

## 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 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, supporting evidence.

- **Grades 9-12:** Students initiate and participate in structured, collaborative discussions, integrate multiple sources of information, and evaluate the effectiveness of reasoning and evidence in a speaker's argument. Students are expected to lead and contribute to rich, purposeful discussions that explore complex ideas across disciplines. They synthesize information from multiple sources and evaluate a speaker's use of reasoning, rhetoric, and evidence. Focus is placed on articulating positions with clarity and persuasiveness, engaging in civil discourse, and demonstrating command of formal discussion norms in academic and real-world settings

**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 6                                                                                                                                                                                                                   | Grade Levels: Grade 7                                                                                                                                                                                                                          | Next Progression: Grade 8                                                                                                                                                                                                              |
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| <b>SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <b>grade 6 topics, texts, and issues</b> , building on others' ideas and expressing their own clearly. | <b>SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <b>grade 7 topics, texts, and issues</b> , building on others' ideas and expressing their own clearly. | <b>SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

## Essential Skills and Knowledge:

| Pre-Requisite Skills: Grade 6                                                                                                                                                                                                                                                                                                                                                                                                                                 | Grade Levels: Grade 7                                                                                                                                                                                                                                                                                                                                                                                                                 | Next Progression: Grade 8                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>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.</b> <ul style="list-style-type: none"> <li>Demonstrate the behaviors of an effective student by completing and reflecting on assigned reading.</li> <li>Cite textual evidence to support analysis of what the text says</li> </ul> | <b>SL1.a</b> 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. <ul style="list-style-type: none"> <li>Demonstrate the behaviors of an effective student by completing and reflecting on assigned reading.</li> <li>Cite several pieces of textual evidence to support analysis of</li> </ul> | <b>SL1.a</b> 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. <ul style="list-style-type: none"> <li>Demonstrate the behaviors of an effective student by completing and reflecting on assigned reading.</li> <li>Cite several pieces of textual evidence to support analysis of</li> </ul> |

| Pre-Requisite Skills: Grade 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Grade Levels: Grade 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Next Progression: Grade 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>explicitly as well as inferences drawn from the text.</p> <ul style="list-style-type: none"> <li>Take purposeful notes in preparation for discussion, using highlighting, outlines, journals, and other techniques as appropriate.</li> <li>Identify the main ideas under discussion and apply higher order questions that yield a deeper analysis of those ideas.</li> <li>Conduct focused research as necessary to prepare for discussions.</li> <li>Access prior knowledge to extend the topic under discussion.</li> </ul> <p><b>SL1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</b></p> <ul style="list-style-type: none"> <li>Apply self-monitoring strategies to establish and adjust appropriate tone, body language, and vocabulary.</li> </ul> | <p>what the text says explicitly as well as inferences drawn from the text.</p> <ul style="list-style-type: none"> <li>Take purposeful notes in preparation for discussion, using highlighting, outlines, journals, and other techniques as appropriate.</li> <li>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.</li> <li>Access prior knowledge to extend the topic under discussion.</li> </ul> <p><b>SL1.b</b> Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <ul style="list-style-type: none"> <li>Apply self-monitoring strategies to establish and adjust appropriate tone, body language, and vocabulary.</li> <li>Come to consensus on a framework for a collegial discussion.</li> </ul> | <p>what the text says explicitly as well as inferences drawn from the text.</p> <ul style="list-style-type: none"> <li>Take purposeful notes in preparation for discussion, using highlighting, outlines, journals, and other techniques as appropriate.</li> <li>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.</li> <li>Access prior knowledge to extend the topic under discussion.</li> </ul> <p><b>SL1.b</b> Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <ul style="list-style-type: none"> <li>Apply self-monitoring strategies to establish and adjust appropriate tone, body language, and vocabulary.</li> </ul> |

