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 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 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.

Pre-Kindergarten Students

L1 Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities (e.g. Interactive Read Alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc.).

L1.a Print upper and lowercase letters in first name.

Essential Skills and Knowledge

With modeling and support:

- explicitly and sequentially develop and strengthen fine motor skills which support letter formation using a variety of activities.
- recognize that names begin with a capital letter.
- recognize that space is used to separate words.
- correctly form upper and lowercase letters in first name.
- practice writing name on various sizes and styles of paper, and other mediums in a developmentally appropriate manner.

L1.b Use frequently occurring nouns and verbs.

Essential Skills and Knowledge

With modeling and support:

- demonstrate the use of frequently occurring nouns and verbs when speaking.
- demonstrate subject/verb agreement when speaking.
- demonstrate correct verb tense when speaking.
- demonstrate noun/pronoun agreement when speaking.

L1.c Develop understanding of singular and plural nouns (e.g., dog means one dog; dogs means more than one dog).

Essential Skills and Knowledge

With modeling and support:

- understand concept of singular and plural (e.g. multiple objects).
- apply understanding of singular and plural nouns when speaking.

L1.d Understand and begin to use question words (e.g., interrogatives such as who, what, where, when, why, how).

Essential Skills and Knowledge

With modeling and support:

- identify and define question words in texts presented in a variety of formats.
- practice and apply the use of question words when speaking.
- participate in oral language activities that foster questioning skills.

L1.e Gain exposure to the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

Essential Skills and Knowledge

With modeling and support, demonstrate understanding of prepositions by using prepositions correctly when speaking.

L1.f Produce complete sentences in shared language activities.

Essential Skills and Knowledge

With modeling and support:

- use standard English in language activities.
- use complete sentences in conversations, in response to questions and during language experience activities.

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.

Pre-Kindergarten Students

L2 Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences.

L2.a Recognize that their name begins with a capital letter.

Essential Skills and Knowledge

With modeling and support:

- recognize that space is used to separate words.
- recognize the difference between upper and lower case letters.
- recognize names (proper nouns) begin with a capital letter.

L2.b Demonstrate awareness of name and function of end punctuation (e.g., period, question mark and exclamation point).

Essential Skills and Knowledge

- With direct instruction and modeling, identify end punctuation presented in a variety of texts.
- With modeling and support, practice skill in developmentally appropriate writing.

L2.c Use letter-like shapes, symbols, letters, and words to convey meaning.

Essential Skills and Knowledge

With modeling and support:

- demonstrate an awareness of the relationship between spoken words and written text.
- understand the use of space between words in text presented in a variety of formats.
- practice making letter-like shapes, symbols, letters, and words.
- practice and apply use of space between words correctly in developmentally appropriate writing.

L2.d Develop fine motor skills necessary to control and sustain handwriting.

Essential Skills and Knowledge

With modeling and support:

- write with dominant hand.
- hold pencil efficiently during writing activities.
- write first name with conventionally formed letters.

Standards for Language (L)
Cluster: Presentation of Knowledge and Ideas
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.

Pre-Kindergarten Students

L3 (Begins in Grade 2)

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.

Pre-Kindergarten Students

L4 Determine or clarify the meaning of unknown words and phrases based on pre-kindergarten reading and content.

Essential Skills and Knowledge

With modeling and support:

- access prior knowledge and experiences to determine the meaning of words and phrases.
- discuss words and phrases and their meanings as they are encountered in texts, instruction and conversations.

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.

Pre- Kindergarten Students

L5 With modeling and support from adults, explore word relationships and nuances in word meanings.

L5.a With modeling and support, sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Essential Skills and Knowledge

With modeling and support:

- identify and sort objects and/or pictures of common words into basic categories.
- discuss commonalities and differences among groups of words.

L5.b With modeling and support, demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Essential Skills and Knowledge

With modeling and support, discuss the meaning of frequently occurring verbs and adjectives and their opposites.

L5.c Identify real-life connections between words and their use (e.g., note objects in classroom that are small).

Essential Skills and Knowledge

With modeling and support:

- access prior knowledge and experiences to identify connections between words and their application to real life.
- develop prior knowledge and vocabulary through hands on experiences and by exposure to a variety of literary and informational narrative and expository texts reflecting a wide range of cultures.

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.

Pre- Kindergarten Students

L6 Use words and phrases acquired through conversation, being read to, and responding to text.

Essential Skills and Knowledge

With modeling and support,

- develop rich oral language through exposure to a wide variety of texts and hands-on experiences.
- participate in collaborative conversations with diverse peers about topics and text read aloud, written, or presented in other multimedia formats.