



# 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 PreK

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.**

Pre-Kindergarten Students

RF1 Demonstrate understanding of basic features of print.

**RF1.a Demonstrate an awareness that words are read from left to right, top to bottom and page by page.**

Essential Skills and Knowledge

With modeling and support:

- demonstrate interest/attention to print.
- demonstrate proper orientation of book.
- demonstrate proper handling of a book.
- recognize that a book has a front and back cover.
- follow words from left to right (and return sweep), top to bottom, front to back and page by page.

**RF1.b Recognize that spoken words can be written and read.**

## Essential Skills and Knowledge

With modeling 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).
- understand that speech can be written and read.
- understand that print conveys meaning.

**RF1.c Understand that words are separated by spaces in print.**

## Essential Skills and Knowledge

With modeling and support engage in a variety of literacy experiences which focus on spaces in print (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)

**RF1.d Demonstrate understanding of basic features of print.**

## Essential Skills and Knowledge

With modeling and support:

- apply visual discrimination of shapes and orientation.
- differentiate between pictures, shapes, letters, and numerals.
- attend to print in order to discriminate between letters and numbers in order to recognize that letters and numbers represent different concepts.
- attend to print in order to learn letter names.

## **Standards for Reading Foundational Skills (RF)**

### **Cluster: Phonological Awareness**

#### **RF2 MCCR Anchor Standard: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

Pre-Kindergarten Students

##### **RF2.a Recognize rhyming words in spoken language.**

Essential Skills and Knowledge

With modeling and support:

- identify and differentiate environmental sounds.
- begin to demonstrate auditory discrimination of rimes/same ending sounds.
- identify rhyme in poems and stories read aloud.

##### **RF2.b Identify and isolate individual words in a spoken sentence.**

Essential Skills and Knowledge

With modeling and support, identify and differentiate individual words in spoken language.

**RF2.c Count, pronounce, blend, and segment syllables in spoken words.**

Essential Skills and Knowledge

With modeling and support:

- identify and isolate spoken words in a sentence.
- identify whether isolated sounds are same or different.
- orally blend word parts (onsets and rimes).

**RF2d. Blend and segment onsets and rimes of single syllable spoken words.**

Essential Skills and Knowledge

With modeling and support:

- identify initial and final sounds in a word.
- categorize words as same or different by initial or final sound.
- orally blend word parts (e.g. onsets and rimes).

**RF2.e Isolate and pronounce the initial sound in spoken words.**

Essential Skills and Knowledge

With modeling and support:

- recognize similarities and differences in the initial sound of words.
- begin to demonstrate understanding the concept of first, middle and last.

**RF2.f Orally blend and segment individual phonemes in two-to-three phoneme words.**

Essential Skills and Knowledge

With modeling and support:

- orally blend individual phonemes to form words (e.g. /c/ /a/ /t/ =cat).
- orally segment a word into individual phonemes (e.g. cat= /c/ /a/ /t/).

## 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.

Pre-Kindergarten Students

RF3 Know and apply grade- level phonics and word analysis skills in decoding words.

#### **RF3.a Recognize that words are made up of letters and their sounds.**

Essential Skills and Knowledge

With modeling and support:

- engage in language activities focusing on the alphabetic principle.
- begin to associate names of letters with their shapes.
- begin to notice the beginning letter in familiar words.
- begin to associate names of letters with their sounds.

#### **RF3.b Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the most frequent sound for some consonants.**

Essential Skills and Knowledge

With modeling and support, begin to match the name and sound of some upper and lower case consonants letters in the alphabet.

**RF3.c Recognize name in print as well as some environmental print (symbols/words).**

Essential Skills and Knowledge

With modeling and support:

- recognize and read name in isolation with increased automaticity.
- identify and name the letters in first name.
- recognize a few words in environmental print.

## Standards for Reading Foundational Skills (RF)

### Cluster: Fluency

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

Pre-Kindergarten Students

RF4 Engage with a variety of texts (e.g., a variety of structures and/or genres) with purpose and understanding.

Essential Skills and Knowledge

With modeling 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).
- use illustrations to support understanding of the text.
- recite nursery rhymes, poems, and finger plays from a wide variety of genres with expression.
- engage in imitative reading with prosody.
- use strategies to prepare for reading (before, during and after reading).