

Speaking and Listening (SL) Anchor Standard 1

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.

Speaking and Listening Standard 1 focuses on students' abilities to participate effectively in discussions, understand and evaluate spoken information, and collaborate with others to build and deepen understanding. This Standard is paired with:

- Reading Literary Standards
- Reading Informational Standards
- Writing Standards
- Speaking and Listening Standards

Speaking and Listening Standard 1 at a Glance:

- **Grades K-2** Students participate in collaborative conversations with peers and adults across various settings. They follow established rules for discussions, such as listening to others and taking turns speaking. Students ask and answer questions about key details in conversations and presentations. They seek clarification when they do not understand spoken information and retell or explain what they've heard with accuracy.
- **Grades 3-5:** Students expand discussion skills, explain ideas clearly, build on others' ideas, and use details from texts or topics during discussions. They build their discussion skills by engaging in group discussions, summarizing points made by others, and reporting on a topic or text, telling a story, or recounting an experience in an organized manner.

Key Words/Terms: Collaborative conversations, active listening, questioning, descriptive language, recounting experience, discussion norms, summarizing, reporting, organizational structure

Speaking and Listening Standard 1 Desired Student Performance:

Pre Requisite Skills: Kindergarten	Grade Levels: Grade 1	Next Progression: Grade 2
SL1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	SL1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Essential Skills and Knowledge:

Pre Requisite Skills: Kindergarten	Grade Levels: Grade 1	Next Progression: Grade 2
With modeling, prompting, and support: SL1.a 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). Create/understand basic rules for group discussions (e.g. raise hand to talk, take turns, listen quietly, respond appropriately, etc).	SL1.a Follow agreed-upon rules for discussions (e.g., listening to others with care; speaking one at a time about the topics and texts under discussion). Create rules to ensure respectful group discussions. Identify and define roles of participants in discussions. Participate in group discussions on a variety of topics. SL1.b Build on others' talk in conversations by responding to the comments of others through	SL1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Participate in group discussions on a variety of topics. Demonstrate command of the conventions of standard English grammar and usage when speaking. SL1.b Build on others' talk in conversation by linking their comments to the remarks of others.

Pre Requisite Skills: Kindergarten	Grade Levels: Grade 1	Next Progression: Grade 2
Develop knowledge /understanding of consequences of not following the rules. SL.1.b Continue a conversation through multiple exchanges. Participate in conversations with adults and peers. Demonstrate active listening strategies. Stay on topic through multiple exchanges. Add appropriate ideas to support or extend a conversation. Ask and answer questions to clarify understanding. Contribute to a learning community. Follow two or three steps directions.	multiple exchanges. Identify the topic of a conversation. Stay on topic through multiple exchanges to support or extend the conversation. Add appropriate ideas to support or extend a conversation. Contribute to a learning community. SL1.c Ask questions to clear up any confusion about the topics and texts under discussion. Identify the topic or text under discussion. Identify parts of a topic or text that are unclear. Use prior knowledge to formulate and refine questions to meet an information need. Generate appropriate questions to meet the information need.	Use linking phrases to connect comments from others involved in a conversation. Demonstrate ability to stay on topic during conversations. Add appropriate ideas to support or extend a conversation. Demonstrate command of the conventions of standard English grammar and usage when speaking. Contribute to a learning community. SL1.c Ask for clarification and further explanation as needed about the topics and texts under discussion. Identify parts of a topic or text that are unclear. Identify the topic or text under discussion. Use prior knowledge to formulate and refine questions to meet an information need.

Pre Requisite Skills: Kindergarten	Grade Levels: Grade 1	Next Progression: Grade 2
		Generate appropriate questions to meet the information need. Demonstrate command of the conventions of standard English grammar and usage when speaking.

Speaking and Listening (SL) Anchor Standard 2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Speaking and Listening Standard 2 emphasizes the development of clear, coherent, and well-structured oral presentations using appropriate facts, evidence, and media, tailored to the audience and purpose. This is paired with:

- Language Standards
- Writing Standards
- Reading Literacy Standards
- Reading Informational Standards

Speaking and Listening 2 at a Glance:

- **Grades K-2:** Students describe familiar people, places, things, and events using relevant details. They speak audibly and clearly to express their thoughts and ideas. Students use visual displays or drawings to support their spoken messages. They recount key ideas and details from oral presentations or read-alouds.

