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 Curriculum Standards Reading Foundational Skills Grades K-2

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 K STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RF1 Demonstrate understanding of the organization and basic features of print.	RF1 Demonstrate understanding of the organization and basic features of print.	Ends at grade 1.
RF1.a Follow words from left to right, top to bottom, and page by page. Essential Skills and Knowledge With prompting and support: • demonstrates interest/attention to print. • follow words from left to right, top to bottom, front to back and page by page. • make return sweep to next line of text.	RF1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). Essential Skills and Knowledge • Follow words from left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Identify the components of a sentence (e.g., words, punctuation, etc.).	

GRADE K STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RF1 Demonstrate understanding of the organization and basic features of print.	RF1 Demonstrate understanding of the organization and basic features of print.	Ends at grade 1.
RF1.b Recognize that spoken words are represented in written language by specific sequences of letters. Essential Skills and Knowledge With prompting and support: • engage in a variety of literacy experiences (e.g., shared reading and writing, Interactive Read Alouds, language experience stories, etc.) using a wide selection of texts (e.g., a variety of structures and/or genres representing a wide variety of cultures). • recognize that spoken words can be written, spoken and read. • know the difference between letters and words. • recognize that letters go together to make words • identifies words in text.		

GRADE K STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RF1 Demonstrate understanding of the organization and basic features of print.	RF1 Demonstrate understanding of the organization and basic features of print.	Ends at grade 1.
RF1.c Understand that words are separated by spaces in print. Essential Skills and Knowledge With prompting and support: • engage in a wide variety of literacy experiences involving writing that focuses on spaces in print (e.g., Interactive Read Alouds, shared reading and writing, language experience stories, small group instruction, etc.). • know the difference between a letter and a word. • recognize that letters build words and words build sentences. • recognize that printed words are separated by spaces.		

GRADE K STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RF1 Demonstrate understanding of the organization and basic features of print.	RF1 Demonstrate understanding of the organization and basic features of print.	Ends at grade 1.
RF1.d Recognize and name all upper and lowercase letters of the alphabet. Essential Skills and Knowledge With prompting and support: • differentiate between numerals, letters, and words. • engage in a wide variety of literacy experiences involving writing that focuses on upper and lower case letters in print (e.g., Interactive Read Alouds, shared reading and writing, language experience stories, small group instruction, etc.). • attend to print in order to learn letter names. identify and name upper and lower case letters out of context and in isolation.		

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

GRADE K STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Ends at grade 1.
RF2.a Recognize and produce rhyming words. Essential Skills and Knowledge With prompting and support: • identify and differentiate environmental sounds. • recognize rhyming words in spoken language. • understand the relationship between onset/rime in creating rhyming words. • demonstrate auditory discrimination to match rime/same beginning and ending sound. • demonstrate auditory discrimination of rimes/same ending sounds.	RF2.a Distinguish long from short vowel sounds in single syllable words. Essential Skills and Knowledge • Demonstrate auditory discrimination skills. • Identify and produce short vowel sounds. • Identify and produce long vowel sounds.	

GRADE K STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Ends at grade 1.
• identify rhyme in poems and stories read aloud. • repeat and produce rhyming words.		

GRADE K STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Ends at grade 1.
RF2.b Count, pronounce, blend, and segment syllables in spoken words. Essential Skills and Knowledge With prompting and support: • identify and isolate individual words in spoken language. • identify letters, sounds and corresponding sounds. • orally blend word parts (e.g. onsets, rimes, and compound words). • identify whether isolated sounds are same or different. • blend sounds and syllables to form words.	RF2.b Orally produce single-syllable words by blending sounds (phonemes). Essential Skills and Knowledge • Orally segment and count the syllables heard in given words. • Identify initial, medial, and final sounds (phonemes) in single syllable spoken words. • Compare and identify the sounds (phonemes) in single syllable spoken words using initial, medial, and final sounds. • Identify onsets and rimes of single syllable spoken words. • Orally blend 3-4 phonemes into a word.	

GRADE K STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Ends at grade 1.
RF2.c Blend and segment onsets and rimes of single syllable spoken words. Essential Skills and Knowledge With prompting and support: • identify initial and final sounds in a word. • categorize words as same or different by onset and rime. • orally blend word parts (e.g. onsets, rimes).	RF2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Essential Skills and Knowledge • Identify the sounds (phonemes) heard in single syllable spoken words. • Produce the sounds (phonemes) heard in single syllable spoken words. • Orally add or delete a sound (phoneme) at the beginning or end of single-syllable words to make new words. • Orally substitute initial, medial, and final sounds in single syllable words to make new words.	

