

Maryland College and Career Ready Standards for Speaking and Listening Clarifications

Maryland State Department of Education
English Language Arts/Literacy
Maryland College and Career-Ready Standards Clarifications



The English Language Arts Department at MSDE facilitated the formation teams of educators from all across the state to participate in writing Clarifications for the Common Core Standards at grades Pre-K through twelve. These serve as resources to educators across this state and others as we implement the Maryland College and Career-Ready 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 Common Core State 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 Maryland College and Career-Ready Standards Curriculum toolkit.

STANDARD ONE

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

SL.PK.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns, speaking about the topics and texts under discussion.)

SL.PK.1.b During scaffolded conversations, continue a conversation through multiple exchanges.

To show proficiency of the skills in this standard and supporting standards, PreK students will participate in collaborative conversations in small and large groups (e.g., morning meetings, center time) with adults and peers. These conversations will focus on grade-appropriate topics and texts and continue through multiple exchanges. Through teacher modeling and scaffolding,

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students will develop and follow agreed-upon rules for discussion. For example, when speaking students will listen to others, raise hands, take turns speaking, remain on topic, answer questions, and speak in Standard English. Students will recognize and understand different cultural communication styles including those appropriate for the classroom. For example, during morning meeting, a PreK student will raise his or her hand to answer a question posed by the teacher and listen to the responses of others.

Kindergarten: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion.)

SL.K.1b Continue a conversation through multiple exchanges.

To show proficiency of the skills in this standard and supporting standards, Kindergarten students participate in collaborative conversations in small and large groups (e.g., morning meetings, center time) with adults and peers. These conversations will focus on grade-appropriate topics and texts and continue through multiple exchanges. Through teacher modeling, students will develop and follow agreed-upon rules for discussion. For example, when speaking students will listen to others, raise hands, take turns speaking, remain on topic, answer questions, and speak in Standard English. Students will recognize and understand different cultural communication styles including those appropriate for the classroom. For example, during small group instruction, Kindergarten students will take turns answering an open ended question about the text.

Grade One: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.1.1a. 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).

SL.1.1b. Build on others' talk in conversations **by responding to the comments of others through multiple exchanges.**

SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.

To show proficiency of the skills in this standard and supporting standards, first graders participate in collaborative conversations in small and large groups (e.g., morning meetings, center time) with adults and peers. These conversations will focus on grade-appropriate topics and texts and continue through multiple exchanges. Through teacher modeling, students will develop and follow agreed-upon rules for discussion. For example, when speaking students will listen to others with care, raise hands, take turns speaking, remain on topic, answer questions, and speak in Standard English. In addition, first graders will contribute to the conversation by

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building on the ideas of others and ask questions to clear up any confusions about the topics and texts. Students will recognize and understand different cultural communication styles including those appropriate for the classroom. For example, during whole group instruction, a first grade student will turn and talk with his or her peers for a brief period of time on a topic or question posed by the teacher. The student will ask his or her peer questions when there is confusion.

Grade Two: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.1a. 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).

SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

To show proficiency of the skills in this standard and supporting standards, second graders participate in collaborative conversations in small and large groups (e.g., morning meetings, center time) with adults and peers. These conversations will focus on grade-appropriate topics and texts and continue through multiple exchanges. Teacher and students will develop and follow agreed-upon rules for discussion. For example, when speaking students will listen to others with care, gain the floor in a respectful manner, speak one at a time about the topics and texts under discussion, and speak in Standard English. In addition, second graders will contribute to the conversation by building on the conversations by linking their comments to the remarks of others and asking for clarification and further explanation as needed about the topics and texts under discussion. For example, when participating in a literature circle discussion, a second grade student agrees or disagrees with someone else's comments by explaining his or her own ideas and asking for further explanation when needed.

Grade Three: Engage effectively in a range of collaborative, discussions (one-on-one, in groups, and teacher-led) with diverse partners and on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

To show proficiency of the skills in this standard and supporting standards, third grade students will be prepared for discussions by having read and studied the required material in order to use the information to explore the ideas in discussion. Students will follow the agreed upon rules for group discussions by respectfully listening to others and speaking one at a time while discussing the topic. In grade three, students will ask questions to check for understanding related to the topic and respond with relevant responses. Students will explain their own ideas and understanding based on the conversation.

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Effective conversations require students to use their knowledge to express their ideas. For example, students will prepare for a conversation by completing the assigned task. During a small group discussion students will use the rules of conversation by listening attentively, waiting for a turn to speak, and staying on topic. Students will also ask questions to check for understanding and will build upon the ideas of others.

