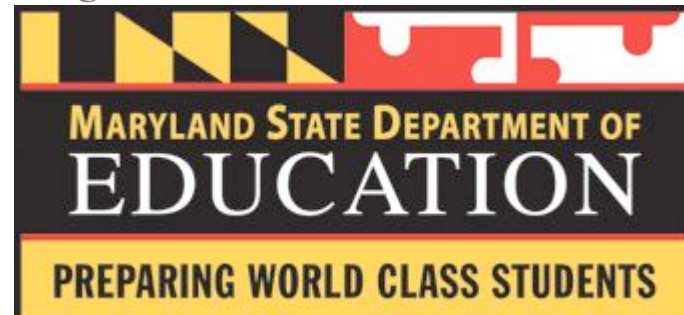


**MARYLAND COLLEGE AND CAREER READY CURRICULUM FRAMEWORK  
ENGLISH LANGUAGE ARTS**

*Maryland College and Career  
Ready Curriculum Framework*

□ *Language*  
*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 Language (L)**

<b>Cluster: Conventions of Standard English</b>		
<b>L1 CCR Anchor Standard</b>		
Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		
<b>Kindergartners:</b>	<b>Grade 1 students:</b>	<b>Grade 2 students:</b>
<p><b>L1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>	<p><b>L1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>L1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p><b>L1.a</b> Print many upper and lowercase letters.</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• With prompting and support,               <ul style="list-style-type: none"> <li>◦ explicitly and sequentially strengthen fine motor skills which support letter formation using a variety of activities.</li> <li>◦ via direct instruction of letter formation correctly form many upper and lowercase letters on various sizes and styles of paper, and other mediums in a developmentally appropriate manner.</li> <li>◦ correctly form upper and lower case letters in first and last name</li> </ul> </li> </ul>	<p><b>L1.a</b> Print all upper- and lowercase letters. (SC, 1)</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Develop and strengthen fine motor skills using a variety of activities.</li> <li>• Correctly form all upper and lowercase letters.</li> <li>• Practice forming upper and lowercase letters on various sizes and styles of paper, and other mediums.</li> </ul>	<p><b>L1.a</b> Use collective nouns (e.g., <i>group</i>).</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Identify and define collective nouns presented in a variety of texts.</li> <li>• Distinguish between common, proper, and possessive, and collective nouns.</li> <li>• Demonstrate the use of collective nouns in oral and written language.</li> </ul>
<p><b>L1.b</b> Use frequently occurring nouns and verbs. (SC, K)</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• With prompting and support,               <ul style="list-style-type: none"> <li>◦ demonstrate the use of nouns as naming words when speaking and writing</li> <li>◦ demonstrate the use of verbs as action words when speaking and writing</li> <li>◦ demonstrate subject/verb agreement when speaking and writing</li> <li>◦ use correct verb tense when speaking and writing</li> <li>◦ demonstrate noun/pronoun agreement when speaking and writing</li> <li>◦ use commonly confused words correctly, such as <i>get/got, have/has</i> when writing and speaking</li> </ul> </li> </ul>	<p><b>L1.b</b> Use common, proper, and possessive nouns.</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Define and identify nouns in text presented in a variety of formats.</li> <li>• Distinguish between common, proper, and possessive nouns.</li> <li>• Demonstrate the use of nouns when speaking and writing.</li> </ul>	<p><b>L1.b</b> Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Identify and define frequently occurring irregular plural nouns in text presented in a variety of formats.</li> <li>• Form the plurals of frequently occurring singular irregular nouns.</li> <li>• Demonstrate the use of plural irregular nouns in oral and written language.</li> </ul>

