ENGLISH LANGUAGE ARTS

MARYLAND COMMON CORE STATE CURRICULUM FRAMEWORK
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❑ *Language*
   Pre-Kindergarten

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MARYLAND STATE DEPARTMENT OF
EDUCATION
Preparing World-Class Students

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).

Standards for Language (L)

Cluster: Conventions of Standard English		
L1 CCR Anchor Standard Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		
PK 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 		

Standards for Language (L)

Cluster: Conventions of Standard English		
L1 CCR Anchor Standard Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		
PK students:		
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**		

cont'd from p. 1
• 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)

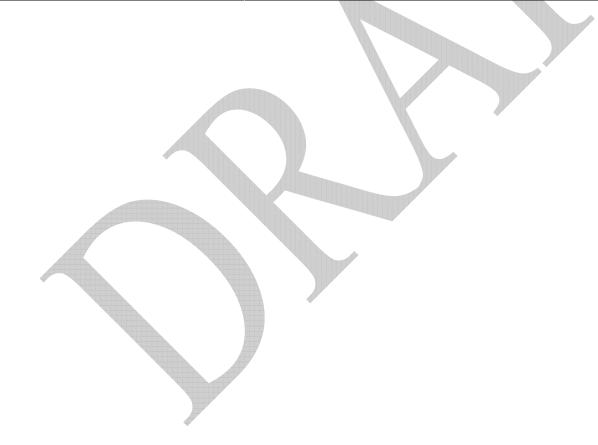| L2 CCR Anchor Standard Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
PK students:		
L2 Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences.		

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		

Standards for Language (L)

L2 CCR Anchor Standard Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
PK students:		
L2 Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences.		

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		

Cluster: Knowledge of Language		
L3 CCR 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.		
PK students:		
L3 (Begins in grade 2.)		

Standards for Language (L)

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Standards for Language (L)

Cluster: Vocabulary Acquisition and Use		
L4 CCR 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.		
PK 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)

L5 CCR Anchor Standard		
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
PK 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)

L6 CCR 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 encountering an unknown term important to comprehension or expression.		
PK 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 epxeriences
  ◦ participate in collaborative conversations with diverse peers about topics and text read aloud, written, or presented in other multimedia formats		