

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.

The 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
- Language Standards

The 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: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
SL1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts , building on others' ideas and expressing their own clearly.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
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.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. - Identify appropriate questions about a topic or an assigned information need. - Collect information using a variety of multi-media resources, e.g., books, interviews, and technology.	SL1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. - Identify appropriate questions about a topic or an assigned information need. - Collect information using a variety of multi-media resources, e.g., books, interviews, and technology.

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
SL1.b Build on others' talk in conversation by linking their comments to the remarks of others. • 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.	• Take notes in preparation for the discussion. • Access prior knowledge and experiences to extend the topic. • Use relevant information to engage in discussion SL1.b 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). • Collaborate with adults and peers to create rules to ensure respectful group discussions. • Identify and define roles for participants in discussions. • Participate in group discussions on a variety of topics. • Demonstrate command of the conventions of standard English grammar and usage when speaking.	• Take notes in preparation for the discussion. • Access prior knowledge and experiences to extend the topic. • Use relevant information to engage in discussion. SL1.b Follow agreed-upon rules for discussions and carry out assigned roles. • Collaborate with peers to create rules to ensure respectful group discussions. • Identify and define roles for participants in discussions. • Participate in group discussions on a variety of topics. • Demonstrate command of the conventions of standard English grammar and usage when speaking. • Contribute to a learning community.

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
• Use prior knowledge to formulate and refine questions to meet an information need. • Generate appropriate questions to meet the information need. • Demonstrate command of the conventions of standard English grammar and usage when speaking.	• Contribute to a learning community. SL1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others • Ask appropriate questions about the topic. • Use linking phrases to connect comments while staying on topic. • During/after discussion, confirm, dispute, and/or change ideas on the topic. SL1.d Explain their own ideas and understanding in light of the discussion. • Listen to identify topic and key ideas of speakers. • Formulate an opinion based on experiences, prior knowledge of the topic, and the information presented. • Use appropriate non-verbal techniques to enhance	SL1.c Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others. • Ask appropriate questions about the topic. • Use linking phrases to connect comments while staying on topic. • During/after discussion, confirm, dispute, and/or change ideas on the topic. • Demonstrate command of the conventions of standard English grammar and usage when speaking. SL1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. • Listen to identify topic and key ideas of speakers. • Express an opinion based on experiences, prior knowledge of

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
	communication, e.g., posture, eye-contact, facial expressions, gestures. • Speak at an appropriate pace, volume, and tone.	the topic, and the information presented. • Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures. • Speak at an appropriate rate, volume, and tone.

Speaking and Listening (SL) Anchor Standard 2

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

The 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 Literary Standards
- Reading Informational Standards

Speaking and Listening Standard 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.
- **Grades 3-5:** Students report on topics or texts using facts and details in a structured and coherent manner. They present ideas clearly and at an appropriate pace. Students use visual aids and multimedia tools to support understanding when necessary. They adapt speech depending on the formality of the setting or audience.

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: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
SL2 Recount or describe key ideas or details from a text read aloud, in reading a text, or information presented orally or through other media.	SL2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
• 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 grammar and usage when speaking.	• Distinguish between key details and supporting details. • Connect key details to determine the main idea. • Identify words, phrases, graphic aids, and organizational features that support the main idea.	• Identify the main idea and supporting details in text or information presented in diverse media and format • Restate the main idea and key details of a text in other words for clarification. • Demonstrate command of the conventions of standard English 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 Standard 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 Literary Standards
- Reading Informational Standards

Speaking and Listening Standard 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.
- **Grades 3-5:** Students summarize a speaker's main ideas and explain how each is supported by reasons and evidence. They distinguish between facts and opinions in spoken presentations and identify logical connections between ideas presented orally.

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: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
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.	SL3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL3 Identify the reasons and evidence a speaker provides to support particular points.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
- 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.	- Demonstrate active listening. - Take notes, and record information in a variety of formats as needed, including technology. - Use prior knowledge and details from the information presented to generate appropriate questions. - Use and expand on information from a speaker when responding to questions. Demonstrate command of the conventions of standard English grammar and usage when speaking.	- Demonstrate active listening. - Take notes, and record information in a variety of formats as needed, including technology. - Determine the main idea of a text, and how it is supported by key details. - Explain how a speaker uses reasons and evidence to support particular points. - Demonstrate command of the conventions of standard English

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
• Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures. • Speak at an appropriate pace, volume, and tone.		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.

The 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 Literary 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.
- **Grades 3-5:** Students report on a topic or text, or recount experiences, using appropriate facts and relevant details in a logical order. They speak clearly at an understandable pace with appropriate volume, and use visual displays or multimedia to clarify ideas and emphasize key points.

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: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
SL4 Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.	SL4 Report on a topic or text , tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace .	SL4 Report on a topic or text, tell a story, or recount an experience in an organized manner , using appropriate facts and relevant, descriptive details to support main ideas or themes ; speak clearly at an understandable pace.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
• SL.2.4 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. • Demonstrate command of the conventions of standard English	• SL.3.4 With guidance, select print, online, and multimedia sources with appropriate facts and relevant descriptive details about the topic. • Interpret information to create new understandings and knowledge related to the topic. • With guidance, edit/review/revise/practice the presentation of the information product.	• SL 4.4 Select print, online, and multimedia sources with appropriate facts and relevant descriptive details about the topic. • Interpret information to create new understandings and knowledge related to the topic. • With guidance, edit/review/revise/practice the presentation of the information product.

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
grammar and usage when speaking. (See CCSS L.3.1.) • Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures. • Speak at an appropriate rate, volume, and tone.		• Demonstrate command of the conventions of standard English grammar and usage when speaking. • Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures. • Speak at an appropriate rate, 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.

The Speaking and Listening Standards 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

Reading Informational 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.
- **Grades 3-5:** Students create and use visual displays or multimedia to support key ideas and themes during presentations. They ensure that digital components align with and enhance their spoken message.

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

Speaking and Listening Standard 5 Desired Student Performance:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grades 4
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.	SL5 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.	SL5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grades 4
• 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	• With guidance, create, organize, and display information in a variety of formats, including the use of technology. • Share information in an appropriate format for written, oral, sound, and/or visual presentations. • Differentiate media types for audience, environment, and purpose of presentations. • With guidance, edit/review/revise/practice the	• With guidance, create, organize, and display information in a variety of formats, including the use of technology. • Share information in an appropriate format for written, oral, sound, and/or visual presentations. • Differentiate media types for audience, environment, and purpose of presentations. • With guidance, edit/review/revise/practice the

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grades 4
grammar and usage when speaking	presentation of the information product. • Speak at an appropriate rate, volume, and tone. • Demonstrate social and ethical behaviors when using technology.	presentation of the information product. • Speak at an appropriate rate, volume, and tone. • Comply with copyright laws and fair use provisions when using digital content.

Speaking and Listening 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 Literary 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.
- **Grades 3-5:** Speak in a manner appropriate to the task, audience, and situation, adjusting tone and vocabulary as needed. They use formal English, when necessary, especially in academic discussions and presentations.

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

Speaking and Listening Standard 6 Desired Student Performance:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grades 4
SL6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grades 4
- 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.	- Differentiate between complete sentences and fragments. - Recognize and speak appropriately for audience, environment, and purpose. - Demonstrate command of the conventions of standard English grammar and usage when speaking. - Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-	- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation - Recognize and speak appropriately for audience, environment, and purpose. - Demonstrate command of the conventions of standard English

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grades 4
	contact, facial expressions, gestures. • Speak at an appropriate rate, volume, and tone.	grammar and usage when speaking.