



# Maryland College and Career Ready Standards for Speaking & Listening Clarifications

## Maryland College and Career Ready (MCCR) Standards for Speaking & Listening Clarifications – Standard 3

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.

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### **SL3 ANCHOR STANDARD: EVALUATE A SPEAKER'S POINT OF VIEW, REASONING, AND USE OF EVIDENCE AND RHETORIC.**

#### **Pre-Kindergarten: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.**

To show proficiency of skills in this standard, Pre-K students will ask and answer questions in order to request help, acquire new information, or clarify something that is not understood. With modeling and support, students connect prior knowledge to new learning in order to formulate questions that will further understanding. For example, when introducing new topics for a research project, a Pre-K student will state what he or she already knows in order to create questions about what they want to learn.

#### **Kindergarten - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.**

To show proficiency of skills in this standard, Kindergarten students will ask and answer questions in order to request help, acquire new information, or clarify something that is not understood. With modeling and support, students connect prior knowledge to new learning in order to formulate questions that will further understanding. For example, when introducing new topics for a research project, a Kindergarten student will state what he or she already knows in order to create questions about what they want to learn.

#### **Grade One - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.**

To show proficiency of skills in this standard, first grade students will ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Students listen attentively to a speaker and connect prior knowledge to new learning in order to formulate questions that will further understanding. For example, when listening to a classroom speaker, like a Police Officer, a first-grade student will consider what he or she already knows and what the speaker has shared in order to ask a question that will elicit new information.

#### **Grade Two - 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.**

To show proficiency of skills in this standard, second grade students will ask and answer about questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Students listen attentively to a speaker and connect prior knowledge to new learning in order to formulate questions that will clarify and extend understanding. For example, when listening to a classroom speaker, like a Fireman, a second-grade student will consider what he or she already knows and what the speaker has shared in order to ask a higher-order question that will elicit elaboration.

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**Grade Three- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.**

To show proficiency of the skills in this standard, third grade students will focus on the content of the speaker, ask questions about what the speaker said, and then answer questions about what the speaker said using details and further explanation as needed. Use questioning to gather information or form an opinion about the speakers' stance. The student will identify the speakers' main point and what conclusions can be inferred from the content.

**Grade Four - Identify the reasons and evidence a speaker provides to support particular points.**

To show proficiency of the skills in this standard, fourth grade students will identify the evidence that supports the reasons a speaker uses to present their point(s) in various formats. Examples of how students can demonstrate their knowledge is to identify facts, examples, images and/or explanations that support the speaker's opinion. Students will be able to do this using various formats of media: in person, on television, an online presentation, etc.

**Grade Five - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.**

To show proficiency of the skills in this standard, fifth grade students move from identifying the reasons and evidence noted in grade four, to summarizing and explaining the reasons and evidence used by the speaker.

**Grade Six - Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.**

To show proficiency of the skills in this standard, students in grade six will outline and describe a speaker's argument and specific claims, recognizing when the claims are used to support reasons and evidence, and when they are not (extraneous).

**Grade Seven - Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.**

To show proficiency of the skills in this standard, grade seven students will outline and describe a speaker's argument and specific claims. Additionally, students will investigate the reliability of the reasoning and whether or not there is enough relevant evidence to support the reasoning.

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**Grade Eight - Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance irrelevant evidence is introduced.**

To show proficiency of the skills in this standard, grade eight students will outline and describe a speaker's argument and specific claims. Additionally, students will investigate the reliability of the reasoning and whether or not there is enough relevant evidence to support the reasoning. Students will also identify when irrelevant information is stated.

**Grades Nine and Ten - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**

To demonstrate proficiency of the skills in this standard, students will analyze and evaluate a speaker's evidence, inferences, assumptions, arguments, and rhetoric\*. Students will examine author's bias\*, text validity\*, fallacious reasoning\*, and distorted vs. factual evidence\* within a text's central arguments, themes, ideas and information. 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.

\*Rhetoric- Language designed to have a persuasive or impressive effect on its audience.

\*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.

\*Fallacious Reasoning- Logically unsound, or deceptive and misleading.

\*Distorted Evidence- To give a false or misleading account of evidence.

**Grades Eleven and Twelve - 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.**

To demonstrate proficiency of the skills in this standard, students will be able to analyze and evaluate a speaker's evidence, inferences, assumptions, arguments, and rhetoric\*. Students will examine author's bias\*, text validity\*, fallacious reasoning\*, distorted vs. factual evidence\*, while assessing the author's stance, premises\*, links among ideas, word choice, points of emphases and tone within a text's central arguments, themes, ideas and information. 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.

\*Rhetoric- Language designed to have a persuasive or impressive effect on its audience.

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

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\*Fallacious Reasoning- Logically unsound, or deceptive and misleading.

\*Distorted Evidence- To give a false or misleading account of evidence.

\*Author's Premises- An author's hypothesis or idea that they are attempting to convey to the reader.