis for the 11-12 language standards? Also, these bullets under Essential Skills and Knowledge for the language standard L.11-12.1 seem misplaced: Analyze and explain the historical circumstances and reasons for changes in usage over time. • Compare and contrast changes in usage over time. • Examine historical circumstances and underlying reasons for changes in usage over time. Would they make more sense in the context of a reading skill?	The Literacy Branch will review and make any necessary changes.	Yes

Public Comment	Response	Incorporated into Final Version
<p>29. There are numerous errors in the grades 6-8 and 9-12 standards open for public comments. Specifically, there are numerous cases in each where the skills and knowledge listed are for the wrong standard. There is harm (and no cited research) is changing the integrity of the national standards. Additionally, the small changes made to the standards (in an attempt to make the standards more understandable) do not do such. For example, "multiple pieces of evidence" (RL.1/ RI.1) is no more specific than "several pieces of evidence." Further, moving "objective summary" to the beginning of RL.2 shows an inaccurate understanding of the standard. As both an educator and parent, I have serious concerns that the team who made these changes do not understand the merit of the standards. Changing these standards is at a disadvantage to student outcomes since they make this muddier versus more accessible.</p>	<p>1. The SFVC is currently working on reviewing all language in the new standards documents, especially if there is a public comment about the language. The Office is making any necessary changes to the Standards based on the feedback provided.</p> <p>2. The charge of the SFVC for Literacy has never been to change the national standards for literacy. The SFVC will review and make any necessary changes and recheck for alignment to National Literacy Standards.</p> <p>3. The SFVC will cite all research in the Introduction.</p>	<p>1. Yes 2. Yes 3. Yes</p>
<p>30. Here are my notes! :) I really loved the updates and considerations for vertical alignment. It was like the clarification documents merged with the standards and all progressions were at educators' fingertips. https://docs.google.com/document/d/1HPj0RUG68vwCYp0B6aoCtLJVKn1VtXW_J98OffHDg5M/edit?usp=sharing</p> <ul style="list-style-type: none"> – I like the vertical alignment-- in line with that portion of the CAG and identifying the progression of skills. – I like the pre-requisite skills section and next progression so that teachers can understand the unique characteristics of the standard at each level. – I like the essential knowledge and understandings – I like that this section for the anchor standard provides an overview of the distinctions of each skill/standard from elementary to middle. This will be helpful when we are thinking through vertical alignment and how multi-faceted standards progress over the years. – This does not seem to match standards. (RL.6.1 → RL.7.5) – The key words/ terms section seems redundant/ I don't see teachers/ curriculum staff utilizing this section re: the usability, could those terms just be highlighted/ bolded in the standard/ essential skills and knowledge section rather than listed in isolation? – Is this necessary? This seems a little redundant to have for each anchor standard. (bulleted list if paired standards) 	<p>1. The SFVC will revisit the key terms. This section has received a lot of positive feedback.</p> <p>2. The SFVC will revisit the Skills and Knowledge verbiage that seems out of alignment with the standard (RL.6.1 → RL.7.5)</p> <p>3. The SFVC have received many positive comments about the Key Terms section of the Standards.</p>	<p>1. Yes 2. Yes 3. No</p>

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<p>31. I like how the progressions and bolded statements</p> <p>For standard 6.1 the essential skills and knowledge are missing. What is listed is the old standard that was listed in the MCCRS framework.</p> <p>Also grade 7 .1 the essential skills and knowledge does not match the standard listed.</p>	<p>The Literacy Branch will revisit the specified standards in question and make any necessary changes.</p>	<p>Yes</p>
<p>32. The narrative says prek-12; however, PreK is not addressed in the document. I would like to see PreK included with the essential skills and knowledge listed out for each standard.</p> <p>Include PreK in the updated standards.</p>	<p>1. The SFVC will add PreK to the new Standards Documents.</p> <p>2. The Literacy Branch will adjust the language of the Standards to reflect PreK addition.</p>	<p>1. No</p> <p>2. Yes</p>
<p>33. I question why the PK ELA Standards were not revised as well. The math team included PK in their revisions, but the ELA revisions only start with kindergarten. PreK has new Early Learning Standards from 0-48 months (PK3), and then new K-2, 3-5, 6-8, 8-12 Standards. I don't understand why PK4 Standards were not revised to reflect the new structure. The first pillar of the Blueprint is about PK. Please explain the disconnect.</p>	<p>1. The SFVC will add PreK to the new Standards Documents.</p> <p>2. After the Standards are approved, the Office will reach out for support from district ELA leaders, the Early Childhood Branch at MSDE and other stakeholders to develop a Standards resource that bridges the Early Learning Standards with the PreK Literacy Standards.</p>	<p>1. Yes</p> <p>2. Yes</p>
<p>34. Grade 6-8 Language Strand: Standard 4 states "Grade 8" instead of 5, "Grade 9-10" instead of "Grade 6" and "Grade 11-12" instead of "Grade 7-8".</p> <p>Standards Documents claim to be the standards for 6-8, but this is misleading as they only state the standards and essential skills for 6 & 7 (and pre-requisite 5).</p> <p>It seems strange to have L6.6 include College and Career Readiness language.</p>	<p>1. The SFVC will review the specific areas mentioned in the comments and make any needed adjustments.</p>	<p>Yes</p>

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<p>35. Is it notable to clarify ambiguous language? (ex. in a developmentally appropriate manner). My concern is that this language can be subjective. I also notice for writing that it mentions "several paragraphs" in the intermediate grades 3-5. There has been a lot of conversation about the number of paragraphs students should be able to write in each grade level. I feel like several could mean 3, 4, 5 etc. So, teachers would be subjectively deciding how many paragraphs students should be able to write in each grade. Is it possible to clarify this information?</p>	<p>1. The SFVC reviewed and revised the current documents for clarity and found and addressed a lot of ambiguous language. We will continue to work on this and revise for clarity.</p> <p>2. The paragraph language came from the existing standards. The terms "several" and "multiple" are present on the current Standards documents as a guide. The Committee revised this language because the current Standards for clarity. The new documents all say "multiple" We also changed "quote" to "cite" for the same reason- clarity. The word "quote" was used only once and then changed to "cite". The new documents all say "cite". "Quoting" is a specific type of citing.</p>	<p>1. Yes</p> <p>2. Yes</p>
<p>36. The current format is not conducive specifically for middle school teachers. For example, the grade 8 standards are not in the 6-8 documents. What are grades 5-7? The grade in the middle is the focus standard. How can we change the grade in the middle? For example, the focus standard in the 6-8 document is grade 6 with grades 5 and 7. However, if you are a grade 7 teacher, you will have to go to the high school to see where students will be going (grade 8). Also, grade 7 is not the focus of the document. Finally, if you teach grade 8, you will need to know to go to the high school section to find grade 8 standards. Which in that document, it will not be the focus of the document.</p>	<p>All teachers will be able to access their specific grade-level for every strand, ensuring that every grade-level specific ELA teacher will see their Standards/Skills and Knowledge in the "middle column" and be able to see the grade-level expectations for the preceding and succeeding grade levels.</p>	<p>Yes</p>