



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 Grades K-2

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.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>RL 1: With prompting and support, ask and answer questions about key details in a text.</p>	<p>RL 1: Ask and answer questions about key details in a text</p>	<p>RL 1: Ask and answer such questions as who, what, where, when, and how to demonstrate understanding in a text.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With prompting and support, apply appropriate strategies before reading, viewing, or listening to a text: <ul style="list-style-type: none"> ○ use prior knowledge and experiences to make connections to the text ○ make predictions or ask questions about the text by examining the title, cover, illustrations/photographs/text, and familiar topic ○ set a purpose for reading and identify type of text 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Apply appropriate strategies before reading, viewing, or listening to a text: <ul style="list-style-type: none"> ○ use prior knowledge and experiences to make connections to the text ○ make predictions or ask questions about the text by examining the title, cover, illustrations/photographs/text, and familiar author or topic ○ set a purpose for reading and identify type of text 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Apply appropriate strategies before reading, viewing, or listening to a text: <ul style="list-style-type: none"> ○ use prior knowledge and experiences to make and explain connections to the text ○ make predictions or ask questions about the text by examining title, cover, illustrations/photographs/text, and familiar author or topic ○ set a purpose for reading and identify type of text

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>RL 1: With prompting and support, ask and answer questions about key details in a text.</p>	<p>RL 1: Ask and answer questions about key details in a text</p>	<p>RL 1: Ask and answer such questions as who, what, where, when, and how to demonstrate understanding in a text.</p>
<ul style="list-style-type: none"> • With prompting and support, apply appropriate strategies to monitor understanding during reading, viewing, or listening to a text: <ul style="list-style-type: none"> ○ recall and discuss what is understood ○ identify and question what did not make sense ○ making, confirm, or adjust predictions ○ look back through the text for connections between topics, events, characters, and actions in stories to specific life experiences 	<ul style="list-style-type: none"> • Apply appropriate strategies to monitor understanding during reading, viewing, or listening to a text: <ul style="list-style-type: none"> ○ recall and discuss what is understood ○ identify and question what did not make sense ○ reread difficult parts and use own words to restate make, confirm, or adjust prediction 	<ul style="list-style-type: none"> • Apply appropriate strategies to monitor understanding during reading, viewing, or listening to a text: <ul style="list-style-type: none"> ○ recall and discuss what is understood ○ revisit, read on, and restate the difficult parts in your own words ○ make, confirm, or adjust predictions ○ periodically summarize while reading ○ visualize what is read search for connections between and among ideas

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>RL 1: With prompting and support, ask and answer questions about key details in a text.</p>	<p>RL 1: Ask and answer questions about key details in a text</p>	<p>RL 1: Ask and answer such questions as who, what, where, when, and how to demonstrate understanding in a text.</p>
<ul style="list-style-type: none"> • With prompting and support, demonstrate understanding after reading, viewing, or listening to a text: <ul style="list-style-type: none"> ○ retell and discuss the text ○ engage in conversation to understand the text ○ determine the main idea of a text • With prompting and support, participate actively and appropriately in discussions about literary text. (See CCSS SL.K.1, 2, 3.) • With prompting and support, respond to questions about text by speaking, dramatizing, or writing, including the use of technology. (See CCSS SL.K.5; CCSS W.K.6; MD SLM K-1 5A1.a.) • With prompting and support, demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See CCSS L.K.1.) 	<ul style="list-style-type: none"> • Demonstrate understanding after reading, viewing, or listening to a text: <ul style="list-style-type: none"> ○ retell and discuss the text ○ engage in conversation to understand the text ○ determine the main idea of a text • Participate actively and appropriately in discussions about literary text. (See CCSS SL.1.1, 2, 3.) • Generate questions to clarify a text. • Respond to questions about text by speaking, dramatizing, or writing, including the use of technology. (See CCSS SL.1.5; CCSS W.1.6; MD SLM K-1.) • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (See CCSS L.1.1.) 	<ul style="list-style-type: none"> • Demonstrate understanding after reading, viewing, or listening to a text: <ul style="list-style-type: none"> ○ confirm or refute predictions ○ retell and discuss the text ○ identify and explain what is directly stated and what is implied in the text ○ summarize the text orally ○ connect text to prior knowledge or personal experience • Participate actively and appropriately in discussions about literary text. (See CCSS SL.2.1, 2, 3.) • Generate oral and written questions about details in the text. • Respond orally and in written form to specific questions using key details in the text. (See CCSS SL.2.3, CCSS W.2.8.) • Use knowledge of language and its conventions when writing, speaking, reading, or listening. (See CCSS L.2.3.)

