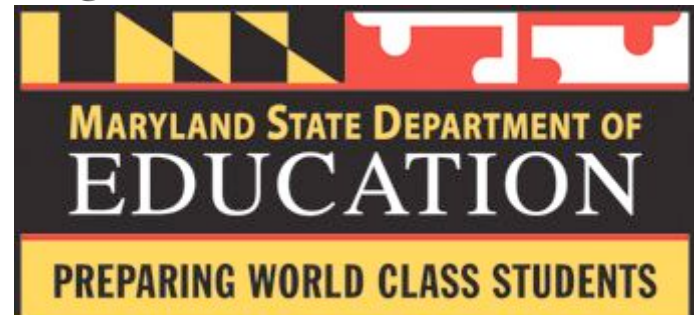


**MARYLAND COLLEGE AND CAREER READY CURRICULUM FRAMEWORK
ENGLISH LANGUAGE ARTS**

*Maryland College and Career
Ready Curriculum Framework*

- *Reading Foundational
Skills
Grades 3 through 5*

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		
Grade 3 students:	Grade 4 students:	Grade 5 students:
ends in 1 st grade	ends in 1 st grade	ends in 1 st grade

Cluster: Phonological Awareness		
Grade 3 students:	Grade 4 students:	Grade 5 students:
ends in 1 st grade	ends in 1 st grade	ends in 1 st grade

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

Standards for Reading Foundational Skills (RF)

Cluster: Phonics and Word Recognition		
Grade 3 students:	Grade 4 students:	Grade 5 students:
RF3 Know and apply grade-level phonics and word analysis skills in decoding words. (SC, 3)	RF3 Know and apply grade-level phonics and word analysis skills in decoding words.	RF3 Know and apply grade-level phonics and word analysis skills in decoding words.
RF3.a Identify and know the meaning of the most common prefixes and derivational suffixes . (SC, 3)	RF3.a Use a combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context .	RF3.a Use a combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context .
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> Identify and know the meanings of the most common prefixes and derivational suffixes. (See CCSS L.3. 4) 	<ul style="list-style-type: none"> Generalize and apply phonics to unfamiliar multisyllabic words. Increase knowledge of roots and affixes. Understand the relationship between words with common roots. Understand that an affix may change the meaning or part of speech of a word. 	<ul style="list-style-type: none"> Generalize and apply phonics to unfamiliar multisyllabic words. Increase knowledge of roots and affixes. Understand the relationship between words with common roots. Understand that an affix may change the meaning or part of speech of a word.
RF3.b Decode words with common Latin suffixes .		
Essential Skills and Knowledge		
<ul style="list-style-type: none"> Decode words with common Latin suffixes. 		
RF3.c Decode multisyllable words.		
Essential Skills and Knowledge		
<ul style="list-style-type: none"> Identify and apply vowel pronunciation rules to read multisyllabic words. Blend sounds and segmented syllables to read words. Confirm decoding efforts through word meanings and word order. 		
RF3.d Read grade-appropriate irregularly spelled words.		
Essential Skills and Knowledge		
<ul style="list-style-type: none"> Increase the number of grade appropriate high frequency words that can be read. 		

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

Standards for Reading Foundational Skills (RF)

Cluster: Fluency		
Grade 3 students:	Grade 4 students:	Grade 5 students:
RF4 Read with sufficient accuracy and fluency to support comprehension.	RF4 Read with sufficient accuracy and fluency to support comprehension.	RF4 Read with sufficient accuracy and fluency to support comprehension.
RF4.a Read on-level text with purpose and understanding. (SC, 3)	RF4.a Read on-level text with purpose and understanding.	RF4.a Read on-level text with purpose and understanding.
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Listen to daily Interactive Read Alouds of complex text in a variety of text structures in order to attend to and apply models of fluent reading. • Adjust reading rate to purpose for reading. • Engage in opportunities for daily independent reading of grade level text in order to build fluency. • Demonstrate fluent reading in order to fully comprehend text by responding accurately (e.g., discussion, written response). 	<ul style="list-style-type: none"> • Listen to daily Interactive Read Alouds of complex text in a variety of text structures in order to attend to and apply models of fluent reading. • Adjust reading rate to purpose for reading. • Engage in opportunities for daily independent reading of grade level text in order to build fluency. • Demonstrate fluent reading in order to fully comprehend text by responding accurately (e.g., discussion, written response). 	<ul style="list-style-type: none"> • Listen to daily Interactive Read Alouds of complex text in a variety of text structures in order to attend to and apply models of fluent reading. • Adjust reading rate to purpose for reading. • Engage in opportunities for daily independent reading of grade level text in order to build fluency. • Demonstrate fluent reading in order to fully comprehend text by responding accurately (e.g., discussion, written response).
RF4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	RF4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (SC, 4)	RF4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • 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. • Practice multiple readings of familiar text. • Use punctuation as cues to appropriate expression. • Demonstrate appropriate use of phrasing. • Apply knowledge of word structures and patterns to read with automaticity. • Demonstrate appropriate use of phrasing by attending to sentence patterns and structures and by adjusting to intonation and pitch. • Read a variety of texts with expression and volume appropriate to the context in which it is read. 	<ul style="list-style-type: none"> • 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. • Practice multiple readings of same text. • Use punctuation as cues to appropriate expression. • Apply knowledge of word structures and patterns to read with automaticity. • Demonstrate appropriate use of phrasing by attending to sentence patterns and structures and by adjusting to intonation and pitch. • Read a variety of texts with expression and volume appropriate to the context in which it is read. 	<ul style="list-style-type: none"> • 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. • Practice multiple readings of same text. • Use punctuation as cues to appropriate expression. • Apply knowledge of word structures and patterns to read with automaticity. • Demonstrate appropriate use of phrasing by attending to sentence patterns and structures and by adjusting to intonation and pitch. • Read a variety of texts with expression and volume appropriate to the context in which it is read.

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

Standards for Reading Foundational Skills (RF)

Cluster: Fluency		
Grade 3 students:	Grade 4 students:	Grade 5 students:
RF4 Read with sufficient accuracy and fluency to support comprehension. cont'd from p. 3	RF4 Read with sufficient accuracy and fluency to support comprehension. cont'd from p. 3	RF4 Read with sufficient accuracy and fluency to support comprehension. cont'd from p. 3
RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (SC, 3)	RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Use prior knowledge and experiences to confirm or self-correct word recognition and understanding. • Use context clues, sentence structure, and visual clues to guide self-correction. 	<ul style="list-style-type: none"> • Use prior knowledge and experiences to confirm or self-correct word recognition and understanding. • Use context clues, sentence structure, and visual clues to guide self-correction. 	<ul style="list-style-type: none"> • Use prior knowledge and experiences to confirm or self-correct word recognition and understanding. • Use context clues, sentence structure, and visual clues to guide self-correction.