



# Maryland College and Career Ready Standards Framework English Language Arts/Literacy

## 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 PreK

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.**

Pre-Kindergarten Students

SL1 Participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and larger groups

**SL1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns, speaking about the topics and texts under discussion).**

Essential Skills and Knowledge

- With modeling and support:
  - participate in a variety of group activities, large and small group (e.g. morning meetings, center time).
  - follow basic rules for group discussions (e.g. raise hand, take turns, remain on topic, answer questions).
  - learn about different cultural communication styles (including those represented in the classroom and school community).
- See MD SLM III.B and III.D; MD DL 7.

**SL1.b During scaffolded conversations, continue a conversation through multiple exchanges.**

Essential Skills and Knowledge

With modeling and support:

- participate in conversations with adults and peers.
- stay on topic through multiple exchanges.
- add appropriate ideas to support or extend the conversation.
- contribute to a learning community. (See MD SLM PK-1 5A2.a.)
- follow two- or three-step directions.

## **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.**

Pre-Kindergarten Students

SL2 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.

Essential Skills and Knowledge

With modeling and support:

- ask and answer questions (who, what, where).
- keep questions and responses on task/topic.
- become aware of Media Literacy

## **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.**

Pre-Kindergarten Students

SL3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Essential Skills and Knowledge

- With modeling and support:
  - connect prior knowledge to new learning.
  - demonstrate ability to formulate questions targeted to specific need.
  - demonstrate ability to take risks during discussions.
- See MD SLM III.B and III.D; MD DL 5.

## **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.**

Pre-Kindergarten Students

SL4 Describe familiar people, places, things, and events with modeling and support.

Essential Skills and Knowledge

- With modeling and support:
  - connect to personal/prior knowledge and experience.
  - speak clearly enough to be heard and understood.
  - share multiple ideas on a single familiar topic.
  - organize information in order to express themselves succinctly and filter what is appropriate to share with others.
- See MD SLM IV.B; MD DL 3.

## **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.**

Pre-Kindergarten Students

SL5 Add drawings or visual displays to descriptions as desired to provide additional detail.

Essential Skills and Knowledge

- With prompting and support:
  - choose appropriate visuals to match oral presentation.
  - use available technology appropriately.
  - organize information for oral delivery.
- See MD SLM IV.B; MD DL 3.

## **Standards for Speaking and Listening (SL)**

### **Cluster: Presentation of Knowledge and Ideas**

**SL6 MCCR Anchor Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

Pre-Kindergarten Students

SL6 With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.

Essential Skills and Knowledge

With modeling and support:

- speak clearly enough to be heard and understood in a variety of settings.
- communicate effectively in a variety of situations with different audiences, purposes, and formats.
- use props in situations, such as show-and-tell.
- produce and expand complete sentences in shared language activities.