| Pre-Requisite Skills: Grade 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Grade Levels: Grade 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Next Progression: Grade 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <ul style="list-style-type: none"> <li>• Come to consensus on a framework for a collegial discussion.</li> <li>• Identify and agree upon the group's purpose/goal and deadlines.</li> </ul> <p>Organize the group by assuming specific roles as needed.</p> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• Select and apply levels of questions to solicit elaboration and exploration of a variety of ideas and information.</li> <li>• Demonstrate collegiality when asking and responding to questions and comments.</li> </ul> | <ul style="list-style-type: none"> <li>• Redirect the discussion as needed to meet goals and deadlines.</li> <li>• Organize the group by assuming specific roles as needed.</li> </ul> <p><b>SL1.c</b> 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.</p> <ul style="list-style-type: none"> <li>• Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</li> <li>• Select and apply levels of questions to solicit elaboration and exploration of a variety of ideas and information.</li> <li>• Demonstrate collegiality when asking and responding to questions and comments.</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul> | <ul style="list-style-type: none"> <li>• Come to consensus on a framework for a collegial discussion.</li> <li>• Redirect the discussion as needed to meet goals and deadlines.</li> <li>• Organize the group by assuming specific roles as needed.</li> </ul> <p><b>SL1.c</b> 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.</p> <ul style="list-style-type: none"> <li>• Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</li> <li>• Select and apply levels of questions to solicit elaboration and exploration of a variety of ideas and information.</li> </ul> |

| Pre-Requisite Skills: Grade 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Grade Levels: Grade 7                                                                                                                                                                                                                                                                                                         | Next Progression: Grade 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul> <p><b>SL1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</b></p> <ul style="list-style-type: none"> <li>Periodically, summarize the main points or ideas of the discussion.</li> <li>Periodically, connect the opinions or perspectives of others to their own opinions.</li> </ul> | <p><b>SL1.d</b> Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <ul style="list-style-type: none"> <li>Attend to the contributions of others by paraphrasing or summarizing new evidence.</li> <li>Adjust their opinions as necessary based on credible evidence.</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrate collegiality when asking and responding to questions and comments.</li> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul> <p><b>SL1.d</b> Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <ul style="list-style-type: none"> <li>Attend to the contributions of others by paraphrasing or summarizing new evidence.</li> <li>Adjust their opinions as necessary based on credible evidence.</li> </ul> |

## 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 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.
- **Grades 9-12:** Students craft and deliver sophisticated presentations that clearly and persuasively convey complex ideas, arguments, or findings. They strategically integrate digital media, adapt speech for different contexts and audiences, and apply advanced rhetorical techniques to inform, influence, or inspire. Mastery of delivery, organization, and audience engagement are key markers at this level.

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

## Speaking and Listening Standard 2 Desired Student Performance:

| Pre-Requisite Skills: Grade 6                                                                                                                                                                  | Grade Levels: Grade 7                                                                                                                                                                                                  | Next Progression: Grade 8                                                                                                                                                                                                    |
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| <b>SL2 Interpret information presented</b> in diverse media and formats (e.g., visually, quantitatively, orally) and <b>explain how it contributes to a topic, text, or issue under study.</b> | <b>SL2 Analyze the main ideas and supporting details</b> presented in diverse media and formats (e.g., visually, quantitatively, orally) and <b>explain how the ideas clarify</b> a topic, text, or issue under study. | <b>SL2 Analyze the purpose of information presented</b> in diverse media and formats (e.g., visually, quantitatively, orally) and <b>evaluate the motives (e.g., social, commercial, political) behind the presentation.</b> |

