

## Speaking and Listening (SL) Anchor Standard 1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

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

### Speaking and Listening Standard 1 at a Glance:

- **Pre-Kindergarten:** With modeling and support, students are learning to participate in group conversations by following basic discussion rules like listening, taking turns, and staying on topic. They engage in scaffolded discussions with peers and adults, contributing ideas, asking and answering questions, and beginning to build collaborative communication skills.
- **Grades K-2** Students participate in collaborative conversations with peers and adults across various settings. They follow established rules for discussions, such as listening to others and taking turns speaking. Students ask and answer questions about key details in conversations and presentations. They seek clarification when they do not understand spoken information and retell or explain what they've heard with accuracy.

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

## Speaking and Listening Standard 1 Desired Student Performance:

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

## Essential Skills and Knowledge:

| Pre-Requisite Skills: Grade PreK                                                                                                                                                                                                                                                                                                                                                                                                                     | Grade Levels: Grade Kindergarten                                                                                                                                                                                                                                                                                                                                                                                                                         | Next Progression: Grade 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>With modeling, prompting, and support:</p> <p><b>SL1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns; speaking about the topics and texts under discussion).</b></p> <ul style="list-style-type: none"> <li>Participate in a variety of group activities, large and small group (e.g. morning meetings, center time).</li> <li>Follow basic rules for group discussions (e.g. raise hand , take</li> </ul> | <p>With modeling, prompting, and support:</p> <p><b>SL1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns; speaking about the topics and texts under discussion).</b></p> <ul style="list-style-type: none"> <li>Participate in a variety of group activities, large and small group (e.g. morning meetings, center time).</li> <li>Create/understand basic rules for group discussions (e.g. raise hand</li> </ul> | <p><b>SL1.a Follow agreed-upon rules for discussions (e.g., listening to others with care; speaking one at a time about the topics and texts under discussion).</b></p> <ul style="list-style-type: none"> <li>Create rules to ensure respectful group discussions.</li> <li>Identify and define roles of participants in discussions.</li> <li>Participate in group discussions on a variety of topics.</li> </ul> <p><b>SL1.b Build on others' talk in conversations by responding to the comments of others through</b></p> |

| Pre-Requisite Skills: Grade PreK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Grade Levels: Grade Kindergarten                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Next Progression: Grade 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p>turns, remain on topic, answer questions).</p> <ul style="list-style-type: none"> <li>Learn about different cultural communication styles (including those represented in the classroom and school community).</li> </ul> <p><b>SL1.b During scaffolded conversations, continue a conversation through multiple exchanges.</b></p> <ul style="list-style-type: none"> <li>Participate in conversations with adults and peers.</li> <li>Stay on topic through multiple exchanges.</li> <li>Add appropriate ideas to support or extend the conversation.</li> <li>Contribute to a learning community.</li> <li>Follow two or three steps directions.</li> </ul> | <p>to talk, take turns, listen quietly, respond appropriately, etc).</p> <ul style="list-style-type: none"> <li>Develop knowledge /understanding of consequences of not following the rules.</li> </ul> <p><b>SL1.b Continue a conversation through multiple exchanges.</b></p> <ul style="list-style-type: none"> <li>Participate in conversations with adults and peers.</li> <li>Demonstrate active listening strategies.</li> <li>Stay on topic through multiple exchanges.</li> <li>Add appropriate ideas to support or extend a conversation.</li> <li>Ask and answer questions to clarify understanding.</li> <li>Contribute to a learning community.</li> <li>Follow two or three steps directions.</li> </ul> | <p><b>multiple exchanges.</b></p> <ul style="list-style-type: none"> <li>Identify the topic of a conversation.</li> <li>Stay on topic through multiple exchanges to support or extend the conversation.</li> <li>Add appropriate ideas to support or extend a conversation.</li> <li>Contribute to a learning community.</li> </ul> <p><b>SL1.c Ask questions to clear up any confusion about the topics and texts under discussion.</b></p> <ul style="list-style-type: none"> <li>Identify the topic or text under discussion.</li> <li>Identify parts of a topic or text that are unclear.</li> <li>Use prior knowledge to formulate and refine questions to meet an information need.</li> <li>Generate appropriate questions to meet the information need.</li> </ul> |