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

**Standards for Language (L)**

<b>Cluster: Conventions of Standard English</b>		
<b>L1 CCR Anchor Standard</b>		
Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		
<b>Kindergartners:</b>	<b>Grade 1 students:</b>	<b>Grade 2 students:</b>
<p><b>L1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking <b>cont'd from p. 1</b></p>	<p><b>L1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>cont'd from p. 1</b></p>	<p><b>L1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>cont'd from p. 1</b></p>
<p><b>L1.c</b> Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p>	<p><b>L1.c</b> Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops, We hop</i>).</p>	<p><b>L1.c</b> Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p>
<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>
<ul style="list-style-type: none"> <li>• With prompting and support, use regular plural nouns when speaking and writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the plural form of given nouns.</li> <li>• Identify and define verbs presented in a variety of texts.</li> <li>• Identify the components of a sentence.</li> <li>• Match singular and plural nouns with correct verbs in oral and written language.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and define reflexive pronouns in text presented in a variety of formats.</li> <li>• Demonstrate the use of reflexive pronouns in oral and written language.</li> </ul>
<p><b>L1.d</b> Understand and use question words (interrogatives) (e.g., <i>who, what where, when, why, how</i>)</p>	<p><b>L1.d</b> Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they them their; anyone, everything</i>).</p>	<p><b>L1.d</b> Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p>
<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>
<ul style="list-style-type: none"> <li>• With prompting and support,               <ul style="list-style-type: none"> <li>◦ participate in oral language activities that foster questioning skills</li> <li>◦ identify and define question words presented in a variety of texts</li> <li>◦ practice and apply skill when speaking and writing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify and define pronouns presented in a variety of texts.</li> <li>• Distinguish between personal, possessive, and indefinite pronouns.</li> <li>• Demonstrate the use of pronouns in oral and written language.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and define past tense of frequently occurring irregular verbs in text presented in a variety of formats.</li> <li>• Form the past tense of frequently occurring irregular verbs.</li> <li>• Demonstrate the correct use of past tense verbs in oral and written language.</li> <li>• Analyze writing models for correct use of irregular verbs.</li> </ul>
<p><b>L1.e</b> Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p>	<p><b>L1.e</b> Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p>	<p><b>L1.e</b> Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>
<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>
<ul style="list-style-type: none"> <li>• With prompting and support demonstrate the use of prepositions when speaking and writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify verbs presented in a variety of formats.</li> <li>• Form verbs in past, present, and future tenses</li> <li>• Demonstrate the correct use of verb tenses in oral and written language.</li> <li>• Analyze writing models for correct use of verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and define adjectives and adverbs in text presented in a variety of formats.</li> <li>• Distinguish between adjectives and adverbs.</li> <li>• Demonstrate the correct use of adjectives and adverbs in oral and written language.</li> <li>• Strengthen writing by using adjectives and adverbs correctly to expand sentences.</li> </ul>

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

**Standards for Language (L)**

<b>Cluster: Conventions of Standard English</b>		
<b>L1 CCR Anchor Standard</b>		
Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		
<b>Kindergartners:</b>	<b>Grade 1 students:</b>	<b>Grade 2 students:</b>
<p><b>L1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking <b>cont'd from p. 2</b></p>	<p><b>L1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>cont'd from p. 2</b></p>	<p><b>L1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>cont'd from p. 2</b></p>
<p><b>L1.f</b> Produce and expand complete sentences in shared language activities. (SC, K)</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• With prompting and support,               <ul style="list-style-type: none"> <li>◦ using standard English, effectively communicate ideas in complete sentences in conversation, to respond to questions orally, and in developmentally appropriate writing</li> <li>◦ use modifiers (i.e. adjectives, adverbs, pronouns, etc) to expound on ideas in order to expand complete sentences when speaking and writing.</li> <li>◦ use and expand complete sentences in conversation, in response to questions and during language experience activities</li> <li>◦ attend to CCSS K 1a-f while engaged in literacy activities (e.g., Interactive Read Alouds, shared reading, shared writing, developmental appropriate writing , oral language activities, etc.)</li> </ul> </li> </ul>	<p><b>L1.f</b> Use frequently occurring adjectives.</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Identify and define adjectives in text presented in a variety of formats.</li> <li>• Classify adjectives into categories such as size, color.</li> <li>• Demonstrate the correct use of adjectives in oral and written language.</li> </ul>	<p><b>L1.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>).</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Distinguish between a sentence and a fragment.</li> <li>• Distinguish between declarative, interrogative, imperative, and exclamatory sentences.</li> <li>• Produce simple and compound sentences independently or in response to prompts.</li> <li>• Strengthen writing by using learned parts of speech to expand sentences.</li> </ul>
	<p><b>L1.g</b> Use frequently occurring conjunctions (e.g., <i>and, but, or, so because</i>).</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Identify and define conjunctions presented in a variety of formats.</li> <li>• Demonstrate the correct use of conjunctions in oral and written language.</li> </ul>	

