

**MARYLAND COLLEGE AND CAREER READY CURRICULUM FRAMEWORK  
ENGLISH LANGUAGE ARTS**

***Maryland College and Career  
Ready Curriculum Framework***

- Reading Foundational  
Skills  
Grades Kindergarten  
through 2***

**August 2014**



## Maryland College and Career Ready 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 College and Career Ready 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 College and Career Ready 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).

**Maryland College and Career Ready Curriculum Framework  
English Language Arts**

**Standards for Reading Foundational Skills (RF)**

<b>Cluster: Print Concepts</b>		
<b>Kindergartners:</b>	<b>Grade 1 students:</b>	<b>Grade 2 students:</b>
<b>RF1</b> Demonstrate understanding of the organization and basic features of print. (SC, K)	<b>RF1</b> Demonstrate understanding of the organization and basic features of print. (SC, 1)	<b>Ends at grade 1</b>
<b>RF1.a</b> Follow words from left to right, top to bottom, and page by page.  <div style="background-color: #f2f2f2; padding: 2px;"><b>Essential Skills and Knowledge</b></div> <ul style="list-style-type: none"> <li>• With prompting and support,               <ul style="list-style-type: none"> <li>◦ demonstrates interest/attention to print</li> <li>◦ follow words from left to right, top to bottom, front to back and page by page</li> <li>◦ make return sweep to next line of text</li> </ul> </li> </ul>	<b>RF1.a</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (SC, 1)  <div style="background-color: #f2f2f2; padding: 2px;"><b>Essential Skills and Knowledge</b></div> <ul style="list-style-type: none"> <li>• Follow words from left to right, top to bottom, and page by page.</li> <li>• Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>• Understand that words are separated by spaces in print.</li> <li>• Identify the components of a sentence (e.g., words, punctuation, etc.).</li> </ul>	
<b>RF1.b</b> Recognize that spoken words are represented in written language by specific sequences of letters. (SC, K)  <div style="background-color: #f2f2f2; padding: 2px;"><b>Essential Skills and Knowledge</b></div> <ul style="list-style-type: none"> <li>• With prompting and support,               <ul style="list-style-type: none"> <li>◦ engage in a variety of literacy experiences (e.g., shared reading and writing, Interactive Read Alouds, language experience stories, etc.) using a wide selection of texts (e.g., a variety of structures and/or genres representing a wide variety of cultures).</li> <li>◦ recognize that spoken words can be written, spoken and read</li> <li>◦ know the difference between letters and words</li> <li>◦ recognize that letters go together to make words</li> <li>◦ identifies words in text</li> </ul> </li> </ul>		

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**Maryland College and Career Ready Curriculum Framework  
English Language Arts**

**Standards for Reading Foundational Skills (RF)**

<b>Cluster: Print Concepts</b>		
<b>Kindergartners:</b>	<b>Grade 1 students:</b>	<b>Grade 2 students:</b>
<b>RF1</b> Demonstrate understanding of the organization and basic features of print. (SC, K) <b>cont'd from p. 1</b>	<b>RF1</b> Demonstrate understanding of the organization and basic features of print. (SC, 1)	<b>Ends at grade 1</b>
<b>RF1.c</b> Understand that words are separated by spaces in print. (SC, K)  <div style="background-color: #f2f2f2; padding: 2px;"><b>Essential Skills and Knowledge</b></div> <ul style="list-style-type: none"> <li>• With prompting and support,               <ul style="list-style-type: none"> <li>◦ engage in a wide variety of literacy experiences involving writing that focuses on spaces in print (e.g., Interactive Read Alouds, shared reading and writing, language experience stories, small group instruction, etc.)</li> <li>◦ know the difference between a letter and a word</li> <li>◦ recognize that letters build words and words build sentences.</li> <li>◦ recognize that printed words are separated by spaces</li> </ul> </li> </ul>		
<b>RF1.d</b> Recognize and name all upper and lowercase letters of the alphabet. (SC, K)  <div style="background-color: #f2f2f2; padding: 2px;"><b>Essential Skills and Knowledge</b></div> <ul style="list-style-type: none"> <li>• With prompting and support,               <ul style="list-style-type: none"> <li>◦ differentiate between numerals, letters and words.</li> <li>◦ engage in a wide variety of literacy experiences involving writing that focuses on upper and lower case letters in print (e.g., Interactive Read Alouds, shared reading and writing, language experience stories, small group instruction, etc.)</li> <li>◦ attend to print in order to learn letter names</li> <li>◦ identify and name upper and lower case letters out of context and in isolation</li> </ul> </li> </ul>		

