

Maryland College and Career Ready Standards for Language
Clarifications

Maryland State Department of Education
English Language Arts/Literacy
Maryland College and Career-Ready Standards Clarifications



The English Language Arts Department at MSDE facilitated the formation teams of educators from all across the state to participate in writing Clarifications for the Common Core Standards at grades Pre-K through twelve. These serve as resources to educators across this state and others as we implement the Maryland College and Career-Ready Standards.

Educators from the local systems worked together to create clarification statements that make up a coherent document that reflects the instructional shifts necessary to achieve the Common Core State Standards. The Clarification statements detail for educators the skills necessary for students to demonstrate proficiency in each grade level standard in Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language. These Clarifications are an integral part of the Maryland College and Career-Ready Standards Curriculum toolkit.

Standard Six

L6 Anchor Standard: Acquire and use accurately a range of general and academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Prekindergarten: Use words and phrases acquired through conversations, being read to, and responding to text.

To show proficiency of the skills in this standard, prekindergarten students will engage in shared and group activities in which they listen and respond appropriately. Teachers will utilize academic and domain specific words in conversations with students and will choose complex text to read aloud. Through modeling, teachers will encourage students to have conversations using academic and domain-specific words and phrases.

Kindergarten: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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To show proficiency of the skills in this standard, prekindergarten students will engage in shared and group activities in which they listen and respond appropriately. Teachers will utilize academic and domain specific words in conversations with students and will choose complex text to read aloud. Through modeling, teachers will encourage students to have conversations using academic and domain-specific words and phrases.

Grade One: 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).

To show proficiency of the skills in this standard, first grade students will engage in activities in which they listen and respond appropriately. Teachers will utilize academic and domain specific words in conversations with students and will choose complex text to read aloud. Through modeling, teachers will encourage students to have conversations using academic and domain-specific words and phrases. First graders will also use conjunctions to signal simple relationships when speaking. A subordinating conjunction comes at the beginning of a clause and establishes the relationship between the dependent clause and the rest of the sentence (e.g., or, however, because, yet, for, since, unless). The teacher will provide opportunities for students to make cause and effect relationships using academic language (e.g., The plant is living because it is getting water, sun, and air.)

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

To show proficiency of the skills in this standard, second grade students will engage in activities in which they listen and respond appropriately. Teachers will utilize academic and domain specific words in conversations with students and will choose complex text to read aloud. Teachers will encourage students to have conversations using academic and domain-specific words and phrases. Second graders will also use adjectives and adverbs to describe. Adjectives are words that describe nouns (e.g. small, hot, purple, little). Adverbs are words that describe verbs (e.g., sweetly, quickly, slowly).

Grade Three: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g. *After dinner that night we went looking for them*).

To show proficiency of the skills in this standard, a third grade student's writing and speech should reflect knowledge of grade level appropriate words and phrases. A spatial relationship word should answer the question *where*. For example, *between, by, on, here, there*, etc. can be used in a sentence to signal the spatial relationship between two or more nouns. A temporal relationship word should answer the question *when*. For example *before, following, since, until*, etc. can be used in a sentence to signal the time relationship between two or more events.

Grade Four: Acquire and use accurately grade-appropriate general academic, and domain-specific words and phrases, including those that signal precise action, emotions,



or states of being (e.g. quizzed, whined, stammered) and that are basic to a particular topic (e.g. wildlife, conservation, and endangered when discussing animal preservation).

To show proficiency of the skills in this standard, a fourth grade student's writing and speech should reflect knowledge of grade level appropriate words and phrases as they pertain to the concepts they are learning.

Grade Five: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g. however, although, nevertheless, similarly, moreover, in addition).

To show proficiency of this standard, a fifth grade student will use grade level vocabulary in their writing and speech to show what they have learned. Students will be able to use signal words in their writing to show logical order and consistency.

Grade Six: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

To show proficiency of the skills in this standard, a sixth grade student will use grade level vocabulary to improve their writing and speech. Students will consult references to look up words that are unfamiliar to clarify meaning. Students will look at prefixes, suffixes, and base words to figure out word meaning.

Grade Seven: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

To show proficiency of the skills in this standard, a seventh grade student is able to increase vocabulary of academic and domain-specific words through understanding words in context, knowing meanings of grade-appropriate word parts, consulting specialized references, and verifying word meaning. A student will be able to evaluate connotation, denotation, appropriate figurative language, and word relationships when considering using particular vocabulary in speech or writing.

Grade Eight: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

To show proficiency of the skills in this standard, an eighth grade student is able to increase vocabulary of academic and domain-specific words through understanding words in context, knowing meanings of grade-appropriate word parts, consulting specialized references, and verifying word meaning. A student is able to evaluate connotation, denotation, appropriate



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Clarifications

figurative language, and word relationships when considering using particular vocabulary in speech or writing.

Grades Nine and Ten: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

To show proficiency of the skills in this standard, a student is able to increase grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grades Eleven and Twelve: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

For college and career readiness, a student demonstrates proficiency of the skills in this standard by using purposefully academic and domains specific words and phrases for reading, writing, speaking, and listening. A student independently gathers vocabulary knowledge when considering a word or phrase important to comprehension or expression.