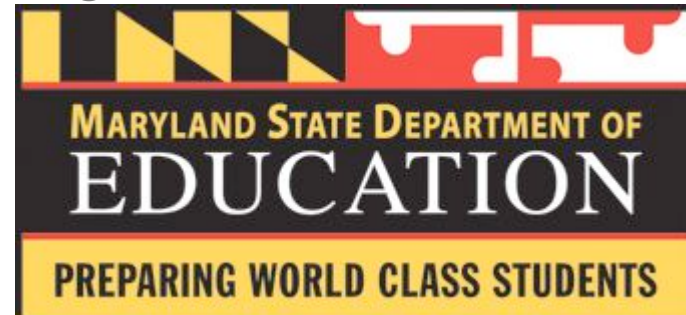


**MARYLAND COLLEGE AND CAREER READY CURRICULUM FRAMEWORK
ENGLISH LANGUAGE ARTS**

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

**□ *Reading Foundational
Skills
Pre-Kindergarten***

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)

Cluster: Print Concepts		
PK students:		
RF1 Demonstrate understanding of basic features of print.		
RF1.a Demonstrate an awareness that words are read from left to right, top to bottom and page by page.		
Essential Skills and Knowledge		
<ul style="list-style-type: none"> • With modeling and support, <ul style="list-style-type: none"> ◦ demonstrate interest/attention to print ◦ demonstrate proper orientation of book ◦ demonstrate proper handling of a book ◦ recognize that a book has a front and back cover ◦ follow words from left to right (and return sweep), top to bottom, front to back and page by page 		
RF1.b Recognize that spoken words can be written and read.		
Essential Skills and Knowledge		
<ul style="list-style-type: none"> • With modeling and support, <ul style="list-style-type: none"> ◦ 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) ◦ understand that speech can be written and read ◦ understand that print conveys meaning 		
RF1.c Understand that words are separated by spaces in print.		
Essential Skills and Knowledge		
<ul style="list-style-type: none"> • With modeling and support engage in a variety of literacy experiences which focus on spaces in print (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) 		

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

Standards for Reading Foundational Skills (RF)

Cluster: Print Concepts		
PK students:		
RF1 Demonstrate understanding of basic features of print. cont'd from p. 1		
RF1.d Recognize and name some upper and lowercase letters of the alphabet.		
Essential Skills and Knowledge		
<ul style="list-style-type: none"> • With modeling and support, <ul style="list-style-type: none"> ◦ apply visual discrimination of shapes and orientation ◦ differentiate between pictures, shapes, letters, and numerals ◦ attend to print in order to discriminate between letters and numbers in order to recognize that letters and numbers represent different concepts ◦ attend to print in order to learn letter names 		

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

Standards for Reading Foundational Skills (RF)

Cluster: Phonological Awareness		
PK students:		
RF2 Demonstrate understanding of spoken words and sounds (phonemes).		
RF2.a Recognize rhyming words in spoken language.		
Essential Skills and Knowledge		
<ul style="list-style-type: none"> • With modeling and support, <ul style="list-style-type: none"> ◦ identify and differentiate environmental sounds ◦ begin to demonstrate auditory discrimination of rimes/same ending sounds ◦ identify rhyme in poems and stories read aloud 		
RF2.b Identify and isolate individual words in a spoken sentence.		
Essential Skills and Knowledge		
<ul style="list-style-type: none"> • With modeling and support, identify and differentiate individual words in spoken language. 		
RF2.c Count, pronounce, blend, and segment syllables in spoken words.		
Essential Skills and Knowledge		
<ul style="list-style-type: none"> • With modeling and support, <ul style="list-style-type: none"> ◦ identify and isolate spoken words in a sentence. ◦ identify whether isolated sounds are same or different ◦ orally blend word parts (onsets and rimes) 		
RF2d. Blend and segment onsets and rimes of single-syllable spoken words.		
Essential Skills and Knowledge		
<ul style="list-style-type: none"> • With modeling and support, <ul style="list-style-type: none"> ◦ identify initial and final sounds in a word ◦ categorize words as same or different by initial or final sound ◦ orally blend word parts (e.g. onsets and rimes) 		

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

Standards for Reading Foundational Skills (RF)

Cluster: Phonological Awareness		
PK students:		
RF2 Demonstrate understanding of spoken words and sounds (phonemes). cont'd from p. 3		
RF2.e Isolate and pronounce the initial sound in spoken words.		
Essential Skills and Knowledge		
<ul style="list-style-type: none"> • With modeling and support, <ul style="list-style-type: none"> ◦ recognize similarities and differences in the initial sound of words ◦ begin to demonstrate understanding the concept of first, middle and last 		
RF2.f Orally blend and segment individual phonemes in two-to-three phoneme words.		
Essential Skills and Knowledge		
<ul style="list-style-type: none"> • With modeling and support, <ul style="list-style-type: none"> ◦ orally blend individual phonemes to form words (e.g. /c/ /a/ /t/ =cat) ◦ orally segment a word into individual phonemes (e.g. cat= /c/ /a/ /t/) 		

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

Standards for Reading Foundational Skills (RF)

Cluster: Phonics and Word Recognition		
PK students:		
RF3 Know and apply grade- level phonics and word analysis skills in decoding words.		
RF3.a Recognize that words are made up of letters and their sounds.		
Essential Skills and Knowledge		
<ul style="list-style-type: none"> • With modeling and support, <ul style="list-style-type: none"> ◦ engage in language activities focusing on the alphabetic principle ◦ begin to associate names of letters with their shapes ◦ begin to notice the beginning letter in familiar words ◦ begin to associate names of letters with their sounds 		
RF3.b Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the most frequent sound for some consonants.		
Essential Skills and Knowledge		
<ul style="list-style-type: none"> • With modeling and support, begin to match the name and sound of some upper and lower case consonants letters in the alphabet. 		
RF3.c Recognize name in print as well as some environmental print (symbols/words).		
Essential Skills and Knowledge		
<ul style="list-style-type: none"> • With modeling and support, <ul style="list-style-type: none"> ◦ recognize and read name in isolation with increased automaticity ◦ identify and name the letters in first name ◦ recognize a few words in environmental print 		

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

Standards for Reading Foundational Skills (RF)

Cluster: Fluency		
PK students:		
RF4 Engage with a variety of texts (e.g., a variety of structures and/or genres) with purpose and understanding.		
Essential Skills and Knowledge		
<ul style="list-style-type: none"> • With modeling and support, <ul style="list-style-type: none"> ◦ 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) ◦ use illustrations to support understanding of the text ◦ recite nursery rhymes, poems, and finger plays from a wide variety of genres with expression ◦ engage in imitative reading with prosody ◦ use strategies to prepare for reading (before, during and after reading) 		