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 9-12

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 9-10 STUDENTS	GRADE 11-12 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
L.1a Use parallel structure. Essential Skills and Knowledge • Strengthen oral and written language by revising and editing for parallel structure when appropriate and effective. • Analyze and evaluate the effect of parallel structure in professional, peer, and personal writing.	L.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Essential Skills and Knowledge • Analyze and explain the historical circumstances and reasons for changes in usage over time. • Compare and contrast changes in usage over time. • Examine historical circumstances and underlying reasons for changes in usage over time. • Apply language usage to writing and speaking as appropriate for audience and purpose.

GRADE 9-10 STUDENTS	GRADE 11-12 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
L.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. Essential Skills and Knowledge • Demonstrate understanding of the absolute phrase. • Strengthen oral and written language by revising and editing for a variety of phrases and clauses when appropriate and effective. • Analyze and evaluate the effect of a variety of phrases and clauses on creating interest and adding meaning to professional, peer, and personal writing.	L.1b Resolve issues of complex or contested usage, consulting references (e.g., Merriam Webster's Dictionary of English Usage, Garner's modern American Usage) as needed. Essential Skills and Knowledge • Demonstrate knowledge and use of print and digital reference material to correct and/or confirm language usage.

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 9-10 STUDENTS	GRADE 11-12 STUDENTS
L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. Essential Skills and Knowledge • Analyze relationships between independent clauses to determine when a semicolon is appropriate. • Strengthen writing by linking related independent clauses when appropriate and effective. • Analyze and evaluate professional, peer, and personal writing for the effect of varying sentence types in creating and sustaining interest.	L.2a Observe hyphenation conventions. Essential Skills and Knowledge • Demonstrate knowledge of the function and use of hyphenation. • Strengthen written language through the use of hyphens, when appropriate and effective. • Strengthen writing by revising and editing for the use of hyphenation. • Analyze and evaluate professional, peer, and personal writing for the effect of varying sentence types in creating and sustaining interest.

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2b Use a colon to introduce a list or quotation. Essential Skills and Knowledge • Demonstrate knowledge of the function and use of a colon. • Apply the use of a colon appropriately to writing. • (See MD SLM IV.B and MD DL 3.)	L.2b Spell correctly. Essential Skills and Knowledge • Spell correctly grade-appropriate general academic and domain-specific words. (See CCSS L.11-12.6.) • Use print, digital, and internalized knowledge resources to support correct spelling. • (See MD SLM IV.B and MD DL 3.)

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2c Spell correctly Essential Skills and Knowledge • Spell correctly grade-appropriate general academic and domain-specific words. (See CCSS L.9-10.6.) • Use print, digital, and internalized knowledge resources to support correct spelling. (See MD TL 5.0.)	L.2c Not applicable to the grades 11-12 band. Essential Skills and Knowledge L.2c is not applicable to grades 11-12.

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 9-10 STUDENTS	GRADE 11-12 STUDENTS
L.3 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.	L.3 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.
L.3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. Essential Skills and Knowledge • Use print and digital style manuals appropriately to improve writing and speaking. • Demonstrate understanding of the purpose and importance of style manuals. • Apply the conventions and guidelines of a specific style manual. • (See MD SLMIV.A, IV.B, and MD DL 3.)	L.3a Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. Essential Skills and Knowledge • Analyze an author's syntax to determine its effect on meaning and/or style. • Manipulate syntax to create interest and effect when writing. • Select and use print and digital references appropriately in order to improve syntax. • Arrange words and sentences to address audience needs, situations, and/or purposes.

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
L.3 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.	L.3 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.
	• Use grammar concepts and skills to strengthen control of oral and written language. • Demonstrate understanding of the nature and structure of language. • (See MD SLMIV.A, IV.B, and MD DL 3.)

