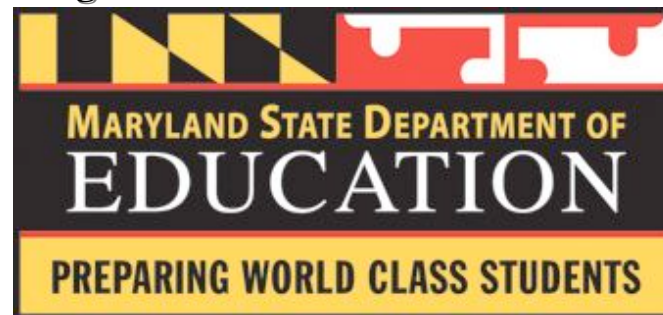


**MARYLAND COLLEGE AND CAREER READY CURRICULUM FRAMEWORK
ENGLISH LANGUAGE ARTS**

*Maryland College and Career
Ready Curriculum Framework*

□ *Reading Literature
Grades Kindergarten
through 2*

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 Literature (RL)

Cluster: Key Ideas and Details		
RL1 CCR Anchor Standard		
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
Kindergartners:	Grade 1 students:	Grade 2 students:
<p>RL1 With prompting and support, ask and answer questions about key details in a text. (SC, K)</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With prompting and support, apply appropriate strategies before reading, viewing, or listening to a text: <ul style="list-style-type: none"> ◦ use prior knowledge and experiences to make connections to the text ◦ make predictions or ask questions about the text by examining the title, cover, illustrations/photographs/text, and familiar topic ◦ set a purpose for reading and identify type of text • With prompting and support, apply appropriate strategies to monitor understanding during reading, viewing, or listening to a text: <ul style="list-style-type: none"> ◦ recall and discuss what is understood ◦ identify and question what did not make sense ◦ make, confirm, or adjust predictions ◦ look back through the text for connections between topics, events, characters, and actions in stories to specific life experiences • With prompting and support, demonstrate understanding after reading, viewing, or listening to a text: <ul style="list-style-type: none"> ◦ retell and discuss the text ◦ engage in conversation to understand the text ◦ determine the main idea of a text 	<p>RL1 Ask and answer questions about key details in a text. (SC, 1)</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Apply appropriate strategies before reading, viewing, or listening to a text: <ul style="list-style-type: none"> ◦ use prior knowledge and experiences to make connections to the text ◦ make predictions or ask questions about the text by examining the title, cover, illustrations/photographs/text, and familiar author or topic ◦ set a purpose for reading and identify type of text • Apply appropriate strategies to monitor understanding during reading, viewing, or listening to a text: <ul style="list-style-type: none"> ◦ recall and discuss what is understood ◦ identify and question what did not make sense ◦ reread difficult parts and use own words to restate ◦ make, confirm, or adjust predictions • Demonstrate understanding after reading, viewing, or listening to a text: <ul style="list-style-type: none"> ◦ retell and discuss the text ◦ engage in conversation to understand the text ◦ determine the main idea of a text 	<p>RL1 Ask and answer such questions as <i>who, what, where, when, and how</i> to demonstrate understanding in a text. (SC, 2)</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Apply appropriate strategies before reading, viewing, or listening to a text: <ul style="list-style-type: none"> ◦ use prior knowledge and experiences to make and explain connections to the text ◦ make predictions or ask questions about the text by examining title, cover, illustrations/photographs/text, and familiar author or topic ◦ set a purpose for reading and identify type of text • Apply appropriate strategies to monitor understanding during reading, viewing, or listening to a text: <ul style="list-style-type: none"> ◦ recall and discuss what is understood ◦ revisit, read on, and restate the difficult parts in your own words ◦ make, confirm, or adjust predictions ◦ periodically summarize while reading ◦ visualize what is read ◦ search for connections between and among ideas • Demonstrate understanding after reading, viewing, or listening to a text: <ul style="list-style-type: none"> ◦ confirm or refute predictions ◦ retell and discuss the text ◦ identify and explain what is directly stated and what is implied in the text ◦ summarize the text orally ◦ connect text to prior knowledge or personal experience

