



Maryland College and Career Ready Standards for Speaking & Listening Clarifications

Maryland College and Career Ready (MCCR) Standards for Speaking & Listening Clarifications – Standard 2

The English Language Arts Department at MSDE facilitated teams of educators from across the state to participate in writing Clarifications for the MCCR Standards at grades Pre-K through twelve. These serve as resources to educators across this state and others as we implement these Standards. Educators from the local systems worked together to create clarification statements that make up a coherent document that reflects the instructional shifts necessary to achieve the MCCR Standards. The Clarification statements detail for educators the skills necessary for students to demonstrate proficiency in each grade level standard in Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language. These Clarifications are an integral part of the MCCR Standards toolkit.

SL2 ANCHOR STANDARD: INTEGRATE AND EVALUATE INFORMATION PRESENTED IN DIVERSE MEDIA FORMATS, INCLUDING VISUALLY, QUANTITATIVELY AND ORALLY.

Pre-Kindergarten: Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.

To show proficiency of the skills in this standard, Pre-K students will ask and answer questions to confirm their understanding of texts presented in various formats either read aloud or presented through multi-media sources. With modeling and scaffolding, students learn how to formulate and answer questions related to the key details in the text for the purposes of clarifying or extending understanding. For example, during a teacher-directed read aloud with modeling and support, a PreK student will ask and answer questions beginning with who, what, and when.

Kindergarten - 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.

To show proficiency of the skills in this standard, Kindergarten students will ask and answer questions to confirm their understanding of texts presented in various formats either read aloud or presented through multi-media sources. Students formulate and answer questions related to the key details in the text for the purposes of requesting clarification or extending understanding. For example, during small group instruction, a Kindergarten student will ask for clarification of new ideas by asking how or why questions.

Grade One - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

To show proficiency of the skills in this standard, first grade students will ask and answer questions to confirm their understanding of texts presented in various formats either read aloud or presented through multi-media sources. Students formulate and answer questions related to the key details. For example, during whole group instruction, a first-grade student will work with a partner to ask and answer questions about the main ideas and key details.

Grade Two - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

To show proficiency of the skills in this standard, second grade students will recount or describe key ideas or details of texts presented in various formats either read aloud or presented through multi-media sources. Students listen attentively and distinguish between key ideas and details in a text. For example, when participating in a small group discussion about a video clip, second grade students share the key ideas and supporting details.

Grade Three - 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.

To show proficiency of the skills in this standard, third grade students will identify the main idea and its supporting details of information presented in various formats. Students will determine main idea and supporting details using media such as graphs, videos, digital texts as well as read alouds.

Grade Four - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

To show proficiency of the skills in this standard, students will recognize the main idea in order to paraphrase in various formats. Students will paraphrase parts of media such as graphs, videos, digital texts as well as read alouds.

Grade Five - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

To show proficiency of the skills in this standard, students will summarize texts or various formats of information. Students will demonstrate the ability to summarize information from various formats by interpreting, explaining or synthesizing texts or information available as provided in grade four.

Grade Six - 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.

To show proficiency of the skills in this standard, grade six students will use information from different types of media and formats (e.g., visually, quantitatively, orally) and explain how the media source connects to a topic, text, or issue being studied.

Grade Seven - 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.

To show proficiency of the skills in this standard, grade seven students will closely study and evaluate different media and formats by breaking down and examining the main ideas and supporting details to explain how the ideas presented clarify a topic, text, or issue being studied.

Grade Eight - 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.

To show proficiency of the skills in this standard, grade 8 students will closely study and examine different media and formats by breaking down and analyzing the information presented to evaluate the motives behind the presentation, whether social, commercial, political, or other.

Grades Nine and Ten - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

To demonstrate proficiency of the skills in this standard, students will read and analyze various sources of information and data in diverse print and non-print media formats. * Students will then analyze the appropriateness of each source, based on various factors such as relevance, text validity and author's bias, and choose sources appropriate to their purpose. These skills may need to be instructed before students are able to work at the independent level, therefore, teachers may need to scaffold skills in order to build students toward independence. *Various Non-Print and Print Media Sources: These may include but are not limited to newspaper articles, political cartoons, journal articles, charts and graphs, speeches, presentations, photographs, pictures, and primary documents.

Grades Eleven and Twelve - 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.

To demonstrate proficiency of the skills in this standard, students will read and analyze various sources of information and data in diverse print and non-print media formats. * Students will then analyze the appropriateness of each source, based on various factors such as relevance, text validity* and author's bias*, as well as determining any contradictory evidence in the data. Students will make informed decisions and solve problems, based on their analysis of sources, and choose sources appropriate to their purpose. These skills may need to be instructed before students are able to work at the independent level, therefore, teachers may need to scaffold skills in order to build students toward independence. *Various Non-Print and Print Media Sources: These may include but are not limited to newspaper articles, political cartoons, journal articles, charts and graphs, speeches, presentations, photographs, pictures, and primary documents.

*Author's Bias- Author's intentional or unintentional swayed presentation of ideas, enticing the reader to have the same stance or viewpoint.

*Text Validity-The reliability of the text based on author, date of publication, author's purpose or viewpoint, reliability of sources, and dignity of the publication.