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 6-8

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 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, 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 7 topics, texts, and issues, 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 8 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 by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Essential Skills and Knowledge • Demonstrate the behaviors of an effective student by completing and reflecting on assigned reading.	SL1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Essential Skills and Knowledge • Demonstrate the behaviors of an effective student by completing and reflecting on assigned reading.	SL1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Essential Skills and Knowledge • Demonstrate the behaviors of an effective student by completing and reflecting on assigned reading.

GRADE 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, 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 7 topics, texts, and issues, 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 8 topics and texts, building on others' ideas and expressing their own clearly.
- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (See CCSS RL.6.1, RI.6.1.) - Take purposeful notes in preparation for discussion, using highlighting, outlines, journals, and other techniques as appropriate. - Identify the main ideas under discussion and apply higher order questions that yield a deeper analysis of those ideas. - Conduct focused research as necessary to prepare for discussions. - Access prior knowledge to extend the topic under discussion. (See SLM III.A, III.D, and DL 7.)	- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (See CCSS RL.7.1, RI.7.1.) - Take purposeful notes in preparation for discussion, using highlighting, outlines, journals, and other techniques as appropriate. - Identify the main ideas under discussion and apply higher order questions that yield a deeper analysis of those ideas. - Conduct focused research as necessary to prepare for discussions. (See CCSS W.7.7.) - Access prior knowledge to extend the topic under discussion. (See SLM III.A, III.D, and DL 7.)	- Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text. (See CCSS RL.8.1, RI.8. 1.) - Take purposeful notes in preparation for discussion, using highlighting, outlines, journals, and other techniques as appropriate. - Identify the main ideas under discussion and apply higher order questions that yield a deeper analysis of those ideas. - Conduct focused research as necessary to prepare for discussions. (See CCSS W.8.7/) - Access prior knowledge to extend the topic under discussion. (See SLM III.A, III.D, and DL 7.)

GRADE 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, 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 7 topics, texts, and issues, 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 8 topics and texts, building on others' ideas and expressing their own clearly.
SL1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Essential Skills and Knowledge - Apply self-monitoring strategies to establish and adjust appropriate tone, body language, and vocabulary. - Come to consensus on a framework for a collegial discussion. - Identify and agree upon the group's purpose/goal and deadlines. - Organize the group by assuming specific roles as needed.	SL1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Essential Skills and Knowledge - Apply self-monitoring strategies to establish and adjust appropriate tone, body language, and vocabulary. - Come to consensus on a framework for a collegial discussion. - Come to consensus on and monitor specific benchmarks to evaluate progress toward meeting discussion goals and deadlines. - Redirect the discussion as needed to meet goals and deadlines. - Organize the group by assuming specific roles as needed.	SL1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Essential Skills and Knowledge - Apply self-monitoring strategies to establish and adjust appropriate tone, body language, and vocabulary. - Apply a decision-making model to achieve consensus on a framework for a collegial discussion. - Come to consensus on and monitor specific benchmarks to evaluate progress toward meeting discussion goals and deadlines. - Redirect the discussion as needed to meet goals and deadlines. - Organize the group by assuming specific roles as needed.

GRADE 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, 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 7 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 8 topics and texts, building on others' ideas and expressing their own clearly.
SL1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Essential Skills and Knowledge - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (CSS 6RL/RI1) - Select and apply levels of questions to solicit elaboration and exploration of a variety of ideas and information - Demonstrate collegiality when asking and responding to questions and comments. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See CCSS L.6.1.)	SL1.c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Essential Skills and Knowledge - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (CSS 7RL/RI1) - Select and apply levels of questions to solicit elaboration and exploration of a variety of ideas and information - Demonstrate collegiality when asking and responding to questions and comments. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See CCSS L.7.1.)	SL1.c Pose questions that elicit connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. Essential Skills and Knowledge - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (CSS 7RL/RI1) - Select and apply levels of questions to solicit elaboration and exploration of a variety of ideas and information - Demonstrate collegiality when asking and responding to questions and comments. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See CCSS L.8.1.)

GRADE 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, 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 7 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 8 topics and texts, building on others' ideas and expressing their own clearly.
SL1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. Essential Skills and Knowledge • Periodically, summarize the main points or ideas of the discussion. (See CCSS RL.6.2 RI.6. 2.) • Periodically, connect the opinions or perspectives of others to their own opinions.	SL1.d Acknowledge new information expressed by others and, when warranted, modify their own views. Essential Skills and Knowledge • Attend to the contributions of others by paraphrasing or summarizing new evidence. (See CCSS RL.7.2 RI.7. 2.) • Adjust their opinions as necessary based on credible evidence.	SL1.d Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented. Essential Skills and Knowledge • Attend to the contributions of others by paraphrasing or summarizing new evidence. (See CCSS RL.8.2 RI.8. 2.) • Examine and modify their opinions when credible evidence demands, explaining how new evidence effected the change.

