

	K	1	2	3	4	5	6	7	8	9-10	11-12
<b>Speaking and Listening</b>											
1	participate in collaborative conversations with diverse partners on Kindergarten topics and texts in variable sized groups - follow agreed-upon rules for discussions <sup>1</sup> ; continue conversations through multiple exchanges	participate in collaborative conversations with diverse partners on grade 1 topics and texts in variable sized groups - follow agreed-upon rules for discussions <sup>2</sup> ; build on others' talk in conversations by responding to comments of others through multiple exchanges; ask questions to clear up any confusion about the topics/texts under discussion	participate in collaborative conversations with diverse partners on grade 2 topics and texts in variable sized groups - follow agreed-upon rules for discussions <sup>3</sup> ; build on others' talk in conversation by linking their comments to the remarks of others; ask for clarification/further explanation as needed about the topics/texts under discussion	engage effectively in a range of collaborative discussions <sup>4</sup> with diverse partners, on grade 3 topics/texts, building on others' ideas and expressing own clearly - come to discussions prepared, read required material, explicitly draw on preparation and other known information to explore ideas under discussion; follow agreed-upon rules for discussion <sup>5</sup> ; ask questions to check understanding of information presented, stay on topic, link comments and remarks of others; explain own ideas and understanding in light of discussion	engage effectively in a range of collaborative discussions <sup>4</sup> with diverse partners, on grade 4 topics/texts, building on others' ideas and expressing their own clearly - come to discussions prepared, read/study required material, explicitly draw on preparation and known information to explore ideas under discussion; follow agreed-upon rules for discussion, carry out assigned roles; pose and respond to questions to clarify or follow up on information, make comments that contribute to discussion and link to remarks of others; review key ideas expressed and explain own ideas and understanding in light of discussion	engage effectively in a range of collaborative discussions <sup>4</sup> with diverse partners, on grade 5 topics/texts, building on others' ideas and expressing their own clearly - come to discussions prepared, read/study required material, explicitly draw on preparation and known information to explore ideas under discussion; follow agreed-upon rules for discussion, carry out assigned roles; pose and respond to specific questions by making comments that contribute to discussion and elaborate on remarks of others; reviewed key ideas expressed and draw conclusions in light of information and knowledge gained from discussions	engage effectively in a range of collaborative discussions <sup>4</sup> with diverse partners, on grade 6 topics, texts, issues, building on others' ideas and expressing their own clearly - come to discussions prepared, read/study required material, explicitly draw on preparation by referring to evidence of topic, text, or issue to probe and reflect on ideas under discussion; follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed; pose and respond to specific questions with elaboration and detail by making comments that contribute to topic, text, or issue; review key ideas expressed and demonstrate understanding of multiple perspectives and paraphrase	engage effectively in a range of collaborative discussions <sup>4</sup> with diverse partners, on grade 7 topics, texts, or issues, building on others' ideas and expressing their own clearly - come to discussions prepared, read/researched required material, explicitly draw on preparation by referring to evidence of topic, text, or issue to probe and reflect on ideas under discussion; follow rules for collegial discussions, track progress toward specific goals and deadlines, define individual roles as needed; pose questions that elicit elaboration, respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic; acknowledge new information expressed by others and modify own views when necessary	engage effectively in a range of collaborative discussions <sup>4</sup> with diverse partners, on grade 8 topics, texts, issues, building on others' ideas and expressing their own clearly - come to discussions prepared, read/researched required material, explicitly draw on preparation by referring to evidence of topic, text, or issue to probe and reflect on ideas under discussion; follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, define individual roles as needed; pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas; acknowledge new information expressed by others and qualify or justify own views in light of evidence presented, when necessary	initiate and participate effectively in a range of collaborative discussions <sup>4</sup> with diverse partners, on grade 9-10 topics, texts, or issues, building on others' ideas and expressing their own clearly and persuasively - come to discussions prepared, read/researched required material, explicitly draw on preparation by referring to evidence from text or research to stimulate a thoughtful, well-reasoned exchange of ideas; work with peers to set rules for collegial discussions and decision making <sup>5</sup> , create clear goals and deadlines, define individual roles as needed; propel conversations by posing and responding to questions that relate the current discussion to broader/larger themes and ideas, actively incorporate others in the discussion, clarify, verify, or challenge ideas and conclusions; respond thoughtfully to diverse perspectives, summarize points of agreement/disagreement, when warranted qualify or justify own views and understanding and make connections in light of evidence and reasoning presented	initiate and participate effectively in a range of collaborative discussions <sup>4</sup> with diverse partners, on grade 11-12 topics, texts, issues, building on others' ideas and expressing own clearly and persuasively - come to discussions prepared, read/researched required material, explicitly draw on preparation by referring to evidence from texts and other research on the topic to stimulate a thoughtful, well-reasoned exchange of ideas; work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, establish individual roles as needed; propel conversations by posing/responding to questions that probe reasoning and evidence, ensuring hearing a full range of positions on a topic, clarify, verify, or challenge ideas and conclusions, promote divergent and creative perspectives; respond thoughtfully to diverse perspectives, synthesize comments, claims, and evidence on all sides, resolve contradictions, determine what additional information or research is required to deepen investigation or complete the task

