Maryland College and Career Ready Standards Framework English Language Arts/Literacy

Introduction

The Code of Maryland Regulations (COMAR) 13A.04.14.01 *Reading and English Language Arts Instructional Programs for Grades Prekindergarten – 12* states that, "each local education agency shall provide in public schools an instructional program in English language arts/literacy each year for all students in grades prekindergarten – 5; provide in public schools an instructional program in English language arts/literacy each year for all students in grades 6—8; offer an English language arts/literacy program in grades 9 – 12 which enables students to meet graduation requirements and to select English language arts/literacy electives including English Language Arts/Literacy Transition Courses."

State Frameworks are developed by the Maryland State Department of Education (MSDE) to support local education agencies in providing high-quality instructional programs in English Language Arts/Literacy. State Frameworks are defined as supporting documents and provide guidance for implementing Maryland College and Career Readiness Standards in English Language Arts/Literacy which are reviewed and adopted by the Maryland State Board of Education. State Frameworks also provide consistency in learning expectations for students in English Language Arts/Literacy programs across the twenty-four local education agencies as local curriculum is developed and adopted using these documents as a foundation.

MSDE shall update the State Frameworks in English Language Arts/Literacy in the manner and time the State Superintendent of Schools determines is necessary to ensure alignment with best-in-class, research-based practices. Tenure and stability of State Frameworks affords local education agencies the necessary time to procure supporting instructional materials, provide professional development, and to measure student growth within the program. Educators, practitioners, and experts who participate in writing workgroups for State Frameworks represent the diversity of stakeholders across Maryland. State Frameworks in English Language Arts/Literacy, Prekindergarten – Grade 12 were developed, reviewed, and revised by teams of Maryland educators and practitioners, including local education agency content curriculum specialists, classroom teachers, accessibility staff, and academic researchers and experts in close collaboration with MSDE.

The Maryland College and Career Ready English Language Arts/Literacy Frameworks were released in June of 2012.

Maryland College and Career Ready Standards Framework Speaking and Listening Grades 3-5

In June 2010, the Maryland State Board of Education adopted the Maryland College and Career Ready Standards (MCCRS). These Frameworks are the result of a year-long effort by Maryland educators to unpack the MCCR standards and identify the essential skills and knowledge that a student would need in order to master the grade specific standards. Since the MCCR 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.

The MCCRS Frameworks in English Language Arts integrate standards from different strands. Throughout the Maryland Essential Skills and Knowledge, references such as See MCCR Standard 6 SL4 ("See MCCR Standards, Grade 6, Speaking & Listening, Standard 4") are provided.

The following list shows the abbreviations used when referencing standards from the MCCRS:

- RL – Reading Literature
- RI – Reading Informational Text
- RF – Reading Foundational Skills
- W – Writing
- L – Language
- SL – Speaking and Listening

The MCCRS 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 _____ ("Maryland School Library Media, grades 6-8, Standard, Indicator, objective") and TL ("Technology Literacy Standards" followed by Standard, Indicator, objective).

Standards for Speaking and Listening (SL)
Cluster: Comprehension and Collaboration
SL1 MCCR 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.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly	SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly	SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly
SL1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Essential Skills and Knowledge • Identify appropriate questions about a topic or an assigned information need.	SL1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Essential Skills and Knowledge • Identify appropriate questions about a topic or an assigned information need.	SL1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Essential Skills and Knowledge • Identify appropriate questions about a topic or an assigned information need.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
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- Collect information using a variety of multi-media resources, e.g., books, interviews, and technology. - Access prior knowledge and experiences to extend the topic. - Use relevant information to engage in discussion. - See MD SLM I.A and IV.B; MD DL 5 and 6.	- Collect information using a variety of multi-media resources, e.g., books, interviews, and technology. - Take notes in preparation for the discussion. - Access prior knowledge and experiences to extend the topic. - Use relevant information to engage in discussion. - See MD SLM I.A and IV.B; MD DL 5 and 6.	- Collect information using a variety of multi-media resources, e.g., books, interviews, and technology. - Take notes in preparation for the discussion. - Access prior knowledge and experiences to extend the topic. - Use relevant information to engage in discussion. - See MD SLM I.A and IV.B; MD DL 5 and 6.