GRADE K STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Ends at grade 1.
RF2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) Essential Skills and Knowledge With prompting and support: • isolate and pronounce the initial, medial and final sounds in spoken words. • recognize similarities and differences in the initial, medial and final sounds of words.	RF2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). Essential Skills and Knowledge • Identify the number of sounds (phonemes) heard in spoken single-syllable words. • Produce the sounds (phonemes) heard in single-syllable words. • Orally add or delete a sound (phoneme) at the beginning or end of single-syllable words to make new words. • Orally substitute initial, medial, and final sounds in single syllable words to make new words.	

GRADE K STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Ends at grade 1.
RF2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. Essential Skills and Knowledge With prompting and support: • orally blend and segment individual phonemes in three phoneme words. • orally add or delete a sound (phoneme) at the end of a simple, one-syllable word to make a new word.		

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 K STUDENTS	GRADE 1 STUDENTS	GRADE 2 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.a Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound for each consonant. Essential Skills and Knowledge With prompting and support: • identify and name upper and lower case letters of the alphabet. • use pictures or symbols to cue sound of the consonant letters.	RF3.a Know the spelling-sound correspondence for common consonant digraphs. Essential Skills and Knowledge • Identify the letters that represent common digraphs. • Recognize that certain letter combinations can make one sound. • Associate a visual cue with the digraph. • Decode words with letter combinations representing common consonant digraphs.	RF3.a Distinguish long and short vowels when reading regularly spelled one-syllable words. Essential Skills and Knowledge • Identify and apply vowel patterns to read words, such as CVC, CVCE, CVVC. • Identify and apply vowel pattern pronunciation rules to read words.

GRADE K STUDENTS	GRADE 1 STUDENTS	GRADE 2 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 Associate the long and short sounds with common spellings (graphemes) for the five major vowels. Essential Skills and Knowledge With prompting and support: • identify the difference between consonants and vowels. • recognize that a single vowel letter stands for a short or long vowel sound.	RF3.b Decode regularly spelled one-syllable words. Essential Skills and Knowledge • Apply the principles of sound-letter. correspondence, including exceptions. • Produce letter-sound correspondences rapidly. • Blend isolated sounds into one-syllable words. • Use known word/part to decode unknown words.	RF3.b Know sound-spelling correspondences for additional common vowel teams. Essential Skills and Knowledge • Understand that a combination of vowels can represent a single vowel sound. • Identify and apply vowel team pronunciation rules.

GRADE K STUDENTS	GRADE 1 STUDENTS	GRADE 2 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.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Essential Skills and Knowledge With prompting and support: • recognize and read high frequency words with increasing automaticity. • read name in isolation with automaticity.	RF3.c Know final-e and common vowel team conventions for representing long vowel sounds. Essential Skills and Knowledge • Recognize that two letters can represent a vowel sound. • Identify common vowel teams. • Apply vowel pronunciation rules to read words, such as CVCE, CVVC.	RF3.c Decode regularly spelled two-syllable words with long vowels. Essential Skills and Knowledge • Explain and apply syllable division rules. • Know and understand that every syllable has a vowel sound and be able to apply knowledge of open and closed syllables to determine vowel sound. • Identify and apply vowel pronunciation rules to read words, such as CVC, CVCE, CVVC.

GRADE K STUDENTS	GRADE 1 STUDENTS	GRADE 2 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.d Distinguish between similarly spelled words by identifying the sounds of the letter that differ. Essential Skills and Knowledge With prompting and support, identify sounds of words in isolation.	RF3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Essential Skills and Knowledge • Count and segment syllables orally. • Identify the vowel sound in spoken and written one-syllable words. • Identify the number of vowels and syllables in printed words.	RF3.d Decode words with common prefixes and suffixes. Essential Skills and Knowledge • Recognize and define base words. • Identify and define common prefixes and suffixes. Blend parts to read words and describe how the affix affects the word meaning.

