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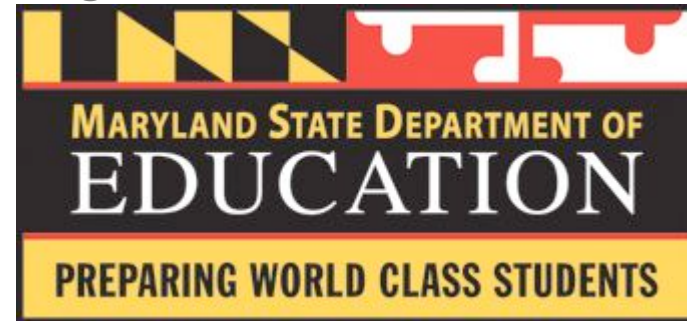
MARYLAND COLLEGE AND CAREER READY CURRICULUM FRAMEWORK
ENGLISH LANGUAGE ARTS

Maryland College and Career Ready Curriculum Framework

❑ *Speaking and Listening Grades 6 through 8*

August 2014

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

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.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
SL1 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 others' ideas and expressing their own clearly.	**SL1** 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.	**SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
SL1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	**SL1.a** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	**SL1.a** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Demonstrate the behaviors of an effective student by completing and reflecting on assigned reading. • Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS RL.6.1, RI.6.1) • Take purposeful notes in preparation for discussion, using highlighting, outlines, journals, and other techniques as appropriate. (See MD SLM 6-8 3C.) • Identify the main ideas under discussion and apply higher order questions that yield a deeper analysis of those ideas. • Conduct focused research as necessary to prepare for discussions. (See CCSS W.6.7; MD SLM 6-8 1A.) • Access prior knowledge to extend the topic under discussion.	• Demonstrate the behaviors of an effective student by completing and reflecting on assigned reading. • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS RL.7.1, RI.7.1) • Take purposeful notes in preparation for discussion, using highlighting, outlines, journals, and other techniques as appropriate. (See MD SLM 6-8 3C.) • Identify the main ideas under discussion and apply higher order questions that yield a deeper analysis of those ideas. • Conduct focused research as necessary to prepare for discussions. (See CCSS W.7.7; MD SLM 6-8 1A.) • Access prior knowledge to extend the topic under discussion.	• Demonstrate the behaviors of an effective student by completing and reflecting on assigned reading. • Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS RL.8.1, RI.8. 1) • Take purposeful notes in preparation for discussion, using highlighting, outlines, journals, and other techniques as appropriate. (See MD SLM 6-8 3C.) • Identify the main ideas under discussion and apply higher order questions that yield a deeper analysis of those ideas. • Conduct focused research as necessary to prepare for discussions. (See CCSS W.8.7; MD SLM 6-8 1A.) • Access prior knowledge to extend the topic under discussion.

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.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
SL1 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 others' ideas and expressing their own clearly. **cont'd from p. 1**	**SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 7 topics and texts*, building on others' ideas and expressing their own clearly. **cont'd from p. 1**	**SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly. **cont'd from p. 1**
SL1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	**SL1.b** Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	**SL1.b** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Apply self-monitoring strategies to establish and adjust appropriate tone, body language, and vocabulary. • Come to consensus on a framework for a collegial discussion. • Identify and agree upon the group's purpose/goal and deadlines. • Organize the group by assuming specific roles as needed.	• Apply self-monitoring strategies to establish and adjust appropriate tone, body language, and vocabulary. • Come to consensus on a framework for a collegial discussion. • Come to consensus on and monitor specific benchmarks to evaluate progress toward meeting discussion goals and deadlines. • Redirect the discussion as needed to meet goals and deadlines. • Organize the group by assuming specific roles as needed.	• Apply self-monitoring strategies to establish and adjust appropriate tone, body language, and vocabulary. • Apply a decision-making model to achieve consensus on a framework for a collegial discussion. • Come to consensus on and monitor specific benchmarks to evaluate progress toward meeting discussion goals and deadlines. • Redirect the discussion as needed to meet goals and deadlines. • Organize the group by assuming specific roles as needed.
SL1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	**SL1.c** Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	**SL1.c** Pose questions that elicit connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS RL.6.1 RI.6. 1) • Select and apply levels of questions to solicit elaboration and exploration of a variety of ideas and information.	• Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS RL.7.1 RI.7. 1) • Select and apply levels of questions to solicit elaboration and exploration of a variety of ideas and information.	• Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS RL.8.1 RI.8. 1) • Select and apply levels of questions to solicit elaboration and exploration of a variety of ideas and information.

