ENGLISH LANGUAGE ARTS

MARYLAND COLLEGE AND CAREER READY CURRICULUM FRAMEWORK
ENGLISH LANGUAGE ARTS

Maryland College and Career Ready Curriculum Framework

❑ *Speaking and Listening*
Grades 9 and 10
Grades 11 and 12

August 2014

MARYLAND STATE DEPARTMENT OF
EDUCATION
PREPARING WORLD CLASS STUDENTS

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 Common Core State 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 Common Core State 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

Speaking and Listening Standards (SL)

Cluster: Comprehension and Collaboration	
SL1 CCR 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.	
Grade 9-10 students:	**Grade 11-12 students:**
SL1 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. (SC, 9-10)	**SL1** 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. (SC, 11-12)
SL.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. (SC, 9-10)	**SL.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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
- Apply the reading strategies and the research process independently. - Choose, apply, and maintain an organizational structure appropriate to the purpose. (See CCSS W.9-10.1a, W.9-10.4, W.9-10.7, W.9-10.8) - Demonstrate comfort and independence in collaborative groups such as literature circles, fishbowl discussions, and Socratic seminar. - Brainstorm and make connections to issues in material under study. - Evaluate usefulness, bias, and validity of material under study (See CCSS SL.9-10.2) - See MD SLM 3.0, SLM 4.0, SLM 5.0, TL 5.B ,TL 6.0, as needed.	- Apply reading strategies and the research process independently. - Choose, apply, and maintain an organizational structure appropriate to the purpose. (See CCSS W.11-12.1a, W.11-2.4, W.11-12.7, W.11-12.8) - Demonstrate comfort and independence in collaborative groups such as literature circles, fishbowl discussions, and Socratic seminar. - Brainstorm and make connections to issues in material under study. - Evaluate usefulness, bias, and validity of material under study (See CCSS SL.11-12.2) - See Maryland SLM 3.0, SLM 4.0, SLM 5.0, TL 5.B and TL 6.0, as needed.
SL.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. (SC, 9-10)	**SL.1b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
- Demonstrate independence in decision-making, goal setting, and deadlines. - Demonstrate comfort and independence in the participation of collegial discussions.	- Demonstrate independence in decision-making, goal setting, and deadlines. - Demonstrate comfort and independence in the participation of collegial discussions. - Apply democratic decision making independently (e.g., voting, reaching consensus)

Speaking and Listening Standards (SL)

Cluster: Comprehension and Collaboration	
SL1 CCR 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.	
Grade 9-10 students:	**Grade 11-12 students:**
SL1 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. (SC, 9-10)	**SL1** 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. (SC, 11-12)
SL.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. (SC, 9-10)	**SL.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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
- Demonstrate comfort and independence with open-ended questions and shared inquiry. - Monitor discussions for clarity, relevancy, and dissemination of ideas and information. - Elicit participation and opinions; and appropriately challenge ideas. - Demonstrate command of the conventions of standard English and usage when speaking.	- Demonstrate comfort and independence with open-ended questions and shared inquiry. - Monitor discussions for clarity, relevancy, and dissemination of ideas and information. - Elicit participation and opinions, and appropriately challenge ideas. - Provide unique, innovative, and visionary perspectives in reasoning and in discussing. - Demonstrate command of the conventions of standard English and usage when speaking.
SL.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. (SC, 9-10)	**SL.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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
- Paraphrase, summarize, justify, and synthesize information and ideas during discussion. - Connect with different points of view, remain open-minded, and reassess viewpoints. - Understand and use appropriate professional persuasive techniques and conflict-resolution skills. - Demonstrate command of the conventions of standard English and usage when speaking. - See MD SLM 3.c.3	- Paraphrase, summarize, justify, and synthesize information and ideas during discussion. - Connect with different points of view, remain open-minded, and reassess viewpoints. - Understand and use appropriate professional persuasive techniques and conflict-resolution skills. - Identify and explain next steps and/or additional research for further investigation. - Demonstrate command of the conventions of standard English and usage when speaking. - See MD SLM 3.c.3