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SL1.b 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). Essential Skills and Knowledge • Collaborate with adults and peers to create rules to ensure respectful group discussions. • Identify and define roles for participants in discussions. • Participate in group discussions on a variety of topics. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.3.1.) • Contribute to a learning community. • See MD SLM III.B and III.D; MD DL 7.	SL1.b Follow agreed-upon rules for discussions and carry out assigned roles. Essential Skills and Knowledge • Collaborate with peers to create rules to ensure respectful group discussions. • Identify and define roles for participants in discussions. • Participate in group discussions on a variety of topics. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.4.1.) • Contribute to a learning community. • See MD SLM III.B and III.D; MD DL 7.	SL1.b Follow agreed-upon rules for discussions and carry out assigned roles. Essential Skills and Knowledge • Collaborate with peers to create rules to ensure respectful group discussions. • Identify and define roles for participants in discussions. • Serve in different roles in discussions. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.5.1.) • Contribute to a learning community. • See MD SLM III.B and III.D; MD DL 7.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
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SL1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others Essential Skills and Knowledge • Ask appropriate questions about the topic. • Use linking phrases to connect comments while staying on topic. • During/after discussion, confirm, dispute, and/or change ideas on the topic. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.3.1.)	SL1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Essential Skills and Knowledge • Ask appropriate questions about the topic. • Use linking phrases to connect comments while staying on topic. • During/after discussion, confirm, dispute, and/or change ideas on the topic. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.4.1., L.7.1.)	SL1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Essential Skills and Knowledge • Ask appropriate questions about the topic. • Use linking phrases to connect comments while staying on topic. • During/after discussion, confirm, dispute, and/or change ideas on the topic. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.5.1.)

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SL1.d Explain their own ideas and understanding in light of the discussion. Essential Skills and Knowledge • Listen to identify topic and key ideas of speakers. • Formulate an opinion based on experiences, prior knowledge of the topic, and the information presented • Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures. • Speak at an appropriate pace, volume, and tone.	SL1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. Essential Skills and Knowledge • Listen to identify topic and key ideas of speakers. • Express an opinion based on experiences, prior knowledge of the topic, and the information presented. • Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures. • Speak at an appropriate rate, volume, and tone.	SL1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. Essential Skills and Knowledge • Listen to identify topic and key ideas of speakers. • Use personal experiences, prior knowledge of the topic, and the information presented to draw conclusions about a topic. • Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures. • Speak at an appropriate rate, volume, and tone.

Standards for Speaking and Listening (SL)
Cluster: Comprehension and Collaboration
SL2 MCCR Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
SL2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Essential Skills and Knowledge • Distinguish between key details and supporting details. • Connect key details to determine main idea. • Identify words, phrases, graphic aids, and organizational features that support the main idea.	SL2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Essential Skills and Knowledge • Identify the main idea and supporting details in text or information presented in diverse media and formats, including visually, quantitatively, and orally. • Restate the main idea and key details of a text in other words for clarification. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.4.1.)	SL2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Essential Skills and Knowledge • Identify the main idea and supporting details in text or information presented in diverse media and formats, including visually, quantitatively, and orally. • Summarize text using main idea and key supporting details. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.5.1.)

Standards for Speaking and Listening (SL)
Cluster: Comprehension and Collaboration
SL3 MCCR Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
SL3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Essential Skills and Knowledge - Demonstrate active listening. - Take notes, and record information in a variety of formats as needed, including technology. - Use prior knowledge and details from the information presented to generate appropriate questions. - Use and expand on information from a speaker when responding to questions. Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.3.1.)	SL3 Identify the reasons and evidence a speaker provides to support particular points. Essential Skills and Knowledge - Demonstrate active listening. - Take notes, and record information in a variety of formats as needed, including technology. - Determine the main idea of a text, and explain how it is supported by key details. (See CCSS 4 RI2.) - Explain how a speaker uses reasons and evidence to support particular points. - Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.4.1.)	SL3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Essential Skills and Knowledge - Demonstrate active listening. - Take notes and record information in a variety of formats as needed, including technology. - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (See CCSS 5 RI2.) - Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.5.1.)

