

MARYLAND COMMON CORE STATE CURRICULUM FRAMEWORK
ENGLISH LANGUAGE ARTS

*Maryland Common Core State
Curriculum Framework*

□ *Speaking and Listening
Pre-Kindergarten*

June 2011



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

Maryland Common Core State Curriculum Framework
English Language Arts

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.		
PK students:		
SL2 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.		
Essential Skills and Knowledge		
<ul style="list-style-type: none"> • With modeling and support, <ul style="list-style-type: none"> ◦ ask and answer questions (who, what, where) ◦ keep questions and responses on task/topic ◦ become aware of Media Literacy 		

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

Maryland Common Core State 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 are appropriate to task, purpose, and audience.		
PK students:		
<p>SL4 Describe familiar people, places, things, and events with modeling and support.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With modeling and support, <ul style="list-style-type: none"> ◦ connect to personal/prior knowledge and experiences ◦ speak clearly enough to be heard and understood ◦ share multiple ideas on a single familiar topic ◦ organize information in order to express themselves succinctly and filter what is appropriate to share with others (MD SLM PK-1 3) 		

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.		
PK students:		
<p>SL5 Add drawings or visual displays to descriptions as desired to provide additional detail.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With modeling and support, <ul style="list-style-type: none"> ◦ choose appropriate visuals to match oral presentations ◦ use available technology appropriately to display ideas ◦ organize information for oral delivery (MD SLM PK-1 3) 		

Maryland Common Core State Curriculum Framework
English Language Arts

Standards for Speaking and Listening (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.		
PK students:		
SL6 With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.		
Essential Skills and Knowledge		
<ul style="list-style-type: none"> • With modeling and support, <ul style="list-style-type: none"> ◦ speak clearly enough to be heard and understood in a variety of settings ◦ communicate effectively in a variety of situations with different audiences, purposes, and formats ◦ use props in situations, such as show-and-tell ◦ produce and expand complete sentences in shared language activities 		

DRAFT