Maryland College and Career Ready Curriculum Framework
English Language Arts

Speaking and Listening Standards (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 9-10 students:	**Grade 11-12 students:**
SL2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (SC, 9-10)	**SL2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
- Demonstrate the behaviors of a strategic reader and listener. - Analyze, synthesize, and evaluate the relevance, bias, and validity of multiple sources of information from print and non-print text. (See CCSS SL.9-10.1a, RI.9-10.7, RI.9-10.8, W.9-10.7, W.9-10.8) - Choose the appropriate form of media for a given purpose. - See MD SLM 4.0	- Demonstrate the behaviors of a strategic reader and listener. - Analyze, synthesize, and evaluate the relevance, bias, and validity of multiple sources of information from print and non-print text, noting any discrepancies present in the data. (See CCSS SL.11-12.1a, RI.11-12.7, RI.11-12.8, W.11-12.7, W.11-12.8) - Choose the appropriate form of media for a given purpose. - See MD standard SLM 4.0
SL3 CCR Anchor Standard Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
Grade 9-10 students:	**Grade 11-12 students:**
SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (SC, 9-10)	**SL3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
- Analyze and evaluate a speaker's evidence, inferences, assumptions, argument, and rhetoric. (See CCSS RI.9-10.3, RI.9-10.6, RI.9-10.8) - Recognize bias, fallacious reasoning, and factual evidence. (See MD SLM 2.0)	- Analyze and evaluate a speaker's evidence, inferences, assumptions, argument, and rhetoric. (See CCSS RI.11-12.3, RI.11-12.6, RI.11-12.8) - Recognize bias, fallacious reasoning, and factual evidence. - Recognize, analyze, and evaluate stance, premise, emphasis, word choice, tone and point of view. (See MD SLM 2.0)

Speaking and Listening Standards (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 are appropriate to task, purpose, and audience.	
Grade 9-10 students:	**Grade 11-12 students:**
SL4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (SC, 9-10)	**SL4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Organize information, ideas, evidence, and claims clearly, concisely, and logically with attention to the needs of the audience, purpose, and task. (See CCSS W.9-10.1a, W.9-10.1b, W.9-10.4, W.9-10.5) • Apply appropriate non-verbal communication to contribute to meaning and enhance a presentation. • Refine the behaviors of an effective speaker as appropriate to the task, audience, and purpose. • Demonstrate command of the conventions of standard English and usage when speaking. • See MD SLM 4.0 & 5.0	• Organize information, ideas, evidence, and claims clearly, concisely, and logically with attention to the needs of the audience, purpose, and a range of formal and informal tasks. • Apply appropriate non-verbal communication to contribute to meaning and enhance a presentation. • Demonstrate attention to audience interest, values, biases, and concerns by using rhetorical appeals and by acknowledging and/or refuting opposing positions and opinions. (See CCSS W.11-12.1a, W.11-12.1b, W.11-12.4, W.11-12.5) • Refine the behaviors of an effective speaker as appropriate to the task, audience, and purpose. • Demonstrate command of the conventions of standard English and usage when speaking. • See MD SLM 4.0 & 5.0
SL5 CCR Anchor Standard Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
Grade 9-10 students:	**Grade 11-12 students:**
SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SC, 9-10)	**SL5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Demonstrate strategic use of a variety of digital media. • Integrate digital media into presentations appropriately to support the purpose; address the audience; and enhance the presentation. (See CCSS W.9-10.6) • See MD SLM 4.0 & 5.0; TL 5.0 & 6.0	• Demonstrate strategic use of a variety of digital media. • Integrate digital media into presentations appropriately to support the purpose; address the audience; and enhance the presentation. (See CCSS W.11-12.6) • See MD SLM 4.0 & 5.0; TL 5.0 & 6.0

Speaking and Listening Standards (SL)

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 9-10 students:	Grade 11-12 students:
SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on page 54 for specific expectations.) (SC, 9-10)	SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.) (SC, 11-12)
Essential Skills and Knowledge	Essential Skills and Knowledge
• Adjust and apply formal and informal English in appropriate situations, contexts, and tasks.	• Adjust and apply formal and informal English in appropriate situations, contexts, and tasks.