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

**Standards for Language (L)**

<b>Cluster: Conventions of Standard English</b>		
<b>L1 CCR Anchor Standard</b>		
Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		
<b>Kindergartners:</b>	<b>Grade 1 students:</b>	<b>Grade 2 students:</b>
L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>cont'd from p. 3</b>	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	<b>L1.h</b> Use determiners (e.g., articles, demonstratives).  <b>Essential Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• Identify and define articles and demonstratives presented in a variety of formats.</li> <li>• Demonstrate the correct use of articles and demonstratives in oral and written language.</li> </ul>	
	<b>L1.i</b> Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i> ).  <b>Essential Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• Identify and define prepositions presented in a variety of formats.</li> <li>• Demonstrate the correct use of prepositions in oral and written language.</li> </ul>	
	<b>L1.j</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentence in response to prompts.  <b>Essential Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• Identify the components of a sentence in text presented in a variety of formats.</li> <li>• Distinguish between a sentence and a fragment.</li> <li>• Distinguish between declarative, interrogative, imperative, and exclamatory sentences.</li> <li>• Use learned parts of speech to expand sentences orally and in writing.</li> </ul>	

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

**Standards for Language (L)**

<b>L2 CCR Anchor Standard</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
<b>Kindergartners:</b>	<b>Grade 1 students:</b>	<b>Grade 2 students:</b>
<b>L2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (SC, K)	<b>L2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (SC, 1)	<b>L2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (SC, 2)
<b>L2.a</b> Capitalize the first word in a sentence and the pronoun <i>I</i> .  <b>Essential Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• With prompting and support,               <ul style="list-style-type: none"> <li>◦ distinguish between names and other nouns</li> <li>◦ use capital letters for first letter of names (proper nouns), at the beginning of a sentence and the pronoun <i>I</i></li> </ul> </li> </ul>	<b>L2.a</b> Capitalize dates and names of people.  <b>Essential Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• Distinguish between names and other nouns.</li> <li>• Identify months of the year.</li> <li>• Demonstrate correct capitalization of names and dates when writing.</li> <li>• Analyze writing models for correct capitalization.</li> </ul>	<b>L2.a</b> Capitalize holidays, product names, and geographic names. (SC, 2)  <b>Essential Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• Distinguish between common and proper nouns.</li> <li>• Demonstrate correct capitalization of holidays, product names, and geographic names in writing.</li> <li>• Analyze writing models for correct capitalization.</li> </ul>
<b>L2.b</b> Recognize and name end punctuation.  <b>Essential Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• With prompting and support,               <ul style="list-style-type: none"> <li>◦ use period, question mark or exclamation point appropriately at the end of sentences</li> <li>◦ practice and apply skill in writing</li> </ul> </li> </ul>	<b>L2.b</b> Use end punctuation for sentences. (SC, 1)  <b>Essential Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• Identify the components of a sentence.</li> <li>• Identify different types of sentences and their end punctuation.</li> <li>• Use of end punctuation correctly in writing.</li> <li>• Analyze writing models for correct punctuation.</li> </ul>	<b>L2.b</b> Use commas in greetings and closings of letters. (SC, 2)  <b>Essential Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• Identify the components of a letter.</li> <li>• Demonstrate the correct use of commas when writing letters (correspondence).</li> </ul>
<b>L2.c</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes). (SC,K)	<b>L2.c</b> Use commas in dates and to separate single words in a series. (SC, 1)	<b>L2.c</b> Use an apostrophe to form contractions and frequently occurring possessives. (SC, 2)
<b>Essential Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• With prompting and support,               <ul style="list-style-type: none"> <li>◦ identify letter or letters for most consonant and short vowel sounds presented in a variety of texts</li> <li>◦ demonstrate an understanding of the relationship between sounds and letters</li> <li>◦ write letters for most consonant and short vowel sounds in writing</li> </ul> </li> </ul>	<b>Essential Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• Identify and define purpose of commas in text that contains dates or a series.</li> <li>• Demonstrate the correct use of commas in writing.</li> </ul>	<b>Essential Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• Identify and explain the purpose and formation of contractions and possessives.</li> <li>• Demonstrate correct formation and use of contractions and possessives.</li> <li>• Analyze writing models for correct use and formation of contractions and possessives.</li> </ul>