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.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>RL2 With prompting and support, retell familiar stories, including key details.</p>	<p>RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>RL2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Provide prompting and support: <ul style="list-style-type: none"> ○ listen to, read, and discuss a variety of literary texts (narrative text structure, both fiction and non-fiction) representing diverse cultures, perspectives, and ethnicities ○ identify the elements of a story, (e.g., characters, setting, problem, and solution) ○ identify key details in literary text ○ retell story events in a logical sequence 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Listen to, read, and discuss a variety of literary texts (narrative text structure, both fiction and non-fiction) representing diverse cultures, perspectives, and ethnicities. • Identify the elements of a story, (e.g., characters, setting, problem, and solution). • Identify key details in literary text. • Analyze key details to determine the central message or lesson in literary text. • Retell story events in a logical sequence 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Listen to, read, and discuss a variety of literary texts (narrative text structure, both fiction and non-fiction) representing diverse cultures, perspectives, ethnicities, and time periods. • Identify and explain the elements of a story, (e.g. character (s), setting, problem, solution, plot). • Identify key details in literary text. • Analyze key details to determine the central message, lesson, or moral of literary text.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>RL2 With prompting and support, retell familiar stories, including key details.</p>	<p>RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>RL2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>
<ul style="list-style-type: none"> • With prompting and support, demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.K.1.) 	<ul style="list-style-type: none"> • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (See CCSS SL.1.4.) • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.1.1.) 	<ul style="list-style-type: none"> • Retell story events in sequential order. • Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (See CCSS SL.2.4.) • Use knowledge of language and its conventions when writing, speaking, reading, or listening. (See CCSS L.2.3.)

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.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>RL3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p>RL3 Describe characters, settings, and major events in a story, using key details.</p>	<p>RL3 Describe how characters in a story respond to major events and challenges.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With prompting and support, <ul style="list-style-type: none"> ○ understand the terms: character, setting, major events ○ identify characters, setting, and major events in a story through use of dramatization, puppets, discussion, developmentally appropriate writing, drawing, etc. • With prompting and support, demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See CCSS L.K.1.) 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Identify the elements in a story, including characters and the setting. • Identify key details in a story. • Retell the events in a story in a logical sequence. • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (See CCSS SL.1.4.) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See CCSS L.1.1.) 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Draw conclusions about characters in a story to determine their traits. • Identify major events and challenges in the text • Identify cause/effect relationships between characters and major story events and challenges in a text. • Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (See CCSS SL.2.4.)

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>RL3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p>RL3 Describe characters, settings, and major events in a story, using key details.</p>	<p>RL3 Describe how characters in a story respond to major events and challenges.</p>
		<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing or speaking. (See CCSS L.2.3.)

Standards for Reading Literature (RL)

Cluster: Craft and Structure

RL4 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.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>RL4 Ask and answer questions about unknown words in a text.</p>	<p>RL4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>RL4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With prompting and support, <ul style="list-style-type: none"> ○ use text and illustrations to identify meaning of unknown words ○ understand relationship between words and feelings ○ explain how text features contribute to the meaning of a story • Identify real-life connections between words and their use (e.g., note places at school that are colorful). (See CCSS L.K.5c.) 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. (see CCSS L.1.L4a.) • Use text and illustrations to identify words or phrases that create a feeling or connect with the senses. • Identify real-life connections between words and their use (e.g., note places at home that are cozy). (See CCSS L.1.5c.) 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Identify literary elements such as rhyme, rhythm, repetition, and alliteration in poems, stories, and songs presented in a variety of formats. • Explain how repetition supplies rhythm and meaning in a story, poem, or song

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.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>RL5 Recognize common types of texts (e.g., storybooks, poems).</p>	<p>RL5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p>RL5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With prompting and support, <ul style="list-style-type: none"> ○ discuss characteristics of different genres of literary text (e.g., poetry, drama, nursery rhymes, traditional tales, fiction, non-fiction) ○ compare different versions of the same story, rhyme, or traditional tale 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Listen to, read, and discuss a variety of literary texts, both fiction and nonfiction. • Identify similarities and differences between fiction and nonfiction texts. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See CCSS L.1.1.) 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Listen to, read, and examine a variety of literary texts, both fiction and nonfiction to identify story structure. • Retell a story using sequencing words (e.g., first, so, then, next, after that, finally) to describe beginning to end. (See CCSS SL.2.2.)

