

| Maine English Language Arts Standards/Sections/Performance Indicators & Descriptors Grade 9-Diploma | Common Core English Language Arts Standards Strands/CCRS/CCSS Grades 11-12 | National Essential Skills Study (NESS) Rankings Rank | | NESS | MHSA | Priority |
|---|--|---|--|------|------|----------|
| B. WRITING: Students write to express their ideas and emotions, to describe their experiences, to communicate information, and to present or analyze an argument. | | | | | | |
| B1 Interconnected Elements | | | | | | |
| <p>Students use a writing process to develop an appropriate genre, exhibiting an explicit organizational structure, perspective, and style to communicate with target audiences for specific purposes.</p> <p>a. Locate, summarize, and synthesize information from primary and secondary sources, as necessary.</p> <p>b. Apply aspects of various genres for rhetorical effect, strong diction, and distinctive voice.</p> <p>c. Revise drafts to improve synthesis of information from sources, ensuring that the organizational structure, perspective, and style are effective for the targeted audience and purpose.</p> <p>d. Edit for correct grammar, usage, and mechanics.</p> <p>e. Create legible final drafts.</p> | <p>Writing Standards Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> | E1 | Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling). | H | L | M |
| E7 | Research information from a variety of sources and draft a well-organized, accurate, and informative report or essay that engages an audience and addresses its needs. | | | | | |
| E9 | Organize supporting detail in logical and convincing patterns that focus on audience and purpose. | | | | | |

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| B2 Narrative | | | | | | |
| <p>Students embed narrative writing in a written text when appropriate to the audience and purpose.</p> <p>a. Use diction, syntax, imagery, and tone to create a distinctive voice.</p> <p>b. Organize ideas in a logical sequence with effective transitions.</p> | <p><u>Writing Standards</u> Text Types and Purposes</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> | E9 | Organize supporting detail in logical and convincing patterns that focus on audience and purpose. | H | L | M |
| E45 | Create an original piece of literature or poetry for personal enjoyment or to share with other readers. | | | | | |
| E47 | Write a biographical and autobiographical sketch. | | | | | |

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| B3 Argument/Analysis | | | | | | |
| <p>Students write academic essays that structure ideas and arguments in a sustained and logical fashion.</p> <p>a. Explain and evaluate information from reading, listening, or viewing.</p> <p>b. Write thesis-driven essays that build a logical argument and support assertions with examples and evidence that are accurate, credible, and relevant.</p> | <p><u>Writing Standards</u> Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> | E9 | Organize supporting detail in logical and convincing patterns that focus on audience and purpose. | H | L | M |
| E24 | Compare/contrast, summarize, synthesize, and evaluate ideas from various selections on similar topics or works by the same author. | | | | | |
| E34 | Summarize essential information from a variety of oral sources such as speeches, plays, commercials, and political debates. | | | | | |