

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 Speaking and Listening Standard is paired with:

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

The Speaking and Listening Standard 1 at a Glance:

- **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.
- **Grades 6-8:** Students participate in discussions by analyzing and responding to others' ideas and reasoning. They ask and respond to questions that promote deeper exploration and reflection. Students acknowledge new information and revise their views when appropriate. They evaluate spoken information presented in diverse formats and media and delineate and assess a speaker's argument, identifying claims, reasoning, and supporting evidence.

- **Key Words/Terms:** Collaborative conversations, active listening, questioning, descriptive language, recounting experience, discussion norms, summarizing, reporting, organizational structure, evaluating arguments, clarifying points, diverse media, speaker analysis, logical reasoning

Speaking and Listening Standard 1 Desired Student Performance:

Pre Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grade 5
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 <i>grade 4 topics and texts</i>, 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 <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grade 5
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.	SL1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on 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 3	Grade Levels: Grade 4	Next Progression: Grade 5
• 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. • Contribute to a learning community.	• 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. SL1.c Pose and respond to specific questions to clarify or follow up on	• Take notes in preparation for the discussion. • Access prior knowledge and experiences to extend the topic. • Use relevant information to engage in 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 and carry out assigned roles. • Collaborate with peers to create rules to ensure respectful group discussions. • Identify and define roles for participants in discussions. • Serve in different roles in discussions.

Pre Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grade 5
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 communication, e.g., posture, eye-	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 the topic, and the information presented.	- Demonstrate command of the conventions of standard English grammar and usage when speaking. - Contribute to a learning community. SL1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on 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 draw conclusions in

Pre Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grade 5
contact, facial expressions, gestures. • Speak at an appropriate pace, volume, and tone.	• Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures. • Speak at an appropriate rate, volume, and tone.	light of information and knowledge gained from the discussions. • Listen to identify topic and key ideas of speakers. • Use personal experiences, prior knowledge of the topic, and the information presented to draw conclusions about a topic. • 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 Speaking and Listening Standard is paired with:

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

Speaking and Listening Standard 2 at a Glance:

- **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.
- **Grades 6-8:** Students present claims and findings in a logical sequence with clear reasoning and relevant evidence, use effective delivery techniques including eye contact, volume, and pronunciation. They incorporate multimedia and visual elements to clarify and enhance their message and modify speech style, tone, and content based on the context, task, and audience.

Key Words/Terms: Report structure, multimedia use, volume and clarity, audience awareness, transitional words, evidence-based presentation, formal speaking, multimedia integration, visual aids, tone and purpose

Speaking and Listening Standard 2 Desired Student Performance:

Pre Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grade 5
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.	SL2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grade 5
- Distinguish between key details and supporting details. - Connect key details to determine 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.	- Summarize text using main idea and key supporting details. - Demonstrate command of the conventions of standard English grammar and usage when speaking.

Speaking and Listening Anchor Standard 3

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

The Speaking and Listening Standard 3: emphasizes students' abilities to critically analyze a speaker's arguments, assessing the validity of reasoning and the relevance and sufficiency of evidence, as well as the effectiveness of rhetorical strategies. This Speaking and Listening Standard is paired with:

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

Speaking and Listening Standard 3 at a Glance:

- **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.
- **Grades 6-8:** Students delineate a speaker's argument and specific claims. They evaluate the soundness of the reasoning and the relevance and sufficiency of the evidence. Identify when irrelevant evidence is introduced.

Key Words/Terms: Argument analysis, claim evaluation, reasoning assessment, evidence relevance, identifying fallacies

Speaking and Listening Standard 3 Desired Student Performance:

Pre Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grade 5
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.	SL3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grade 5
• 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 grammar and usage when speaking.	• Demonstrate active listening. • Take notes and record information in a variety of formats as needed, including technology. • Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. • 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.

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.

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

Speaking and Listening Standard 4 at a Glance:

- **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.
- **Grades 6-8:** Students delineate a speaker's argument and specific claims. They evaluate the soundness of the reasoning and the relevance and sufficiency of the evidence and Identify when irrelevant evidence is introduced.

Key Words/Terms: Descriptive language, relevant details, clear speech, visual displays, familiar topics, organized reporting, supporting details, speaking pace, volume control, multimedia aids, argument analysis, claim evaluation, reasoning assessment, evidence relevance, identifying fallacies

Speaking and Listening Standard 4 Desired Student Performance:

Pre Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grade 5
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.	SL4 Report on a topic or text or present an opinion, sequencing ideas logically and 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 3	Grade Levels: Grade 4	Next Progression: Grade 5
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.	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.	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 3	Grade Levels: Grade 4	Next Progression: Grade 5
	• 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.	• 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 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 focus 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.

- 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 3	Grade Levels: Grade 4	Next Progression: Grades 5
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 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	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 3	Grade Levels: Grade 4	Next Progression: Grades 5
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	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 presentation of the information

Pre Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grades 5
presentation of the information product. • Speak at an appropriate rate, volume, and tone. • 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 presentation of the information product. • Speak at an appropriate rate, volume, and tone.	presentation of the information product. • Speak at an appropriate rate, volume, and tone. • Demonstrate social and ethical behaviors when using technology.	product. • Speak at an appropriate rate, volume, and tone. • Comply with copyright laws and fair use provisions when using digital content.

Speaking and Listening (SL) Language 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: This standard 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 3	Grade Levels: Grade 4	Next Progression: Grades 5
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.	SL6 Adapt speech to a variety of contexts and tasks , using formal English when appropriate to task and situation.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grades 5
- 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.	- 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.	- Differentiate between formal and informal English. - Recognize and speak appropriately for audience, environment, and purpose. - Demonstrate command of the conventions of standard English grammar and usage when speaking.

Pre Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grades 5
• 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.