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 Language 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 Language (L)
Cluster: Conventions of Standard English
L1 MCCR Anchor Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Essential Skills and Knowledge • Recognize and name parts of speech in text presented in a variety of formats. • Identify and explain the differences between parts of speech and their functions. • Demonstrate correct use of parts of speech in oral and written language. • Analyze writing models for correct use of parts of speech.	L1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). Essential Skills and Knowledge • Identify relative pronouns and relative adverbs in text presented in a variety of formats. • Identify the antecedents for relative pronouns. • Demonstrate the appropriate use of relative adverbs to expand sentences.	L1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Essential Skills and Knowledge • Differentiate between a sentence, a phrase, and a clause. • Recognize conjunctions, prepositions, and interjections in text presented in a variety of formats. • Combine sentences using appositives, adjectives, adverbs, and prepositional phrases.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
	• Apply the use of relative pronouns and relative adverbs in oral and written language. • Analyze writing models for correct use of relative pronouns and relative adverbs.	• Explain and apply rules for using conjunctions, prepositions, and interjections in simple, compound, and complex sentences. • Analyze writing models for correct use of conjunctions, prepositions, and interjections.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L1.b Form and use regular and irregular plural nouns. Essential Skills and Knowledge • Identify and define regular and irregular plural nouns in text presented in a variety of formats. • Distinguish between regular and irregular plural nouns. • Apply the correct form and use of regular and irregular plural nouns in oral and written language. • Analyze writing models for correct use of regular and irregular plural nouns.	L1.b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. Essential Skills and Knowledge • Differentiate between past, present, and future tenses. • Explain the role of auxiliary verbs. • Identify progressive verb tenses in text presented in a variety of formats. • Demonstrate the use of progressive verb tenses in oral and written language. • Analyze writing models for correct use of verb tenses.	L1.b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. Essential Skills and Knowledge • Identify and form the past participles of verbs. • Form the perfect tenses of verbs using appropriate tense of to have and past participles. • Differentiate between present perfect, past perfect, and future perfect tenses. • Demonstrate correct use of perfect verb tenses in oral and written language. • Analyze writing models to determine the effect of verb tenses on meaning.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L1.c Use abstract nouns (e.g., childhood). Essential Skills and Knowledge • Identify and define abstract nouns in text presented in a variety of formats. • Distinguish between types of nouns, e.g., abstract, common. • Demonstrate the use of abstract nouns in oral and written language. • Analyze writing models for correct use of abstract nouns.	L1.c Use modal auxiliaries (e.g., can, may, must) to convey various conditions. Essential Skills and Knowledge • Recognize modal auxiliaries and explain their purpose. • Identify rules for using modal auxiliaries. • Demonstrate use of modal auxiliaries in oral and written language. • Analyze writing models for correct use of modal auxiliaries.	L1.c Use verb tense to convey various times, sequences, states, and conditions. Essential Skills and Knowledge • Explain the difference between past, present, and future tenses including perfect tenses. • Recognize verb tense as an organizational aid to understanding text. • Analyze writing models for correct use of verb tenses.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L1.d Form and use regular and irregular verbs. Essential Skills and Knowledge • Identify and define regular and irregular verbs in text presented in a variety of formats. • Demonstrate consistent and appropriate use of verb tenses, such as past, present, and future in oral and written language. • Analyze writing models for correct use of verb tenses.	L1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Essential Skills and Knowledge • Identify correct placement of adjectives in sentences. • Revise and strengthen writing to include correctly ordered adjectives. • Analyze writing models for correct use and ordering of adjectives.	L1.d Recognize and correct inappropriate shifts in verb tense. Essential Skills and Knowledge • Identify the time frame and correlating verb tense in text presented in a variety of formats. • Recognize and edit mismatches between time frame and verb tense in writing. • Analyze writing models for effective use of verb tense.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. Essential Skills and Knowledge • Identify and define verb tenses in text presented in a variety of formats. • Apply the correct use of past, present, and future tenses of verbs in speaking and writing. • Analyze writing models for correct use of verb tenses.	L1.e Form and use prepositional phrases. Essential Skills and Knowledge • Identify and explain the purpose of prepositional phrases. • Compose sentences using prepositional phrases to modify nouns and verbs. • Strengthen writing by revising to include prepositional phrases. • Analyze writing models for the effective use of prepositional phrases.	L1.e Use correlative conjunctions (e.g., either/or, neither/nor. Essential Skills and Knowledge • Identify and explain the purpose of correlative conjunctions. • Demonstrate the correct use of correlative conjunctions in sentences. • Analyze writing models for the effective use of correlative conjunctions.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L1.f Ensure subject-verb and pronoun-antecedent Agreement. Essential Skills and Knowledge • Identify subjects and verbs in sentences. • Recognize connection between subjects/verbs, i.e., singular subjects with singular verbs and plural subjects with plural verbs. • Recognize agreement between pronouns and antecedents. • Apply correct subject-verb and pronoun-antecedent agreement in speaking and writing. • Analyze writing models for correct subject-verb and pronoun-antecedent agreement.	L1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Essential Skills and Knowledge • Differentiate between grammatically complete sentences, sentence fragments, and run-on sentences. • Identify coordinating conjunctions and explain their role in sentences. • Compose simple and compound sentences using coordinating conjunctions. • Revise incomplete, fragments, run-ons by combining sentences and using coordinating conjunctions. • Analyze writing models for complete sentences.	L1.f Not Applicable for Grade 5. Essential Skills and Knowledge