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>RL5 Recognize common types of texts (e.g., storybooks, poems).</p>	<p>RL5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p>RL5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>
<ul style="list-style-type: none"> With prompting and support, demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See CCSS L.K.1.) 		<ul style="list-style-type: none"> Use knowledge of language and its conventions when writing or speaking. (See CCSS L.2.3.)

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.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>RL6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>RL6 Identify who is telling the story at various points in a text.</p>	<p>RL6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> With prompting and support, identify the role of (and use the terms) authors and illustrator 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Define the role of the narrator of a story. Use knowledge of characters and story events to determine who is telling the story at various points in a text. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Explain who is telling a story. Compare and contrast different points of view of characters in a story. Demonstrate appropriate fluency and adjust speech to represent different points of view when reading dialogue aloud.

Standards for Reading Informational Text (RI)

Cluster: Integration of Knowledge and Ideas

RI.7 MCCR Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. *

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>RI.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p>RI.7 Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>RI.7 Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With prompting and support, <ul style="list-style-type: none"> ○ describe the illustrations in a story with relevant details ○ explain how illustrations contribute to understanding a story • With prompting and support, demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See CCSS L.K.1.) 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Explain the connection between the illustrations and words in a story. • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (See CCSS SL.1.4.) • Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (See CCSS SL.1.5.) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See CCSS L.1.1.) 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Demonstrate the behaviors of a strategic reader by applying before, during, and after strategies. • Describe how text features, specifically illustrations, aid in understanding of a text. • Recount a story with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences. (See CCSS SL.2.4.) • Create audio recordings or add drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings. (See CCSS SL.2.5.)

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>RL7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p>RL7 Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>RL7 Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.</p>
		<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing or speaking. (See CCSS L.2.)

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

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
RL8 (Not applicable to literature)	RL8 (Not applicable to literature)	RL8 (Not applicable to literature)
Essential Skills and Knowledge N/A	Essential Skills and Knowledge N/A	Essential Skills and Knowledge N/A

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.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>RL9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories</p>	<p>RL9 Compare and contrast the adventures and experiences of characters in stories.</p>	<p>RL9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With prompting and support, <ul style="list-style-type: none"> ○ explore/discuss story elements, including character(s) 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 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Identify characters and events in stories. • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (See CCSS SL.1.4.) • Identify likenesses and differences between characters and events in stories. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See CCSS L.1.1.) 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Listen to, read, and discuss two or more versions of the same story by different authors or from different cultures. • Identify likenesses and differences between characters, settings, and events in two or more versions of the same story. • Recount a story with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences. (See CCSS SL.2.4.)

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>RL9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories</p>	<p>RL9 Compare and contrast the adventures and experiences of characters in stories.</p>	<p>RL9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>
		<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing or speaking. (See CCSS L.2.3.)

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.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>RL10 Actively engage in group reading activities with purpose and understanding.</p>	<p>RL10 With prompting and support, read prose and poetry of appropriate complexity for grade 1</p>	<p>RL10 By the end of the year, read and comprehend literature, including stories and poetry, in the grade 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With prompting and support, <ul style="list-style-type: none"> ○ 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 and fantasy, etc.). 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With prompting and support, read a variety of self-selected and assigned literary texts representing diverse cultures, perspectives, ethnicities, and time periods. • With prompting and support, read and comprehend text of steadily increasing complexity. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Read a variety of self-selected and assigned literary texts representing diverse cultures, perspectives, ethnicities, and time periods. • With guidance and support, read and comprehend text of steadily increasing complexity.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>RL10 Actively engage in group reading activities with purpose and understanding.</p>	<p>RL10 With prompting and support, read prose and poetry of appropriate complexity for grade 1</p>	<p>RL10 By the end of the year, read and comprehend literature, including stories and poetry, in the grade 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<ul style="list-style-type: none"> ○ 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 text (See CCSS SL.K.1.) • With prompting and support, demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See CCSS L.K.1.) 	<ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (See CCSS SL.1.1.) 	<ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (See CCSS SL.2.1.)