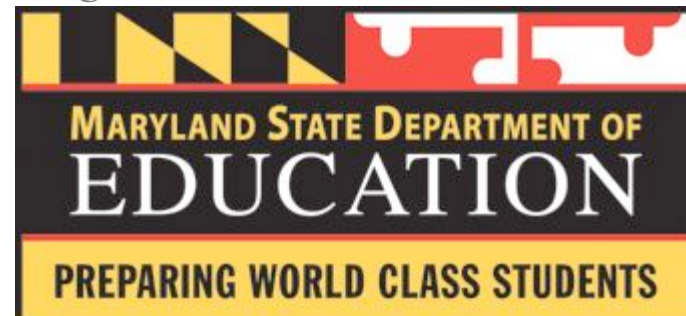


**MARYLAND COLLEGE AND CAREER READY CURRICULUM FRAMEWORK  
ENGLISH LANGUAGE ARTS**

*Maryland College and Career  
Ready Curriculum Framework*

□ *Speaking and Listening  
Pre-Kindergarten*

**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)**

<b>Cluster: Comprehension and Collaboration</b>		
<b>SL1 CCR Anchor Standard</b>		
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.		
<b>PK students:</b>		
<b>SL1</b> Participate in collaborative conversations with diverse partners about <i>pre-kindergarten topics and texts</i> with peers and adults in small and larger groups.		
<b>SL1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns, speaking about the topics and texts under discussion).		
<b>Essential Skills and Knowledge</b>		
<ul style="list-style-type: none"> <li>• With modeling and support,               <ul style="list-style-type: none"> <li>◦ participate in a variety of group activities, large and small group (e.g. morning meetings, center time)</li> <li>◦ follow basic rules for group discussions (e.g. raise hand, take turns, remain on topic, answer questions)</li> <li>◦ learn about different cultural communication styles (including those represented in the classroom and school community)</li> </ul> </li> </ul>		
<b>SL1.b</b> During scaffolded conversations, continue a conversation through multiple exchanges.		
<b>Essential Skills and Knowledge</b>		
<ul style="list-style-type: none"> <li>• With modeling and support,               <ul style="list-style-type: none"> <li>◦ participate in conversations with adults and peers</li> <li>◦ stay on topic through multiple exchanges</li> <li>◦ add appropriate ideas to support or extend the conversation</li> <li>◦ contribute to a learning community (See MD SLM PK-1 5A2.a.)</li> <li>◦ follow two- or three-step directions</li> </ul> </li> </ul>		

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

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

<b>Cluster: Comprehension and Collaboration</b>		
<b>SL2 CCR Anchor Standard</b>		
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		
<b>PK students:</b>		
<b>SL2</b> 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.		
<b>Essential Skills and Knowledge</b>		
<ul style="list-style-type: none"> <li>• With modeling and support,               <ul style="list-style-type: none"> <li>◦ ask and answer questions (who, what, where)</li> <li>◦ keep questions and responses on task/topic</li> <li>◦ become aware of Media Literacy</li> </ul> </li> </ul>		

<b>Cluster: Comprehension and Collaboration</b>		
<b>SL3 CCR Anchor Standard</b>		
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.		
<b>PK students:</b>		
<b>SL3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
<b>Essential Skills and Knowledge</b>		
<ul style="list-style-type: none"> <li>• With modeling and support,               <ul style="list-style-type: none"> <li>◦ connect prior knowledge to new learning</li> <li>◦ demonstrate ability to formulate questions targeted to specific need</li> <li>◦ demonstrate ability to take risks during discussions</li> </ul> </li> </ul>		

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

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

<b>Cluster: Presentation of Knowledge and Ideas</b>		
<b>SL4 CCR Anchor Standard</b> 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.		
<b>PK students:</b>		
<b>SL4</b> Describe familiar people, places, things, and events with modeling and support.		
<b>Essential Skills and Knowledge</b>		
<ul style="list-style-type: none"> <li>• With modeling and support,               <ul style="list-style-type: none"> <li>◦ connect to personal/prior knowledge and experiences</li> <li>◦ speak clearly enough to be heard and understood</li> <li>◦ share multiple ideas on a single familiar topic</li> <li>◦ organize information in order to express themselves succinctly and filter what is appropriate to share with others (MD SLM PK-1 3)</li> </ul> </li> </ul>		

<b>Cluster: Presentation of Knowledge and Ideas</b>		
<b>SL5 CCR Anchor Standard</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
<b>PK students:</b>		
<b>SL5</b> Add drawings or visual displays to descriptions as desired to provide additional detail.		
<b>Essential Skills and Knowledge</b>		
<ul style="list-style-type: none"> <li>• With modeling and support,               <ul style="list-style-type: none"> <li>◦ choose appropriate visuals to match oral presentations</li> <li>◦ use available technology appropriately to display ideas</li> <li>◦ organize information for oral delivery (MD SLM PK-1 3)</li> </ul> </li> </ul>		

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

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

<b>Cluster: Presentation of Knowledge and Ideas</b>		
<b>SL6 CCR Anchor Standard</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
<b>PK students:</b>		
<b>SL6</b> With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.		
<b>Essential Skills and Knowledge</b>		
<ul style="list-style-type: none"> <li>• With modeling and support,             <ul style="list-style-type: none"> <li>◦ speak clearly enough to be heard and understood in a variety of settings</li> <li>◦ communicate effectively in a variety of situations with different audiences, purposes, and formats</li> <li>◦ use props in situations, such as show-and-tell</li> <li>◦ produce and expand complete sentences in shared language activities</li> </ul> </li> </ul>		