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**Maryland College and Career Ready Curriculum Framework  
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**Standards for Language (L)**

<b>L2 CCR Anchor Standard</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
<b>Kindergartners:</b>	<b>Grade 1 students:</b>	<b>Grade 2 students:</b>
<p><b>L2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (SC, K) <b>cont'd from p. 5</b></p>	<p><b>L2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (SC, 1) <b>cont'd from p. 5</b></p>	<p><b>L2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (SC, 2) <b>cont'd from p. 5</b></p>
<p><b>L2.d</b> Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (SC, K)</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• With prompting and support,               <ul style="list-style-type: none"> <li>◦ recognize that space is used to separate words.</li> <li>◦ apply conventional spelling for grade appropriate words in writing</li> <li>◦ use letters to represent phonemes in words</li> </ul> </li> </ul>	<p><b>L2.d</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (SC,1)</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Identify common spelling patterns.</li> <li>• Identify the spellings for frequently occurring irregular words.</li> <li>• Practice and apply the correct spelling of words with common spelling patterns and frequently occurring irregular words.</li> </ul>	<p><b>L2.d</b> Generalize learned spelling patterns when writing words (e.g., cage→ badge; boy→ boil). (SC, 2)</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Identify common spelling patterns.</li> <li>• Demonstrate use of learned spelling patterns when writing.</li> </ul>
<p><b>L2.e</b> Produce handwriting that is legible to the audience.</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Develop fine motor skills necessary to control and sustain handwriting.</li> <li>• With direct instruction, prompting and support write most upper and lower case letters.</li> </ul>	<p><b>L2.e</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (SC, 1)</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Identify the letter(s) for consonant and vowel sounds.</li> <li>• Use sound-spelling correspondences to approximate the spelling of unknown words in writing.</li> </ul>	<p><b>L2.e</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (SC, 2)</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Apply alphabet knowledge to use beginning dictionaries to check and correct spelling.</li> <li>• Strengthen writing by using reference materials when drafting and editing.</li> </ul>



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

**Standards for Language (L)**

<b>Cluster: Knowledge of Language</b>		
<b>L3 CCR Anchor Standard</b>		
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		
<b>Kindergartners:</b>	<b>Grade 1 students:</b>	<b>Grade 2 students:</b>
<b>L3 (Begins in grade 2)</b>	<b>L3 (Begins in grade 2)</b>	<b>L3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.
		<b>L3.a</b> Compare formal and informal uses of English.
		<b>Essential Skills and Knowledge</b>
		<ul style="list-style-type: none"> <li>• Identify and distinguish between formal and informal English.</li> <li>• Identify purposes, audiences, and environments that require formal and informal English.</li> <li>• Adjust use of formal and informal English for purpose, audience, and environment.</li> </ul>