Key Words/Terms: Recounting, descriptive language, clear speech, visual displays, sequential narration, report structure, multimedia use, volume and clarity, audience awareness, transitional words

Speaking and Listening Standard 2 Desired Student Performance:

Pre Requisite Skills: Kindergarten	Grade Levels: Grade 1	Next Progression: Grade 2
SL2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	SL2 Ask and answer questions about key details in a text read aloud, or information presented orally or through other media	SL2 Recount or describe key ideas or details from a text read aloud, or information presented orally or through other media.

Essential Skills and Knowledge:

Pre Requisite Skills: Kindergarten	Grade Levels: Grade 1	Next Progression: Grade 2
With modeling, prompting, and support: • Ask and answer questions (who, what, where). • Ask questions to clarify meaning. • Keep questions on task/topic. • Become aware of Media Literacy.	Identify the main idea and key details in a text. Generate appropriate questions to meet the information need.	Listen for and identify key details in a text read aloud. Listen for and identify information presented in a variety of formats. Distinguish between key details and supporting information. Retell a text or information using key ideas or details. Demonstrate command of the conventions of standard English

Pre Requisite Skills: Kindergarten	Grade Levels: Grade 1	Next Progression: Grade 2
		grammar and usage when speaking.

Speaking and Listening (SL) Anchor Standard 3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Speaking and Listening 3 introduces students to the foundational skills of listening closely to speakers, asking relevant questions, and beginning to assess the information and ideas shared by others. This Standard is paired with:

- Language Standards
- Writing Standards
- Reading Literacy Standards
- Reading Informational Standards

Speaking and Listening 3 at a Glance:

- **Grades K-2:** Students ask and answer questions to seek help, get information, or clarify something that is not understood. They identify key ideas presented by a speaker. They demonstrate active listening by responding appropriately to what is heard. Students begin to evaluate the accuracy or logic of information through guided discussion.

Key Words/Terms: Asking questions, active listening, clarifying, identifying key ideas, speaker understanding, summarizing, reasons and evidence, fact vs. opinion, listening analysis, main idea

Speaking and Listening Standard 3 Desired Student Performance:

Pre Requisite Skills: Kindergarten	Grade Levels: Grade 1	Next Progression: Grade 2
SL3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	SL3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	SL3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Essential Skills and Knowledge:

Pre Requisite Skills: Kindergarten	Grade Levels: Grade 1	Next Progression: Grade 2
With modeling, prompting, and support: Connect prior knowledge to new learning. Demonstrate ability to formulate questions targeted to specific need Identify if additional information is needed. Generate appropriate questions to meet the information need.	Connect prior knowledge and experiences to new learning. Repeat information heard from a speaker. Generate and ask specific questions about information shared by a speaker in order to learn additional information or to clarify confusion. Identify if additional information is needed. Generate appropriate questions to meet the information need.	Listen to determine the main idea and key details from a speaker. Ask and answer such questions as who, what, where, when, why, and how to facilitate understanding of key details. Identify additional information needed for an assigned topic or personal interest. Demonstrate command of the conventions of standard English grammar and usage when speaking.

Speaking and Listening (SL) Anchor Standard 4

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.

Speaking and Listening Standard 4 helps students develop the skills to present information, findings, and supporting evidence clearly and effectively. Students learn to organize their ideas logically, adjust their delivery for various audiences and purposes, and use appropriate speaking techniques and visual aids to enhance understanding and engagement. This Standard is paired with:

- Writing Standards
- Reading Literacy Standards
- Reading Informational Standards
- Language Standards

Speaking and Listening Standard 4 at a Glance:

- **Grades K-2:** Students describe familiar people, places, things, and events with relevant details. They speak audibly and clearly when presenting ideas and add visual displays, such as drawings or props, to clarify ideas and support presentations.

Key Words/Terms: Descriptive language, relevant details, clear speech, visual displays, familiar topics, organized reporting, supporting details, speaking pace, volume control, multimedia aids

Speaking and Listening Standard 4 Desired Student Performance:

Pre Requisite Skills: Kindergarten	Grade Levels: Grade 1	Next Progression: Grade 2
SL4 Describe familiar people, places, things, and events and, with modeling, prompting and support; provide additional detail.	SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	SL4 Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.

