



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 Writing 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 Writing (W)

Cluster: Text Types and Purposes

W1 MCCR Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Pre-Kindergarten Students

W1 With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.

Share the topic or name the book.

Essential Skills and Knowledge

With modeling and support,

- establish and build upon a personal schema related to a topic or book via attending to a learning experience (e.g., reading of text and hands on experience) in order to gain a deeper level of knowledge about a topic or book.
- recognize that thoughts and ideas can be represented in drawing and writing.
- recognize that writing conveys meaning.
- after discussion apply the prewriting and planning stages of the writing process to an opinion piece.
- identify the topic or book.
- develop and represent a simple sentence that states the topic or names the book through discussion, drawing, dictation or developmentally appropriate writing.

Share an opinion on a topic or book.

Essential Skills and Knowledge

With modeling and support,

- participate in a discussion about the learning experience that stimulates and guides thinking to express an opinion.
- generate ideas by using letter-like shapes, symbols, and letters, dictating words and phrases, and using drawings to represent ideas.
- after discussion, express an opinion by completing a cloze sentence orally, with a drawing, dictation or developmentally appropriate writing.

Standards for Writing (W)

Cluster: Text Types and Purposes

W2 MCCR Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Pre-Kindergarten Students

W2 Use a combination of drawing, dictating, and developmentally appropriate writing to state information on a topic.

Name a topic.

Essential Skills and Knowledge

With modeling and support,

- recognize that writing conveys meaning.
- after discussion apply the prewriting and planning stages of the writing process to an informative piece.
- establish and build upon a personal schema related to a topic or book via attending to a learning experience (e.g. reading of informational/expository text, and hands on experience) in order to gain a deeper level of knowledge about a topic or book.
- after discussion name the topic.

Supply some facts about the topic.

Essential Skills and Knowledge.

- With modeling and support,
 - participate in discussion to gather and communicate information related to the topic/text.
 - express orally or via drawing, dictation or developmentally appropriate writing several facts that are all related to the topic.
 - generate ideas by using letter-like shapes, symbols, and letters, dictating words and phrases, and using drawings to represent ideas.
- See MD SLM III.A and III.D; MD DL 7.

Standards for Writing (W)

Cluster: Text Types and Purposes

W3 MCCR Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Pre-Kindergarten Students

W3 With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence

Tell a single event.

Essential Skills and Knowledge

With modeling and support,

- recognize that writing conveys meaning.
- after discussion apply the prewriting and planning stages of the writing process to a narrative piece.
- listen to and discuss a wide variety of narrative text (a variety of genres, fiction and non-fiction) to use as models to generate personal oral narratives.
- express an opening sentence that sets up the telling of the event orally or through drawings, dictation or developmentally appropriate writing.

Tell about the details of the event in a meaningful sequence.

Essential Skills and Knowledge

With modeling and support,

- demonstrate an understanding of story structure (e.g., beginning, middle, end).
- represent events in a meaningful sequence orally or via drawing, dictation or developmentally appropriate writing.
 - compose oral and visual presentations that express personal ideas.
 - contribute orally to a shared writing experience or topic of interest.
 - use drawings, letters, or symbols to express personal ideas.
- identify how language choices in speaking and writing affect thoughts and feelings.
 - acquire and use new vocabulary.
 - identify and use words to communicate feelings.

Standards for Writing (W)

Cluster: Production and Distribution of Writing

W4 CCR Anchor Standard: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Pre-Kindergarten Students

W4 begins in grade 3

Standards for Writing (W)

Cluster: Production and Distribution of Writing

W5 MCCR Anchor Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Pre-Kindergarten Students

W5 With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.

Essential Skills and Knowledge

- See W1, W2, W3, and W7 of CCSC Framework for specific application.
- With modeling and support after drawing, dictation or developmentally appropriate writing,
 - demonstrate an ability to listen and discuss drawing, dictation or developmentally appropriate writing.
 - respond appropriately to others and answer questions about drawing, dictation and/or writing.
 - start to produce writing that is legible, including the conventional formation of some upper and lower case manuscript letters.

Standards for Writing (W)

Cluster: Production and Distribution of Writing

W6 MCCR Anchor Standard: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Pre-Kindergarten Students

W6 With prompting and support from adults, explore a variety of digital tools to express ideas.

Essential Skills and Knowledge

- See W1, W2, W3, and W7 in CCSC Framework for specific application.
- With modeling and support, explore print, online, or multimedia sources in order to experience and interact with digital tools to express ideas.
- See MD SLM III.B and IV.A; MD SL 3 and 7.

Standards for Writing (W)

Cluster: Research to Build and Present Knowledge

W7 MCCR Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Pre-Kindergarten Students

W7 Participate in shared research and shared writing projects.

Essential Skills and Knowledge

- With modeling and support,
 - identify an assigned or personal information need.
 - select print, online, and multimedia sources.
 - contribute to a learning community.
- See MD SLM III.D, IV.A, and IV.B; MD DL 3 and 7.

Standards for Writing (W)

Cluster: Research to Build and Present Knowledge

W8 MCCR Anchor Standard: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Pre-Kindergarten Students

W8 With modeling and support from adult, recall information from experiences or information from provided sources to answer a question.

Essential Skills and Knowledge

With modeling and support via discussion, use prior knowledge or information from provided sources to answer a question.

Standards for Writing (W)

Cluster: Research to Build and Present Knowledge

W9 MCCR Anchor Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Pre-Kindergarten Students

W9 begins in grade 4.

Standards for Writing (W)

Cluster: Range of Writing

W10 MCCR Anchor Standard: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Pre-Kindergarten Students

W10 begins in grade 3.