## Essential Skills and Knowledge:

| Pre-Requisite Skills: Grade 6                                                                                                                                                                                                                                                                                                                                                                  | Grade Levels: Grade 7                                                                                                                                                                                                                                                                                                                   | Next Progression: Grade 8                                                                                                                                                                                                                                                                                                      |
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| <ul style="list-style-type: none"> <li>• Apply an understanding of the features and formats of diverse media.</li> <li>• Determine both the explicit and the implicit ideas found in non-print texts, including digital texts.</li> <li>• Summarize, compare, draw conclusions about, and synthesize significant ideas found in print and non-print texts, including digital media.</li> </ul> | <ul style="list-style-type: none"> <li>• Determine both the explicit and the implicit ideas found in non-print texts, including digital texts and other forms of media.</li> <li>• Summarize, compare, draw conclusions about, and synthesize significant ideas found in print and non-print texts, including digital media.</li> </ul> | <ul style="list-style-type: none"> <li>• Determine the purpose of information presented in diverse media or formats.</li> <li>• Connect specific information presented in diverse media or formats to the larger motive or intent of the text.</li> <li>• Choose the appropriate form of media for a given purpose.</li> </ul> |

## 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 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.
- **Grades 9-12:** Students evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. They assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used. Students integrate multiple sources of information presented in diverse formats and media. They evaluate the credibility and accuracy of each source and note any discrepancies among the data.

**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 6                                                                                                                             | Grade Levels: Grade 7                                                                                                                                              | Next Progression: Grade 8                                                                                                                                                                                             |
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| <b>SL3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</b> | <b>SL3</b> Delineate a speaker's argument and specific claims, <b>evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</b> | <b>SL3</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence <b>and identifying when irrelevant evidence is introduced.</b> |

## Essential Skills and Knowledge:

| Pre-Requisite Skills: Grade 6                                                                                                                                                                                                                                                                                                                                                                                                        | Grade Levels: Grade 7                                                                                                                                                                                                                                                                                                                                                                                | Next Progression: Grade 8                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <ul style="list-style-type: none"> <li>• Apply critical listening strategies to determine the speaker's argument and claims.</li> <li>• 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.</li> <li>• Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</li> </ul> | <ul style="list-style-type: none"> <li>• Apply critical listening strategies to determine the speaker's argument and claims.</li> <li>• 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.</li> <li>• Determine an author's point of view or purpose in a text and analyze how the author</li> </ul> | <ul style="list-style-type: none"> <li>• Apply critical listening strategies to determine the speaker's argument and claims.</li> <li>• Determine a central idea of a text analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</li> <li>• Determine an author's point of view or purpose in a text and analyze how the author</li> </ul> |

| Pre-Requisite Skills: Grade 6                                                                                                                                                                                                                                                                       | Grade Levels: Grade 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Next Progression: Grade 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <ul style="list-style-type: none"> <li>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.</li> <li>Align specific claims to their supporting reasons to identify gaps in support.</li> </ul> | <p>distinguishes his or her position from that of others.</p> <ul style="list-style-type: none"> <li>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.</li> <li>Align specific claims to their supporting reasons to identify gaps in support.</li> <li>Identify evidence that is irrelevant to the argument.</li> <li>Identify and explain errors in reasoning.</li> </ul> | <p>acknowledges and responds to conflicting evidence or viewpoints.</p> <ul style="list-style-type: none"> <li>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</li> <li>Align specific claims to their supporting reasons to identify gaps in support.</li> <li>Identify evidence that is irrelevant to the claim(s) and explain the effect of that evidence on the argument.</li> <li>Identify and explain errors in reasoning and their effect on the argument.</li> </ul> |

## 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 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.
- **Grades 9-12:** Students present information, findings, and supporting evidence clearly, concisely, and logically. They ensure that the development, substance, and style are appropriate to purpose, audience, and task. They present information, findings, and supporting evidence, conveying a clear and distinct perspective. Students ensure that the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**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 6                                                                                                                                                                                                                    | Grade Levels: Grade 7                                                                                                                              | Next Progression: Grade 8                                                                                                                                                                                                                              |
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| <b>SL4 Present claims and findings,</b> sequencing ideas logically and <b>using pertinent descriptions,</b> facts, and details <b>to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</b> | <b>SL4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</b> | <b>SL4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with <b>relevant evidence, sound valid reasoning, and well-chosen details;</b> use appropriate eye contact, adequate volume, and clear pronunciation. |

