

Main Criteria: National Theatre for Children
Secondary Criteria: Maryland College and Career-Ready Standards, Common Core State Standards
Subject: Language Arts
Grades: K, 1, 2

National Theatre for Children

How energy is used unwisely

Common Core State Standards

Language Arts

Grade K - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R I.K.4	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R F.K	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A-Literacy.R F.K.4	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	CCSS.EL A-Literacy.S L.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	CCSS.EL A-Literacy.S L.K.1b	Continue a conversation through multiple exchanges.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
STANDARD	CCSS.EL A-Literacy.S L.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND /	CCSS.EL	Language Standards

DOMAIN	A-Literacy.L.K	
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.EL A-Literacy.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	CCSS.EL A-Literacy.L.K.1d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
STRAND / DOMAIN	CCSS.EL A-Literacy.L.K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A-Literacy.L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
STRAND / DOMAIN	CCSS.EL A-Literacy.L.K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Common Core State Standards

Language Arts

Grade 1 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R.I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R.I.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R.I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R.I.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
STRAND / DOMAIN	CCSS.EL A-Literacy.R.F.1	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency

STANDARD	CCSS.EL A- Literacy.R F.1.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.1.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.1	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	CCSS.EL A- Literacy.S L.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	CCSS.EL A- Literacy.S L.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	CCSS.EL A- Literacy.S L.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.1	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STANDARD	CCSS.EL A- Literacy.S L.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .1	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A- Literacy.L .1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Common Core State Standards

Language Arts

Grade 2 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure

STANDARD	CCSS.EL A- Literacy.R I.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R I.2.10	By the end of 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 range.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.2	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.2.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.2.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	CCSS.EL A- Literacy.S L.2.1a	Follow agreed-upon rules for discussions (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).
EXPECTATION	CCSS.EL A- Literacy.S L.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	CCSS.EL A- Literacy.S L.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD	CCSS.EL A- Literacy.S L.2.3	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.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .2	Language Standards
CATEGORY /		Vocabulary Acquisition and Use

CLUSTER		
STANDARD	CCSS.EL A- Literacy.L .2.5	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A- Literacy.L .2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Maryland College and Career-Ready Standards

Language Arts

Grade K - Adopted: 2011

STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.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.
OBJECTIVE	K.RI4.	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	K.RF4.	Read emergent-reader texts with purpose and understanding.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	K.SL1.	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	K.SL1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	K.SL1.b.	Continue a conversation through multiple exchanges.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	K.SL2.	Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
OBJECTIVE	K.SL3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English

INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	K.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	K.L1.d.	Understand and use question words (interrogatives) (e.g., who, what where, when, why, how).
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	K.L5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	K.L5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: 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.
OBJECTIVE	K.L6.	Use words and phrases acquired through conversation, reading and being read to, and responding to text.

Maryland College and Career-Ready Standards

Language Arts

Grade 1 - Adopted: 2011

STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.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.
OBJECTIVE	1.RI4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI10.CC R.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	1.RI10.	With prompting and support, read informational texts appropriately complex for grade 1. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	1.RF4.	Read with sufficient accuracy and fluency to support comprehension. (SC, 1)
OBJECTIVE	1.RF4.a.	Read on-level text with purpose and understanding. (SC, 1)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR /	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations

PROFICIENCY LEVEL		and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	1.SL1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	1.SL1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	1.SL1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	1.SL1.c.	Ask questions to clear up any confusion about the topics and texts under discussion. (SC, 1)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	1.SL2.	Ask and answer questions about key details in a text read aloud or presented orally or through other media.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
OBJECTIVE	1.SL3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	1.L5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	1.L5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2011

STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.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.
OBJECTIVE	2.RI4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (SC, 2)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI10.CCR.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	2.RI10.	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 range.
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)

TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	2.RF4.	Read with sufficient accuracy and fluency to support comprehension. (SC, 2)
OBJECTIVE	2.RF4.a.	Read on-level text with purpose and understanding. (SC, 2)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	2.SL1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL1.a.	Follow agreed-upon rules for discussions (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). (SC, 2)
EXPECTATION	2.SL1.b.	Build on others' talk in conversation by linking their comments to the remarks of others. (SC,2)
EXPECTATION	2.SL1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (SC, 2)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	2.SL2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (SC, 2)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
OBJECTIVE	2.SL3.	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. (SC, 2)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	2.L5.	Demonstrate understanding of word relationships and nuances in word meanings. (SC, 2)
EXPECTATION	2.L5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

