



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

## Maryland College and Career Ready (MCCR) Standards for Speaking & Listening Clarifications – Standard 6

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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**SL6 ANCHOR STANDARD: ADAPT SPEECH TO A VARIETY OF CONTEXTS AND COMMUNICATIVE TASKS, DEMONSTRATING COMMAND OF FORMAL ENGLISH WHEN INDICATED OR APPROPRIATE.**

**Pre-Kindergarten: With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.**

To show proficiency of skills in this standard, Pre-K students will speak audibly and express thoughts, feelings, and ideas clearly. With appropriate modeling and support, students will speak clearly enough to be heard and understood in whole group, small group, and one-on-one settings. Students will vary communication for different audiences and purposes. For example, a Pre-K student would follow the teacher’s model about the appropriate volume when addressing the whole class

**Kindergarten - Speak audibly and express thoughts, feelings, and ideas clearly.**

To show proficiency of skills in this standard, Kindergarten students will speak audibly and express thoughts, feelings, and ideas clearly. Students will speak clear enough to be heard and understood in whole group, small group, and one-on-one settings. Students will vary communication for different audiences and purposes. For example, a Kindergarten student, when directed by the teacher, will turn and talk with his or her peers speaking loud for his or her partner to hear in relation to other students in the room.

**Grade One - Produce complete sentences when appropriate to task and situation.**

To show proficiency of skills in this standard, first grade students will produce complete sentences when appropriate to task and situation. Students will speak in complete sentences and avoid fragments while demonstrating command of Standard English. For example, a first-grade student will use correct English grammar to express his or her thoughts.

**Grade Two- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.**

To show proficiency of skills in this standard, second grade students will produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. Students will speak in complete sentences and avoid fragments and run on sentences while demonstrating command of Standard English. For example, a second-grade student will respond to a teacher’s question in a complete sentence.

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**Grade Three - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.**

To show proficiency of the skills in this standard and supporting standards, third grade students, when asked to provide detail or clarification, will speak in complete sentences in order to address the task given. Students will use Conventions of Standard English, including appropriate subject-verb agreement, abstract nouns, irregular verbs and verb tenses, to name a few. Students will also show knowledge of language by choosing words and phrases based on effect and demonstrating the difference in speaking and writing in formal English and informal English. For example, writing to the teacher versus writing to a friend.

**Grade Four - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.**

To show proficiency of the skills in this standard and supporting standards, fourth grade students will demonstrate the ability to recognize the appropriate use of formal versus informal language when presenting ideas to larger groups and small-group discussion. Student will use formal language when presenting to an audience, writing essays, and when constructing a formal response and will use academic vocabulary to support their ideas. Students will use informal speech when speaking to friends as well as when writing to friends in the form of text messages and notes, in addition to journals to capture personal ideas. Students will use Conventions of Standard English to demonstrate relative pronouns; relative adverbs; progressive verb tenses; conventional word patterns and frequently confused words.

**Grade Five - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.**

To show proficiency of the skills in this standard and supporting standards, fifth grade students will build on what they have learned in grade four by adapting the speech to a variety of circumstances/environments based on the audience and purpose. Students will use the Conventions of Standard English by using conjunctions; prepositions; interjections; perfect verb tenses and correlative conjunctions. Students will demonstrate their Knowledge of Language to adjust sentences based on their audience considering their interest and style. Students will vary their styles considering region and dialect relative to the story.

**Grade Six - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.**

To show proficiency in this standard, grade six students must show a strong command of formal spoken English language. They will adjust speech to a variety of contexts and tasks, demonstrating their command of formal English as indicated or appropriate to the context or task. Through the speaking experience, Language

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standards 1 and 3 are applied in “real world” situations. Through the listening experience, students will recognize language choices and provide feedback when asked.

**Grade Seven - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.**

To show proficiency in this standard, grade seven students must show a strong command of formal spoken English language. They will adjust speech to a variety of contexts and tasks, demonstrating their command of formal English as indicated or appropriate to the context or task. Through the speaking experience, Language standards 1 and 3 are applied in “real world” situations. Through the listening experience, students will recognize language choices and provide feedback when asked.

**Grade Eight - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.**

To show proficiency in this standard, grade eight students must show a strong command of formal spoken English language. They will adjust speech to a variety of contexts and tasks, demonstrating their command of formal English as indicated or appropriate to the context or task. Through the speaking experience, Language standards 1 and 3 are applied in “real world” situations. Through the listening experience, students will recognize language choices and provide feedback when asked.

**Grades Nine and Ten - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.**

To demonstrate proficiency of the skills in this standard, students will adjust and apply formal and informal English in appropriate situations, contexts, and tasks. 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 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.**

To demonstrate proficiency of the skills in this standard, students will adjust and apply formal and informal English in appropriate situations, contexts, and tasks. 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.