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Maryland Speaking and
Listening Standards 2025

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Maryland State Department of Education — Pre-Kindergarten Speaking and Listening Standards					
Standard	Sub-Standard	Pre-Kindergarten Essential Skills & Knowledge	COR Advantage Items	Key Developmental Indicators (KDIs)	Early Learning Goals (ELGs)
SL.1 Collaborative Conversations	SL1 Overview	Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.	L. Speaking M. Listening and comprehension	22. Speaking 21. Comprehension	4.1.1 Express ideas & participate 4.1.5 Follow discussion norms
SL.1 Collaborative Conversations	SL1.a Discussion Rules	With modeling, prompting, and support: • Follow agreed-upon rules for discussions (e.g., listening to others and taking turns; speaking about the topics and texts under discussion). • 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).	G. Community M. Listening and comprehension	11. Community 21. Comprehension	4.1.5 Follow discussion norms 2.2.1 Maintain positive relationships

SL.1 Collaborative Conversations	SL1.b Multiple Exchanges	With modeling, prompting, and support: • During scaffolded conversations, continue a conversation through multiple exchanges. • 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. • Follow two or three step directions.	L. Speaking F. Building relationships with other children	22. Speaking 13. Cooperative play	4.1.5 Follow discussion norms 4.1.1 Express ideas & participate
SL.2 Comprehension & Collaboration	SL2 Understanding Text	With modeling, prompting, and support: • Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details. • Ask and answer questions (who, what, where). • Keep questions on task/topic. • Become aware of Media Literacy.	M. Listening and comprehension Q. Book enjoyment	21. Comprehension 28. Book knowledge	4.1.2 Respond to questions 4.7.2 Recall topic of informational text
SL.3 Comprehension & Collaboration	SL3 Asking Questions	With modeling, prompting, and support: • Ask and answer questions in order to seek help, get information, or clarify something that is not understood. • Connect prior knowledge to new learning. • Demonstrate ability to formulate questions targeted to specific need. • Demonstrate ability to take risks during discussions.	M. Listening and comprehension L. Speaking	21. Comprehension 5. Use of resources	4.1.3 Ask questions to learn more 4.1.2 Respond to questions

SL.4 Presentation of Knowledge	SL4 Describing	With modeling, prompting, and support: • Describe familiar people, places, things, and events. • Connect to personal/prior knowledge and experience. • 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.	L. Speaking FF. Knowledge of self and others	22. Speaking 23. Vocabulary	4.1.4 Use a variety of vocabulary 4.1.1 Express ideas & participate
SL.5 Presentation of Knowledge	SL5 Visual Displays	With prompting and support: • Add drawings or visual displays to descriptions as desired to provide additional detail. • Choose appropriate visuals to match oral presentation. • Use available technology appropriately. • Organize information for oral delivery.	R. Writing EE. Tools and technology	29. Writing 52. Tools and technology	4.6.1 Use writing tools 7.1.2 Use digital tools safely
SL.6 Presentation of Knowledge	SL6 Speaking Clearly	With modeling, prompting, and support: • Speak audibly and express thoughts, feelings, and ideas clearly. • 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.	L. Speaking JJ. Speaking English	22. Speaking 23. Vocabulary	4.1.1 Express ideas & participate 4.1.4 Use a variety of vocabulary