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 Literature 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 Literature (RL)
Cluster: Key Ideas and Details
RL1 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

RL1 With modeling and prompting, answer questions about details in a text.

Essential Skills and Knowledge

With modeling and support:

- listen to a wide variety of literary texts (fiction, non-fiction, fables, folktales, realistic fiction, historical fiction, poems, plays, etc.) from a wide variety of cultures related to personal interests.
- develop awareness of strategies that are used to monitor understanding before, during, and after reading, viewing, or listening to literary text.
- before reading use prior knowledge and experiences to make connections to literary text.
- before reading make predictions and/or ask questions about the text by examining the title, cover, illustrations/photographs and/or text.
- during Interactive Read Alouds of literary 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, recalling details through discussions, dramatizing, drawing and/or writing.

See MD SLM V.A; MD DL 3.

Standards for Reading Literature (RL)
Cluster: Key Ideas and Details
RL2 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

RL2 With modeling and support, retell familiar stories/poems

Essential Skills and Knowledge

With modeling and support:

- listen to and discuss a wide variety of complex literary texts (narrative text structure, both fiction and non-fiction including plays, stories and poems) representing diverse cultures, perspectives and ethnicities.
- determine the important ideas and messages in literary texts.
- identify the beginning, middle and end of text.
- retell the text or part of the text in an appropriate sequence.

See MD SLM II.B.

Standards for Reading Literature (RL)
Cluster: Key Ideas and Details
RL3 MCCR Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.

Pre-Kindergarten Students

RL3 With modeling and support, identify characters, settings, and major events in a story

Essential Skills and Knowledge

With modeling and support:

- understand the terms: character and setting.
- identify characters, setting, and major events in a story through use of dramatization, puppets, discussion, writing, drawing, etc.

Standards for Reading Literature (RL)
Cluster: Craft and Structure
L4 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

RL4 With modeling and support, answer questions about unknown words in stories and poems.

Essential Skills and Knowledge

With modeling and support:

- activate prior knowledge and experiences to determine the meaning of unknown words.
- use text and illustrations to identify meaning of unknown word.

Standards for Reading Literature (RL)
Cluster: Craft and Structure
RL5 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

RL5 Gain exposure to common types of literary texts (e.g., storybooks, poems).

Essential Skills and Knowledge

With modeling and support:

- explore/discuss different types/genres of literary text (e.g., poetry, drama, nursery rhymes, traditional tales, fiction, non-fiction) representing diverse cultures, perspectives, and ethnicities.
- compare different versions of the same story, rhyme, or traditional tale.

Standards for Reading Literature (RL)
Cluster: Craft and Structure
RL6 MCCR Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.

Pre- Kindergarten Students

RL6 With modeling and support, identify the role of author and illustrator

Essential Skills and Knowledge

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

Standards for Reading Literature (RL)
Cluster: Integration of knowledge and Ideas
RL7 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

RL7 With modeling and support, tell how the illustrations support the story.

Essential Skills and Knowledge

With modeling and support:

- describe the illustrations in a story.
- participate in discussions about the information derived from details in the illustrations in a story and how the details contribute to the understanding.

Standards for Reading Literature (RL)
Cluster: Integration of Knowledge and Ideas
RL8 MCCR Anchor Standard: Not applicable to literature

Pre-Kindergarten Students

RL8 Not applicable to literature

Standards for Reading Literature (RL)
Cluster: Integration of Knowledge and Ideas
RL9 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

RL9 With modeling and support, compare adventures and experiences of characters in familiar stories.

Essential Skills and Knowledge

With modeling and support:

- explore/discuss story elements, including characters and events.
- discuss what characters do and say in a familiar story.
- recognize that characters have unique adventures and experiences.
- compare characters, including their experiences and actions.

Standards for Reading Literature (RL)
Cluster: Range of Reading and Level of Text Complexity
RL10 MCCR Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.

Pre-Kindergarten Students

RL10 Actively engage in group reading activities with purpose and understanding.

Essential Skills and Knowledge

With modeling and support:

- develop comprehension skills by listening to a variety of appropriate increasingly complex literary texts (self- selected and assigned) representing diverse cultures, perspectives, ethnicities, and time periods (fiction and non-fiction) from a wide variety of genres (e.g. stories, poems, nursery rhymes, realistic fiction, fairy tales, fantasy, 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 literary texts.
- participate in collaborative conversations with peers about grade level complex literary text.

See MD SLM V.A; MD DL 3.