How we can use energy efficiently

Common Core State Standards

Language Arts

Grade K - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure

STANDARD	CCSS.EL A- Literacy.R I.K.4	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.K	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.K.4	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	CCSS.EL A- Literacy.S L.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	CCSS.EL A- Literacy.S L.K.1b	Continue a conversation through multiple exchanges.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
STANDARD	CCSS.EL A- Literacy.S L.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .K	Language Standards
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.EL A- Literacy.L .K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	CCSS.EL A- Literacy.L .K.1d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-	With guidance and support from adults, explore word relationships and nuances in word meanings.

	Literacy.L .K.5	
EXPECTATION	CCSS.EL A- Literacy.L .K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Common Core State Standards

Language Arts

Grade 1 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R I.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.1	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.1.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.1.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.1	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	CCSS.EL A- Literacy.S L.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

EXPECTATION	CCSS.EL A- Literacy.S L.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	CCSS.EL A- Literacy.S L.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.1	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STANDARD	CCSS.EL A- Literacy.S L.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .1	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A- Literacy.L .1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Common Core State Standards

Language Arts

Grade 2 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R I.2.10	By the end of 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 range.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.2	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL	Read with sufficient accuracy and fluency to support comprehension.

	A-Literacy.R F.2.4	
EXPECTATION	CCSS.EL A-Literacy.R F.2.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	CCSS.EL A-Literacy.S L.2.1a	Follow agreed-upon rules for discussions (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).
EXPECTATION	CCSS.EL A-Literacy.S L.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	CCSS.EL A-Literacy.S L.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD	CCSS.EL A-Literacy.S L.2.3	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.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .2	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .2.5	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A-Literacy.L .2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Maryland College and Career-Ready Standards

Language Arts

Grade K - Adopted: 2011

STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.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.

OBJECTIVE	K.RI4.	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	K.RF4.	Read emergent-reader texts with purpose and understanding.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	K.SL1.	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	K.SL1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	K.SL1.b.	Continue a conversation through multiple exchanges.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	K.SL2.	Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
OBJECTIVE	K.SL3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	K.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	K.L1.d.	Understand and use question words (interrogatives) (e.g., who, what where, when, why, how).
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	K.L5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	K.L5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: 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.
OBJECTIVE	K.L6.	Use words and phrases acquired through conversation, reading and being read to, and responding to text.

Maryland College and Career-Ready Standards

Language Arts

Grade 1 - Adopted: 2011

STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.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.
OBJECTIVE	1.RI4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI10.CCR.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	1.RI10.	With prompting and support, read informational texts appropriately complex for grade 1. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	1.RF4.	Read with sufficient accuracy and fluency to support comprehension. (SC, 1)
OBJECTIVE	1.RF4.a.	Read on-level text with purpose and understanding. (SC, 1)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	1.SL1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	1.SL1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	1.SL1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	1.SL1.c.	Ask questions to clear up any confusion about the topics and texts under discussion. (SC, 1)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	1.SL2.	Ask and answer questions about key details in a text read aloud or presented orally or through other media.
STRAND / TOPIC	MD.SL.	Standards for Speaking and Listening (SL)

/ STANDARD		
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
OBJECTIVE	1.SL3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	1.L5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	1.L5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2011

STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.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.
OBJECTIVE	2.RI4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (SC, 2)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI10.CCR.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	2.RI10.	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 range.
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	2.RF4.	Read with sufficient accuracy and fluency to support comprehension. (SC, 2)
OBJECTIVE	2.RF4.a.	Read on-level text with purpose and understanding. (SC, 2)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	2.SL1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL1.a.	Follow agreed-upon rules for discussions (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). (SC, 2)
EXPECTATION	2.SL1.b.	Build on others' talk in conversation by linking their comments to the remarks of others. (SC,2)

EXPECTATION	2.SL1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (SC, 2)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	2.SL2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (SC, 2)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
OBJECTIVE	2.SL3.	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. (SC, 2)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	2.L5.	Demonstrate understanding of word relationships and nuances in word meanings. (SC, 2)
EXPECTATION	2.L5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

How we measure energy

Common Core State Standards

Language Arts

Grade K - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R I.K.4	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R F.K	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A-Literacy.R F.K.4	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL	Participate in collaborative conversations with diverse partners about kindergarten