## Speaking and Listening (SL) Anchor Standard 2

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

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

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

### Speaking and Listening 2 at a Glance:

- **Pre-Kindergarten:** With modeling and support, Pre-K students are learning to listen closely to speakers and ask questions to seek help, gather information, or clarify understanding. They begin to connect new ideas to what they already know and take supported risks in conversations to deepen comprehension.
- **Grades K-2:** Students describe familiar people, places, things, and events using relevant details. They speak audibly and clearly to express their thoughts and ideas. Students use visual displays or drawings to support their spoken messages. They recount key ideas and details from oral presentations or read-alouds.

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

## Speaking and Listening Standard 2 Desired Student Performance:

| Pre-Requisite Skills: PreK                                                                                                                                                                | Grade Levels: Grade Kindergarten                                                                                                                                                                                                     | Next Progression: Grade 1                                                                                                                              |
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| <b>SL2</b> Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support. | <b>SL2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details <b>and requesting clarification if something is not understood.</b> | <b>SL2</b> Ask and answer questions about key details in a text read aloud, in reading a text, or information presented orally or through other media. |

## Essential Skills and Knowledge:

| Pre-Requisite Skills: PreK                                                                                                                                                                                                         | Grade Levels: Grade Kindergarten                                                                                                                                                                                                                                                | Next Progression: Grade 1                                                                                                                                                     |
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| <p>With modeling, prompting, and support:</p> <ul style="list-style-type: none"> <li>• Ask and answer questions (who, what, where).</li> <li>• Keep questions on task/topic.</li> <li>• Become aware of Media Literacy.</li> </ul> | <p>With modeling, prompting, and support:</p> <ul style="list-style-type: none"> <li>• Ask and answer questions (who, what, where).</li> <li>• Ask questions to clarify meaning.</li> <li>• Keep questions on task/topic.</li> <li>• Become aware of Media Literacy.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify the main idea and key details in a text.</li> <li>• Generate appropriate questions to meet the information need.</li> </ul> |

## Speaking and Listening (SL) Anchor Standard 3

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

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

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

### Speaking and Listening 3 at a Glance:

- **Pre-Kindergarten:** With modeling and support, Pre-K students are learning to listen attentively and ask or answer questions to seek help, gather information, or clarify understanding. They begin to connect what they already know to new ideas and practice forming simple, purposeful questions during discussions.
- **Grades K-2:** Students ask and answer questions to seek help, get information, or clarify something that is not understood. They identify key ideas presented by a speaker. They demonstrate active listening by responding appropriately to what is heard. Students begin to evaluate the accuracy or logic of information through guided discussion.

**Key Words/Terms:** Ask and answer questions, seek help, gather information, clarify understanding, connect prior knowledge, formulate questions, identify information gaps, take risks in discussion, active listening, identify key ideas, summarize, evaluate reasons and evidence, distinguish fact from opinion, determine main idea, describe familiar topics, connect to personal experience, speak clearly, be heard and understood, share multiple ideas, organize information, express succinctly, appropriate sharing, audience awareness

## Speaking and Listening Standard 3 Desired Student Performance:

| Pre-Requisite Skills: PreK                                                                                               | Grade Levels: Grade Kindergarten                                                                                         | Next Progression: Grade 1                                                                                                                                   |
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| <b>SL3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | <b>SL3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | <b>SL3</b> Ask and answer questions <b>about what a speaker says in order to gather additional information</b> or clarify something that is not understood. |

