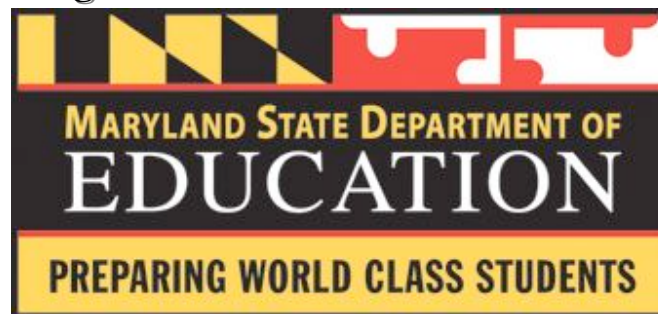


**MARYLAND COLLEGE AND CAREER READY CURRICULUM FRAMEWORK
ENGLISH LANGUAGE ARTS**

*Maryland College and Career
Ready Curriculum Framework*

□ *Speaking and Listening
Grades Kindergarten
through 2*

August 2014



Maryland College and Career Ready Curriculum Framework English Language Arts

In June, 2010, the Maryland State Board of Education adopted the Common Core State Standards. During the summer and fall of 2010, Maryland educators examined the Common Core State Standards and the existing State Curriculum to determine which skills and content matched the Common Core State Standards. Based on this analysis, development of the new curriculum began. These Frameworks are the result of a yearlong effort by Maryland educators to unpack the Common Core State Standards and identify the essential skills and knowledge that a student would need in order to master the grade specific standards. Since the Common Core State 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.

Key:

Black print – Common Core State Standards

Red print – The Essential Skills and Knowledge identified by Maryland Educators. These statements are intended to help teachers develop common understandings and valuable insights into what a student must know and be able to do to demonstrate proficiency with the standard.

Purple print – The Common Core State Standard was judged as an excellent match with the existing State Curriculum during the gap analysis, such as SC, 6 (read “State Curriculum, Grade 6)

The Maryland College and Career Ready Curriculum Frameworks in English Language Arts integrate standards from different strands. Throughout the Maryland Essential Skills and Knowledge, you will see references such as See CCSS 6 SL4 (read “See Common Core State Standards, Grade 6, Speaking & Listening, Standard 4”). The following list shows the abbreviations used when referencing standards from the ELA Common Core State Standards:

RL – Reading Literature

W - Writing

RI – Reading Informational Text

SL – Speaking and Listening

RF – Reading Foundational Skills

L – Language

The Maryland College and Career Ready Curriculum 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 _____ (read “Maryland School Library Media, grades 6-8, Standard, Indicator, Objective”) and TL (read “Technology Literacy Standards” followed by Standard, Indicator, Objective).

**Maryland College and Career Ready Curriculum Framework
English Language Arts**

Standards for Speaking and Listening (SL)

Cluster: Comprehension and Collaboration		
SL1 CCR 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.		
Kindergartners:	Grade 1 students:	Grade 2 students:
SL 1 Participate in collaborative conversations with diverse partners about <i>Kindergarten topics and texts</i> with peers and adults in small and larger groups.	SL1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	SL1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> 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).	SL1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	SL1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (SC, 2)
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • With prompting and support, <ul style="list-style-type: none"> ◦ participate in a variety of group activities, (e.g., morning meeting, center time) ◦ create/understand basic rules for group discussions (e.g. raise hand to talk, take turns, listen quietly, respond appropriately, etc) ◦ develop knowledge /understanding of consequences of not following the rules 	<ul style="list-style-type: none"> • Create rules to ensure respectful group discussions. • Identify and define roles of participants in discussions. • Participate in group discussions on a variety of topics. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.1.1) 	<ul style="list-style-type: none"> • Create rules to ensure respectful group discussions. • Identify and define roles for participants in discussions. • Participate in group discussions on a variety of topics. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS 2 L.1.)
SL1.b Continue a conversation through multiple exchanges	SL1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	SL1.b Build on others' talk in conversation by linking their comments to the remarks of others. (SC,2)
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Participate in conversations with adults and peers. • Demonstrate active listening strategies. • With prompting and support, <ul style="list-style-type: none"> ◦ stay on topic through multiple exchanges ◦ add appropriate ideas to support or extend a conversation ◦ ask and answer questions to clarify understanding • Contribute to a learning community. (SLM.PK-1 5A2.a) 	<ul style="list-style-type: none"> • Identify the topic of a conversation. • Stay on topic through multiple exchanges to support or extend the conversation. • Add appropriate ideas to support or extend a conversation. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.1.1) • Contribute to a learning community.(MD SLM PK-1 5A2.a) 	<ul style="list-style-type: none"> • Use linking phrases to connect comments from others involved in a conversation. • Demonstrate ability to stay on topic during conversations. • Add appropriate ideas to support or extend a conversation. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.2.1) • Contribute to a learning community. (MD SLM.2-3 5 A2.a)