	A-Literacy.S L.K.1	topics and texts with peers and adults in small and larger groups.
EXPECTATION	CCSS.EL A-Literacy.S L.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	CCSS.EL A-Literacy.S L.K.1b	Continue a conversation through multiple exchanges.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
STANDARD	CCSS.EL A-Literacy.S L.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .K	Language Standards
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.EL A-Literacy.L .K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	CCSS.EL A-Literacy.L .K.1d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
STRAND / DOMAIN	CCSS.EL A-Literacy.L .K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A-Literacy.L .K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
STRAND / DOMAIN	CCSS.EL A-Literacy.L .K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Common Core State Standards

Language Arts

Grade 1 - Adopted: 2010

STRAND /	CCSS.EL	Reading Standards for Informational Text
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DOMAIN	A-Literacy.R I.1	
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R I.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R I.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
STRAND / DOMAIN	CCSS.EL A-Literacy.R F.1	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A-Literacy.R F.1.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A-Literacy.R F.1.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.1	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	CCSS.EL A-Literacy.S L.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	CCSS.EL A-Literacy.S L.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	CCSS.EL A-Literacy.S L.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.1	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STANDARD	CCSS.EL A-Literacy.S L.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

STRAND / DOMAIN	CCSS.EL A- Literacy.L .1	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A- Literacy.L .1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Common Core State Standards

Language Arts

Grade 2 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R I.2.10	By the end of 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 range.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.2	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.2.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.2.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	CCSS.EL A- Literacy.S L.2.1a	Follow agreed-upon rules for discussions (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).
EXPECTATION	CCSS.EL A-	Build on others' talk in conversations by linking their comments to the remarks of others.

	Literacy.S L.2.1b	
EXPECTATION	CCSS.EL A- Literacy.S L.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD	CCSS.EL A- Literacy.S L.2.3	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.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .2	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .2.5	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A- Literacy.L .2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Maryland College and Career-Ready Standards

Language Arts

Grade K - Adopted: 2011

STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.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.
OBJECTIVE	K.RI4.	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	K.RF4.	Read emergent-reader texts with purpose and understanding.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	K.SL1.	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	K.SL1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	K.SL1.b.	Continue a conversation through multiple exchanges.

STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	K.SL2.	Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
OBJECTIVE	K.SL3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	K.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	K.L1.d.	Understand and use question words (interrogatives) (e.g., who, what where, when, why, how).
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	K.L5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	K.L5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: 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.
OBJECTIVE	K.L6.	Use words and phrases acquired through conversation, reading and being read to, and responding to text.

Maryland College and Career-Ready Standards

Language Arts

Grade 1 - Adopted: 2011

STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.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.
OBJECTIVE	1.RI4.	Ask and answer questions to help determine or clarify the meaning of words and

		phrases in a text.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI10.CC R.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	1.RI10.	With prompting and support, read informational texts appropriately complex for grade 1. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	1.RF4.	Read with sufficient accuracy and fluency to support comprehension. (SC, 1)
OBJECTIVE	1.RF4.a.	Read on-level text with purpose and understanding. (SC, 1)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	1.SL1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	1.SL1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	1.SL1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	1.SL1.c.	Ask questions to clear up any confusion about the topics and texts under discussion. (SC, 1)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	1.SL2.	Ask and answer questions about key details in a text read aloud or presented orally or through other media.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
OBJECTIVE	1.SL3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	1.L5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	1.L5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Language Arts

Grade 2 - Adopted: 2011

STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.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.
OBJECTIVE	2.RI4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (SC, 2)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI10.CCR.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	2.RI10.	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 range.
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	2.RF4.	Read with sufficient accuracy and fluency to support comprehension. (SC, 2)
OBJECTIVE	2.RF4.a.	Read on-level text with purpose and understanding. (SC, 2)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	2.SL1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL1.a.	Follow agreed-upon rules for discussions (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). (SC, 2)
EXPECTATION	2.SL1.b.	Build on others' talk in conversation by linking their comments to the remarks of others. (SC,2)
EXPECTATION	2.SL1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (SC, 2)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	2.SL2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (SC, 2)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
OBJECTIVE	2.SL3.	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. (SC, 2)

STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	2.L5.	Demonstrate understanding of word relationships and nuances in word meanings. (SC, 2)
EXPECTATION	2.L5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

