

**MARYLAND COMMON CORE STATE CURRICULUM FRAMEWORK  
ENGLISH LANGUAGE ARTS**

*Maryland Common Core State  
Curriculum Framework*

- Reading Informational Text  
Pre-Kindergarten*

June 2011



## Maryland Common Core State Curriculum Framework English Language Arts

In June, 2010, the Maryland State Board of Education adopted the Common Core State Standards. During the summer and fall of 2010, Maryland educators examined the Common Core State Standards and the existing State Curriculum to determine which skills and content matched the Common Core State Standards. Based on this analysis, development of the new curriculum began. These Frameworks are the result of a yearlong effort by Maryland educators to unpack the Common Core State Standards and identify the essential skills and knowledge that a student would need in order to master the grade specific standards. Since the Common Core State 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.

### Key:

**Black print** – Common Core State Standards

**Red print** – The Essential Skills and Knowledge identified by Maryland Educators. These statements are intended to help teachers develop common understandings and valuable insights into what a student must know and be able to do to demonstrate proficiency with the standard.

**Purple print** – The Common Core State Standard was judged as an excellent match with the existing State Curriculum during the gap analysis, such as SC, 6 (read “State Curriculum, Grade 6)

The Maryland Common Core State Curriculum Frameworks in English Language Arts integrate standards from different strands. Throughout the Maryland Essential Skills and Knowledge, you will see references such as See CCSS 6 SL4 (read “See Common Core State Standards, Grade 6, Speaking & Listening, Standard 4”). The following list shows the abbreviations used when referencing standards from the ELA Common Core State Standards:

RL – Reading Literature

W - Writing

RI – Reading Informational Text

SL – Speaking and Listening

RF – Reading Foundational Skills

L – Language

The Maryland Common Core State Curriculum 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 \_\_\_\_\_ (read “Maryland School Library Media, grades 6-8, Standard, Indicator, Objective”) and TL (read “Technology Literacy Standards” followed by Standard, Indicator, Objective).

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Standards for Reading Informational Text (RI)

<b>Cluster: Key Ideas and Details</b>		
<b>RI1 CCR Anchor Standard</b>		
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.		
<b>PK students:</b>		
<b>RI1</b> With modeling and support, answer questions about details in an informational text.		
<b>Essential Skills and Knowledge</b>		
<ul style="list-style-type: none"> <li>• With modeling and support,             <ul style="list-style-type: none"> <li>◦ listen to a wide variety of increasingly complex informational texts (a wide variety including expository and narrative structures and types, e.g., trade books, magazines, multimedia resources, functional texts such as recipes and labels related to personal interests and reflecting a wide variety of cultures)</li> <li>◦ develop awareness of strategies that are used to monitor understanding <b>before, during, and after</b> reading, viewing, or listening to informational text</li> <li>◦ <b>before</b> reading use prior knowledge and experiences to make connections to informational text</li> <li>◦ <b>before</b> reading make predictions or ask questions about the text by examining the title, cover, illustrations/photographs/text features/graphic aides</li> <li>◦ <b>during</b> Interactive Read Alouds of informational text listen, ask and answer questions as appropriate</li> <li>◦ <b>after</b> reading engage in conversations to facilitate recall of details in order to answer questions about the text</li> <li>◦ <b>after</b> reading respond to text through discussions, dramatizing, drawing and/or developmentally appropriate writing including the use of technology</li> </ul> </li> </ul>		

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Standards for Reading Informational Text (RI)

<b>Cluster:</b> Key Ideas and Details		
<b>RI2 CCR Anchor Standard</b>		
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
<b>PK students:</b>		
<p><b>RI2</b> With modeling and support, recall one or more detail(s) related to the main topic from an informational text.</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• With modeling and support,             <ul style="list-style-type: none"> <li>◦ listen to a wide variety of complex informational texts</li> <li>◦ use text and graphic features as sources to identify the main topic</li> <li>◦ participate in discussion about the main topic in order to recall one or more detail(s) from the text and to respond to questions about the topic and details</li> </ul> </li> </ul>		

<b>Cluster:</b> Key Ideas and Details		
<b>RI3 CCR Anchor Standard</b>		
Analyze how and why individuals, events, and ideas develop and interact over the course of text.		
<b>PK students:</b>		
<p><b>RI 3</b> With modeling and support, connect individuals, events, and pieces of information in text to life experiences.</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• With modeling and support,             <ul style="list-style-type: none"> <li>◦ access prior knowledge and experiences in order to identify and discuss how personal experiences, events and individuals in their own lives are similar and different from the text</li> <li>◦ begin to demonstrate an understanding of sequential order</li> <li>◦ determine and retell important ideas and messages in informational text</li> <li>◦ explain how someone might use the text</li> </ul> </li> </ul>		

