

MARYLAND COMMON CORE STATE CURRICULUM FRAMEWORK
ENGLISH LANGUAGE ARTS

*Maryland Common Core State
Curriculum Framework*

*Reading Literature
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

RI – Reading Informational Text

RF – Reading Foundational Skills

W - Writing

SL – Speaking and Listening

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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English Language Arts

Standards for Reading Literature (RL)

Cluster: Key Ideas and Details		
RL1 CCR 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.		
PK students:		
RL1 With modeling and prompting, answer questions about details in a text.		
Essential Skills and Knowledge		
<ul style="list-style-type: none"> • With modeling and support, <ul style="list-style-type: none"> ◦ listen to a wide variety of literary texts (fiction, non-fiction, fables, folktales, realistic fiction, historical fiction, poems, plays, etc.) from a wide variety of cultures related to personal interests ◦ develop awareness of strategies that are used to monitor understanding before, during, and after reading, viewing, or listening to literary text ◦ before reading use prior knowledge and experiences to make connections to literary text ◦ before reading make predictions and/or ask questions about the text by examining the title, cover, illustrations/photographs and/or text ◦ during Interactive Read Alouds of literary text listen, ask and answer questions as appropriate ◦ after reading engage in conversations to facilitate recall of details in order to answer questions about the text ◦ after reading respond to text, recalling details through discussions, dramatizing, drawing and/or writing 		

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Standards for Reading Literature (RL)

Cluster: Key Ideas and Details		
RL2 CCR Anchor Standard		
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
PK students:		
RL2 With modeling and support, retell familiar stories/poems.		
Essential Skills and Knowledge		
<ul style="list-style-type: none"> • With modeling and support, <ul style="list-style-type: none"> ◦ listen to and discuss a wide variety of complex literary texts (narrative text structure, both fiction and non-fiction including plays, stories and poems) representing diverse cultures, perspectives and ethnicities ◦ determine the important ideas and messages in literary texts ◦ identify the beginning, middle and end of text ◦ retell the text or part of the text in an appropriate sequence 		

Cluster: Key Ideas and Details		
RL3 CCR Anchor Standard		
Analyze how and why individuals, events, and ideas develop and interact over the course of text.		
PK students:		
RL3 With modeling and support, identify characters, settings and major events in a story.		
Essential Skills and Knowledge		
<ul style="list-style-type: none"> • With modeling and support, <ul style="list-style-type: none"> ◦ understand the terms: character and setting ◦ identify characters, setting, and major events in a story through use of dramatization, puppets, discussion, writing, drawing, etc. 		

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Standards for Reading Literature (RL)

Cluster: Craft and Structure		
RL4 CCR 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.		
PK students:		
RL4 With modeling and support, answer questions about unknown words in stories and poems.		
Essential Skills and Knowledge		
<ul style="list-style-type: none"> • With modeling and support, <ul style="list-style-type: none"> ◦ activate prior knowledge and experiences to determine the meaning of unknown words ◦ use text and illustrations to identify meaning of unknown words 		

Cluster: Craft and Structure		
RL5 CCR 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.		
PK students:		
RL5 Gain exposure to common types of literary texts (e.g., storybooks, poems).		
Essential Skills and Knowledge		
<ul style="list-style-type: none"> • With modeling and support, <ul style="list-style-type: none"> ◦ explore/discuss different types/genres of literary text (e.g., poetry, drama, nursery rhymes, traditional tales, fiction, non-fiction) representing diverse cultures, perspectives and ethnicities ◦ compare different versions of the same story, rhyme, or traditional tale 		

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Standards for Reading Literature (RL)

Cluster: Craft and Structure		
RL6 CCR Anchor Standard		
Assess how point of view or purpose shapes the content and style of a text.		
PK students:		
RL6 With modeling and support, identify the role of author and illustrator.		
Essential Skills and Knowledge		
<ul style="list-style-type: none"> • With modeling and support, identify the role of (and use the terms) authors and illustrators. 		

Cluster: Integration of Knowledge and Ideas		
RL7 CCR Anchor Standard		
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*		
PK students:		
RL7 With modeling and support, tell how the illustrations support the story.		
Essential Skills and Knowledge		
<ul style="list-style-type: none"> • With modeling and support, <ul style="list-style-type: none"> ◦ describe the illustrations in a story ◦ participate in discussions about the information derived from details in the illustrations in a story and how the details contribute to the understanding of a story 		

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Standards for Reading Literature (RL)

Cluster: Integration of Knowledge and Ideas		
RL8 CCR Anchor Standard (Not applicable to literature)		
PK students:		
RL8 (Not applicable to literature)		

Cluster: Integration of Knowledge and Ideas		
RL9 CCR 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.		
PK students:		
RL9 With modeling and support, compare adventures and experiences of characters in familiar stories.		
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With modeling and support, <ul style="list-style-type: none"> ◦ explore/discuss story elements, including characters 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 		

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Standards for Reading Literature (RL)

Cluster: Range of Reading and Level of Text Complexity		
RL10 CCR Anchor Standard Read and comprehend complex literary and informational texts independently and proficiently.		
PK students:		
RL10 Actively engage in group reading activities with purpose and understanding.		
Essential Skills and Knowledge		
<ul style="list-style-type: none"> • With modeling 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, fantasy, etc.) ◦ 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 literary text 		