



Maryland College and Career Ready Standards for Speaking & Listening Clarifications

Maryland College and Career Ready (MCCR) Standards for Speaking & Listening Clarifications – Standard 4

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.

SL4 ANCHOR STANDARD: PRESENT INFORMATION, FINDINGS, AND SUPPORTING EVIDENCE SUCH THAT LISTENERS CAN FOLLOW THE LINE OF REASONING AND THE ORGANIZATION, DEVELOPMENT, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE.

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

Describe familiar people, places, things, and events with modeling and support.

To show proficiency of skills in this standard, Pre-K students will describe familiar people, places, things, and events. With modeling and support, students will express personal ideas and experiences using details for specificity. For example, during morning meeting, a Pre-K student would describe an event from the weekend using specific information about who was involved and where it took place.

Kindergarten - Describe familiar people, places, things, and events and, with prompting and support provide additional details.

To show proficiency of skills in this standard, Kindergarten students will describe familiar people, places, things, and events. With prompting and support, students will express personal ideas and experiences using details for specificity. For example, during morning meeting, a Kindergarten student would describe an event from the weekend using specific information about who was involved and where it took place, and he or she would elaborate with additional details when encouraged.

Grade One - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

To show proficiency of skills in this standard, first grade students will describe people, places, things, and events using related details. Students will express ideas and feelings using details for clarify. For example, during small group instruction, a first-grade student would communicate the setting of a story using specific details from the text and the pictures.

Grade Two - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

To show proficiency of skills in this standard, second grade students will tell a story or recount an experience using appropriate facts and relevant descriptive details. Students will use appropriate volume and fluency in complete sentences as they speak. For example, during small group discussion, a second-grade student would share a story about a family trip to the zoo including vivid details about the animals and their habitats.

Grade Three - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace

To show proficiency of the skills in this standard, third grade students will present utilizing facts and details while speaking at an appropriate pace and clearly. Students will demonstrate the ability to present information using in a logical manner. Students will make eye contact; speak at a pace conducive to the audience; and using an appropriate voice.

Grade Four - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

To show proficiency of the skills in this standard, fourth grade students will present information moving from a logical structure in third grade to using an organizational structure in fourth grade such as: chronologically; problem/solution; cause/effect; before/after; beginning/middle/end. Now, students will support main ideas and themes by using facts and details.

Grade Five - Report on a topic or text or present and opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

To show proficiency of the skills in this standard, fifth grade students will present information moving from an organizational structure in fourth grade such as: chronologically; problem/solution; cause/effect; before/after; beginning/middle/end to a sequence. Students will continue to support main ideas and themes by using relevant facts and details while reporting on a topic, text, or presenting an opinion.

Grade Six - 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.

To show proficiency in this standard, grade six students will present their ideas and information in sequential order, using pertinent descriptions, facts, and details to stress main ideas and themes. When presenting, they will use good presentation skills such as appropriate eye contact, a good level of volume, and clear pronunciation that are appropriate to purpose, task, and audience.

Grade Seven - 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.

To show proficiency in this standard, grade seven students will emphasize essential points in a focused and coherent manner. They will include pertinent descriptions, facts, details, and examples. When presenting, they will use good presentation skills such as appropriate eye contact, a good level of volume, and clear pronunciation that are appropriate to purpose, task, and audience.

Grade Eight - 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.

To show proficiency in this standard, grade eight students will emphasize essential points in a focused and coherent manner. They will include relevant evidence, sound valid reasoning, and well-chosen descriptions, facts, details, and examples. When presenting, they will use good presentation skills such as appropriate eye contact, a good level of volume, and clear pronunciation that are appropriate to purpose, task, and audience.

Grades Nine and Ten - 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.

To demonstrate proficiency of the skills in this standard, students will organize information, ideas, evidence and claims in order to present ideas and concepts clearly, concisely and logically, appropriate to the audience, purpose and task. Students will present relevant information in a refined way, using appropriate non-verbal communication as well as the conventions of standard English when speaking. 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.

Grades Eleven and Twelve - 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.

To demonstrate proficiency of the skills in this standard, students will organize information, ideas, evidence and claims in order to present ideas and concepts clearly, concisely and logically, appropriate to the audience, purpose and task for a variety of formal and informal tasks. Students will demonstrate attention to audience interest, values, biases, and concerns by using *rhetorical appeals and by acknowledging and/or refuting opposing positions and opinions when presenting relevant information in a refined way, using appropriate non-verbal communication as well as the conventions of standard English when speaking. 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.

*Rhetorical Appeals- The use of systematic argumentative or persuasive techniques, including but not limited to appealing to emotion (pathos), logic (logos) and ethics (ethos).