GRADE K STUDENTS	GRADE 1 STUDENTS	GRADE 2 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.e Decode two-syllable words following basic patterns by breaking the words into syllables. Essential Skills and Knowledge • Recognize open and closed syllables. • Explain and apply syllable division rules. • Blend sounds in segmented syllables to read words.	RF3.e Identify words with inconsistent but common spelling-sound correspondences. Essential Skills and Knowledge Identify and apply the rules for sound-spelling correspondences, including exceptions.

GRADE K STUDENTS	GRADE 1 STUDENTS	GRADE 2 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.f Read words with inflectional endings. Essential Skills and Knowledge Identify inflectional endings. • Recognize and define base words. • Read words and describe how the inflectional ending affects the word meaning.	RF3.f Recognize and read grade-appropriate irregularly spelled words. Essential Skills and Knowledge Apply a variety of strategies to increase the number of grade appropriate sight words/high frequency words that can be read.	RF3.f Read words with inflectional endings. Essential Skills and Knowledge • Identify inflectional endings. • Recognize and define base words. • Read words and describe how the inflectional ending affects the word meaning.

GRADE K STUDENTS	GRADE 1 STUDENTS	GRADE 2 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.g Recognize and read grade-appropriate irregularly spelled words. Essential Skills and Knowledge Apply a variety of strategies to increase the number of grade appropriate high frequency words that can be read independently.	

Standards for Reading Foundational Skills (RF)
Cluster: Fluency
RF4 MCCR Anchor Standard: Read with sufficient accuracy and fluency to support comprehension.

GRADE K STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RF4 Read emergent-reader texts with purpose and understanding.	RF4 Read with sufficient accuracy and fluency to support comprehension.	RF4 Read with sufficient accuracy and fluency to support comprehension.
Essential Skills and Knowledge With prompting and support: • 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. • engage in opportunities for daily independent reading of emergent reader text to build fluency.	RF4.a Read on-level text with purpose and understanding. Essential Skills and Knowledge • Apply decoding skills to read on-level text. • Read grade level sight words/high frequency words in isolation and in context with automaticity. • Use context cues and text features to determine and clarify the meanings of an unknown word.	RF4.a Read on-level text with purpose and understanding. Essential Skills and Knowledge • Apply a variety of decoding strategies to read grade level text. • Read on-level sight words/high frequency words in isolation and in context with automaticity. • Begin to self-regulate understanding of text by making and confirming predictions and rereading when necessary in order to check for understanding.

GRADE K STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RF4 Read emergent-reader texts with purpose and understanding.	RF4 Read with sufficient accuracy and fluency to support comprehension.	RF4 Read with sufficient accuracy and fluency to support comprehension.
• engage in imitative reading at an appropriate rate recite nursery rhymes, poems, and finger plays from a wide variety of genres with expression. • use knowledge of end punctuation to signal expression in reading. • recognize that the pictures help to explain the text use known high frequency words when reading the text. • use the first letter sound and the picture to determine the meaning of an unknown word.		

GRADE K STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RF4 Read emergent-reader texts with purpose and understanding.	RF4 Read with sufficient accuracy and fluency to support comprehension.	RF4 Read with sufficient accuracy and fluency to support comprehension.
	RF4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Essential Skills and Knowledge • 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. • Apply decoding skills to read on-level text. • Read on-level sight words/high frequency words with automaticity. • Use punctuation as cues to appropriate expression. • Fluently read on-level text with accuracy and prosody.	RF4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Essential Skills and Knowledge • 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. • Apply decoding skills to read on-level text. • Read on-level sight words/high frequency words with automaticity in isolation and in context. • Use punctuation as cues to appropriate expression. • Fluently read on-level text with accuracy and prosody.

GRADE K STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RF4 Read emergent-reader texts with purpose and understanding.	RF4 Read with sufficient accuracy and fluency to support comprehension.	RF4 Read with sufficient accuracy and fluency to support comprehension.
	RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Essential Skills and Knowledge • Use prior knowledge and experiences to confirm or self correct word recognition and understanding. • Develop a conceptual understanding of new words to confirm or self-correct word recognition and understanding. • Reread when something does not make sense in order to determine the meaning of a known word. • Using context cues and visual clues to guide self correction.	RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Essential Skills and Knowledge • Use prior knowledge and experiences to confirm or self-correct word recognition and understanding. Demonstrate a conceptual understanding of new words, e.g., classify and categorize into groups, identify antonyms, synonyms, homophones. • Reread at point of difficulty in order to use structure and meaning to determine unknown word. • Use context cues, sentence structure, and visual clues to guide self-correction.