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<b>Speaking and Listening</b>											
2	confirm understanding of a text read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood	ask and answer questions about key details in a text read aloud or information presented orally or through other media	recount or describe key ideas or details from a text read aloud or information presented orally or through other media	determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally	paraphrase portions of text read aloud or information presented through media, including visually, quantitatively, and orally	summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally	interpret information presented in diverse media and formats <sup>7</sup> ; explain how it contributes to a topic, text, or issue under study	analyze the main ideas and supporting details presented in diverse media and formats <sup>7</sup> ; explain how the ideas clarify a topic, text, or issue under study	analyze the purpose of information presented in diverse media and formats <sup>7</sup> ; evaluate the motives <sup>8</sup> behind its presentation	integrate multiple sources of information presented in diverse media or formats <sup>7</sup> evaluating the credibility and accuracy of each source	integrate multiple sources of information presented in diverse formats and media <sup>7</sup> in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data
3	ask and answer question in order to seek help, get information, or clarify something that is not understood	ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood	ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic/issue	ask and answer questions about information from a speaker, offering appropriate elaboration and detail	identify the reasons and evidence a speaker provides to support particular points	summarize the points a speaker makes and explain how each claim is supported by reasons and evidence	delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not	delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence	delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced	evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence	evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used

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<b>Speaking and Listening</b>											
4	describe familiar people, places, things, and events and with prompting and support, provide additional detail	describe people, places, things, and events with relevant details, expressing ideas and feelings clearly	tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences	report on a topic or text, tell a story, recount an experience with appropriate facts and relevant, descriptive details; speak clearly at an understandable pace	report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace	report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace	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	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	present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation	present information, findings, and supporting evidence clearly, concisely, and logically so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task	present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and range of formal or informal tasks
5	add drawings or other visual displays to descriptions as desired to provide additional detail	add drawings or other visual displays to descriptions to clarify ideas, thoughts, and feelings	create audio recordings of stories or poems; add drawings/visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings	create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts/details	add audio recordings and visual displays to presentations when appropriate to enhance development of main idea or themes	include multimedia components <sup>9</sup> and visual displays in presentations when appropriate to enhance the development of main ideas or themes	include multimedia components <sup>10</sup> and visual displays in presentations to clarify information	include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points	integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest	make strategic use of digital media <sup>11</sup> in presentations to enhance understanding of findings, reasoning, and evidence, and to add interest	make strategic use of digital media <sup>11</sup> in presentations to enhance understanding of findings, reasoning, and evidence, and to add interest

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<b>Speaking and Listening</b>											
6	<p>speak audibly and express thoughts, feelings, and ideas clearly</p>	<p>produce complete sentences when appropriate to task and situation<sup>12</sup></p>	<p>produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification<sup>12</sup></p>	<p>speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification<sup>12</sup></p>	<p>differentiate between contexts that call for formal English<sup>13</sup> and situations where informal discourse is appropriate<sup>14</sup>; use formal English when appropriate to task and situation<sup>12</sup></p>	<p>adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation<sup>12</sup></p>	<p>adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate<sup>12</sup></p>	<p>adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate<sup>12</sup></p>	<p>adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate<sup>12</sup></p>	<p>adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate<sup>12</sup></p>	<p>adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate<sup>12</sup></p>
<b>Speaking and Listening Notes</b>											
1. listening to others and taking turns speaking about the topics and texts under discussion											
2. listening to others with care, speaking one at a time about the topics and texts under discussion											
3. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion											
4. one-on-one, in groups, and teacher-led											
5. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics or texts under discussion											
6. informal consensus, taking votes on key issues, presentation of alternate views											
7. visually, quantitatively, orally											
8. social, commercial, political											
9. graphics, sound											
10. graphics, images, music, sound											
11. textual, graphical, audio, visual, and interactive elements											
12. see appropriate grade level Language standards 1 and 3 for specific expectations											
13. presenting ideas											
14. small-group discussion											