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Essential Skills and Knowledge • Identify and explain the difference between comparative and superlative. • Identify the correct modifier for given sentences. • Demonstrate the correct use of comparative and superlative adjectives and adverbs in oral and written language. • Analyze writing models for correct use of comparatives and superlatives.	L1.g Correctly use frequently confused words (e.g., to, too, two; there, their). Essential Skills and Knowledge • Identify and distinguish between the multiple meanings, spellings, and pronunciations of homophones and homographs. • Identify the different meanings for given homophones. • Demonstrate and explain correct use of frequently confused words in writing. • Analyze writing models for the effective use of frequently confused words.	L1.g Not Applicable for Grade 5. Essential Skills and Knowledge

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L1.h Use coordinating and subordinating conjunctions. Essential Skills and Knowledge • Distinguish between coordinating and subordinating conjunctions. • Use conjunctions correctly in combining sentences. • Strengthen writing by revising to combine sentences correctly when appropriate.	L1.h Not Applicable for Grade 4. Essential Skills and Knowledge	L1.h Not Applicable for Grade 5. Essential Skills and Knowledge

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L1.i Produce simple, compound, and complex sentences. Essential Skills and Knowledge • Distinguish between a sentence and a fragment. • Distinguish between simple, compound, and complex sentences. • Strengthen writing by revising to use a variety of sentence types.	L1.i Not Applicable for Grade 4. Essential Skills and Knowledge	L1.i Not Applicable for Grade 5. Essential Skills and Knowledge