**Maryland College and Career Ready Curriculum Framework  
English Language Arts**

**Standards for Reading Foundational Skills (RF)**

<b>Cluster: : Phonological Awareness</b>		
<b>Kindergartners:</b>	<b>Grade 1 students:</b>	<b>Grade 2 students:</b>
<b>RF2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (SC, K)	<b>RF2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (SC, 1)	<b>Ends at grade 1</b>
<b>RF2.a</b> Recognize and produce rhyming words.	<b>RF2.a</b> Distinguish long from short vowel sounds in single-syllable words. (SC, 1)	
<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>• With prompting and support,               <ul style="list-style-type: none"> <li>◦ identify and differentiate environmental sounds</li> <li>◦ recognize rhyming words in spoken language</li> <li>◦ understand the relationship between onset/rime in creating rhyming words</li> <li>◦ demonstrate auditory discrimination to match rime/same beginning and ending sound</li> <li>◦ demonstrate auditory discrimination of rimes/same ending sounds</li> <li>◦ identify rhyme in poems and stories read aloud.</li> <li>◦ repeat and produce rhyming words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate auditory discrimination skills.</li> <li>• Identify and produce short vowel sounds.</li> <li>• Identify and produce long vowel sounds.</li> </ul>	
<b>RF2.b</b> Count, pronounce, blend, and segment syllables in spoken words.	<b>RF2.b</b> Orally produce single-syllable words by blending sounds (phonemes). (SC, 1)	
<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>• With prompting and support,               <ul style="list-style-type: none"> <li>◦ identify and isolate individual words in spoken language</li> <li>◦ identify letters, sounds and corresponding sounds</li> <li>◦ orally blend word parts (e.g. onsets, rimes, and compound words)</li> <li>◦ identify whether isolated sounds are same or different</li> <li>◦ blend sounds and syllables to form words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Orally segment and count the syllables heard in given words.</li> <li>• Identify initial, medial, and final sounds (phonemes) in single-syllable spoken words.</li> <li>• Compare and identify the sounds (phonemes) in single-syllable spoken words using initial, medial, and final sounds.</li> <li>• Identify onsets and rimes of single-syllable spoken words.</li> <li>• Orally blend 3-4 phonemes into a word.</li> </ul>	

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**Standards for Reading Foundational Skills (RF)**

<b>Cluster: : Phonological Awareness</b>		
<b>Kindergartners:</b>	<b>Grade 1 students:</b>	<b>Grade 2 students:</b>
<b>RF2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (SC, K) <b>cont'd from p. 3</b>	<b>RF2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (SC, 1) <b>cont'd from p. 3</b>	<b>Ends at grade 1</b>
<b>RF2.c</b> Blend and segment onsets and rimes of single-syllable spoken words. <b>Essential Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• With prompting and support,               <ul style="list-style-type: none"> <li>◦ identify initial and final sounds in a word</li> <li>◦ categorize words as same or different by onset and rime</li> <li>◦ orally blend word parts (e.g. onsets, rimes)</li> </ul> </li> </ul>	<b>RF2.c</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (SC, 1) <b>Essential Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• Identify the sounds (phonemes) heard in single-syllable spoken words.</li> <li>• Produce the sounds (phonemes) heard in single-syllable spoken words.</li> <li>• Orally add or delete a sound (phoneme) at the beginning or end of single-syllable words to make new words.</li> <li>• Orally substitute initial, medial, and final sounds in single-syllable words to make new words.</li> </ul>	
<b>RF2.d</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) (SC, K) <b>Essential Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• With prompting and support,               <ul style="list-style-type: none"> <li>◦ isolate and pronounce the initial, medial and final sounds in spoken words</li> <li>◦ recognize similarities and differences in the initial, medial and final sounds of words</li> </ul> </li> </ul>	<b>RF2.d</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (SC, 1) <b>Essential Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• Identify the number of sounds (phonemes) heard in spoken single-syllable words.</li> <li>• Produce the sounds (phonemes) heard in single-syllable words.</li> <li>• Orally add or delete a sound (phoneme) at the beginning or end of single-syllable words to make new words.</li> <li>• Orally substitute initial, medial, and final sounds in single-syllable words to make new words.</li> </ul>	
<b>RF2.e</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (SC, K) <b>Essential Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• With prompting and support,               <ul style="list-style-type: none"> <li>◦ orally blend and segment individual phonemes in three phoneme words</li> <li>◦ orally add or delete a sound (phoneme) at the end of a simple, one-syllable word to make a new word</li> </ul> </li> </ul>		

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**Standards for Reading Foundational Skills (RF)**

