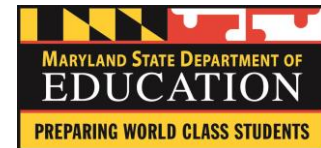


## Maryland College and Career-Ready Standards for English Language Arts

Reading Literature Standards Grade 1	Reading Literature Standards Grade 2
<p><b>Key Ideas and Details:</b></p> <p><b>RL.1.1</b> Ask and answer questions about key details in a text.</p> <p><b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details.</p> <p><b>Craft and Structure:</b></p> <p><b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><b>RL.1.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p><b>RL.1.6</b> Identify who is telling the story at various points in a text.</p> <p><b>Integration of Knowledge and Ideas:</b></p> <p><b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b>RL.1.8</b> (Not applicable to literature)</p> <p><b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.</p> <p><b>Range of Reading and Level of Text Complexity:</b></p> <p><b>RL.1.10</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p><b>Key Ideas and Details:</b></p> <p><b>RL.2.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><b>RL.2.3</b> Describe how characters in a story respond to major events and challenges.</p> <p><b>Craft and Structure:</b></p> <p><b>RL.2.4</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p><b>RL.2.5</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><b>RL.2.6</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p><b>Integration of Knowledge and Ideas:</b></p> <p><b>RL.2.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>RL.2.8</b> (Not applicable to literature)</p> <p><b>RL.2.9</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p><b>Range of Reading and Level of Text Complexity:</b></p> <p><b>RL.2.10</b> By the end of the year, read and comprehend</p>

## ***Maryland College and Career-Ready Standards for English Language Arts***

	<p>literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
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## Maryland College and Career-Ready Standards for English Language Arts

Reading Informational Text Standards Grade 1	Reading Informational Text Standards Grade 2
<p><b>Key Ideas and Details:</b>  <b>RI.1.1</b> Ask and answer questions about key details in a text.  <b>RI.1.2</b> Identify the main topic and retell key details of a text.  <b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>Craft and Structure:</b>  <b>RI.1.4</b> Ask and answer questions to help determine or clarify the meanings of words and phrases in a text.  <b>RI.1.5</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.  <b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><b>Integration of Knowledge and Ideas:</b>  <b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.  <b>RI.1.8</b> Identify the reasons an author gives to support points in a text.  <b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>Range of Reading and Level of Text Complexity:</b>  <b>RI.1.10</b> With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p><b>Key Ideas and Details:</b>  <b>RI.2.1</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.  <b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.  <b>RI.2.3</b> Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>Craft and Structure:</b>  <b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.  <b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.  <b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>Integration of Knowledge and Ideas:</b>  <b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  <b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.  <b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>Range of Reading and Level of Text Complexity:</b>  <b>RI.2.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the</p>

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## Maryland College and Career-Ready Standards for English Language Arts

Reading Foundational Skills Standards Grade 1	Reading Foundational Skills Standards Grade 2
<p><b>Print Concepts:</b>  <b>RF.1.1</b> Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>• RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul> <p><b>Phonological Awareness:</b>  <b>RF.1.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>• <b>RF.1.2.a</b> Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>• <b>RF.1.2.b</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>• <b>RF.1.2.c</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes), in spoken single-syllable words.</li> <li>• <b>RF.1.2.d</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul> <p><b>Phonics and Word Recognition:</b>  <b>RF.1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• <b>RF.1.3.a</b> Know the spelling-sound correspondences for common consonant digraphs.</li> <li>• <b>RF.1.3.b</b> Decode regularly spelled one-syllable words.</li> </ul>	<p><b>Phonics and Word Recognition:</b>  <b>RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• <b>RF.2.3.a</b> Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> </ul>

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- **RF.1.3.c** Know final -e and common vowel team conventions for representing long vowel sounds.
- **RF.1.3.d** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **RF.1.3.e** Decode two-syllable words following basic patterns by breaking the words into syllables.
- **RF.1.3.f** Read words with inflectional endings.
- **RF.1.3.g** Recognize and read grade-appropriate irregularly spelled words.

### Fluency:

**RF.1.4** Read with sufficient accuracy and fluency to support comprehension.

- **RF.1.4.a** Read grade-level text with purpose and understanding.
- **RF.1.4.b** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- **RF.1.4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- **RF.2.3.b** Know spelling-sound correspondences for additional common vowel teams.
- **RF.2.3.c** Decode regularly spelled two-syllable words with long vowels.
- **RF.2.3.d** Decode words with common prefixes and suffixes.
- **RF.2.3.e** Identify words with inconsistent but common spelling-sound correspondences.
- **RF.2.3.f** Recognize and read grade-appropriate irregularly spelled words.