Standards for Language (L)
Cluster: Conventions of Standard English
L2 MCCR Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L2.a Capitalize appropriate words in titles. Essential Skills and Knowledge • Explain the rules for capitalization of titles. • Identify appropriate words to capitalize in given titles. • Analyze writing models for correct capitalization.	L2.a Use correct capitalization. Essential Skills and Knowledge • Explain the rules for capitalization in sentences and with proper nouns. • Use capital letters correctly in titles and the first word indirect quotations. • Analyze writing models for correct capitalization.	L2.a Use commas and quotation marks to mark direct speech and quotations from a text. Essential Skills and Knowledge • Distinguish between direct and indirect dialogue in text. • Identify capitalization rules for dialogue. • Demonstrate correct placement of commas and quotation marks in dialogue. • Analyze writing models for correct capitalization.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L2.b Use commas in addresses. Essential Skills and Knowledge • Identify and demonstrate rules for placement of commas in addresses. • Analyze and edit writing for the correct use of commas.	L2.b Use commas and quotation marks to mark direct speech and quotations from a text. Essential Skills and Knowledge • Distinguish between direct and indirect dialogue in text. • Identify capitalization rules for dialogue. • Demonstrate correct placement of commas and quotation marks in dialogue. • Analyze and edit writing for correct punctuation of direct speech and quotations.	L2.b Use a comma to separate an introductory element from the rest of the sentence. Essential Skills and Knowledge • Identify introductory elements in sentence. • Explain and demonstrate rules for using commas to separate an introductory element from the rest of a sentence. • Analyze writing models to determine the effect of punctuation on meaning.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L2.c Use commas and quotation marks in dialogue. Essential Skills and Knowledge • Recognize and explain the purpose of direct dialogue in text. • Identify capitalization rules for dialogue. • Demonstrate correct placement of commas and quotation marks in dialogue. • Analyze writing models for the correct use of punctuation in dialogue.	L2.c Use a comma before a coordinating conjunction in a compound sentence. Essential Skills and Knowledge • Identify independent and dependent clauses in compound sentences. • Demonstrate use of comma correctly before a coordinating conjunction in a compound sentence. • Strengthen writing by revising to include compound sentences. • Analyze writing models for the use of compound sentences.	L2.c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). Essential Skills and Knowledge • Analyze writing models to determine the effect of punctuation on meaning. • Strengthen writing by editing for the correct use of commas after introductory elements.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L2.d Form and use possessives. Essential Skills and Knowledge • Recognize and distinguish between contractions and possessives. • Strengthen writing by revising to include appropriate use of possessives.	L2.d Spell grade-appropriate words correctly, consulting references as needed. Essential Skills and Knowledge • Apply learned spelling patterns and generalizations to spell grade-appropriate words correctly. • Use knowledge of word structure and word origins to spell grade-appropriate words. • Use reference materials to correct or confirm spelling of grade-appropriate words (e.g., dictionaries, thesauruses, including use of the Internet). • Use word processing technology when appropriate to demonstrate correct spelling of grade-appropriate words. • Analyze writing models for correct spelling.	L2.d Use underlining, quotation marks, or italics to indicate titles of works. Essential Skills and Knowledge • Identify and distinguish rules for punctuating different types of titles (e.g. books, articles, plays). • Demonstrate use of underlining, quotation marks, or italics to identify titles. • Analyze writing models for the correct notation of titles. • Strengthen writing by editing for the correct notation of titles.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Essential Skills and Knowledge • Identify the correct spellings for grade-level frequently occurring irregular words. • Modify spelling of base words as needed when adding inflectional endings and suffixes. • Use word processing prompts when appropriate to correct spelling of grade-appropriate words. • Analyze writing models for correct spelling of high frequency words.	L2.e Not Applicable for Grade 4. Essential Skills and Knowledge	L2.e Spell grade-appropriate words correctly, consulting references as needed. Essential Skills and Knowledge • Apply learned spelling patterns and generalizations to spell grade-appropriate words correctly. • Use knowledge of word structure and word origins to spell grade-appropriate words. • Use reference materials to correct or confirm spelling of grade-appropriate words (e.g., dictionaries, thesauruses, including use of the Internet). • Use word processing prompts when appropriate to correct spelling of grade-appropriate words. • Analyze writing models for correct spelling.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Essential Skills and Knowledge • Apply previously learned spelling patterns and generalizations to spell grade-appropriate words correctly. • Apply knowledge of syllable types to spell multisyllabic words. • Use word processing prompts when appropriate to demonstrate correct spelling of grade-appropriate words. • Analyze writing models for correct spelling.	L2.f Not Applicable for Grade 4. Essential Skills and Knowledge	L2.f Not Applicable for Grade 5. Essential Skills and Knowledge

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. Essential Skills and Knowledge • Identify the purpose of a variety of reference materials both print and digital. • Demonstrate use of print and digital reference materials correctly to check and correct spellings. • Use reference materials, including beginning dictionaries, independently when drafting and editing. • Use word processing prompts when appropriate to correct spelling. • Analyze writing models for correct spelling.	L2.g Not Applicable for Grade 4.	L2.g Not Applicable for Grade 5.

