



Maryland College and Career Ready Standards Framework English Language Arts/Literacy

Introduction

The Code of Maryland Regulations (COMAR) 13A.04.14.01 *Reading and English Language Arts Instructional Programs for Grades Prekindergarten – 12* states that, “each local education agency shall provide in public schools an instructional program in English language arts/literacy each year for all students in grades prekindergarten – 5; provide in public schools an instructional program in English language arts/literacy each year for all students in grades 6–8; offer an English language arts/literacy program in grades 9 – 12 which enables students to meet graduation requirements and to select English language arts/literacy electives including English Language Arts/Literacy Transition Courses.”

State Frameworks are developed by the Maryland State Department of Education (MSDE) to support local education agencies in providing high-quality instructional programs in English Language Arts/Literacy. State Frameworks are defined as supporting documents and provide guidance for implementing Maryland College and Career Readiness Standards in English Language Arts/Literacy which are reviewed and adopted by the Maryland State Board of Education. State Frameworks also provide consistency in learning expectations for students in English Language Arts/Literacy programs across the twenty-four local education agencies as local curriculum is developed and adopted using these documents as a foundation.

MSDE shall update the State Frameworks in English Language Arts/Literacy in the manner and time the State Superintendent of Schools determines is necessary to ensure alignment with best-in-class, research-based practices. Tenure and stability of State Frameworks affords local education agencies the necessary time to procure supporting instructional materials, provide professional development, and to measure student growth within the program. Educators, practitioners, and experts who participate in writing workgroups for State Frameworks represent the diversity of stakeholders across Maryland. State Frameworks in English Language Arts/Literacy, Prekindergarten – Grade 12 were developed, reviewed, and revised by teams of Maryland educators and practitioners, including local education agency content curriculum specialists, classroom teachers, accessibility staff, and academic researchers and experts in close collaboration with MSDE.

The Maryland College and Career Ready English Language Arts/Literacy Frameworks were released in June of 2012.

Maryland College and Career Ready Standards Framework Reading Foundational Skills Grades 3-5

In June 2010, the Maryland State Board of Education adopted the Maryland College and Career Ready Standards (MCCRS). These Frameworks are the result of a year-long effort by Maryland educators to unpack the MCCR standards and identify the essential skills and knowledge that a student would need in order to master the grade specific standards. Since the MCCR standards did not include Pre-K, Maryland educators created standards and developed the essential skills and knowledge to serve these students. The Frameworks are not intended to convey the order in which the standards should be taught nor the length of time to devote to a unit of study.

The MCCRS Frameworks in English Language Arts integrate standards from different strands. Throughout the Maryland Essential Skills and Knowledge, references such as See MCCR Standard 6 SL4 (“See MCCR Standards, Grade 6, Speaking & Listening, Standard 4”) are provided.

The following list shows the abbreviations used when referencing standards from the MCCRS:

- RL – Reading Literature
- RI – Reading Informational Text
- RF – Reading Foundational Skills
- W – Writing
- L – Language
- SL – Speaking and Listening

The MCCRS Frameworks also integrate standards from the Maryland School Library Media Curriculum and the Maryland Technology Literacy Standards. These standards are indicated by the abbreviations MD SLM 6-8 _____ (“Maryland School Library Media, grades 6-8, Standard, Indicator, objective”) and TL (“Technology Literacy Standards” followed by Standard, Indicator, objective).

Standards for Reading Foundational Skills (RF)**Cluster: Print Concepts****RF1 MCCR Anchor Standard: Demonstrate understanding of the organization and basic features of print.**

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
Ends at grade 1.	Ends at grade 1.	Ends at grade 1.

Standards for Reading Foundational Skills (RF)**Cluster: Phonological Awareness****RF2 MCCR Anchor Standard: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
Ends at grade 1.	Ends at grade 1.	Ends at grade 1.

Standards for Reading Foundational Skills (RF)

Cluster: Phonics and Word Recognition

RF3 MCCR Anchor Standard: Know and apply grade- level phonics and word analysis skills in decoding words.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>RF3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>RF3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>RF3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p>RF3.a Identify and know the meaning of the most common prefixes and derivational suffixes</p> <p>Essential Skills and Knowledge</p> <p>Identify and know the meanings of the most common prefixes and derivational suffixes.</p>	<p>RF3.a Use a combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Generalize and apply phonics to unfamiliar multisyllabic words. • Increase knowledge of roots and affixes. • Understand the relationship between words with common roots. • Understand that an affix may change the meaning or part of speech of a word. 	<p>RF3.a Use a combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Generalize and apply phonics to unfamiliar multisyllabic words. • Increase knowledge of roots and affixes. • Understand the relationship between words with common roots. • Understand that an affix may change the meaning or part of speech of a word.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
RF3 Know and apply grade-level phonics and word analysis skills in decoding words.	RF3 Know and apply grade-level phonics and word analysis skills in decoding words.	RF3 Know and apply grade-level phonics and word analysis skills in decoding words.
RF3.b Decode words with common Latin suffixes. Essential Skills and Knowledge Decode words with common Latin suffixes		

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>RF3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>RF3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>RF3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p>RF3.c Decode multi syllable words.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Identify and apply vowel pronunciation rules to read multisyllabic words. • Blend sounds and segmented syllables to read words. • Confirm decoding efforts through word meanings and word order. 		