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Cluster: Comprehension and Collaboration		
SL1 CCR 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.		
Kindergartners:	Grade 1 students:	Grade 2 students:
SL 1 Participate in collaborative conversations with diverse partners about <i>Kindergarten topics and texts</i> with peers and adults in small and larger groups.	SL1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. cont'd from p. 1	SL1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. cont'd from p. 1
	SL1.c Ask questions to clear up any confusion about the topics and texts under discussion. (SC, 1) Essential Skills and Knowledge <ul style="list-style-type: none"> • Identify the topic or text under discussion. • Identify parts of a topic or text that are unclear. • Use prior knowledge to formulate and refine questions to meet an information need. (MD SLM PK-1 13.a) • Generate appropriate questions to meet the information need. (MD SLM PK-1 3B.a) • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.1.1) 	SL1.c Ask for clarification and further explanation as needed about the topics and texts under discussion. (SC, 2) Essential Skills and Knowledge <ul style="list-style-type: none"> • Identify parts of a topic or text that are unclear. • Identify the topic or text under discussion. • Use prior knowledge to formulate and refine questions to meet an information need. (MD SLM 2-3 1 3a) • Generate appropriate questions to meet the information need. (MD SLM 2-3 3 B1.a) • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS 2 L1.)

Cluster: Comprehension and Collaboration		
SL2 CCR Anchor Standard		
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		
Kindergartners:	Grade 1	Grade 2
SL2 Confirm understanding of 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. Essential Skills and Knowledge <ul style="list-style-type: none"> • With prompting and support, <ul style="list-style-type: none"> ◦ answer questions (who, what, where, what) ◦ ask questions to clarify meaning ◦ keep questions on task/topic 	SL2 Ask and answer questions about key details in a text read aloud or presented orally or through other media. Essential Skills and Knowledge <ul style="list-style-type: none"> • Identify the main idea and key details in a text. • Generate appropriate questions to meet the information need. (MD SLM PK-1 3B1.a) • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.1.1) 	SL2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (SC, 2) Essential Skills and Knowledge <ul style="list-style-type: none"> • Listen for and identify key details in a text read aloud. • Listen for and identify information presented in a variety of formats. • Distinguish between key details and supporting information. • Retell a text or information using key ideas or details. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.2.1)

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Standards for Speaking and Listening (SL)

