

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 FIVE

SL5 Anchor Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Pre-Kindergarten: Add drawings or visual displays to descriptions as desired to provide additional detail.

To show proficiency of skills in this standard, Pre-K students will add drawings or visual displays to descriptions as desired to provide additional detail. With appropriate modeling and support, students will choose appropriate visuals to match oral presentations and use available technology to appropriately display ideas. For example, as a Pre-K student was describing members of his or her family, he or she would show photographs or drawing of the family members.

Kindergarten: Add drawings or other visual displays to descriptions as desired to provide additional detail.

To show proficiency of skills in this standard, Kindergarten students will add drawings or visual displays to descriptions as desired to additional detail. With appropriate modeling and support, students will choose appropriate visuals to match oral presentations and use available

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technology to appropriately display ideas. For example, as a Kindergarten student explains the germination of a seed, he or she would show photographs, drawings, or actual seeds at different stages.

Grade One: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

To show proficiency of skills in this standard, first grade students will add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. Students will choose appropriate visuals to match oral presentations and use available technology to appropriately clarify ideas, thoughts, and feelings. For example, as a first grade student describes the weather, he or she would show photographs, drawings, or video clips of different precipitation.

Grade Two: 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.

To show proficiency of skills in this standard, second grade students 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. Students will choose appropriate visuals to match oral presentations and use available technology to appropriately clarify ideas, thoughts, and feelings. For example, a group of second grade students would create a digital storybook, but using a computer program to record a reading of the story and insert images to match the ideas in the story.

Grade Three: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

To show proficiency of the skills in this standard, third grade students will create an audio recording to show fluid reading with a visual image that related to the story or poem. Students will use various audio tools such as Audacity.com, Voicethread.com, PowerPoint or simply a tape recorder to record a reading of a story or poem with fluidity (voice, pitch, inflection, and pace). Students may create a visual image using paper and pencil/crayons; computer programs (Pixie, Photo Story, PowerPoint, Movie Maker, Microsoft Publisher); Web 2.0 tools such as Glogsteredu or PhotoBooth; objects or other materials (legends, charts, graphs, display boards, photograph, etc.) related to the story.

Grade Four: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas and themes.

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To show proficiency of the skills of this standard, grade four students will create audio recordings and visual displays to develop the main idea and themes. Students will use various tools to enhance the meaning by adding an audio recording and visual display to a presentation (new or previously created). Students may create these enhancements using tools any of the tools identified in Grade three by going more in-depth using these tools, trying a new one, or using something that is new to the plethora of tools available to students and teachers.

Grade Five: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

To show proficiency of the skills of this standard, fifth grade students will be able to make decisions to select the appropriate multimedia tools when presenting a topic to enrich their presentation. Students will use the tools which were taught in grades three and four (and perhaps new ones) to make a decision that supports the type of presentation being given.

Grade Six: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

To show proficiency in this standard, grade six students will purposefully use appropriate multimedia resources and/or visual displays to clarify information being presented.

Grade Seven: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

To show proficiency in this standard, grade seven students will purposefully use appropriate multimedia resources and/or visual displays to clarify claims and findings to emphasize essential points being presented.

Grade Eight: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

To show proficiency in this standard, grade eight students will purposefully and seamlessly integrate appropriate multimedia resources and/or visual displays to clarify/strengthen claims and evidence to emphasize essential points being presented. Students will also incorporate multimedia/visual displays that add interest to and enhance the presentation.

Grades Nine and Ten: 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.

To demonstrate proficiency of the skills in this standard, students will demonstrate strategic use of a variety of forms of digital media, in their presentation of information to support the purpose, address the audience, and enhance the presentation. These skills may need to be instructed

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before students are able to work at the independent level, therefore, teachers may need to scaffold skills in order to build students toward independence.

Grades Eleven and Twelve: 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.

To demonstrate proficiency of the skills in this standard, students will select the most effective forms of digital media, in their presentation of information to support the purpose, address the audience, and enhance the presentation. These skills may need to be instructed before students are able to work at the independent level, therefore, teachers may need to scaffold skills in order to build students toward independence.