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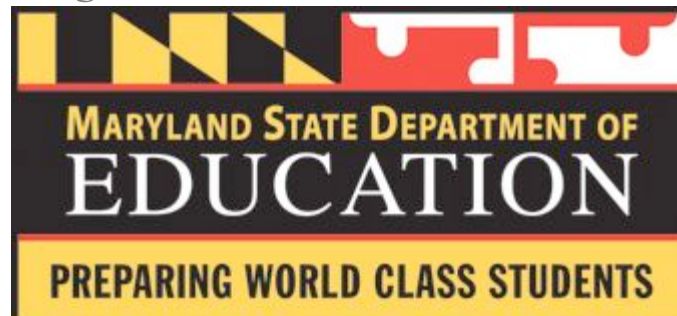
MARYLAND COLLEGE AND CAREER READY CURRICULUM FRAMEWORK
ENGLISH LANGUAGE ARTS

*Maryland College and Career Ready Curriculum Framework*

❑ *Writing*
  *Pre-Kindergarten*

August 2014

MARYLAND STATE DEPARTMENT OF
EDUCATION
PREPARING WORLD CLASS STUDENTS

**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).

## Standards for Writing (W)

| Cluster: Text Types and Purposes | | |
|---|---|---|
| **W1 CCR Anchor Standard**<br>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | | |
| **PK students:** | | |
| **W1** With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book. | | |
| Share the topic or name the book.<br><br>**Essential Skills and Knowledge**<br>• With modeling and support,<br> ◦ establish and build upon a personal schema related to a topic or book via attending to a learning experience (e.g., reading of text and hands on experience) in order to gain a deeper level of knowledge about a topic or book<br> ◦ recognize that thoughts and ideas can be represented in drawing and writing<br> ◦ recognize that writing conveys meaning<br> ◦ after discussion apply the prewriting and planning stages of the writing process to an opinion piece<br> ◦ identify the topic or book<br> ◦ develop and represent a simple sentence that states the topic or names the book through discussion, drawing, dictation or developmentally appropriate writing | | |
| Share an opinion on a topic or book.<br><br>**Essential Skills and Knowledge**<br>• With modeling and support,<br> ◦ participate in a discussion about the learning experience that stimulates and guides thinking to express an opinion<br> ◦ generate ideas by using letter-like shapes, symbols, and letters, dictating words and phrases, and using drawings to represent ideas<br> ◦ after discussion, express an opinion by completing a cloze sentence orally, with a drawing, dictation or developmentally appropriate writing | | |

## Standards for Writing (W)

| Cluster: Text Types and Purposes | | |
|---|---|---|
| **W2 CCR Anchor Standard**<br>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | | |
| **PK students:** | | |
| **W2** Use a combination of drawing, dictating, and developmentally appropriate writing to state information on a topic. | | |
| Name a topic.<br><br>**Essential Skills and Knowledge**<br><br>• With modeling and support,<br>  ◦ recognize that writing conveys meaning<br>  ◦ after discussion apply the prewriting and planning stages of the writing process to an informative piece<br>  ◦ establish and build upon a personal schema related to a topic or book via attending to a learning experience (e.g. reading of informational/expository text, and hands on experience) in order to gain a deeper level of knowledge about a topic or book<br>  ◦ after discussion name the topic | | |
| Supply some facts about the topic.<br><br>**Essential Skills and Knowledge**<br>• With modeling and support,<br>  ◦ participate in discussion to gather and communicate information related to the topic/text  (MD SLM PK-1 2A1.a)<br>  ◦ express orally or via drawing, dictation or developmentally appropriate writing several facts that are all related to the topic<br>  ◦ generate ideas by using letter-like shapes, symbols, and letters, dictating words and phrases, and using drawings to represent ideas | | |