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 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
SL2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. Essential Skills and Knowledge - Apply an understanding of the features and formats of diverse media. - Determine both the explicit and the implicit ideas found in non-print texts, including digital texts. - Summarize, compare, draw conclusions about, and synthesize significant ideas found in print and non-print texts, including digital media. (See SLMII.A, II.B, and II.D.)	SL2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Essential Skills and Knowledge - Determine both the explicit and the implicit ideas found in non-print texts, including digital texts and other forms of media. - Summarize, compare, draw conclusions about, and synthesize significant ideas found in print and non-print texts, including digital media. (See SLMII.A, II.B, and II.D.)	SL2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. Essential Skills and Knowledge - Determine the purpose of information presented in diverse media or formats. - Connect specific information presented in diverse media or formats to the larger motive or intent of the text. (See SLMII.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 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
SL3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Essential Skills and Knowledge • Apply critical listening strategies to determine the speaker's argument and claims. • Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSC RI.6.2.) • Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (See CCSC RI.6. 6.)	SL3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. Essential Skills and Knowledge • Apply critical listening strategies to determine the speaker's argument and claims. • Determine two or more central ideas of a text and analyze their development over the course of the text; provide an objective summary of the text. (See CCSC RI.7.2.) • Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. (See CCSC RI.7. 6.)	SL3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. Essential Skills and Knowledge • Apply critical listening strategies to determine the speaker's argument and claims. • Determine a central idea of a text analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (See CCSC RI.8. 2.)

GRADE 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
• Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (See CCSC RI.6. 8.) • Align specific claims to their supporting reasons to identify gaps in support. • (See SLM II.A and II.C.)	• Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant • and sufficient to support the claims. (See CCSC RI.7. 8.) • Align specific claims to their supporting reasons to identify gaps in support. • Identify evidence that is irrelevant to the argument. • Identify and explain errors in reasoning. • (See SLM II.A and II.C.)	• Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (See CCSC RI.8. 6.) • Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (See CCSC RI.8. 8.) • Align specific claims to their supporting reasons to identify gaps in support. • Identify evidence that is irrelevant to the claim(s) and explain the effect of that evidence on the argument. • Identify and explain errors in reasoning and their effect on the argument. • (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 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
SL4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Essential Skills and Knowledge • Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience. • Apply an organizational pattern that most effectively emphasizes the main ideas or themes of the presentation. • Include support (e.g., descriptions, facts, and details) that most effectively emphasizes main ideas or themes of the presentation.	SL4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Essential Skills and Knowledge • Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience. • Address audience needs by including complete support and emphasizing the most important points in a coherent manner.	SL4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volumes, and clear pronunciation. Essential Skills and Knowledge • Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience. • Justify the inclusion of evidence and details that most effectively present claims and emphasize important points. • Verify and explain the reasoning used to select and organize evidence and details.

GRADE 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See CCSS L.6.1.) • (See SLM I.B, I.C, IV>B, and DL 3, 5, and 7.)	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See CCSS L.7.1.) • (See SLM I.B, I.C, IV>B, and DL 3, 5, and 7.)	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See CCSS L.8.1.) • (See SLM I.B, I.C, IV>B, and DL 3, 5, and 7.)

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 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
SL5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. Essential Skills and Knowledge • Select or create multimedia and visual displays that enhance presentations and/or clarify ideas. • Follow fair use policies when incorporating multimedia components from other sources. • (See SLM I.B, I.C, and DL 3.)	SL5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. Essential Skills and Knowledge • Select or create multimedia and visual displays strategically for clarity that emphasizes claims and salient points. • Follow fair use policies when incorporating multimedia components from other sources. • (See SLM I.B, I.C, and DL 3.)	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 • Select or create and justify the inclusion of multimedia and visual displays. • Follow fair use policies when incorporating multimedia components from other sources. • (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 6 STUDENTS	GRADE 7 STUDENTS	GRADE 8 STUDENTS
SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.) Essential Skills and Knowledge • Demonstrate control of spoken language by adjusting speech to varying contexts and tasks. • See CCSS L.6.1, L.6. 2, and L.6. 3 for specific grade-level expectations.	SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.) Essential Skills and Knowledge • Demonstrate control of spoken language by adjusting speech to varying contexts and tasks. • See CCSS L.7.1, L.7.2, and L.7.3 for specific grade-level expectations.	SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.) Essential Skills and Knowledge • Demonstrate control of spoken language by adjusting speech to varying contexts and tasks. • See CCSS L.8.1, L.8.2, and L.8.3 for specific grade-level expectations.