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

**Standards for Language (L)**

<b>Cluster: Vocabulary Acquisition and Use</b>		
<b>L4 CCR Anchor Standard</b>		
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
<b>Kindergartners:</b>	<b>Grade 1 students:</b>	<b>Grade 2 students:</b>
<b>L4</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>kindergarten reading and content</i> .	<b>L4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and context, choosing flexibly from an array of strategies. (SC, 1)	<b>L4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. (SC, 2)
<b>L4.a</b> Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a verb and learning the verb to <i>duck</i> ). (SC, K)	<b>L4.a</b> Use sentence-level context as a clue to the meaning of a word or phrase. (SC,1)	<b>L4.a</b> Use sentence-level context as a clue to the meaning of a word or phrase. (SC, 2)
<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>
<ul style="list-style-type: none"> <li>• With prompting and support,               <ul style="list-style-type: none"> <li>◦ access prior knowledge and experiences to determine the meaning of words and phrases</li> <li>◦ discuss words and word meanings as they are encountered in texts, instruction and conversations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify sentence clues that help determine or clarify the meaning of a word or phrase.</li> <li>• Access prior knowledge to help determine or clarify the meaning of a word or phrase.</li> <li>• Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify sentence clues that help determine or clarify the meaning of a word or phrase.</li> <li>• Access prior knowledge to help determine or clarify the meaning of a word or phrase.</li> <li>• Discuss words and word meanings as they are encountered.</li> </ul>
<b>L4.b</b> Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i> ) as a clue to the meaning of an unknown word.	<b>L4.b</b> Use frequently occurring affixes as a clue to the meaning of a word.	<b>L4.b</b> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i> ). (SC, 2)
<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>
<ul style="list-style-type: none"> <li>• With prompting and support use inflections and affixes to determine meaning of words.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify common prefixes and their meanings.</li> <li>• Identify common suffixes and their meanings.</li> <li>• Explain the meaning of words with common prefixes and suffixes.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify common prefixes and their meaning.</li> <li>• Use meaning of known words and prefixes to explain the meaning of new words.</li> </ul>
	<b>L4.c</b> Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i> ). (SC, 1)	<b>L4.c</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i> ). (SC, 2)
	<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>
	<ul style="list-style-type: none"> <li>• Identify and define root words.</li> <li>• Identify inflectional endings (e.g., <i>s</i>, <i>es</i>, <i>ing</i>) and their effect on word meaning.</li> <li>• Use root words and their inflectional endings correctly when speaking and writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and define the root word in unknown words.</li> <li>• Identify common suffixes and their meanings.</li> <li>• Use meaning of prefixes and suffixes to explain the meaning of known root words.</li> </ul>

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

**Standards for Language (L)**

<b>Cluster: Vocabulary Acquisition and Use</b>		
<b>L4 CCR Anchor Standard</b>		
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
<b>Kindergartners:</b>	<b>Grade 1 students:</b>	<b>Grade 2 students:</b>
<b>L4</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>kindergarten reading and content</i> .	<b>L4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and context, choosing flexibly from an array of strategies. (SC, 1)	<b>L4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. (SC, 2) <b>cont'd from p. 8</b>
		<p><b>L4.d</b> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>)</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Identify compound words presented orally and in a variety of texts.</li> <li>• Combine meanings of individual words together to determine meaning of new compound words.</li> <li>• Use compound words orally and in writing.</li> </ul> <p><b>L4.e</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (SC, 2)</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Apply alphabet knowledge to use glossaries and dictionaries.</li> <li>• Use keywords and text features to help find information within a specific source. (MD SLM.2-3 3A1.a)</li> <li>• Strengthen writing by using glossaries and beginning dictionaries to determine word choice.</li> </ul>