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
RF3 Know and apply grade-level phonics and word analysis skills in decoding words.	RF3 Know and apply grade-level phonics and word analysis skills in decoding words.	RF3 Know and apply grade-level phonics and word analysis skills in decoding words.
<p>RF3.d Read grade-appropriate irregularly spelled words.</p> <p>Essential Skills and Knowledge</p> <p>Increase the number of grade appropriate high frequency words that can be read.</p>		

Standards for Reading Foundational Skills (RF)

Cluster: Fluency

RF4 MCCR Anchor Standard: Read with sufficient accuracy and fluency to support comprehension

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>RF4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>RF4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>RF4 Read with sufficient accuracy and fluency to support comprehension.</p>
<p>RF4.a Read on-level text with purpose and understanding.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Listen to daily Interactive Read Alouds of complex text in a variety of text structures in order to attend to and apply models of fluent reading. • Adjust reading rate to purpose for reading. • Engage in opportunities for daily independent reading of grade level text in order to build fluency. • Demonstrate fluent reading in order to fully comprehend text by responding accurately (e.g., discussion, written response). 	<p>RF4.a Read on-level text with purpose and understanding.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Listen to daily Interactive Read Alouds of complex text in a variety of text structures in order to attend to and apply models of fluent reading. • Adjust reading rate to purpose for reading. • Engage in opportunities for daily independent reading of grade level text in order to build fluency. • Demonstrate fluent reading in order to fully comprehend text by responding accurately (e.g., discussion, written response). 	<p>RF4.a Read on-level text with purpose and understanding.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Listen to daily Interactive Read Alouds of complex text in a variety of text structures in order to attend to and apply models of fluent reading. • Adjust reading rate to purpose for reading. • Engage in opportunities for daily independent reading of grade level text in order to build fluency. • Demonstrate fluent reading in order to fully comprehend text by responding accurately (e.g., discussion, written response).

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>RF4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>RF4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>RF4 Read with sufficient accuracy and fluency to support comprehension.</p>
<p>RF4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Listen to interactive Read Alouds of steadily increasing complexity (informational and literary, across all structures and genres of text, representing a wide variety of cultures) in order to observe models of fluent reading and apply skills to their own reading. • Practice multiple readings of familiar text. • Use punctuation as cues to appropriate expression. • Demonstrate appropriate use of phrasing. • Apply knowledge of word structures and patterns to read with automaticity. 	<p>RF4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Listen to interactive Read Alouds of steadily increasing complexity (informational and literary, across all structures and genres of text, representing a wide variety of cultures) in order to observe models of fluent reading and apply skills to their own reading. • Practice multiple readings of same text. • Use punctuation as cues to appropriate expression. • Apply knowledge of word structures and patterns to read with automaticity. • Demonstrate appropriate use of phrasing by attending to sentence patterns and structures and by adjusting to intonation and pitch. 	<p>RF4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Listen to interactive Read Alouds of steadily increasing complexity (informational and literary, across all structures and genres of text, representing a wide variety of cultures) in order to observe models of fluent reading and apply skills to their own reading. • Practice multiple readings of same text. • Use punctuation as cues to appropriate expression. • Apply knowledge of word structures and patterns to read with automaticity. • Demonstrate appropriate use of phrasing by attending to sentence patterns and structures and by adjusting to intonation and pitch.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>RF4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>RF4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>RF4 Read with sufficient accuracy and fluency to support comprehension.</p>
<ul style="list-style-type: none"> • Demonstrate appropriate use of phrasing by attending to sentence patterns and structures and by adjusting to intonation and pitch. • Read a variety of texts with expression and volume appropriate to the context in which it is read. 	<ul style="list-style-type: none"> • Read a variety of texts with expression and volume appropriate to the context in which it is read. 	<ul style="list-style-type: none"> • Read a variety of texts with expression and volume appropriate to the context in which it is read.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>RF4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>RF4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>RF4 Read with sufficient accuracy and fluency to support comprehension.</p>
<p>RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Use prior knowledge and experiences to confirm or self-correct word recognition and understanding. • Use context clues, sentence structure, and visual clues to guide self-correction. 	<p>RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Use prior knowledge and experiences to confirm or self-correct word recognition and understanding. • Use context clues, sentence structure, and visual clues to guide self-correction. 	<p>RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Use prior knowledge and experiences to confirm or self-correct word recognition and understanding. • Use context clues, sentence structure, and visual clues to guide self-correction.