

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 5	Grade Levels: Grade 6	Next Progression: Grade 7
SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 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 6 topics, texts, and issues , 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 7 topics, texts, and issues , building on others' ideas and expressing their own clearly.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grade 7
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.	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. - Demonstrate the behaviors of an effective student by completing and reflecting on assigned reading. - Cite textual evidence to support analysis of what the text says	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. - Demonstrate the behaviors of an effective student by completing and reflecting on assigned reading. - Cite several pieces of textual evidence to support analysis of

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grade 7
- 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. - 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. - Demonstrate command of the conventions of standard English	explicitly as well as inferences drawn from the text. - Take purposeful notes in preparation for discussion, using highlighting, outlines, journals, and other techniques as appropriate. - Identify the main ideas under discussion and apply higher order questions that yield a deeper analysis of those ideas. - Conduct focused research as necessary to prepare for discussions. - Access prior knowledge to extend the topic under discussion. SL1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. - Apply self-monitoring strategies to establish and adjust appropriate tone, body language, and vocabulary.	what the text says explicitly as well as inferences drawn from the text. - Take purposeful notes in preparation for discussion, using highlighting, outlines, journals, and other techniques as appropriate. - Identify the main ideas under discussion and apply higher order questions that yield a deeper analysis of those ideas. • Conduct focused research as necessary to prepare for discussions. - Access prior knowledge to extend the topic under discussion. SL1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. - Apply self-monitoring strategies to establish and adjust appropriate tone, body language, and vocabulary. - Come to consensus on a framework for a collegial discussion.

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grade 7
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 light of information and knowledge gained from the discussions.	- Come to consensus on a framework for a collegial discussion. - Identify and agree upon the group's purpose/goal and deadlines. Organize the group by assuming specific roles as needed. SL1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. - Select and apply levels of questions to solicit elaboration and exploration of a variety of ideas and information. - Demonstrate collegiality when asking and responding to questions and comments.	- Redirect the discussion as needed to meet goals and deadlines. - Organize the group by assuming specific roles as needed. SL1.c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text - Select and apply levels of questions to solicit elaboration and exploration of a variety of ideas and information. - Demonstrate collegiality when asking and responding to questions and comments. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grade 7
• 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.	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. SL1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. • Periodically, summarize the main points or ideas of the discussion. • Periodically, connect the opinions or perspectives of others to their own opinions.	SL1.d Acknowledge new information expressed by others and, when warranted, modify their own views. • Attend to the contributions of others by paraphrasing or summarizing new evidence. • Adjust their opinions as necessary based on credible evidence.

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 5	Grade Levels: Grade 6	Next Progression: Grade 7
SL2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	SL2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grade 7
- Summarize text using main idea and key supporting details. - Demonstrate command of the conventions of standard English grammar and usage when speaking.	- Apply an understanding of the features and formats of diverse media. - Determine both the explicit and the implicit ideas found in non-print texts, including digital texts. - Summarize, compare, draw conclusions about, and synthesize significant ideas found in print and non-print texts, including digital media.	- Determine both the explicit and the implicit ideas found in non-print texts, including digital texts and other forms of media. - Summarize, compare, draw conclusions about, and synthesize significant ideas found in print and non-print texts, including digital media.

Speaking and Listening (SL) 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 5	Grade Levels: Grade 6	Next Progression: Grade 7
SL3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	SL3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SL3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grade 7
• 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.	• Apply critical listening strategies to determine the speaker's argument and claims. • Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	• Apply critical listening strategies to determine the speaker's argument and claims. • Determine two or more central ideas of a text and analyze their development over the course of the text; provide an objective summary of the text. • Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grade 7
	- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. - Align specific claims to their supporting reasons to identify gaps in support.	- Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. - Align specific claims to their supporting reasons to identify gaps in support. - Identify evidence that is irrelevant to the argument. - Identify and explain errors in reasoning.

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 5	Grade Levels: Grade 6	Next Progression: Grade 7
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.	SL4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	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: Grade 5	Grade Levels: Grade 6	Next Progression: Grade 7
• 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.	• Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. • Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience. • Apply an organizational pattern that most effectively emphasizes	• Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. • Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience. • Address audience needs by including complete support and

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grade 7
• 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.	the main ideas or themes of the presentation. • Include support (e.g., descriptions, facts, and details) that most effectively emphasizes main ideas or themes of the presentation. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	emphasizing the most important points in a coherent manner. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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 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

Speaking and Listening Standard 5 at a Glance:

- **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.
- **Grades 6-8:** Students integrate multimedia components and visual displays in presentations to clarify claims and emphasize important points. They choose media formats that best support the purpose of the presentation.

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 5	Grade Levels: Grade 6	Next Progression: Grades 7
SL5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	SL5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	SL5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grades 7
• 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	• Select or create multimedia and visual displays that enhance presentations and/or clarify ideas. • Follow fair use policies when incorporating multimedia components from other sources.	• Select or create multimedia and visual displays strategically for clarity that emphasizes claims and salient points. • Follow fair use policies when incorporating multimedia components from other sources.

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grades 7
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 (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 Literary Standards
- Reading Informational Standards

Speaking and Listening Standard 6 at a Glance:

- **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.
- **Grades 6-8:** Students speak clearly and at an appropriate pace and volume for the setting. Adapt speech to various contexts, such as conversations, presentations, or classroom discussions, using appropriate language for each.

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 5	Grade Levels: Grade 6	Next Progression: Grades 7
SL6 Adapt speech to a variety of contexts and tasks , using formal English when appropriate to task and situation.	SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grades 7
- 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. - Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures.	Demonstrate control of spoken language by adjusting speech to varying contexts and tasks.	Demonstrate control of spoken language by adjusting speech to varying contexts and tasks.

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grades 7
• Speak at an appropriate rate, volume, and tone.		