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

Standards for Reading Literature (RL)

Cluster: Key Ideas and Details		
RL1 CCR Anchor Standard Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
Kindergartners:	Grade 1 students:	Grade 2 students:
<p>RL1 With prompting and support, ask and answer questions about key details in a text. (SC, K)</p> <p>cont'd from p. 1</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With prompting and support, participate actively and appropriately in discussions about literary text. (See CCSS SL.K.1, 2, 3) • With prompting and support, respond to questions about text by speaking, dramatizing, or writing, including the use of technology. (See CCSS SL.K.5; CCSS W.K.6; MD SLM K-1 5A1.a.) • With prompting and support, demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.K.1) 	<p>RL1 Ask and answer questions about key details in a text. (SC, 1)</p> <p>cont'd from p. 1</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Participate actively and appropriately in discussions about literary text. (See CCSS SL.1.1, 2, 3) • Generate questions to clarify a text. • Respond to questions about text by speaking, dramatizing, or writing, including the use of technology. (See CCSS SL.1.5; CCSS W.1.6; MD SLM K-1 5A1.a.) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.1.1) 	<p>RL1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, and <i>how</i> to demonstrate understanding in a text. (SC, 2)</p> <p>cont'd from p. 1</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Participate actively and appropriately in discussions about literary text. (See CCSS SL.2.1, 2, 3) • Generate oral and written questions about details in the text. • Respond orally and in written form to specific questions using key details in the text. (See CCSS SL.2.3, CCSS W.2.8.) • Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS L.2.3.)

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

Standards for Reading Literature (RL)

RL2 CCR Anchor Standard		
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
Kindergartners:	Grade 1 students:	Grade 2 students:
<p>RL2 With prompting and support, retell familiar stories, including key details. (SC, K)</p>	<p>RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. (SC, 1)</p>	<p>RL2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (SC, 2)</p>
<p style="text-align: center;">Essential Skills and Knowledge</p>	<p style="text-align: center;">Essential Skills and Knowledge</p>	<p style="text-align: center;">Essential Skills and Knowledge</p>
<ul style="list-style-type: none"> • With prompting and support, <ul style="list-style-type: none"> ◦ listen to, read, and discuss a variety of literary texts (narrative text structure, both fiction and non-fiction) representing diverse cultures, perspectives, and ethnicities ◦ identify the elements of a story, (e.g., characters, setting, problem, and solution) ◦ identify key details in literary text ◦ retell story events in a logical sequence • With prompting and support, demonstrate command of the conventions of standard English grammar and usage when speaking. (CCSS L.K.1) 	<ul style="list-style-type: none"> • Listen to, read, and discuss a variety of literary texts (narrative text structure, both fiction and non-fiction) representing diverse cultures, perspectives, and ethnicities. • Identify the elements of a story, (e.g., characters, setting, problem, and solution). • Identify key details in literary text. • Analyze key details to determine the central message or lesson in literary text. • Retell story events in a logical sequence. • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS SL.1.4) • Demonstrate command of the conventions of standard English grammar and usage when speaking. (CCSS L.1.1) 	<ul style="list-style-type: none"> • Listen to, read, and discuss a variety of literary texts (narrative text structure, both fiction and non-fiction) representing diverse cultures, perspectives, ethnicities, and time periods. • Identify and explain the elements of a story, (e.g. character (s), setting, problem, solution, plot). • Identify key details in literary text. • Analyze key details to determine the central message, lesson, or moral of literary text. • Retell story events in sequential order. • Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS SL.2.4) • Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS L.2.3)

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

Standards for Reading Literature (RL)