Essential Skills and Knowledge:

Pre Requisite Skills: Kindergarten	Grade Levels: Grade 1	Next Progression: Grade 2
With modeling, prompting, and support: Connect to personal/prior knowledge and experience. Speak clearly enough to be heard and understood. Share multiple ideas on a single familiar topic. Add details to the description based on feedback from peers and/or adults. Organize information in order to express themselves succinctly and	Speak at an appropriate pace, volume, and tone. Distinguish between relevant and irrelevant details to share in a description of people, places, things, and/or events. Add details to expand ideas and sentences. Add details to the description based on feedback from peers and/or adults. Use appropriate adjectives in descriptions.	Distinguish between relevant and irrelevant details. Use temporal words to sequence the important events in a story or experience. Use descriptive adjectives and adverbs, and choose between them depending on what is to be modified Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures.

Pre Requisite Skills: Kindergarten	Grade Levels: Grade 1	Next Progression: Grade 2
filter what is appropriate to share with others.		Speak at an appropriate pace, volume, and tone.

Speaking and Listening (SL) Anchor Standard 5

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

Speaking and Listening Standard 5 focuses on students' ability to strengthen presentations by strategically using digital media and visual elements. Students learn how to select and integrate multimedia components that clarify their message, engage their audience, and emphasize key points in their presentations. This Standard is paired with:

- Language Standards
- Writing Standards
- Reading Literary Standards
- Reading Informational Standards

Speaking and Listening Standard 5 at a Glance:

- **Grades K-2:** Students use drawings or other visual aids to support their spoken descriptions or ideas. They begin to understand how visual elements help clarify communication in presentations.

Key Words/Terms: Drawings, visual aids, idea support, communication clarity, early multimedia, visual displays, multimedia, idea support, theme enhancement, aligned and appropriate visuals

Speaking and Listening Standard 5 Desired Student Performance:

Pre Requisite Skills: Kindergarten	Grade Levels: Grade 1	Next Progression: Grade 2
SL5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	SL5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.	SL5 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.

Essential Skills and Knowledge:

Pre Requisite Skills: Kindergarten	Grade Levels: Grade 1	Next Progression: Grade 2
With prompting, and support: Choose appropriate visuals to match oral presentation. Use available technology appropriately. Organize information for oral delivery.	Use illustrations and details in a story to describe its characters, setting, or events. Use illustrations or other visuals to support written or oral descriptions of information learned about a topic. Use a variety of formats to prepare visuals to support the findings/conclusions of research. Use available technology appropriately.	Use illustrations and details in a story to describe its characters, setting, or events. Use a variety of formats to prepare the findings/conclusions of an information need for sharing. Use technology to record and organize data/information. Demonstrate command of the conventions of standard English grammar and usage when speaking.

Speaking and Listening (SL) Anchor Standard 6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Speaking and Listening Standard 6 guides students in adjusting their speech based on audience, purpose, and situation. As students grow, they learn to shift between informal and formal language, control tone and style, and communicate effectively in a wide range of contexts, from casual discussions to formal presentations. This Standard is paired with:

- Language Standards
- Writing Standards
- Reading Literacy Standards
- Reading Informational Standards

Speaking and Listening Standard 6 at a Glance:

- **Grades K-2:** Students speak audibly and clearly when expressing thoughts, feelings, or ideas. They begin to adjust how they speak depending on the situation, learning the difference between casual and more structured settings.

Key Words/Terms: Clear speech, audible voice, expression, context awareness, informal vs. formal, audience awareness, purpose, formal English, vocabulary adjustment, task-appropriate speech, tone control

Speaking and Listening Standard 6 Desired Student Performance:

Pre Requisite Skills: Kindergarten	Grade Levels: Grade 1	Next Progression: Grade 2
SL6 Speak audibly and express thoughts, feelings, and ideas clearly.	SL6 Produce complete sentences when appropriate to task and situation.	SL6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Essential Skills and Knowledge:

Pre Requisite Skills: Kindergarten	Grade Levels: Grade 1	Next Progression: Grade 2
With modeling, prompting, and support: Speak clearly enough to be understood in a variety of settings. Convey ideas effectively. Communicate effectively in a variety of situations with different audiences, purposes, and formats. Produce and expand complete sentences in shared language activities.	When appropriate, respond to requests for details or clarification using complete sentences with appropriate syntax. Identify components of a spoken sentence. Echo and/or imitate responses spoken in complete sentences. Demonstrate command of the conventions of standard English grammar and usage when speaking.	Identify components and purpose of various types of sentences. Distinguish between fragments, complete, and run on sentences. Produce, expand, and rearrange complete simple and compound sentences. Demonstrate command of the conventions of standard English grammar and usage when speaking.