<b>Cluster: Phonics and Word Recognition</b>		
<b>Kindergartners:</b>	<b>Grade 1 students:</b>	<b>Grade 2 students:</b>
<b>RF3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (SC, K)	<b>RF3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (SC, 1)	<b>RF3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (SC, 2)
<b>RF3.a</b> Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound for each consonant.	<b>RF3.a</b> Know the spelling-sound correspondence for common consonant digraphs. (SC, 1)	<b>RF3.a</b> Distinguish long and short vowels when reading regularly spelled one-syllable words. (SC, 2)
<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>
<ul style="list-style-type: none"> <li>• With prompting and support,               <ul style="list-style-type: none"> <li>◦ identify and name upper and lower case letters of the alphabet</li> <li>◦ use pictures or symbols to cue sound of the consonant letters</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify the letters that represent common digraphs.</li> <li>• Recognize that certain letter combinations can make one sound.</li> <li>• Associate a visual cue with the digraph.</li> <li>• Decode words with letter combinations representing common consonant digraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and apply vowel patterns to read words, such as CVC, CVCE, CVVC.</li> <li>• Identify and apply vowel pattern pronunciation rules to read words.</li> </ul>
<b>RF3.b</b> Associate the long and short sounds with common spellings (graphemes) for the five major vowels	<b>RF3.b</b> Decode regularly spelled one-syllable words. (SC, 1)	<b>RF3.b</b> Know sound-spelling correspondences for additional common vowel teams.
<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>
<ul style="list-style-type: none"> <li>• With prompting and support,               <ul style="list-style-type: none"> <li>◦ identify the difference between consonants and vowels.</li> <li>◦ recognize that a single vowel letter stands for a short or long vowel sound</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Apply the principles of sound-letter correspondence, including exceptions.</li> <li>• Produce letter-sound correspondences rapidly.</li> <li>• Blend isolated sounds into one-syllable words.</li> <li>• Use known word/part to decode unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that a combination of vowels can represent a single vowel sound.</li> <li>• Identify and apply vowel team pronunciation rules.</li> </ul>
<b>RF3.c</b> Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ). (SC, K)	<b>RF3.c</b> Know final-e and common vowel team conventions for representing long vowel sounds.	<b>RF3.c</b> Decode regularly spelled two-syllable words with long vowels.
<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>
<ul style="list-style-type: none"> <li>• With prompting and support,               <ul style="list-style-type: none"> <li>◦ recognize and read high frequency words with increasing automaticity</li> <li>◦ read name in isolation with automaticity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that two letters can represent a vowel sound.</li> <li>• Identify common vowel teams.</li> <li>• Apply vowel pronunciation rules to read words, such as CVCE, CVVC.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain and apply syllable division rules.</li> <li>• Know and understand that every syllable has a vowel sound and be able to apply knowledge of open and closed syllables to determine vowel sound.</li> <li>• Identify and apply vowel pronunciation rules to read words, such as CVC, CVCE, CVVC.</li> </ul>

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**Standards for Reading Foundational Skills (RF)**

<b>Cluster: Phonics and Word Recognition</b>		
<b>Kindergartners:</b>	<b>Grade 1 students:</b>	<b>Grade 2 students:</b>
<b>RF3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (SC, K) <b>cont'd from p. 5</b>	<b>RF3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (SC, 1) <b>cont'd from p. 5</b>	<b>RF3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (SC, 2) <b>cont'd from p. 5</b>
<b>RF3.d</b> Distinguish between similarly spelled words by identifying the sounds of the letter that differ. <b>Essential Skills and Knowledge</b> • With prompting and support, identify sounds of words in isolation.	<b>RF3.d</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <b>Essential Skills and Knowledge</b> • Count and segment syllables orally. • Identify the vowel sound in spoken and written one-syllable words. • Identify the number of vowels and syllables in printed words.	<b>RF3.d</b> Decode words with common prefixes and suffixes. (SC, 2) <b>Essential Skills and Knowledge</b> • Recognize and define base words. • Identify and define common prefixes and suffixes. • Blend parts to read words and describe how the affix affects the word meaning.
	<b>RF3.e</b> Decode two-syllable words following basic patterns by breaking the words into syllables. <b>Essential Skills and Knowledge</b> • Recognize open and closed syllables. • Explain and apply syllable division rules. • Blend sounds in segmented syllables to read words.	<b>RF3.e</b> Identify words with inconsistent but common spelling-sound correspondences. <b>Essential Skills and Knowledge</b> • Identify and apply the rules for sound-spelling correspondences, including exceptions.
	<b>RF3.f</b> Read words with inflectional endings. <b>Essential Skills and Knowledge</b> • Identify inflectional endings. • Recognize and define base words. • Read words and describe how the inflectional ending affects the word meaning.	<b>RF3.f</b> Recognize and read grade-appropriate irregularly spelled words. (SC, 2) <b>Essential Skills and Knowledge</b> • Apply a variety of strategies to increase the number of grade appropriate sight words/high frequency words that can be read.
	<b>RF3.g</b> Recognize and read grade-appropriate irregularly spelled words. <b>Essential Skills and Knowledge</b> • Apply a variety of strategies to increase the number of grade appropriate high frequency words that can be read independently.	

