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 K-2

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 K STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
SL 1 Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.	SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups	SL1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Essential Skills and Knowledge • With prompting and support: o participate in a variety of group activities (e.g., morning meeting, center time).	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). Essential Skills and Knowledge • Create rules to ensure respectful group discussions. • Identify and define roles of participants in discussions. • Participate in group discussions on a variety of topics.	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). Essential Skills and Knowledge • Create rules to ensure respectful group discussions. • Identify and define roles for participants in discussions. • Participate in group discussions on a variety of topics.

GRADE K STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
SL 1 Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.	SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups	SL1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- o create/understand basic rules for group discussions (e.g. raise hand to talk, take turns, listen quietly, respond appropriately, etc). - o develop knowledge /understanding of consequences of not following the rules. - See MD SLM I.A, III.B, and III.D; MD DL 5 and 7.	- Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.1.1.) - See MD SLM I.A, III.B, and III.D; MD DL 5 and 7.	- Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS 2 L1.) - See MD SLM I.A, III.B, and III.D; MD DL 5 and 7.

GRADE K STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
SL 1 Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.	SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	SL1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL1.b Continue a conversation through multiple exchanges.
 	
Essential Skills and Knowledge
 	
• Participate in conversations with adults and peers.
• Demonstrate active listening strategies.
• With prompting and support,
  o stay on topic through multiple exchanges
  o add appropriate ideas to support or extend a conversation
  o ask and answer questions to clarify understanding
• Contribute to a learning community.
	SL1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
	
	Essential Skills and Knowledge
	
	• Identify the topic of a conversation.
	• Stay on topic through multiple exchanges to support or extend the conversation.
	• Add appropriate ideas to support or extend a conversation.
	• Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.1.1.)
	• Contribute to a learning community.
		SL1.b Build on others' talk in conversation by linking their comments to the remarks of others.
		
		Essential Skills and Knowledge
		
		• Use linking phrases to connect comments from others involved in a conversation.
		• Demonstrate ability to stay on topic during conversations.
		• Add appropriate ideas to support or extend a conversation.
		• Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.2.1)
		• Contribute to a learning community.

GRADE K STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
SL 1 Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.	SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	SL1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
	SL1.c Ask questions to clear up any confusion about the topics and texts under discussion. Essential Skills and Knowledge • Identify the topic or text under discussion. • Identify parts of a topic or text that are unclear. • Use prior knowledge to formulate and refine questions to meet an information need. • Generate appropriate questions to meet the information need. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.1.1.)	SL1.c Ask for clarification and further explanation as needed about the topics and texts under discussion. Essential Skills and Knowledge • Identify parts of a topic or text that are unclear. • Identify the topic or text under discussion. • Use prior knowledge to formulate and refine questions to meet an information need. • Generate appropriate questions to meet the information need. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS 2 L1.)

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 K STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
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. Essential Skills and Knowledge • With prompting and support: o answer questions (who, what, where, what). o ask questions to clarify meaning. o keep questions on task/topic. • See MD SLM I.A; MD DL 5.	SL2 Ask and answer questions about key details in a text read aloud or presented orally or through other media. Essential Skills and Knowledge • Identify the main idea and key details in a text. • Generate appropriate questions to meet the information need. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.1.1.) • See MD SLM I.A; MD DL 5.	SL2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Essential Skills and Knowledge • Listen for and identify key details in a text read aloud. • Listen for and identify information presented in a variety of formats. • Distinguish between key details and supporting information. • Retell a text or information using key ideas or details. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.2.1.) • See MD SLM I.A; MD DL 5.

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 K STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS

SL3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
 	
Essential Skills and Knowledge
 	
• With prompting and support,
  o connect prior knowledge to new learning
  o demonstrate ability to formulate question targeted to specific need. (See CCSS RI.K.1.)
• With prompting and support, identify an information need.
• With guidance, generate appropriate questions to meet the information need.
• See MD SLM I.A; MD DL 5.
	SL3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
	
	Essential Skills and Knowledge
	
	• Listen to identify the main idea and key details from a speaker.
	• Connect prior knowledge and experiences to new learning.
	• Identify an information need.
	• Generate appropriate questions to meet the information need.
	• Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.1.1.)
	• See MD SLM I.A; MD DL 5.
		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.
		
		Essential Skills and Knowledge
		
		• Listen to determine the main idea and key details from a speaker.
		• Ask and answer such questions as who, what, where, when, why, and how to facilitate understanding of key details. (See CCSS RI.2.1.)
		• Identify an assigned or personal information need.
		• Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.2.1.)
		• See MD SLM I.A; MD DL 5.

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 K STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
SL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. Essential Skills and Knowledge With prompting and support: • connect to personal/prior knowledge. • speak clearly enough to be heard and understood. • add relevant descriptive details to a familiar topic.	SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Essential Skills and Knowledge • Distinguish between relevant and irrelevant details. • Add details to expand ideas and sentences. • Use frequently occurring adjectives to describe. (See CCSS L.1.1f.) • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.1.1.) • Speak at an appropriate pace, volume, and tone.	SL4 Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences. Essential Skills and Knowledge • Distinguish between relevant and irrelevant details. • Use temporal words to sequence the important events in a story or experience. (See CCSS W.2.2.) • Use descriptive adjectives and adverbs, and choose between them depending on what is to be modified. (See CCSS L.2.1e.) • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.2.1.)

GRADE K STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
		• Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures. • Speak at an appropriate pace, volume, and tone.

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 K STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS

SL5 Add drawings or visual displays to descriptions as desired to provide additional detail.
 	
Essential Skills and Knowledge
 	
• With prompting and support:
   o choose appropriate visuals to match oral presentation.
   o use available technology appropriately.
• With prompting and support, organize information for oral delivery.
• See MD SLM IV.B; DL 3 and 6.
	SL5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	
	Essential Skills and Knowledge
	
	• Use illustrations and details in a story to describe its characters, setting, or events. (See CCSS RL.1.7.)
	• Use a variety of formats to prepare the findings/conclusions of an information need for sharing.
	• Use available technology appropriately.
	• Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.1.1.)
	• See MD SLM IV.B; DL 3 and 6.
		SL5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
		
		Essential Skills and Knowledge
		
		• Use illustrations and details in a story to describe its characters, setting, or events. (See CCSS RL.2.7.)
		• Use a variety of formats to prepare the findings/conclusions of an information need for sharing.
		• Use technology to record and organize data/information.
		• Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.2.1.)
		• See MD SLM IV.B; DL 3 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 K STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS

SL6 Speak audibly and express thoughts, feelings, and ideas clearly.
 	
Essential Skills and Knowledge
 	
• With prompting and support:
  o speak clearly enough to be understood in a variety of settings.
  o convey ideas effectively.
• Communicate effectively in a variety of situations with different audiences, purposes, and formats.
	SL6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)
	
	Essential Skills and Knowledge
	
	• Identify components of a sentence.
	• Distinguish between sentences and sentence fragments.
	• Compose complete simple sentences.
	• Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.1.1.)
		SL6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)
		
		Essential Skills and Knowledge
		
		• Identify components and purpose of various types of sentences.
		• Distinguish between fragments, complete, and run on sentences.
		• Produce, expand, and rearrange complete simple and compound sentences. (See CCSS L.2.1f.)
		• Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.2.1.)