



**Karen B. Salmon, Ph.D.**  
State Superintendent of Schools

---

**TO:** Members of the State Board of Education

**FROM:** Karen B. Salmon, Ph.D.

**DATE:** April 23, 2019

**SUBJECT:** COMAR 13A.04.14  
*Program in English Language Arts/Literacy*  
**PERMISSION TO PUBLISH**

---

**PURPOSE:**

The purpose of this action is to request permission to publish amendments to COMAR 13A.04.14 *Program in English Language Arts/Literacy*. These amendments define the process that local school systems can use to demonstrate evidence of alignment of curriculum to Maryland College and Career Ready Standards.

**REGULATION PROMULGATION PROCESS:**

Under Maryland law, a state agency, such as the State Board, may propose a new or amended regulation whenever the circumstances arise to do so. After the State Board votes to propose such a regulation, the proposed regulation is sent to the Administrative, Executive, and Legislative Review Committee (AELR) for a 15-day review period. If the AELR Committee does not hold up the proposed regulation for further review, it is published in the Maryland Register for a 30-day public comment period. At the end of the comment period, the Maryland State Department of Education (MSDE) staff reviews and summarizes the public comments. Thereafter, the MSDE staff will present a recommendation to the State Board of Education to either: (1) adopt the regulation in the form it was proposed; (2) revise the regulation and adopt it as final because the suggested revision is not a substantive change; or (3) revise the regulation and re-propose it because the suggested revision is a substantive change. At any time during the process, the AELR Committee may stop the promulgation process and hold a hearing. Thereafter, it may recommend to the Governor that the regulation not be adopted as a final regulation or the AELR Committee may release the regulation for final adoption.

**BACKGROUND:**

COMAR 13A.04.14 *Program in English Language Arts/Literacy* requires local school systems to use curriculum that is aligned to Maryland College and Career Ready Standards for English Language Arts/Literacy. Once every five years, each local superintendent is required to certify to the State Superintendent of Schools that instructional programming within grades prekindergarten-12 meet all requirements in COMAR 13A.04.14, which include alignment of curriculum to standards.

**EXECUTIVE SUMMARY:**

The amendments to COMAR 13A.04.14 would strengthen the regulation to require each local school system superintendent or chief executive officer to provide evidence of alignment to standards for curriculum. The current regulation does not require evidence of alignment to standards.

**Current Regulation:**

By September 1, 2005 and each 5 years after that, each local superintendent of schools shall certify to the State Superintendent of Schools that the instructional programming within grades prekindergarten—12 meets, at a minimum, the requirements set forth in Regulation .01 of this chapter.

**Revised Regulation:**

By September 1, 2020 and thereafter, upon adoption of new State standards, local school system curriculum, or curriculum support materials, each local superintendent of schools or chief executive officer shall certify to the State Superintendent of Schools that the instructional programming for English language arts meets, at a minimum, the requirements set for in Regulation .01 of this chapter. The superintendent or chief executive officer must provide evidence of meeting requirements. Acceptable forms of evidence include:

- (1) A Maryland State Department of Education Curriculum Vetting Report demonstrating that the reviewed curriculum has earned an acceptable rating as determined by the agency on all sections for English language arts for the identified grade level(s) or course(s).
- (2) A curriculum vetting report produced by a nationally recognized external party that demonstrates alignment to Maryland College and Career Ready Standards for the identified grade level(s) or course(s).
- (3) Documentation of national ratings to demonstrate an alignment to standards and strong (level 1) or moderate (level 2) evidence for all third-party curriculum and curriculum support materials in use.

**ACTION:**

Request permission to publish amendments to COMAR 13A.04.14 *Program in English Language Arts/Literacy*.

**Attachment:**

COMAR 13A.04.14 *Program in English Language Arts/Literacy*

# Title 13A STATE BOARD OF EDUCATION

## Subtitle 04 SPECIFIC SUBJECTS

### Chapter 14 Program in English Language Arts/Literacy

Authority: Education Article, §§2-205(c), 2-205(h), 7-202, and 7-205.1, Annotated Code of Maryland

#### **.01 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 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) 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 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. Foundational Skills Pre-K—5. 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 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 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 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. 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. 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, §4-111, Annotated Code of Maryland, each local school system shall provide English language arts/literacy curriculum documents for the elementary and secondary schools under its jurisdiction that:

(1) Include the content standards described in §§C—I of this regulation; and

(2) 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. Student Participation. Each student shall have the opportunity to participate in the comprehensive Reading and English language arts program required by this chapter.

#### **.02 Certification Procedures.**

[By September 1, 2005 and each 5 years after that, each local superintendent of schools shall certify to the State Superintendent of Schools that the instructional programming within grades prekindergarten—12 meets, at a minimum, the requirements set forth in Regulation .01 of this chapter.]

*By September 1, 2020 and thereafter, upon adoption of new State standards, local school system curriculum, or curriculum support materials, each local superintendent of schools or chief executive officer shall certify to the State Superintendent of Schools that the instructional programming for English language arts meets, at a minimum, the requirements set for in Regulation .01 of this chapter. The superintendent or chief executive officer must provide evidence of meeting requirements. Acceptable forms of evidence include:*

*(1) Maryland State Department of Education Curriculum Vetting Report demonstrating that the reviewed curriculum has earned an acceptable rating as determined by the agency on all sections for English language arts for the identified grade level(s) or course(s).*

- (2) *A curriculum vetting report produced by a nationally recognized external party that demonstrates alignment to Maryland College and Career Ready Standards for the identified grade level(s) or course(s).*
- (3) *Documentation of national ratings to demonstrate an alignment to standards and strong (level 1) or moderate (level 2) evidence for all third-party curriculum and curriculum support materials in use.*

*KAREN B. SALMON, Ph.D.  
State Superintendent of Schools*