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

## Standards for Writing (W)

| | | |
|---|---|---|
| **Cluster:** Text Types and Purposes | | |
| **W3 CCR Anchor Standard** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | | |
| **PK students:** | | |
| **W3** With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence. | | |
| Tell a single event.<br><br>**Essential Skills and Knowledge**<br>• With modeling and support,<br>　◦ recognize that writing conveys meaning<br>　◦ after discussion apply the prewriting and planning stages of the writing process to a narrative piece<br>　◦ listen to and discuss a wide variety of narrative text (a variety of genres, fiction and non-fiction) to use as models to generate personal oral narratives<br>　◦ express an opening sentence that sets up the telling of the event orally or through drawings, dictation or developmentally appropriate writing | | |
| Tell about the details of the event in a meaningful sequence.<br>**Essential Skills and Knowledge**<br>• With modeling and support,<br>　◦ demonstrate an understanding of story structure (e.g., beginning, middle, end)<br>　◦ represent events in a meaningful sequence orally or via drawing, dictation or developmentally appropriate writing<br>　◦ compose oral and visual presentations that express personal ideas<br>　　♦ contribute orally to a shared writing experience or topic of interest<br>　　♦ use drawings, letters, or symbols to express personal ideas<br>**cont'd on p. 4** | | |

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

## Standards for Writing (W)

| **Cluster:** Text Types and Purposes | | |
|---|---|---|
| **W3 CCR Anchor Standard** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | | |
| **PK students:** | | |
| Tell about the details of the event in a meaningful sequence.<br><br>**Essential Skills and Knowledge**<br>cont'd from p. 3<br>  ◦ identify how language choices in speaking and writing affect thoughts and feelings<br>    ♦ acquire and use new vocabulary<br>    ♦ identify and use words to communicate feelings | | |

| **Cluster:** Production and Distribution of Writing | | |
|---|---|---|
| **W4 CCR Anchor Standard** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose and audience. | | |
| **PK students:**<br>(Begins in grade 3.) | | |

## Standards for Writing (W)

| Cluster: Production and Distribution of Writing | | |
|---|---|---|
| **W5 CCR Anchor Standard** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | | |
| **PK students:** | | |
| **W5** With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.<br><br>**Essential Skills and Knowledge**<br>• See W1, W2, W3, and W7 of CCSC Framework for specific application.<br><br>• With modeling and support after drawing, dictation or developmentally appropriate writing,<br>  ◦ demonstrate an ability to listen and discuss drawing, dictation or developmentally appropriate writing<br>  ◦ respond appropriately to others and answer questions about drawing, dictation and/or writing<br>  ◦ start to produce writing that is legible, including the conventional formation of some upper and lower case manuscript letters | | |

| Cluster: Production and Distribution of Writing | | |
|---|---|---|
| **W6 CCR Anchor Standard** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | | |
| **PK students:** | | |
| **W6** With prompting and support from adults, explore a variety of digital tools to express ideas. | | |
| **Essential Skills and Knowledge**<br><br>• See W1, W2, W3, and W7 in CCSC Framework for specific application.<br>• With modeling and support, explore print, online, or multimedia sources in order to experience and interact with digital tools to express ideas. | | |

## Standards for Writing (W)

| Cluster: Research to Build and Present Knowledge | | |
|---|---|---|
| **W7 CCR Anchor Standard** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | | |
| **PK students:** | | |
| **W7** Participate in shared research and shared writing projects. | | |
| **Essential Skills and Knowledge**<br><br>• With modeling and support,<br>  ° identify an assigned or personal information need (MD SLM PK-1 1B1.3)<br>  ° select print, online, and multimedia sources (MD SLM PK-1 1B1.d)<br>  ° contribute to a learning community (MD SLM PK-1 6B1.d) | | |

| Cluster: Research to Build and Present Knowledge | | |
|---|---|---|
| **W8 CCR Anchor Standard** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | | |
| **PK students:** | | |
| **W8** With modeling and support from adult, recall information from experiences or information from provided sources to answer a question. | | |
| **Essential Skills and Knowledge**<br><br>• With modeling and support via discussion, use prior knowledge or information from provided sources to answer a question. | | |

## Standards for Writing (W)

| Cluster: Research to Build and Present Knowledge | | |
|---|---|---|
| **W9 CCR Anchor Standard** Draws evidence from literary or informational texts to support analysis, reflection, and research. | | |
| **PK students:** | | |
| (Begins in grade 4) | | |

| Cluster: Research to Build and Present Knowledge | | |
|---|---|---|
| **W10 CCR Anchor Standard** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | | |
| **PK students:** | | |
| (Begins in grade 3) | | |