### Fluency:

**RF.2.4** Read with sufficient accuracy and fluency to support comprehension.

- **RF.2.4.a** Read grade-level text with purpose and understanding.
- **RF.2.4.b** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- **RF.2.4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Maryland College and Career-Ready Standards for English Language Arts

Writing Standards Grade 1	Writing Standards Grade 2
<p><b>Text Types and Purposes:</b></p> <p><b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><b>Production and Distribution of Writing:</b></p> <p><b>W.1.4</b> (Begins in Grade 3.)</p> <p><b>W.1.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>Research to Build and Present Knowledge:</b></p> <p><b>W.1.7</b> Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p> <p><b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>Text Types and Purposes:</b></p> <p><b>W.2.1</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p><b>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>W.2.3</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><b>Production and Distribution of Writing:</b></p> <p><b>W.2.4</b> (Begins in Grade 3.)</p> <p><b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>Research to Build and Present Knowledge:</b></p> <p><b>W.2.7</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p><b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>W.2.9</b> (Begins in Grade 4.)</p>

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**W.1.9** (Begins in Grade 4.)

**Range of Writing:**

**W.1.10** (Begins in Grade 3.)

**Range of Writing:**

**W.2.10** (Begins in Grade 3.)



## Maryland College and Career-Ready Standards for English Language Arts

Speaking And Listening Standards Grade 1	Speaking and Listening Standards Grade 2
<p><b>Comprehension and Collaboration:</b></p> <p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>• <b>SL.1.1.a</b> Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>• <b>SL.1.1.b</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>• <b>SL.1.1.c</b> Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul> <p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information, or clarify something that is not understood.</p> <p><b>Presentation of Knowledge and Ideas:</b></p> <p><b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.1.6</b> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)</p>	<p><b>Comprehension and Collaboration:</b></p> <p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>• <b>SL.2.1.a</b> Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>• <b>SL.2.1.b</b> Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>• <b>SL.2.1.c</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul> <p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>Presentation of Knowledge and Ideas:</b></p> <p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific</p>

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## Maryland College and Career-Ready Standards for English Language Arts

Language Standards Grade 1	Language Standards Grade 2
<p><b>Conventions of Standard English:</b></p> <p><b>L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>• <b>L.1.1.a</b> Print all upper- and lowercase letters.</li> <li>• <b>L.1.1.b</b> Use common, proper, and possessive nouns.</li> <li>• <b>L.1.1.c</b> Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> <li>• <b>L.1.1.d</b> Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</li> <li>• <b>L.1.1.e</b> Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</li> <li>• <b>L.1.1.f</b> Use frequently occurring adjectives.</li> <li>• <b>L.1.1.g</b> Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</li> <li>• <b>L.1.1.h</b> Use determiners (e.g., articles, demonstratives).</li> <li>• <b>L.1.1.i</b> Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</li> <li>• <b>L.1.1.j</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul> <p><b>L.1.2</b> Demonstrate command of the conventions of</p>	<p><b>Conventions of Standard English:</b></p> <p><b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>• <b>L.2.1.a</b> Use collective nouns (e.g., <i>group</i>).</li> <li>• <b>L.2.1.b</b> Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li> <li>• <b>L.2.1.c</b> Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>• <b>L.2.1.d</b> Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li> <li>• <b>L.2.1.e</b> Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>• <b>L.2.1.f</b> Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</li> </ul> <p><b>L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>• <b>L.2.2.a</b> Capitalize holidays, product names, and geographic names.</li> <li>• <b>L.2.2.b</b> Use commas in greetings and closings of letters.</li> <li>• <b>L.2.2.c</b> Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>• <b>L.2.2.d</b> Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge; boy</i> → <i>boil</i>).</li> <li>• <b>L.2.2.e</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul> <p><b>Knowledge of Language:</b></p> <p><b>L.2.3</b> Use knowledge of language and its conventions when</p>

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standard English capitalization, punctuation, and spelling when writing.

- **L.1.2.a** Capitalize dates and names of people.
- **L.1.2.b** Use end punctuation for sentences.
- **L.1.2.c** Use commas in dates and to separate single words in a series.
- **L.1.2.d** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- **L.1.2.e** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

### Knowledge of Language:

**L.1.3** (Begins in Grade 2.)

### Vocabulary Acquisition and Use:

**L.1.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

- **L.1.4.a** Use sentence-level context as a clue to the meaning of a word or phrase.
- **L.1.4.b** Use frequently occurring affixes as a clue to the meaning of a word.
- **L.1.4.c** Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

**L.1.5** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- **L.1.5.a** Sort words into categories (e.g.,

writing, speaking, reading, or listening.

- **L.2.3.a** Compare formal and informal uses of English.

### Vocabulary Acquisition and Use:

**L.2.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- **L.2.4.a** Use sentence-level context as a clue to the meaning of a word or phrase.
- **L.2.4.b** Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
- **L.2.4.c** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
- **L.2.4.d** Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
- **L.2.4.e** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

**L.2.5 Demonstrate** understanding of word relationships and nuances in word meanings.

- **L.2.5.a** Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
- **L.2.5.b** Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

**L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*.)

## Maryland College and Career-Ready Standards for English Language Arts

colors, clothing) to gain a sense of the concepts the categories represent.

- **L.1.5.b** Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- **L.1.5.c** Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- **L.1.5.d** Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.

**L.1.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).