## Essential Skills and Knowledge:

| Pre-Requisite Skills: PreK                                                                                                                                                                                                                                                                   | Grade Levels: Grade Kindergarten                                                                                                                                                                                                                                                                                                                            | Next Progression: Grade 1                                                                                                                                                                                                                                                                                                                                                        |
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| <p>With modeling, prompting, and support:</p> <ul style="list-style-type: none"> <li>• Connect prior knowledge to new learning.</li> <li>• Demonstrate ability to formulate questions targeted to specific need.</li> <li>• Demonstrate ability to take risks during discussions.</li> </ul> | <p>With modeling, prompting, and support:</p> <ul style="list-style-type: none"> <li>• Connect prior knowledge to new learning.</li> <li>• Demonstrate ability to formulate questions targeted to specific need</li> <li>• Identify if additional information is needed.</li> <li>• Generate appropriate questions to meet the information need.</li> </ul> | <ul style="list-style-type: none"> <li>• Connect prior knowledge and experiences to new learning.</li> <li>• Repeat information heard from a speaker.</li> <li>• Generate and ask specific questions about information shared by a speaker in order to learn additional information or to clarify confusion.</li> <li>• Identify if additional information is needed.</li> </ul> |

| Pre-Requisite Skills: PreK | Grade Levels: Grade Kindergarten | Next Progression: Grade 1                                                                                        |
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|                            |                                  | <ul style="list-style-type: none"> <li>• Generate appropriate questions to meet the information need.</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.

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

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

### Speaking and Listening Standard 4 at a Glance:

- **Pre-Kindergarten:** With modeling and support, Pre-K students are learning to describe familiar people, places, things, and events by connecting to their own experiences and expressing ideas clearly. They begin to organize their thoughts, speak audibly, and filter what is appropriate to share with others.
- **Grades K-2:** Students describe familiar people, places, things, and events with relevant details. They speak audibly and clearly when presenting ideas and add visual displays, such as drawings or props, to clarify ideas and support presentations.

**Key Words/Terms:** Descriptive language, relevant details, clear speech, visual displays, familiar topics, organized reporting, supporting details, speaking pace, volume control, multimedia aids, connect prior knowledge, share multiple ideas, express ideas clearly, filter information, appropriate tone, expand ideas, use adjectives, standard English grammar

## Speaking and Listening Standard 4 Desired Student Performance:

| Pre-Requisite Skills: PreK                                                                             | Grade Levels: Grade Kindergarten                                                                                                             | Next Progression: Grade 1                                                                                                   |
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| <b>SL4</b> Describe familiar people, places, things, and events with modeling, prompting, and support. | <b>SL4</b> Describe familiar people, places, things, and events and, with modeling, prompting and support; <b>provide additional detail.</b> | <b>SL4</b> Describe people, places, things, and events <b>with relevant details, expressing ideas and feelings clearly.</b> |

## Essential Skills and Knowledge:

| Pre-Requisite Skills: PreK                                                                                                                                                                                                                                                                                                                                                                                   | Grade Levels: Grade Kindergarten                                                                                                                                                                                                                                                                                                                                                                                                                  | Next Progression: Grade 1                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p>With modeling, prompting, and support:</p> <ul style="list-style-type: none"> <li>• Connect to personal/prior knowledge and experience.</li> <li>• Speak clearly enough to be heard and understood.</li> <li>• Share multiple ideas on a single familiar topic.</li> <li>• Organize information in order to express themselves succinctly and filter what is appropriate to share with others.</li> </ul> | <p>With modeling, prompting, and support:</p> <ul style="list-style-type: none"> <li>• Connect to personal/prior knowledge and experience.</li> <li>• Speak clearly enough to be heard and understood.</li> <li>• Share multiple ideas on a single familiar topic.</li> <li>• Add details to the description based on feedback from peers and/or adults.</li> <li>• Organize information in order to express themselves succinctly and</li> </ul> | <ul style="list-style-type: none"> <li>• Speak at an appropriate pace, volume, and tone.</li> <li>• Distinguish between relevant and irrelevant details to share in a description of people, places, things, and/or events.</li> <li>• Add details to expand ideas and sentences.</li> <li>• Add details to the description based on feedback from peers and/or adults.</li> <li>• Use appropriate adjectives in descriptions.</li> </ul> |

| Pre-Requisite Skills: PreK | Grade Levels: Grade Kindergarten                 | Next Progression: Grade 1 |
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|                            | filter what is appropriate to share with others. |                           |

## Speaking and Listening (SL) Anchor Standard 5

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

**Speaking and Listening Standard 5** 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. This Standard is paired with:

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

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

- **Pre-Kindergarten:** With modeling, prompting and support, Pre-K students begin to add drawings or simple visual displays to their spoken descriptions to provide extra detail and help clarify their ideas. They start learning to select visuals that match their message and organize information to support their oral presentations.
- **Grades K-2:** Students use drawings or other visual aids to support their spoken descriptions or ideas. They begin to understand how visual elements help clarify communication in presentations.