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

**Standards for Language (L)**

<b>L5 CCR Anchor Standard</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
<b>Kindergartners:</b>	<b>Grade 1 students:</b>	<b>Grade 2 students:</b>
<b>L5</b> With guidance and support from adults, explore word relationships and nuances in word meanings.	<b>L5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	<b>L5</b> Demonstrate understanding of word relationships and nuances in word meanings. (SC, 2)
<b>L5.a</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (SC, K) <b>Essential Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• With prompting and support, discuss commonalities among groups of words.</li> <li>• Sort and categorize objects.</li> </ul>	<b>L5.a</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (SC, 1) <b>Essential Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• Identify commonalities and underlining concepts among groups of words.</li> </ul>	<b>L5.a</b> Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> ). <b>Essential Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• Access and connect to prior knowledge and experiences to make connections to words for meaning and application in real life.</li> </ul>
<b>L5.b</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). <b>Essential Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• With prompting and support, discuss the meaning of known words to identify the opposite word (antonym).</li> </ul>	<b>L5.b</b> Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). <b>Essential Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• Discuss key attributes of words to identify a category.</li> <li>• Use common attributes to determine the meaning of words.</li> </ul>	<b>L5.b</b> Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i> ) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i> ). (SC, 2) <b>Essential Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• Identify synonyms for given verbs and adjectives.</li> <li>• Use context clues to distinguish intensity (nuances) of meaning among synonyms.</li> <li>• Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meanings of words and phrases. (CCSS L.2.4e)</li> </ul>
<b>L5.c</b> Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> ). <b>Essential Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• With prompting and support,               <ul style="list-style-type: none"> <li>◦ access prior knowledge and experiences to identify connections between words and their application to real life</li> <li>◦ develop prior knowledge and vocabulary through exposure to a variety of literary and informational text (narrative and expository) reflecting a wide range of cultures)</li> </ul> </li> </ul>	<b>L5.c</b> Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i> ). <b>Essential Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• Access and connect to prior knowledge and experiences to make connections to words for meaning and application in real life.</li> </ul>	

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

**Standards for Language (L)**

<b>L5 CCR Anchor Standard</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
<b>Kindergartners:</b>	<b>Grade 1 students:</b>	<b>Grade 2 students:</b>
<b>L5</b> With guidance and support from adults, explore word relationships and nuances in word meanings.  <b>cont'd from p. 10</b>	<b>L5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  <b>cont'd from p. 10</b>	<b>L5</b> Demonstrate understanding of word relationships and nuances in word meanings. (SC, 2)
<b>L5.d</b> Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, strut, prance</i> ) by acting out meanings.  <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• With direct instruction and prompting,             <ul style="list-style-type: none"> <li>◦ discuss and act out a variety of verbs that mean the same basic concept</li> <li>◦ use pictures and other multimedia formats to identify differences in meaning between related verbs and adjectives</li> </ul> </li> </ul>	<b>L5.d</b> Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i> ) and adjectives differing in intensity (e.g., <i>large, gigantic</i> ) by defining or choosing them or by acting out the meanings.  <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Discuss and act out a variety of verbs that have similar meanings.</li> <li>• Identify synonyms for verbs and adjectives.</li> <li>• Use context clues to distinguish intensity (nuances) of meaning among synonyms.</li> </ul>	

**Maryland College and Career Ready Curriculum Framework  
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**Standards for Language (L)**

<p><b>L6 CCR Anchor Standard</b> Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p>		
<b>Kindergartners:</b>	<b>Grade 1 students:</b>	<b>Grade 2 students:</b>
<p><b>L6</b> Use words and phrases acquired through conversation, reading and being read to, and responding to text.</p>	<p><b>L6</b> 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., <i>because</i>).</p>	<p><b>L6</b> 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., <i>When other kids are happy that makes me happy</i>).</p>
<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>
<ul style="list-style-type: none"> <li>• With modeling and exposure to a variety of texts, develop rich oral language and writing.</li> <li>• With prompting and support: participate in collaborative conversations with diverse peers about Kindergarten topics and text read aloud, written, or presented in other multimedia formats. (CCSS SL.K.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop rich oral language and strengthen writing through modeling and exposure to a variety of texts.</li> <li>• Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (See CCSS SL.1.1)</li> <li>• Demonstrate the correct use of conjunctions in oral and written language. (See CCSS L.1.1g)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop rich oral language and strengthen writing through modeling and exposure to a variety of texts.</li> <li>• Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (See CCSS SL.2.1)</li> <li>• Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS L.2.1e)</li> </ul>