



# 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 Informational Text 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 Informational Text (RI)

### Cluster: Key Ideas and Details

#### **RI1 MCCR Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

Pre-Kindergarten Students

RI1 With modeling and support, answer questions about details in an informational text.

Essential Skills and Knowledge

With modeling and support,

- listen to a wide variety of increasingly complex informational texts (a wide variety including expository and narrative structures and types, e.g., trade books, magazines, multimedia resources, functional texts such as recipes and labels related to personal interests and reflecting a wide variety of cultures)
- develop awareness of strategies that are used to monitor understanding before, during, and after reading, viewing, or listening to informational text
- before reading use prior knowledge and experiences to make connections to informational text
- before reading make predictions or ask questions about the text by examining the title, cover, illustrations/photographs/text features/graphic aides
- during Interactive Read Alouds of informational text listen, ask and answer questions as appropriate
- after reading engage in conversations to facilitate recall of details in order to answer questions about the text
- after reading respond to text through discussions, dramatizing, drawing and/or developmentally appropriate writing including the use of technology

## **Standards for Reading Informational Text (RI)**

### **Cluster: Key Ideas and Details**

#### **RI2 MCCR Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

Pre-Kindergarten Students

RI2 With modeling and support, recall one or more detail(s) related to the main topic from an informational text.

Essential Skills and Knowledge

With modeling and support,

- listen to a wide variety of complex informational texts
- use text and graphic features as sources to identify the main topic
- participate in discussion about the main topic in order to recall one or more detail(s) from the text and to respond to questions about the topic and details

## **Standards for Reading Informational Text (RI)**

### **Cluster: Key Ideas and Details**

#### **RI3 MCCR Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.**

Pre-Kindergarten Students

RI3 With modeling and support, connect individuals, events, and pieces of information in text to life experiences.

Essential Skills and Knowledge

With modeling and support,

- access prior knowledge and experiences in order to identify and discuss how personal experiences, events and individuals in their own lives are similar and different from the text
- begin to demonstrate an understanding of sequential order
- determine and retell important ideas and messages in informational text
- explain how someone might use the text

## **Standards for Reading Informational Text (RI)**

### **Cluster: Craft and Structure**

#### **RI4 MCCR Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

Pre-Kindergarten Students

RI4 With modeling and support, answer questions about unknown words in a text.

Essential Skills and Knowledge

With modeling and support,

- activate prior knowledge and experiences to determine the meaning of unknown words
- use text, illustrations, graphic aides (e.g. print features, size of print, illustrations/photographs, drawings, maps, graphs and diagrams) to identify meaning of unknown words

## **Standards for Reading Informational Text (RI)**

### **Cluster: Craft and Structure**

**RI5 MCCR Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

Pre-Kindergarten Students

RI5 With modeling and support, identify the front cover and back cover of a book.

Essential Skills and Knowledge

With modeling and support,

- identify information appropriate for the front cover and back cover of a book
- demonstrate the proper use of a book (See MD PK CCSS RF1.a.)

## **Standards for Reading Informational Text (RI)**

### **Cluster: Craft and Structure**

#### **RI6 MCCR Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.**

Pre-Kindergarten Students

RI6 With modeling and support define the role of the author and illustrator/photographer in presenting the ideas or information in a text.

Essential Skills and Knowledge

With modeling and support identify the role of (and use the terms) authors and illustrators/photographers.



## **Standards for Reading Informational Text (RI)**

### **Cluster: Integration of Knowledge and Ideas**

#### **RI7 MCCR Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. \***

Pre-Kindergarten Students

RI7 With modeling and support, tell how the illustrations/photographs support the text.

Essential Skills and Knowledge

With modeling and support,

- describe the illustrations/photographs in an informational text
- participate in discussions about the information derived from details in the illustrations/photographs in an informational text
- participate in discussions about how these details contribute to the understanding of informational text

## **Standards for Reading Informational Text (RI)**

### **Cluster: Integration of Knowledge and Ideas**

#### **RI8 MCCR Anchor Standard: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

Pre-Kindergarten Students

RI8 With modeling and support identify the reasons an author gives to support points in a text.

Essential Skills and Knowledge

With modeling and support,

- recall details from a text
- identify details that support a point in the text
- answer questions about details in a text

## **Standards for Reading Informational Text (RI)**

### **Cluster: Integration of Knowledge and Ideas**

#### **RI9 MCCR Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

Pre-Kindergarten Students

RI9 With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions).

Essential Skills and Knowledge

With modeling and support,

- listen to and discuss a variety of texts
- identify the topic of a text
- recognize texts that have the same topic
- participate in discussions to identify the similarities and differences between two texts on the same topic

## **Standards for Reading Informational Text (RI)**

### **Cluster: Range of Reading and Level of Text Complexity**

#### **RI10 MCCR Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.**

Pre-Kindergarten Students

RI10 Actively engage in group reading activities with purpose and understanding.

With modeling and support,

- develop comprehension skills by listening to a variety of appropriate increasingly complex informational texts (self-selected and assigned) representing diverse cultures, perspectives, ethnicities, and time periods from a wide variety of types (expository and narrative: trade books, magazines, multimedia resources, functional texts such as recipes and labels, etc.)
- use a variety of strategies to determine and clarify the meaning of unknown and multiple meaning words and phrases
- apply before, during and after reading strategies for a variety of informational texts
- participate in collaborative conversations with peers about grade-level complex informational text