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Standards for Reading Informational Text (RI)

<b>Cluster:</b> Craft and Structure		
<b>RI4 CCR Anchor Standard</b> 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.		
<b>PK students:</b>		
<b>RI4</b> With modeling and support, answer questions about unknown words in a text.		
<b>Essential Skills and Knowledge</b>		
<ul style="list-style-type: none"> <li>• With modeling and support,               <ul style="list-style-type: none"> <li>◦ activate prior knowledge and experiences to determine the meaning of unknown words</li> <li>◦ use text, illustrations, graphic aides (e.g. print features, size of print, illustrations/photographs, drawings, maps, graphs and diagrams) to identify meaning of unknown words</li> </ul> </li> </ul>		

<b>Cluster:</b> Craft and Structure		
<b>RI5 CCR Anchor Standard</b> 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.		
<b>PK students:</b>		
<b>RI5</b> With modeling and support identify the front cover, and back cover of a book.		
<b>Essential Skills and Knowledge</b>		
<ul style="list-style-type: none"> <li>• With modeling and support,               <ul style="list-style-type: none"> <li>◦ identify information appropriate for the front cover and back cover of a book</li> <li>◦ demonstrate the proper use of a book</li> <li>◦ (See MD PK CCSS RF1.a.)</li> </ul> </li> </ul>		

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Standards for Reading Informational Text (RI)

<b>Cluster: Craft and Structure</b>		
<b>RI6 CCR Anchor Standard</b>		
Assess how point of view or purpose shapes the content and style of a text.		
<b>PK students:</b>		
<b>RI6</b> With modeling and support define the role of the author and illustrator/photographer in presenting the ideas or information in a text.		
<b>Essential Skills and Knowledge</b>		
<ul style="list-style-type: none"> <li>With modeling and support identify the role of (and use the terms) authors and illustrators/photographers.</li> </ul>		

<b>Cluster: Integration of Knowledge and Ideas</b>		
<b>RI7 CCR Anchor Standard</b>		
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*		
<b>PK students:</b>		
<b>RI7</b> With modeling and support, tell how the illustrations/photographs support the text.		
<b>Essential Skills and Knowledge</b>		
<ul style="list-style-type: none"> <li>With modeling and support,             <ul style="list-style-type: none"> <li>describe the illustrations/photographs in an informational text</li> <li>participate in discussions about the information derived from details in the illustrations/photographs in an informational text</li> <li>participate in discussions about how these details contribute to the understanding of informational text</li> </ul> </li> </ul>		

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Standards for Reading Informational Text (RI)

<b>Cluster: Integration of Knowledge and Ideas</b>		
<b>RI8 CCR Anchor Standard</b>		
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
<b>PK students:</b>		
<b>RI8</b> With modeling and support identify the reasons an author gives to support points in a text.		
<b>Essential Skills and Knowledge</b>		
<ul style="list-style-type: none"> <li>• With modeling and support,               <ul style="list-style-type: none"> <li>◦ recall details from a text</li> <li>◦ identify details that support a point in the text</li> <li>◦ answer questions about details in a text</li> </ul> </li> </ul>		

<b>Cluster: Integration of Knowledge and Ideas</b>		
<b>RI9 CCR Anchor Standard</b>		
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
<b>PK students:</b>		
<b>RI9</b> With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions).		
<b>Essential Skills and Knowledge</b>		
<ul style="list-style-type: none"> <li>• With modeling and support,               <ul style="list-style-type: none"> <li>◦ listen to and discuss a variety of texts</li> <li>◦ identify the topic of a text</li> <li>◦ recognize texts that have the same topic</li> <li>◦ participate in discussions to identify the similarities and differences between two texts on the same topic</li> </ul> </li> </ul>		

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<b>Topic/Cluster:</b> Range of Reading and Level of Text Complexity		
<b>RI10 CCR Anchor Standard</b> Read and comprehend complex literary and informational texts independently and proficiently.		
<b>PK students:</b>		
<b>RI10</b> Actively engage in group reading activities with purpose and understanding.		
<b>Essential Skills and Knowledge</b>		
<ul style="list-style-type: none"> <li>• With modeling and support,               <ul style="list-style-type: none"> <li>◦ develop comprehension skills by listening to a variety of appropriate increasingly complex informational texts (self selected and assigned) representing diverse cultures, perspectives, ethnicities, and time periods from a wide variety of types (expository and narrative: trade books, magazines, multimedia resources, functional texts such as recipes and labels, etc.)</li> <li>◦ use a variety of strategies to determine and clarify the meaning of unknown and multiple meaning words and phrases</li> <li>◦ apply before, during and after reading strategies for a variety of informational texts.</li> <li>◦ participate in collaborative conversations with peers about grade-level complex informational text</li> </ul> </li> </ul>		