## Essential Skills and Knowledge:

| Pre-Requisite Skills: Grade 6                                                                                                                                                                                                                                                                                                                                                                                                                         | Grade Levels: Grade 7                                                                                                                                                                                                                                                                                                                                                                                                                         | Next Progression: Grade 8                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <ul style="list-style-type: none"> <li>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.</li> <li>Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience.</li> <li>Apply an organizational pattern that most effectively emphasizes</li> </ul> | <ul style="list-style-type: none"> <li>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.</li> <li>Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience.</li> <li>Address audience needs by including complete support and</li> </ul> | <ul style="list-style-type: none"> <li>Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience.</li> <li>Justify the inclusion of evidence and details that most effectively present claims and emphasize important points.</li> <li>Verify and explain the reasoning used to select and organize evidence and details.</li> <li>Demonstrate command of the conventions of standard English</li> </ul> |

| Pre-Requisite Skills: Grade 6                                                                                                                                                                                                                                                                                                                                  | Grade Levels: Grade 7                                                                                                                                                                                                         | Next Progression: Grade 8                          |
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| <p>the main ideas or themes of the presentation.</p> <ul style="list-style-type: none"> <li>• Include support (e.g., descriptions, facts, and details) that most effectively emphasizes main ideas or themes of the presentation.</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul> | <p>emphasizing the most important points in a coherent manner.</p> <ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul> | <p>grammar and usage when writing or speaking.</p> |

## 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.

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

### Speaking and Listening Standard 5 at a Glance:

- **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.

**Grades 9-12:** Students make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence. They add interest and aid comprehension through the use of digital elements, making strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence. Students employ digital elements to add interest and depth to 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 6                                                                                                                | Grade Levels: Grade 7                                                                                                                      | Next Progression: Grades 8                                                                                                                       |
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| <b>SL5</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | <b>SL5</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | <b>SL5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |

## Essential Skills and Knowledge:

| Pre-Requisite Skills: Grade 6                                                                                                                                                                                                                         | Grade Levels: Grade 7                                                                                                                                                                                                                                                     | Next Progression: Grades 8                                                                                                                                                                                                                                                                                                                                                                                    |
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| <ul style="list-style-type: none"> <li>• Select or create multimedia and visual displays that enhance presentations and/or clarify ideas.</li> <li>• Follow fair use policies when incorporating multimedia components from other sources.</li> </ul> | <ul style="list-style-type: none"> <li>• Select or create multimedia and visual displays strategically for clarity that emphasizes claims and salient points.</li> <li>• Follow fair use policies when incorporating multimedia components from other sources.</li> </ul> | <ul style="list-style-type: none"> <li>• Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</li> <li>• Select or create and justify the inclusion of multimedia and visual displays.</li> <li>• Follow fair use policies when incorporating multimedia components from other sources.</li> </ul> |

## 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 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.
- **Grades 9-12:** Students adapt speech to a variety of contexts and tasks and demonstrate a strong command of formal English when indicated or appropriate.

**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 6                                                                                                             | Grade Levels: Grade 7                                                                                                              | Next Progression: Grades 8                                                                                                         |
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| <b>SL6</b> Adapt speech to a variety of contexts and tasks, <b>demonstrating command of formal English</b> when indicated or appropriate. | <b>SL6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | <b>SL6</b> 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 6                                                                                                             | Grade Levels: Grade 7                                                                                                                     | Next Progression: Grades 8                                                                                                                |
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| <ul style="list-style-type: none"><li>Demonstrate control of spoken language by adjusting speech to varying contexts and tasks.</li></ul> | <ul style="list-style-type: none"><li>Demonstrate control of spoken language by adjusting speech to varying contexts and tasks.</li></ul> | <ul style="list-style-type: none"><li>Demonstrate control of spoken language by adjusting speech to varying contexts and tasks.</li></ul> |