Standards for Language (L)
Cluster: Knowledge of Language
L3 MCCR Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L3.a Choose words and phrases for effect. Essential Skills and Knowledge • Recognize and use figurative language. • Choose appropriate words to convey feelings or mood in writing. • Use specific rather than vague language. • Strengthen writing by revising sentences for attention to reader/listener interest. • Analyze writing models or speech for affect of words and phrases on feeling or mood.	L3.a Choose words and phrases to convey ideas precisely. Essential Skills and Knowledge • Distinguish between literal and nonliteral meanings of words and phrases. • Use dictionaries, glossaries, thesauruses, and multimedia resources to identify and use synonyms for words. • Strengthen writing by revising sentences for clarity. • Analyze writing models or speech for affect of words and phrases on meaning.	L3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Essential Skills and Knowledge • Demonstrate command of conventions of standard English grammar and usage. (See CCSS L.5.1.) • Strengthen writing by revising to expand, combine, and reduce sentences. • Analyze writing models or speech for affect of sentence types on meaning, reader/listener interest, and style.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L3.b Recognize and observe differences between the conventions of spoken and written standard English. Essential Skills and Knowledge • Identify the differences and similarities between spoken and written language. • Demonstrate conventions of spoken and written English in conversations and writing.	L3.b Choose punctuation for effect. Essential Skills and Knowledge • Recognize and explain the purpose of various punctuation marks. • Demonstrate command of conventions of standard English punctuation. (See CCSS L.4.2.) • Strengthen writing by revising to use punctuation to indicate feelings and mood.	L3.b Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems). Essential Skills and Knowledge • Listen to, read, and discuss a variety of texts representing diverse cultures, perspectives, ethnicities, and time periods. • Describe the difference between dialects and registers in the English language. • Analyze writing models or speech to determine the effect of varieties of English on meaning and interest.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L3.c Not Applicable for Grade 3. Essential Skills and Knowledge	L3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). Essential Skills and Knowledge • Recognize situations as requiring formal or informal English. • Adjust language to a variety of situations. • Demonstrate command of conventions of standard English grammar and usage when speaking. (See CCSS L.4.1.)	L3.c Not Applicable for Grade 5. Essential Skills and Knowledge

Standards for Language (L)
Cluster: Vocabulary Acquisition and Use
L4 MCCR Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
L4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L4.a Use sentence-level context as a clue to the meaning of a word or phrase. Essential Skills and Knowledge • Identify clues within a sentence that help determine or clarify the meaning of a word or phrase. • Access and connect prior knowledge and experiences to determine the meaning of words and phrases.	L4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Essential Skills and Knowledge • Identify clues in the text that help determine or clarify the meaning of a word or phrase. • Connect prior knowledge and experiences to determine the meaning of a word or phrase.	L4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Essential Skills and Knowledge • Use relationship of ideas in the text to determine meaning of a word or phrase. • Connect prior knowledge and experiences to determine the meaning of a word or phrase.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
L4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
Discuss words and word meanings daily as they are encountered in text, instruction, and conversation.	Discuss words and word meanings daily as they are encountered in text, instruction, and conversation.	Discuss words and word meanings daily as they are encountered in text, instruction, and conversation.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
L4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). Essential Skills and Knowledge • Identify the root word in multisyllabic words. • Identify meaning of common prefixes and suffixes. • Use meaning of prefixes and suffixes to explain the meaning of new words. • Identify relationships between and among words with the same prefixes and suffixes.	L4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). Essential Skills and Knowledge • Identify Greek and Latin word roots. • Use meaning of Greek and Latin roots/affixes to explain the meaning of new words. • Identify relationships between and among words with common Greek and Latin roots.	L4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). Essential Skills and Knowledge • Identify Greek and Latin word roots. • Use meaning of Greek and Latin roots/affixes to explain the meaning of new words. • Identify relationships between and among words with common Greek and Latin roots.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
L4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Essential Skills and Knowledge • Identify and define the root word in unknown words. • Use meaning of prefixes and suffixes to explain the meaning of words with known roots.	L4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. Essential Skills and Knowledge • Distinguish between a dictionary and thesaurus. • Identify safe and unsafe online practices. (See MD SLM 4-5 2 A2.b.) • Use the context in which words are used to choose among possible meanings. • Strengthen writing by using reference materials to revise for precise word choice.	L4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. Essential Skills and Knowledge • Identify the sections of the media center and the attributes of the sources located within each section. (See MD SLM 4-5 2 B1.a.) • Identify safe and unsafe online practices. (See MD SLM 4-5 2 A2.b.) • Use the context in which words are used to choose among possible meanings. • Strengthen writing by using reference materials to revise for precise word choice.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
L4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases. Essential Skills and Knowledge • Identify and explain purpose of glossaries and beginning dictionaries, both print and digital. • Use key words and text features to help find information within a specific source. (See MD SLM 2-3 3 A1.a.) • Identify safe and unsafe online practices. (See MD SLM 2- 3 2 A2.b.) • Use the context in which words are used to choose among possible meanings. • Strengthen writing by using reference material to revise for precise word choice.	L4.d Not Applicable for Grade 4. Essential Skills and Knowledge	L4.d Not Applicable for Grade 5. Essential Skills and Knowledge