Cluster: Key Ideas and Details		
RL3 CCR Anchor Standard		
Analyze how and why individuals, events, and ideas develop and interact over the course of text.		
Kindergartners:	Grade 1 students:	Grade 2 students:
<p>RL3 With prompting and support, identify characters, settings, and major events in a story. (SC, K)</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With prompting and support, <ul style="list-style-type: none"> ◦ understand the terms: character, setting, major events ◦ identify characters, setting, and major events in a story through use of dramatization, puppets, discussion, developmentally appropriate writing, drawing, etc. • With prompting and support, demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.K.1) 	<p>RL3 Describe characters, settings, and major events in a story, using key details. (SC, 1)</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Identify the elements in a story, including characters and the setting. • Identify key details in a story. • Retell the events in a story in a logical sequence. • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS SL.1.4) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.1.1) 	<p>RL3 Describe how characters in a story respond to major events and challenges. (SC, 2)</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Draw conclusions about characters in a story to determine their traits. • Identify major events and challenges in the text • Identify cause/effect relationships between characters and major story events and challenges in a text. • Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS SL.2.4) • Use knowledge of language and its conventions when writing or speaking. (CCSS L.2.3)

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

Standards for Reading Literature (RL)

Cluster: Craft and Structure		
RL4 CCR Anchor Standard		
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
Kindergartners:	Grade 1 students:	Grade 2 students:
<p>RL4 Ask and answer questions about unknown words in a text.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With prompting and support, <ul style="list-style-type: none"> ◦ use text and illustrations to identify meaning of unknown words ◦ understand relationship between words and feelings ◦ explain how text features contribute to the meaning of a story • Identify real-life connections between words and their use (e.g., note places at school that are colorful). (CCSS L.K.5c) 	<p>RL4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (SC, 1)</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS L.1.L4a) • Use text and illustrations to identify words or phrases that create a feeling or connect with the senses. • Identify real-life connections between words and their use (e.g., note places at home that are cozy). (CCSS L.1.5c) 	<p>RL4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (SC, 2)</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Identify literary elements such as rhyme, rhythm, repetition, and alliteration in poems, stories, and songs presented in a variety of formats. • Explain how repetition supplies rhythm and meaning in a story, poem, or song.

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

Standards for Reading Literature (RL)

RL5 CCR Anchor Standard		
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
Kindergarteners:	Grade 1 students:	Grade 2 students:
<p>RL5 Recognize common types of texts (e.g., storybooks, poems).</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With prompting and support, <ul style="list-style-type: none"> ◦ discuss characteristics of different genres of literary text (e.g., poetry, drama, nursery rhymes, traditional tales, fiction, non-fiction) ◦ compare different versions of the same story, rhyme, or traditional tale • With prompting and support, demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.K.1) 	<p>RL5 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 style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Listen to, read, and discuss a variety of literary texts, both fiction and nonfiction. • Identify similarities and differences between fiction and nonfiction texts. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.1.1) 	<p>RL5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (SC, 2)</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Listen to, read, and examine a variety of literary texts, both fiction and nonfiction to identify story structure. • Retell a story using sequencing words (e.g., first, so, then, next, after that, finally) to describe beginning to end. (See CCSS SL.2.2) • Use knowledge of language and its conventions when writing or speaking. (CCSS L.2.3)

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

Standards for Reading Literature (RL)

RL6 CCR Anchor Standard Assess how point of view or purpose shapes the content and style of a text.		
Kindergarteners:	Grade 1 students:	Grade 2 students:
<p>RL6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>RL6 Identify who is telling the story at various points in a text.</p>	<p>RL6 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 style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With prompting and support, identify the role of (and use the terms) authors and illustrators. 	<p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Define the role of the narrator of a story. • Use knowledge of characters and story events to determine who is telling the story at various points in a text. 	<p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Explain who is telling a story. • Compare and contrast different points of view of characters in a story. • Demonstrate appropriate fluency and adjust speech to represent different points of view when reading dialogue aloud.

