

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 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.

Speaking and Listening Standard 1 Desired Student Performance:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
SL1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.	SL1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Essential Skills and Knowledge:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
With modeling, prompting, and support: SL1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns; speaking about the topics and texts under discussion). • Participate in a variety of group activities, large and small group (e.g. morning meetings, center time). • Follow basic rules for group discussions (e.g. raise hand, take turns, remain on topic, answer questions). • Learn about different cultural communication styles (including those represented in the classroom and school community). SL1.b During scaffolded conversations, continue a conversation through multiple exchanges. • Participate in conversations with adults and peers. • Stay on topic through multiple exchanges. • Add appropriate ideas to support or extend the conversation. • Contribute to a learning community. • Follow two or three steps directions.	With modeling, prompting, and support: SL1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns; speaking about the topics and texts under discussion). • Participate in a variety of group activities, large and small group (e.g. morning meetings, center time). • Create/understand basic rules for group discussions (e.g. raise hand to talk, take turns, listen quietly, respond appropriately, etc.). • Develop knowledge /understanding of consequences of not following the rules. SL1.b Continue a conversation through multiple exchanges. • Participate in conversations with adults and peers. • Demonstrate active listening strategies. • Stay on topic through multiple exchanges. • Add appropriate ideas to support or extend a conversation. • Ask and answer questions to clarify understanding. • Contribute to a learning community.

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 focuses on a student's ability to recount, describe, and integrate information presented orally, visually, or through diverse media. Students learn to identify key details and main ideas from read-alouds or multimedia, demonstrate comprehension, and add relevant details to their own spoken presentations. This Standard 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 listen closely to text read aloud or to information provided orally. They ask and answer questions to demonstrate their understanding. They ask questions to clarify meanings. Eventually, they can recount stories they have heard or describe key ideas from information presented orally.

Speaking and Listening Standard 2 Desired Student Performance:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
SL2 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.	SL2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Essential Skills and Knowledge:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
With modeling, prompting, and support: • Ask and answer questions (who, what, where). • Keep questions on task/topic. • Become aware of Media Literacy.	With prompting and support: • Ask and answer questions (who, what, where). • Ask questions to clarify meaning. • Keep questions on task/topic. • Become aware of Media Literacy.

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: expects students at all levels to listen carefully to a speaker and think critically about what is being said. As students progress through the grade levels, they move from asking and answering questions about a speaker's ideas to evaluating the speaker's point of view, reasoning, evidence, and possible bias or faulty logic.

- 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 identify additional information needed in order to deepen their understanding of a topic or issue.

Speaking and Listening Standard 3 Desired Student Performance:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
SL3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	SL3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Essential Skills and Knowledge:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
With modeling, prompting, and support: • Connect prior knowledge to new learning. • Demonstrate ability to formulate questions targeted to specific need. • Demonstrate ability to take risks during discussions.	With modeling, prompting, and support: • Connect prior knowledge to new learning. • Demonstrate ability to formulate questions targeted to specific need Identify if additional information is needed. With guidance, generate appropriate questions to meet the information need.

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 descriptive and relevant details. They organize their details in a way that can be followed by an audience. They speak audibly and clearly when presenting ideas. They consider feedback from peers and adults to expand on ideas and add details, including vivid adjectives and adverbs. Eventually, they may include non-verbal techniques such as gestures and appropriate facial expressions when sharing information.

Speaking and Listening Standard 4 Desired Student Performance:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
SL4 Describe familiar people, places, things, and events with modeling, prompting, and support.	SL4 Describe familiar people, places, things, and events and, with modeling, prompting and support; provide additional detail.

Essential Skills and Knowledge:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
With modeling, prompting, and support: • Connect to personal/prior knowledge and experience. • Speak clearly enough to be heard and understood. • Share multiple ideas on a single familiar topic. • Organize information in order to express themselves succinctly and filter what is appropriate to share with others.	With modeling, prompting, and support: • Connect to personal/prior knowledge and experience. • Speak clearly enough to be heard and understood. • Share multiple ideas on a single familiar topic. • Add details to the description based on feedback from peers and/or adults. • Organize information in order to express themselves succinctly and 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 focuses on students' ability to strengthen presentations by strategically using digital media and visual elements. Students learn how to select and integrate multimedia components that clarify their message, engage their audience, and emphasize key points in their presentations. This Standard is paired with:

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

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.

Speaking and Listening Standard 5 Desired Student Performance:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
SL5 Add drawings or visual displays to descriptions as desired to provide additional detail.	SL5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

Essential Skills and Knowledge:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
With prompting, and support: • Choose appropriate visuals to match oral presentation. • Use available technology appropriately. • Organize information for oral delivery.	With prompting, and support: • Choose appropriate visuals to match oral presentation. • Use available technology appropriately. • Organize information for oral delivery.

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. They are able to speak in complete sentences when appropriate to the task and situation to provide requested detail or clarification.

Speaking and Listening Standard 6 Desired Student Performance:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
SL6 Speak audibly and express thoughts, feelings, and ideas clearly.	SL6 Speak audibly and express thoughts, feelings, and ideas clearly.

Essential Skills and Knowledge:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
With modeling, prompting, and support: • Speak clearly enough to be heard and understood in a variety of settings. • Communicate effectively in a variety of situations with different audiences, purposes, and formats. • Use props in situations, such as show-and-tell. • Produce and expand complete sentences in shared language activities.	With modeling, prompting, and support: • Speak clearly enough to be understood in a variety of settings. • Convey ideas effectively. • Communicate effectively in a variety of situations with different audiences, purposes, and formats. • Produce and expand complete sentences in shared language activities.