



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 9-12

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 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>
<p>SL.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Apply the reading strategies and the research process independently. • Choose, apply, and maintain an organizational structure appropriate to the purpose. (See CCSS W.9-10.1a, W.9-10.4, W.9-10.7, W.9-10.8.) • Demonstrate comfort and independence in collaborative groups such as literature circles, fishbowl discussions, and Socratic seminar. 	<p>SL.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Apply reading strategies and the research process independently. • Choose, apply, and maintain an organizational structure appropriate to the purpose. (See CCSS W.11-12.1a, W.11-2.4, W.11-12.7, W.11-12.8.) • Demonstrate comfort and independence in collaborative groups such as literature circles, fishbowl discussions, and Socratic seminar.

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>
<ul style="list-style-type: none"> • Brainstorm and make connections to issues in material under study. • Evaluate usefulness, bias, and validity of material under study. (See CCSS SL.9-10.2.) • (See SLM III.A, III.D, and DL 7.) 	<ul style="list-style-type: none"> • Brainstorm and make connections to issues in material under study. • Evaluate usefulness, bias, and validity of material under study. (See CCSS SL.11-12.2.) • (See SLM III.A, III.D, and DL 7.)

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>
<p>SL.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Demonstrate independence in decision-making, goal setting, and deadlines. • Demonstrate comfort and independence in the participation of collegial discussions. 	<p>SL.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Demonstrate independence in decision-making, goal setting, and deadlines. • Demonstrate comfort and independence in the participation of collegial discussions. • Apply democratic decision making independently (e.g., voting, reaching consensus).

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>
<p>SL.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Demonstrate comfort and independence with open-ended questions and shared inquiry. • Monitor discussions for clarity, relevancy, and dissemination of ideas and information. • Elicit participation and opinions; and appropriately challenge ideas. • Demonstrate command of the conventions of standard English and usage when speaking. 	<p>SL.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Demonstrate comfort and independence with open-ended questions and shared inquiry. • Monitor discussions for clarity, relevancy, and dissemination of ideas and information. • Elicit participation and opinions, and appropriately challenge ideas. • Provide unique, innovative, and visionary perspectives in reasoning and in discussing. • Demonstrate command of the conventions of standard English and usage when speaking.

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>
<p>SL.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Paraphrase, summarize, justify, and synthesize information and ideas during discussion. • Connect with different points of view, remain open-minded, and reassess viewpoints. • Understand and use appropriate professional persuasive techniques and conflict-resolution skills. • Demonstrate command of the conventions of standard English and usage when speaking. • (See SLM III.A, III.D, and DL 7.) 	<p>SL.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Paraphrase, summarize, justify, and synthesize information and ideas during discussion. • Connect with different points of view, remain open-minded, and reassess viewpoints. • Understand and use appropriate professional persuasive techniques and conflict-resolution skills. • Identify and explain next steps and/or additional research for further investigation. • Demonstrate command of the conventions of standard English and usage when speaking. <p>(See SLM III.A, III.D, and DL 7.)</p>

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 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>SL2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>SL2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Demonstrate the behaviors of a strategic reader and listener. • Analyze, synthesize, and evaluate the relevance, bias, and validity of multiple sources of information from print and non-print text. (See CCSS SL.9-10.1a, RI.9-10.7, RI.9-10.8, W.9-10.7, W.9-10.8.) • Choose the appropriate form of media for a given purpose. • (See SLM II.A, II.B, and II.D.) 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Demonstrate the behaviors of a strategic reader and listener. • Analyze, synthesize, and evaluate the relevance, bias, and validity of multiple sources of information from print and non-print text, noting any discrepancies present in the data. (See CCSS SL.11-12.1a, RI.11-12.7, RI.11-12.8, W.11-12.7, W.11-12.8.) • Choose the appropriate form of media for a given purpose. • (See SLM II.A, II.B, and II.D.)

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 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Analyze and evaluate a speaker’s evidence, inferences, assumptions, argument, and rhetoric. (See CCSS RI.9-10.3, RI.9-10.6, RI.9-10.8.) • Recognize bias, fallacious reasoning, and factual evidence. • (See SLM II.A and II.C.) 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Analyze and evaluate a speaker’s evidence, inferences, assumptions, argument, and rhetoric. (See CCSS RI.11-12.3, RI.11-12.6, RI.11-12.8.) • Recognize bias, fallacious reasoning, and factual evidence. • Recognize, analyze, and evaluate stance, premise, emphasis, word choice, tone and point of view. • (See SLM II.A and II.C.)

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 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>SL4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Organize information, ideas, evidence, and claims clearly, concisely, and logically with attention to the needs of the audience, purpose, and task. (See CCSS W.9-10.1a, W.9- 10.1b, W.9-10.4, W.9-10.5.) Apply appropriate non-verbal communication to contribute to meaning and enhance a presentation. Refine the behaviors of an effective speaker as appropriate to the task, audience, and purpose. Demonstrate command of the conventions of standard English and usage when speaking. (See SLM I.B, I.C, IV.B, and DL 3, 5, 6.) 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Organize information, ideas, evidence, and claims clearly, concisely, and logically with attention to the needs of the audience, purpose, and a range of formal and informal tasks. Apply appropriate non-verbal communication to contribute to meaning and enhance a presentation. Demonstrate attention to audience interest, values, biases, and concerns by using rhetorical appeals and by acknowledging and/or refuting opposing positions and opinions. (See CCSS W.11-12.1a, W.11-12.1b, W.11-12.4, W.11-12.5.)

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>SL4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
	<ul style="list-style-type: none"> • Refine the behaviors of an effective speaker as appropriate to the task, audience, and purpose. • Demonstrate command of the conventions of standard English and usage when speaking. • (See SLM I.B, I.C, IV.B, and DL 3, 5, 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 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Demonstrate strategic use of a variety of digital media. • Integrate digital media into presentations appropriately to support the purpose; address the audience; and enhance the presentation. (See CCSS W.9-10.6.) • (See SLM I.B, I.C, and DL 3.) 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Demonstrate strategic use of a variety of digital media. • Integrate digital media into presentations appropriately to support the purpose; address the audience; and enhance the presentation. (See CCSS W.11-12.6.) • (See SLM I.B, I.C, and DL 3.)

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 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on page 54 for specific expectations.)</p>	<p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)</p>
<p>Essential Skills and Knowledge</p> <p>Adjust and apply formal and informal English in appropriate situations, contexts, and tasks.</p>	<p>Essential Skills and Knowledge</p> <p>Adjust and apply formal and informal English in appropriate situations, contexts, and tasks.</p>