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

Standards for Reading Literature (RL)

Cluster: Integration of Knowledge and Ideas		
RL7 CCR Anchor Standard		
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*		
Kindergarteners:	Grade 1 students:	Grade 2 students:
<p>RL7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (SC,K)</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With prompting and support, <ul style="list-style-type: none"> ◦ describe the illustrations in a story with relevant details ◦ explain how illustrations contribute to understanding a story • With prompting and support, demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.K.1) 	<p>RL7 Use illustrations and details in a story to describe its characters, setting, or events. (SC, 1)</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Explain the connection between the illustrations and words in a story. • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (See CCSS SL.1.4) • Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (See CCSS SL.1.5) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.1.1) 	<p>RL7 Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot. (SC, 2)</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Demonstrate the behaviors of a strategic reader by applying before, during, and after strategies. • Describe how text features, specifically illustrations, aid in understanding of a text. • Recount a story with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences. (See CCSS SL.2.4) • Create audio recordings or add drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings. (See CCSS SL.2.5) • Use knowledge of language and its conventions when writing or speaking. (CCSS L.2.3)

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

Standards for Reading Literature (RL)

RL8 CCR Anchor Standard (Not applicable to literature)		
Kindergarteners:	Grade 1 students:	Grade 2 students:
RL8 (Not applicable to literature)	RL8 (Not applicable to literature)	RL8 (Not applicable to literature)

RL9 CCR Anchor Standard Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
Kindergarteners:	Grade 1 students:	Grade 2 students:
<p>RL9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With prompting and support, <ul style="list-style-type: none"> ◦ explore/discuss story elements, including character(s) and events ◦ discuss what characters do and say in a familiar story ◦ recognize that characters have unique adventures and experiences ◦ compare characters, including their experiences and actions • With prompting and support, demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.K.1) 	<p>RL9 Compare and contrast the adventures and experiences of characters in stories.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Identify characters and events in stories. • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (See CCSS SL.1.4) • Identify likenesses and differences between characters and events in stories. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.1.1) 	<p>RL9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Listen to, read, and discuss two or more versions of the same story by different authors or from different cultures. • Identify likenesses and differences between characters, settings, and events in two or more versions of the same story. • Recount a story with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences. (See CCSS SL.2.4) • Use knowledge of language and its conventions when writing or speaking. (CCSS L.2.3)

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

Standards for Reading Literature (RL)

Cluster: Range of Reading and Level of Text Complexity		
RL10 CCR Anchor Standard		
Read and comprehend complex literary and informational texts independently and proficiently.		
Kindergarteners:	Grade 1 students:	Grade 2 students:
<p>RL10 Actively engage in group reading activities with purpose and understanding.</p>	<p>RL10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. (SC, 1)</p>	<p>RL10 By the end of the year, read and comprehend literature, including stories and poetry, in the grade 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p style="text-align: center;">Essential Skills and Knowledge</p>	<p style="text-align: center;">Essential Skills and Knowledge</p>	<p style="text-align: center;">Essential Skills and Knowledge</p>
<ul style="list-style-type: none"> • With prompting and support, <ul style="list-style-type: none"> ◦ develop comprehension skills by listening to a variety of appropriate increasingly complex literary texts (self selected and assigned) representing diverse cultures, perspectives, ethnicities, and time periods (fiction and non-fiction) from a wide variety of genres (e.g. stories, poems, nursery rhymes, realistic fiction, fairy tales and fantasy, etc.) ◦ use a variety of strategies to determine and clarify the meaning of unknown and multiple meaning words and phrases ◦ apply before, during and after reading strategies for a variety of literary texts ◦ participate in collaborative conversations with peers about grade level complex text (See CCSS SL.K.1) • With prompting and support, demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.K.1) 	<ul style="list-style-type: none"> • With prompting and support, read a variety of self-selected and assigned literary texts representing diverse cultures, perspectives, ethnicities, and time periods. • With prompting and support, read and comprehend text of steadily increasing complexity. • Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. (CCSS SL.1.1) 	<ul style="list-style-type: none"> • Read a variety of self-selected and assigned literary texts representing diverse cultures, perspectives, ethnicities, and time periods. • With guidance and support, read and comprehend text of steadily increasing complexity. • Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. (CCSS SL.2.1)