Standards for Language (L)
Cluster: Vocabulary Acquisition and Use
L5 MCCR Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
L5 Demonstrate understanding of word relationships and nuances in word meanings.	L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L5.a Distinguish the literal and nonliteral meanings of words and phrases (e.g., take steps) in context. Essential Skills and Knowledge • Differentiate between the concepts of literal and nonliteral. • Recognize that word combinations have different meanings in different contexts. • Apply knowledge of literal and nonliteral meaning to understand text.	L5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. Essential Skills and Knowledge • Identify figurative language in text presented in a variety of formats. • Distinguish between similes and metaphors. • Interpret the meaning of simple similes and metaphors in text presented in a variety of formats.	L5.a Interpret figurative language, including similes and metaphors, in context. Essential Skills and Knowledge • Identify and explain similes and metaphors in text. • Use context to determine the meaning of figurative language. • Explain how figurative language contributes to constructing meaning in a text.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
L5 Demonstrate understanding of word relationships and nuances in word meanings.	L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

Essential Skills and Knowledge

Access prior knowledge and experiences to identify connections between words and their application to real life. | L5.b Recognize and explain the meaning of common idioms, adages, and proverbs.

Essential Skills and Knowledge

• Define and identify the purpose of idioms, adages, proverbs.
• Interpret the meaning of idioms, adages, and proverbs encountered in text. | L5.b Recognize and explain the meaning of common idioms, adages, and proverbs.

Essential Skills and Knowledge

• Define and identify the purpose of idioms, adages, proverbs.
• Interpret the meaning of idioms, adages, and proverbs encountered in text. |

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
L5 Demonstrate understanding of word relationships and nuances in word meanings.	L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). Essential Skills and Knowledge • Access prior knowledge, as well as reference materials both print and digital to identify synonyms for given words.	L5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). Essential Skills and Knowledge • Consult reference materials including dictionaries, glossaries, thesauruses, and online resources to identify words with similar or opposite meanings. • Use knowledge of nuances to determine precise words as needed for speaking and writing formats.	L5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. Essential Skills and Knowledge • Consult reference materials including dictionaries, glossaries, thesauruses, and online resources to identify the relationship between words. • Use knowledge of nuances to determine precise words as needed for speaking and writing.

Standards for Language (L)
Cluster: Vocabulary Acquisition and Use
L6 MCCR Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
L6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). Essential Skills and Knowledge • Through modeling and exposure to a variety of texts, develop rich oral language and writing, including general academic and domain-specific words.	L6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). Essential Skills and Knowledge • Through modeling and exposure to a variety of grade appropriate texts, develop and enhance rich oral language and writing, including general academic and domain specific words.	L6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). Essential Skills and Knowledge • Through modeling and exposure to a variety of grade appropriate texts, develop and enhance rich oral language and writing, including general specific and domain-specific words.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
• Participate in collaborative conversations with diverse peers about grade 3 topics and text, building on other's ideas and expressing their own clearly. (See CCSS SL.3.1.)	• Participate in collaborative conversations with diverse peers about grade 4 topics and text, building on other's ideas and expressing their own clearly. (See CCSS SL.4.1.)	• Participate in collaborative conversations with diverse peers about grade 5 topics and text, building on other's ideas and expressing their own clearly. (See CCSS SL.5.1.)