**Key Words/Terms:** Drawings, visual aids, idea support, communication clarity, early multimedia, visual displays, multimedia, idea support, theme enhancement, aligned and appropriate visuals, oral presentation, use technology, organize information, illustrations, details, story elements

## Speaking and Listening Standard 5 Desired Student Performance:

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

## Essential Skills and Knowledge:

| Pre-Requisite Skills: PreK                                                                                                                                                                                                                     | Grade Levels: Grade Kindergarten                                                                                                                                                                                                               | Next Progression: Grade 1                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p>With prompting, and support:</p> <ul style="list-style-type: none"> <li>Choose appropriate visuals to match oral presentation.</li> <li>Use available technology appropriately.</li> <li>Organize information for oral delivery.</li> </ul> | <p>With prompting, and support:</p> <ul style="list-style-type: none"> <li>Choose appropriate visuals to match oral presentation.</li> <li>Use available technology appropriately.</li> <li>Organize information for oral delivery.</li> </ul> | <ul style="list-style-type: none"> <li>Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>Use illustrations or other visuals to support written or oral descriptions of information learned about a topic.</li> <li>Use a variety of formats to prepare visuals to support the findings/conclusions of research.</li> <li>Use available technology appropriately.</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 Literacy Standards
- Reading Informational Standards

### Speaking and Listening Standard 6 at a Glance:

- **Pre-Kindergarten:** Students begin developing awareness of how to adjust their speech depending on the audience and setting. With modeling, prompting, and support, they start to explore how communication changes based on context.
- **Grades K-2:** Students speak audibly and clearly when expressing thoughts, feelings, or ideas. They begin to adjust how they speak depending on the situation, learning the difference between casual and more structured settings.

**Key Words/Terms:** Clear speech, audible voice, expression, context awareness, informal vs. formal, audience awareness, purpose, formal English, vocabulary adjustment, task-appropriate speech, tone control, volume, pacing, complete sentence, simple sentence, props

## Speaking and Listening Standard 6 Desired Student Performance:

| Pre-Requisite Skills: PreK                                                  | Grade Levels: Grade Kindergarten                                            | Next Progression: Grade 1                                                     |
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| <b>SL6</b> Speak audibly and express thoughts, feelings, and ideas clearly. | <b>SL6</b> Speak audibly and express thoughts, feelings, and ideas clearly. | <b>SL6</b> Produce complete sentences when appropriate to task and situation. |

## Essential Skills and Knowledge:

| Pre-Requisite Skills: PreK                                                                                                                                                                                                                                                                                                                                                                                                            | Grade Levels: Grade Kindergarten                                                                                                                                                                                                                                                                                                                                                                      | Next Progression: Grade 1                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p>With modeling, prompting, and support:</p> <ul style="list-style-type: none"> <li>• Speak clearly enough to be heard and understood in a variety of settings.</li> <li>• Communicate effectively in a variety of situations with different audiences, purposes, and formats.</li> <li>• Use props in situations, such as show-and-tell.</li> <li>• Produce and expand complete sentences in shared language activities.</li> </ul> | <p>With modeling, prompting, and support:</p> <ul style="list-style-type: none"> <li>• Speak clearly enough to be understood in a variety of settings.</li> <li>• Convey ideas effectively.</li> <li>• Communicate effectively in a variety of situations with different audiences, purposes, and formats.</li> <li>• Produce and expand complete sentences in shared language activities.</li> </ul> | <ul style="list-style-type: none"> <li>• When appropriate, respond to requests for details or clarification using complete sentences with appropriate syntax.</li> <li>• Identify components of a spoken sentence.</li> <li>• Echo and/or imitate responses spoken in complete sentences.</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when speaking.</li> </ul> |