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.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
SL1 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 others' ideas and expressing their own clearly. **cont'd from p. 2**	**SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 7 topics and texts*, building on others' ideas and expressing their own clearly. **cont'd from p. 2**	**SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly. **cont'd from p. 2**
SL1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	**SL1.c** Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	**SL1.c** Pose questions that elicit connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Demonstrate collegiality when asking and responding to questions and comments. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.6.1)	• Demonstrate collegiality when asking and responding to questions and comments. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.7.1)	• Demonstrate collegiality when asking and responding to questions and comments. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.8.1) •
SL1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	**SL1.d** Acknowledge new information expressed by others and, when warranted, modify their own views.	**SL1.d** Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Periodically, summarize the main points or ideas of the discussion. (See CCSS RL.6.2 RI.6. 2) • Periodically, connect the opinions or perspectives of others to their own opinions.	• Attend to the contributions of others by paraphrasing or summarizing new evidence. (See CCSS RL.7.2 RI.7. 2) • Adjust their opinions as necessary based on credible evidence.	• Attend to the contributions of others by paraphrasing or summarizing new evidence. (See CCSS RL.8.2 RI.8. 2) • Examine and modify their opinions when credible evidence demands, explaining how new evidence effected the change.

Standards for Speaking and Listening (SL)

Cluster: Comprehension and Collaboration		
SL2 CCR Anchor Standard Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
SL2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. **Essential Skills and Knowledge**	**SL2** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. **Essential Skills and Knowledge**	**SL2** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. **Essential Skills and Knowledge**
• Apply an understanding of the features and formats of diverse media. • Determine both the explicit and the implicit ideas found in non-print texts, including digital texts. • Summarize, compare, draw conclusions about, and synthesize significant ideas found in print and non-print texts, including digital media.	• Determine both the explicit and the implicit ideas found in non-print texts, including digital texts and other forms of media. • Summarize, compare, draw conclusions about, and synthesize significant ideas found in print and non-print texts, including digital media.	• Determine the purpose of information presented in diverse media or formats. • Connect specific information presented in diverse media or formats to the larger motive or intent of the text.

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.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
SL3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	**SL3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	**SL3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Apply critical listening strategies to determine the speaker's argument and claims.	• Apply critical listening strategies to determine the speaker's argument and claims.	• Apply critical listening strategies to determine the speaker's argument and claims.
• Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSC RI.6.2.)	• Determine two or more central ideas of a text and analyze their development over the course of the text; provide an objective summary of the text. (See CCSC RI.7.2.)	• Determine a central idea of a text analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (See CCSC RI.8. 2.)
• Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (See CCSC RI.6. 6.)	• Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. (See CCSC RI.7. 6.)	• Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (See CCSC RI.8. 6.)
• Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (See CCSC RI.6. 8.)	• Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (See CCSC RI.7. 8.)	• Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (See CCSC RI.8. 8.)
• Align specific claims to their supporting reasons to identify gaps in support.	• Align specific claims to their supporting reasons to identify gaps in support.	• Align specific claims to their supporting reasons to identify gaps in support.
	• Identify evidence that is irrelevant to the argument.	• Identify evidence that is irrelevant to the claim(s) and explain the effect of that evidence on the argument.
	• Identify and explain errors in reasoning.	• Identify and explain errors in reasoning and their effect on the argument.

Maryland College and Career Ready Curriculum Framework
English Language Arts

Standards for Speaking and Listening (SL)

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 that are appropriate to task, purpose, and audience.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
SL4 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.	**SL4** 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.	**SL4** 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.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience. • Apply an organizational pattern that most effectively emphasizes the main ideas or themes of the presentation. • Include support (e.g., descriptions, facts, and details) that most effectively emphasizes main ideas or themes of the presentation. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.6.1)	• Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience. • Address audience needs by including complete support and emphasizing the most important points in a coherent manner. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.7.1)	• Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience. • Justify the inclusion of evidence and details that most effectively present claims and emphasize important points. • Verify and explain the reasoning used to select and organize evidence and details • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.8.1)

Maryland College and Career Ready Curriculum Framework
English Language Arts

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.

Grade 6 students:	Grade 7 students:	Grade 8 students:
SL5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	**SL5** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	**SL5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Select or create multimedia and visual displays that enhance presentations and/or clarify ideas. (See MD SLM 6-8 5.) • Follow fair use policies when incorporating multimedia components from other sources. (See MD SLM 6-8 4A3.)	• Select or create multimedia and visual displays strategically for clarity that emphasizes claims and salient points. (See MD SLM 6-8 5.) • Follow fair use policies when incorporating multimedia components from other sources. (See MD SLM 6-8 4A3.)	• Select or create and justify the inclusion of multimedia and visual displays. (See MD SLM 6-8 5.) • Follow fair use policies when incorporating multimedia components from other sources. (See MD SLM 6-8 4A3.)

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.

Grade 6 students:	Grade 7 students:	Grade 8 students:
SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)	**SL6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)	**SL6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Demonstrate control of spoken language by adjusting speech to varying contexts and tasks. • See CCSS L.6.1, L.6. 2, and L.6. 3 for specific grade-level expectations.	• Demonstrate control of spoken language by adjusting speech to varying contexts and tasks. • See CCSS L.7.1, L.7.2, and L.7.3 for specific grade-level expectations.	• Demonstrate control of spoken language by adjusting speech to varying contexts and tasks. • See CCSS L.8.1, L.8.2, and L.8.3 for specific grade-level expectations.