Cluster: Comprehension and Collaboration		
SL3 CCR Anchor Standard Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.		
Kindergartners:	Grade 1 students:	Grade 2 students:
<p>SL3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With prompting and support, <ul style="list-style-type: none"> ◦ connect prior knowledge to new learning ◦ demonstrate ability to formulate question targeted to specific need. (See CCSS RI.K.1) • With prompting and support, identify an information need. (MD SLM PK-1 1B1.b.) • With guidance, generate appropriate questions to meet the information need. (MD SLM PK-1 3B1.a) 	<p>SL3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Listen to identify the main idea and key details from a speaker. • Connect prior knowledge and experiences to new learning. • Identify an information need. (MD SLM PK-1 1B1.b) • Generate appropriate questions to meet the information need. (MD SLM PK-1 3B1.a) • Demonstrate command of the conventions of standard English grammar and usage when speaking. (CCSS L.1.1) 	<p>SL3.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. (SC, 2)</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Listen to determine the main idea and key details from a speaker. • Ask and answer such questions as <i>who, what, where, when, why, and how</i> to facilitate understanding of key details. (See CCSS RI.2.1; MD SLM 2-3 3B1.a.) • Identify an assigned or personal information need. (MD SLM 2-3 1B1.b) • Demonstrate command of the conventions of standard English grammar and usage when speaking. (CCSS L.2.1)

Cluster: Presentation of Knowledge and Ideas		
SL4 CCR 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.		
Kindergartners:	Grade 1 students:	Grade 2 students:
<p>SL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With prompting and support, <ul style="list-style-type: none"> ◦ connect to personal/prior knowledge ◦ speak clearly enough to be heard and understood ◦ add relevant descriptive details to a familiar topic 	<p>SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Distinguish between relevant and irrelevant details. • Add details to expand ideas and sentences. • Use frequently occurring adjectives to describe. (See CCSS L.1.1f) • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.1.1) • Speak at an appropriate pace, volume, and tone. 	<p>SL4 Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Distinguish between relevant and irrelevant details. • Use temporal words to sequence the important events in a story or experience. (See CCSS W.2.2) • Use descriptive adjectives and adverbs, and choose between them depending on what is to be modified. (See CCSS L.2.1e) • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.2.1) • Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures. • Speak at an appropriate pace, volume, and tone.

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Standards for Speaking and Listening (SL)

Cluster: Presentation of Knowledge and Ideas		
SL5 CCR Anchor Standard		
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
Kindergartners:	Grade 1 students:	Grade 2 students:
SL5 Add drawings or visual displays to descriptions as desired to provide additional detail. (SC, K)	SL5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	SL5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • With prompting and support, <ul style="list-style-type: none"> ◦ choose appropriate visuals to match oral presentation ◦ use available technology appropriately • With prompting and support, organize information for oral delivery. (MD SLM PK-1.3) 	<ul style="list-style-type: none"> • Use illustrations and details in a story to describe its characters, setting, or events. (See CCSS RL.1.7) • Use a variety of formats to prepare the findings/conclusions of an information need for sharing. (See MD SLM PK-1 5A1.) • Use available technology appropriately. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.1.1) 	<ul style="list-style-type: none"> • Use illustrations and details in a story to describe its characters, setting, or events. (See CCSS RL.2.7) • Use a variety of formats to prepare the findings/conclusions of an information need for sharing. (See MD SLM 2-3 5 A1.) • Use technology to record and organize data/information. (MD SLM 2-3 3 C1.f) • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.2.1)

Cluster: Presentation of Knowledge and Ideas		
SL6 CCR Anchor Standard		
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
Kindergartners:	Grade 1 students:	Grade 2 students:
SL6 Speak audibly and express thoughts, feelings, and ideas clearly. (SC, K)	SL6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	SL6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • With prompting and support, <ul style="list-style-type: none"> ◦ speak clearly enough to be understood in a variety of settings ◦ convey ideas effectively • Communicate effectively in a variety of situations with different audiences, purposes, and formats. 	<ul style="list-style-type: none"> • Identify components of a sentence. • Distinguish between sentences and sentence fragments. • Compose complete simple sentences. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.1.1) 	<ul style="list-style-type: none"> • Identify components and purpose of various types of sentences. • Distinguish between fragments, complete, and run on sentences. • Produce, expand, and rearrange complete simple and compound sentences. (CCSS L.2.1f) • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.2.1)

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