What renewable resources are

Common Core State Standards

Language Arts

Grade K - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R I.K.4	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R F.K	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A-Literacy.R F.K.4	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	CCSS.EL A-Literacy.S L.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	CCSS.EL A-Literacy.S L.K.1b	Continue a conversation through multiple exchanges.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
STANDARD	CCSS.EL	Ask and answer questions in order to seek help, get information, or clarify something

	A-Literacy.S L.K.3	that is not understood.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .K	Language Standards
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.EL A-Literacy.L .K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	CCSS.EL A-Literacy.L .K.1d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
STRAND / DOMAIN	CCSS.EL A-Literacy.L .K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A-Literacy.L .K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
STRAND / DOMAIN	CCSS.EL A-Literacy.L .K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Common Core State Standards

Language Arts

Grade 1 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R I.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R I.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
STRAND / DOMAIN	CCSS.EL A-Literacy.R	Reading Standards: Foundational Skills

	F.1	
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A-Literacy.R F.1.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A-Literacy.R F.1.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.1	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	CCSS.EL A-Literacy.S L.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	CCSS.EL A-Literacy.S L.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	CCSS.EL A-Literacy.S L.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.1	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STANDARD	CCSS.EL A-Literacy.S L.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .1	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A-Literacy.L .1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Common Core State Standards

Language Arts

Grade 2 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R	Reading Standards for Informational Text
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	I.2	
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R I.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R I.2.10	By the end of 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 range.
STRAND / DOMAIN	CCSS.EL A-Literacy.R F.2	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A-Literacy.R F.2.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A-Literacy.R F.2.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	CCSS.EL A-Literacy.S L.2.1a	Follow agreed-upon rules for discussions (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).
EXPECTATION	CCSS.EL A-Literacy.S L.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	CCSS.EL A-Literacy.S L.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD	CCSS.EL A-Literacy.S L.2.3	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.
STRAND /	CCSS.EL	Language Standards

DOMAIN	A-Literacy.L.2	
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A-Literacy.L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Maryland College and Career-Ready Standards

Language Arts

Grade K - Adopted: 2011

STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.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.
OBJECTIVE	K.RI4.	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	K.RF4.	Read emergent-reader texts with purpose and understanding.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	K.SL1.	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	K.SL1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	K.SL1.b.	Continue a conversation through multiple exchanges.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	K.SL2.	Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
OBJECTIVE	K.SL3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	K.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	K.L1.d.	Understand and use question words (interrogatives) (e.g., who, what where, when, why, how).
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	K.L5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	K.L5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: 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.
OBJECTIVE	K.L6.	Use words and phrases acquired through conversation, reading and being read to, and responding to text.

Maryland College and Career-Ready Standards

Language Arts

Grade 1 - Adopted: 2011

STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.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.
OBJECTIVE	1.RI4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI10.CC R.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	1.RI10.	With prompting and support, read informational texts appropriately complex for grade 1. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	1.RF4.	Read with sufficient accuracy and fluency to support comprehension. (SC, 1)
OBJECTIVE	1.RF4.a.	Read on-level text with purpose and understanding. (SC, 1)
STRAND / TOPIC	MD.SL.	Standards for Speaking and Listening (SL)

/ STANDARD		
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	1.SL1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	1.SL1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	1.SL1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	1.SL1.c.	Ask questions to clear up any confusion about the topics and texts under discussion. (SC, 1)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	1.SL2.	Ask and answer questions about key details in a text read aloud or presented orally or through other media.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
OBJECTIVE	1.SL3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	1.L5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	1.L5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2011

STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.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.
OBJECTIVE	2.RI4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (SC, 2)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI10.CC R.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	2.RI10.	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 range.
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	2.RF4.	Read with sufficient accuracy and fluency to support comprehension. (SC, 2)
OBJECTIVE	2.RF4.a.	Read on-level text with purpose and understanding. (SC, 2)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	2.SL1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL1.a.	Follow agreed-upon rules for discussions (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). (SC, 2)
EXPECTATION	2.SL1.b.	Build on others' talk in conversation by linking their comments to the remarks of others. (SC,2)
EXPECTATION	2.SL1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (SC, 2)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	2.SL2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (SC, 2)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
OBJECTIVE	2.SL3.	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. (SC, 2)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	2.L5.	Demonstrate understanding of word relationships and nuances in word meanings. (SC, 2)
EXPECTATION	2.L5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).