Standards for Speaking and Listening (SL)

Cluster: Presentation of Knowledge and Ideas
SL4 MCCR Anchor Standard: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style that are appropriate to task, purpose, and audience.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
SL4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. Essential Skills and Knowledge • With guidance, select print, online, and multimedia sources with appropriate facts and relevant descriptive details about the topic. • Interpret information to create new understandings and knowledge related to the topic. • With guidance, edit/review/revise/practice the presentation of the information product.	SL4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Essential Skills and Knowledge • Select print, online, and multimedia sources with appropriate facts and relevant descriptive details about the topic. • Interpret information to create new understandings and knowledge related to the topic.	SL4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Essential Skills and Knowledge • Select print, online, and multimedia sources with appropriate facts and relevant descriptive details about the topic. • Interpret information to create new understandings and knowledge related to the topic.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
• Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.3.1.) • Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures. • Speak at an appropriate rate, volume, and tone. • See MD SLM I.C, IV.A, IV.B, and VI.A; MD DL 2, 3, 5, and 6.	• With guidance, edit/review/revise/practice the presentation of the information product. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.4.1.) • Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures. • Speak at an appropriate rate, volume, and tone. • See MD SLM I.C, IV.A, IV.B, and VI.A; MD DL 2, 3, 5, and 6.	• With guidance, edit/review/revise/practice the presentation of the information product. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.4.1.) • Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures. • Speak at an appropriate rate, volume, and tone. • See MD SLM I.C, IV.A, IV.B, and VI.A; MD DL 2, 3, 5, and 6.

Standards for Speaking and Listening (SL)
Cluster: Presentation of Knowledge and Ideas
SL5 MCCR Anchor Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
SL5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details Essential Skills and Knowledge • With guidance, create, organize, and display information in a variety of formats, including the use of technology. • Share information in an appropriate format for written, oral, sound, and/or visual presentations. • Differentiate media types for audience, environment, and purpose of presentations.	SL5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. Essential Skills and Knowledge • With guidance, create, organize, and display information in a variety of formats, including the use of technology. • Share information in an appropriate format for written, oral, sound, and/or visual presentations. • Differentiate media types for audience, environment, and purpose of presentations. • With guidance, edit/review/revise/practice the presentation of the information product.	SL5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. Essential Skills and Knowledge • With guidance, create, organize, and display information in a variety of formats, including the use of technology. • Share information in an appropriate format for written, oral, sound, and/or visual presentations. • Differentiate media types for audience, environment, and purpose of presentations • With guidance, edit/review/revise/practice the presentation of the information product.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
• With guidance, edit/review/revise/practice the presentation of the information product. • Speak at an appropriate rate, volume, and tone. • Demonstrate social and ethical behaviors when using technology. • See MD SLM I.C, IV.A, IV.B, and VI.A; MD DL 2, 3, 5, and 6.	• Speak at an appropriate rate, volume, and tone. • Demonstrate social and ethical behaviors when using technology. • See MD SLM I.C, IV.A, IV.B, and VI.A; MD DL 2, 3, 5, and 6.	• Speak at an appropriate rate, volume, and tone. • Comply with copyright laws and fair use provisions when using digital content. • See MD SLM I.C, IV.A, IV.B, and VI.A; MD DL 2, 3, 5, and 6.

Standards for Speaking and Listening (SL)
Cluster: Presentation and Knowledge of Ideas
SL6 MCCR Anchor Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
SL6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.) Essential Skills and Knowledge • Differentiate between complete sentences and fragments. • Recognize and speak appropriately for audience, environment, and purpose. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.3.1.)	SL6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.) Essential Skills and Knowledge • Differentiate between formal and informal English. (See CCSS 4 L1.) • Recognize and speak appropriately for audience, environment, and purpose. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.4.1.)	SL6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.) Essential Skills and Knowledge • Differentiate between formal and informal English. (See CCSS 5 L1.) • Recognize and speak appropriately for audience, environment, and purpose. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.5.1.)

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
• Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures. • Speak at an appropriate rate, volume, and tone.	• Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures. • Speak at an appropriate rate, volume, and tone.	• Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures. • Speak at an appropriate rate, volume, and tone.