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**Standards for Reading Foundational Skills (RF)**

<b>Cluster: Fluency</b>		
<b>Kindergartners:</b>	<b>Grade 1 students:</b>	<b>Grade 2 students:</b>
<b>RF4</b> Read emergent-reader texts with purpose and understanding.	<b>RF4</b> Read with sufficient accuracy and fluency to support comprehension. (SC, 1)	<b>RF4</b> Read with sufficient accuracy and fluency to support comprehension. (SC, 2)
<b>RF4.a</b> Read on-level text with purpose and understanding. (SC, 1)	<b>RF4.a</b> Read on-level text with purpose and understanding. (SC, 1)	<b>RF4.a</b> Read on-level text with purpose and understanding. (SC, 2)
<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>
<ul style="list-style-type: none"> <li>• With prompting and support,               <ul style="list-style-type: none"> <li>◦ listen to Interactive Read Alouds of steadily increasing complexity (informational and literary, across all structures and genres of text, representing a wide variety of cultures) in order to observe models of fluent reading and apply skills to their own reading</li> <li>◦ engage in opportunities for daily independent reading of emergent reader text to build fluency</li> <li>◦ engage in imitative reading at an appropriate rate</li> <li>◦ recite nursery rhymes, poems, and finger plays from a wide variety of genres with expression</li> <li>◦ use knowledge of end punctuation to signal expression in reading</li> <li>◦ recognize that the pictures help to explain the text</li> <li>◦ use known high frequency words when reading the text</li> <li>◦ use the first letter sound and the picture to determine the meaning of an unknown word</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Apply decoding skills to read on-level text.</li> <li>• Read grade level sight words/high frequency words in isolation and in context with automaticity.</li> <li>• Use context cues and text features to determine and clarify the meanings of an unknown word.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply a variety of decoding strategies to read grade level text.</li> <li>• Read on-level sight words/high frequency words in isolation and in context with automaticity.</li> <li>• Begin to self regulate understanding of text by making and confirming predictions and rereading when necessary in order to check for understanding.</li> </ul>
	<b>RF4.b</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (SC, 1)	<b>RF4.b</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (SC,2)
	<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>
	<ul style="list-style-type: none"> <li>• Listen to Interactive Read Alouds of steadily increasing complexity (informational and literary, across all structures and genres of text, representing a wide variety of cultures) in order to observe models of fluent reading and apply skills to their own reading.</li> <li>• Apply decoding skills to read on-level text.</li> <li>• Read on-level sight words/high frequency words with automaticity.</li> <li>• Use punctuation as cues to appropriate expression.</li> <li>• Fluently read on-level text with accuracy and prosody.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to Interactive Read Alouds of steadily increasing complexity (informational and literary, across all structures and genres of text, representing a wide variety of cultures) in order to observe models of fluent reading and apply skills to their own reading.</li> <li>• Apply decoding skills to read on-level text.</li> <li>• Read on-level sight words/high frequency words with automaticity in isolation and in context.</li> <li>• Use punctuation as cues to appropriate expression.</li> <li>• Fluently read on-level text with accuracy and prosody.</li> </ul>

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**Standards for Reading Foundational Skills (RF)**

<b>Cluster: Fluency</b>		
<b>Kindergartners:</b>	<b>Grade 1 students:</b>	<b>Grade 2 students:</b>
<b>RF4</b> Read emergent-reader texts with purpose and understanding.	<b>RF4</b> Read with sufficient accuracy and fluency to support comprehension. (SC, 1) <b>cont'd from p. 7</b>	<b>RF4</b> Read with sufficient accuracy and fluency to support comprehension. (SC, 2) <b>cont'd from p. 7</b>
	<b>RF4.c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (SC, 1) <b style="color: red;">Essential Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• Use prior knowledge and experiences to confirm or self-correct word recognition and understanding.</li> <li>• Develop a conceptual understanding of new words to confirm or self-correct word recognition and understanding.</li> <li>• Reread when something does not make sense in order to determine the meaning of a known word.</li> <li>• Using context cues and visual clues to guide self correction.</li> </ul>	<b>RF4.c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (SC, 2) <b style="color: red;">Essential Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• Use prior knowledge and experiences to confirm or self-correct word recognition and understanding.</li> <li>• Demonstrate a conceptual understanding of new words, e.g., classify and categorize into groups, identify antonyms, synonyms, homophones.</li> <li>• Reread at point of difficulty in order to use structure and meaning to determine unknown word.</li> <li>• Use context cues, sentence structure, and visual clues to guide self correction.</li> </ul>