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 9-10 STUDENTS	GRADE 11-12 STUDENTS
L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.	L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
L.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Essential Skills and Knowledge • Use inferences and draw conclusions while applying knowledge of various types of context clues to determine word or phrase meaning. • Analyze a word's position, form, and/or function to determine meaning. • Revisit key words used throughout a text to determine effect and meaning.	L.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Essential Skills and Knowledge • Use inferences and draw conclusions while applying knowledge of various types of context clues to determine word or phrase meaning. • Analyze a word's position, form, and/or function to determine meaning. • Revisit key words used throughout a text to determine effect and meaning.

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.	L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
L.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Essential Skills and Knowledge • Apply an understanding of the relationship between the form and meaning of a word. • Recognize patterns of word changes that affect meaning or parts of speech.	L.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Essential Skills and Knowledge • Apply an understanding of the relationship between the form and meaning of a word. • Recognize patterns of word changes that affect meaning or parts of speech.

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.	L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
L.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Essential Skills and Knowledge • Strengthen writing and speaking by consulting reference materials, both print and digital, to confirm and refine word choice. • Demonstrate understanding of the history, development, and dynamic nature of the English language. • Demonstrate understanding of the nature and structure of language. • (See MD SLM IV.B, IV.D, and MD DL 3.)	L.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology or its standard usage Essential Skills and Knowledge • Strengthen writing and speaking by consulting reference materials, both print and digital, to confirm and refine word choice. • Demonstrate understanding of the history, development, and dynamic nature of the English language. • Demonstrate understanding of the nature and structure of language. • (See MD SLM IV.B, IV.D, and MD DL 3.)

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.	L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
L.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). Essential Skills and Knowledge • Demonstrate the frequent and appropriate use of print and digital reference materials in order to improve comprehension of written and spoken text. • Strengthen writing and speaking by consulting reference materials, both print and digital, to confirm revisions and/or editorial choices.	L.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). Essential Skills and Knowledge • Demonstrate the frequent and appropriate use of print and digital reference materials in order to improve comprehension of written and spoken text. • Strengthen writing and speaking by consulting reference materials, both print and digital, to confirm revisions and/or editorial choices.

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 9-10 STUDENTS	GRADE 11-12 STUDENTS
L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Essential Skills and Knowledge • Recognize and interpret figurative language in spoken and written language. • Analyze and evaluate the effect of figurative language on theme, style, and meaning. • Use figurative language appropriately and effectively in speaking and writing.	L.5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text Essential Skills and Knowledge • Recognize and interpret figurative language, word relationships, and nuances in writing and in speech. • Analyze the role of figurative language, word relationships, and nuances in professional, peer, and personal writing and speech. • Use figurative language, word relationships, and nuances appropriately and effectively in speaking and writing.

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5b Analyze nuances in the meanings of words with similar denotations. Essential Skills and Knowledge • Analyze professional, peer, and personal oral and written language for connotations, word relationships, nuances, and differences in denotative shades of meaning. • Manipulate written and spoken language by using words with connotations and nuances of meaning appropriately and effectively.	L.5b Analyze nuances in the meanings of words with similar denotations. Essential Skills and Knowledge • Analyze professional, peer, and personal oral and written language for connotations, word relationships, nuances, and differences in denotative shades of meaning. • Manipulate written and spoken language by using words with connotations and nuances of meaning appropriately and effectively.

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 considering an unknown term important to comprehension or expression.

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
L.6 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 considering a word or phrase important to comprehension or expression.	L.6 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 considering a word or phrase important to comprehension or expression.
Essential Skills and Knowledge • Demonstrate the behaviors of a strategic reader. • Choose and employ vocabulary and diction appropriately for different purposes. • Demonstrate frequent and appropriate use of print and digital reference materials. • Demonstrate independence in the analysis of vocabulary when encountered in content-based text, speech, and across disciplines. • (MD SLM IV.B, IV.D, and MD DL 3.)	Essential Skills and Knowledge • Demonstrate the behaviors of a strategic reader. • Choose and employ vocabulary and diction appropriately for different purposes. • Demonstrate frequent and appropriate use of print and digital reference materials. • Demonstrate independence in the analysis of vocabulary when encountered in content-based text, speech, and across disciplines. • (MD SLM IV.B, IV.D, and MD DL 3.)