Grade Four: Engage effectively in a range of collaborative, discussions (one-on-one, in groups, and teacher-led) with diverse partners and on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

To show proficiency of the skills in this standard and supporting standards, fourth grade students will build on skills gained from grade three standards. Additionally, students will carry out assigned roles during discussion. Students will also create questions to clarify or inquire about information presented as well as review main ideas expressed the small group.

Effective conversations require students to use their knowledge to engage in small group discussions by exhibiting the following: utilize the language used in the text to build on ideas presented and ask questions for clarification. Student will fulfill assigned roles. For example, students may be assigned roles in various platforms such as debates, television shows and literature circles, etc. Finally, students will explain the ideas presented by others and raise questions as needed for expanding their own ideas.

Grade Five: Engage effectively in a range of collaborative, discussions (one-on-one, in groups, and teacher-led) with diverse partners and on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

To show proficiency of the skills in this standard and supporting standards , fifth grade students will build on skills gained from grade four standards. Students in grade five will now elaborate on others' comments as well as draw conclusions on information gained as a result of the discussion.

Effective conversations require students to draw conclusions from small group discussions. Students will demonstrate this by listening in order to learn and to build knowledge about the topic. Also, students will add to the conversation by asking questions that develop the conversation.

Grade Six: Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on other's ideas and expressing their own clearly.

To show proficiency of the skills in this standard and the supporting standards, students in grade 6 will engage in a variety of collaborative discussions. Students should come to discussions prepared, having read or studied required material; use the preparation to draw on

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evidence of the topic, text, or issue to investigate and reflect on ideas under discussion. Students will follow rules for collegial/cooperative discussions, set specific goals and deadlines, and define individual roles as needed. Students will pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Students will review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Grade Seven: Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

To show proficiency of the skills in this standard and the supporting standards, students in grade 7 will engage in a variety of collaborative discussions. Students should come to discussions prepared, having read or researched additional relevant material independently. Students are expected to use the preparation to draw on evidence of the topic, text, or issue to investigate and reflect on ideas under discussion. Students will follow rules for collegial/cooperative discussions, track progress towards specific goals and deadlines, and define individual roles as needed. Students will pose additional questions that require more elaboration and detail from the speaker. As needed, students will offer additional questions and comments to refocus discussion on topic. Students will recognize new information provided by others and make modifications to their own thinking, as needed.

Grade Eight: Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on other's ideas and expressing their own clearly.

To show proficiency of the skills in this standard and the supporting standards, students in grade 8 will engage in a variety of collaborative discussions. Students should come to discussions prepared, having read or researched additional relevant material independently. Students are expected to use the preparation to draw on evidence of the topic, text, or issue to investigate and reflect on ideas under discussion. Students will follow rules for collegial/cooperative discussions and decision making, track progress towards specific goals and deadlines, and define individual roles as needed. After listening to several speakers, students will ask additional questions that connect the ideas presented and respond to others questions and comments by providing relevant evidence, observations, and ideas. Students will think about new information provided by others, when appropriate, will qualify or justify their own thinking as new information is discovered and/or presented.

Grades Nine and Ten: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

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SL.9-10.1a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

To show proficiency of the skills in this standard, a ninth or tenth grade student will synthesize* ideas from previous reading, research and class topics and prepare for collaborative group discussions. Students will be required to use research skills* in order to complete thorough preparation for discussions, such as the ability to evaluate author's bias* and text validity.* If students are not able to demonstrate proficiency in these embedded skills, they will require assistance and further opportunities to build research skills. The student will draw on this preparation to provide evidence to support their arguments within the collaborative discussion, and support for their stance while exchanging ideas. Included in the student's preparation will be the selection of an appropriate organizational structure* to present their ideas during the collaborative discussion. These skills may need to be instructed before students are able to work at the independent level, therefore, teachers may need to scaffold discussions in order to build students toward independence.

Collaborative groups may include but are not limited to Fishbowls, Literature Circles, and Socratic Seminars. These are instructional approaches for collaborative group discussions. For more information on what these instructional strategies entail, and to determine the ways in which your school team will approach these strategies, we recommend doing self-study with your peers or colleagues in your school teams.

*Synthesize-The combining of separate ideas and information into a coherent thought process and position on the topic or topics.

*Research Skills- The ability to find valid sources on a given topic, dissect and delineate the ideas from those sources, and use the information to propel further study and discussion.

*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.

*Organizational Structure- A systematic arrangement where ideas and information are presented in a logical and coherent manner.

SL.9-10.1b: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

To show proficiency of the skills in this standard, students will be able to independently govern peer discussions, including goal setting, deadlines, decision making, dispute settling, and maintaining momentum toward the goals of the discussion. These skills may need to be instructed before students are able to work at the independent level, therefore, teachers may need to scaffold discussions in order to build students toward independence.

SL.9-10.1c: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

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To show proficiency of the skills in this standard, students will be able to participate actively within their collaborative group discussions. This participation includes posing open-ended and relevant questions, clarifying and disseminating relevant ideas and information to the goals of the discussion, and monitoring individual and group participation levels. Students also will encourage participation from all members of the group discussion. Students will effectively challenge and refute ideas, while using standard conventions of English. These skills may need to be instructed before students are able to work at the independent level, therefore, teachers may need to scaffold discussions in order to build students toward independence.

SL.9-10.1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

To show proficiency of the skills in this standard, students will be able to effectively meet the goals of group discussions, both throughout the discussion and during the conclusion of the discussion. This includes responding to varying ideas and differences of opinion respectfully and thoughtfully, by using appropriate professional persuasive techniques* and conflict resolution skills*. Students will justify and synthesize views when necessary, make connections between thoughts from the discussion group with original and other arguments, and summarize key points of agreement and dissent throughout the discussion and at its conclusion, while using standard conventions of English. These skills may need to be instructed before students are able to work at the independent level, therefore, teachers may need to scaffold discussions in order to build students toward independence.

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

*Conflict Resolution Skills- Maintaining a safe and non-threatening environment in language and tone; and showing respect through listening. Disagreements of ideas are welcome without personal offense.

Grades Eleven and Twelve: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

To show proficiency of the skills in this standard, an 11th or 12th grade student will synthesize* ideas from previous reading, research and class topics and prepare for collaborative group discussions, using increasingly complex texts. Students will be required to use research skills* in order to complete thorough preparation for discussions, such as the ability to evaluate author's bias* and text validity.* If students are not able to demonstrate proficiency in these embedded skills, they will require assistance and further opportunities to build research skills. The student will draw on this preparation to provide evidence to support their arguments within

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the collaborative discussion, and support for their stance while exchanging ideas. Included in the student's preparation will be the selection of an appropriate organizational structure* to present their ideas during the collaborative discussion. These skills may need to be instructed before students are able to work at the independent level, therefore, teachers may need to scaffold discussions in order to build students toward independence.

Collaborative groups may include but are not limited to Fishbowls, Literature Circles, and Socratic Seminars. These are instructional approaches for collaborative group discussions. For more information on what these instructional strategies entail, and to determine the ways in which your school team will approach these strategies, we recommend doing self-study with your peers or colleagues in your school teams.

Synthesize-The combining of separate ideas and information into a coherent thought process and position on the topic or topics.

Research Skills- The ability to find valid sources on a given topic, dissect and delineate the ideas from those sources, and use the information to propel further study and discussion.

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.

Organizational Structure- A systematic arrangement where ideas and information are presented in a logical and coherent manner.

SL.11.12.1b: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

To show proficiency of the skills in this standard, students will be able to independently govern peer discussions, including goal setting, deadlines, decision making, dispute settling, and maintaining momentum toward the goals of the discussion. Topics for these discussions should include worldly and civic relevance, and students should gain an understanding of how to transfer such discussions in real world applications. These skills may need to be instructed before students are able to work at the independent level, therefore, teachers may need to scaffold discussions in order to build students toward independence.

SL.11-12.1c: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

To demonstrate proficiency of the skills in this standard, students will thoroughly examine and analyze ideas and evidence presented, both from texts and from group discussions. Multiple perspectives will be examined, all students will provide thoroughly researched and supported stances on the topic, while welcoming diversity of ideas around the same topic. This participation includes posing open-ended and relevant questions that push or probe reasoning and evidence, clarifying and disseminating relevant ideas and information to the goals of the discussion, and monitoring individual and group participation levels, while standard conventions of English. These skills may need to be instructed before students are able to work at the independent level, therefore, teachers may need to scaffold discussions in order to build students toward independence.

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SL.11-12.1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

To show proficiency of the skills in this standard, students will be able to effectively meet the goals of group discussions, both throughout the discussion and during the conclusion of the discussion. This includes responding to varying ideas and differences of opinion respectfully and thoughtfully, by using appropriate professional persuasive techniques* and conflict resolution skills*. Students will resolve contradictions when possible, and also identify and explain next steps and/or additional research for further investigation based on the discussion group. Students will justify and synthesize views when necessary, make connections between thoughts from the discussion group with original and other arguments, and summarize key points of agreement and dissent throughout the discussion and at its conclusion, while using standard conventions of English. These skills may need to be instructed before students are able to work at the independent level, therefore, teachers may need to scaffold discussions in order to build students toward independence.

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

*Conflict Resolution Skills- Maintaining a safe and non-threatening environment in language and tone; and showing respect through listening. Disagreements of ideas are welcome without personal offense.