

Speaking & Listening

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Disciplinary Reasoning

Students working in the (Speaking) GP progression develop the reasoning skills of:

- Using evidence from texts to present careful analyses, well-defended claims, and clear information
- Set and follow rules for discussions
- Precise use of vocabulary tailored to audience, purpose, and task
- An academic and objective style of speaking
- Developing a point of view and a voice
- Recognizing the others' points of view
- Organization to convey complex ideas
- Command of sequence and detail
- Ask questions to shape and support conversations

Exceeding

	Collaborative Conversations	Presentation of Knowledge of Ideas	Evaluating sources and Point of View	
HS	Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on age/grade-level topics, texts, and issues, <u>building on others' ideas and expressing their own clearly and persuasively.</u> SL.CC.11.1 ○ Explicitly draw on required materials by referring to evidence from texts and other research on the topic or issue to <u>stimulate a thoughtful, well reasoned exchange of ideas.</u> SL.CC.11.2 ○ <u>Work with peers to promote civil, democratic discussions</u> and decision making, set clear goals and deadlines, and establish individual roles as needed. SL.CC.11.3 ○ Propel conversations by posing and responding to questions that probe reasoning and evidence; <u>ensure a hearing for a full range of positions on a topic or issue;</u> clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	SL.PK.11.1 Present information, findings, and supporting evidence, <u>conveying a clear and distinct perspective</u>, such that listeners can follow the line of reasoning, <u>alternative or opposing perspectives are addressed</u>, and the organization, development, substance, and style are appropriate to purpose, audience.	SL.ESPV.11.1 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) <u>in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</u>	SL.ESPV.11.2 <u>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric,</u> assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

	SL.CC.11.4 Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.			
College and Career Ready				
	Collaborative Conversations	Presentation of Knowledge of Ideas	Evaluating sources and Point of View	
HS	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on age/grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively: SL.CC.9-10.1 - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. SL.CC.9-10.2 - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. SL.CC.9-10.3 - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. SL.CC.9-10.4 - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections	SL.PK.9-10.1 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task	SL.ESPV.9-10.1 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	SL.ESPV.9-10.2 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

	<u>in light of the evidence and reasoning presented.</u>			
Approaching				
	Collaborative Conversations	Presentation of Knowledge of Ideas	Evaluating sources and Point of View	
8	SL.CC.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on age/grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. - Explicitly draw on required materials and other information known about the topic to probe and reflect on ideas under discussion. - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. <u>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</u> - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	SL.PK.8.1 Present claims and findings, emphasizing salient points in a focused, coherent manner with <u>relevant evidence, sound valid reasoning, and well-chosen details</u> ; use appropriate eye contact, adequate volume, and clear pronunciation.	SL.ESPV.8.1 Analyze <u>the purpose of</u> information presented in diverse media and formats (e.g., visually, quantitatively, orally) and <u>evaluate the motives (e.g., social, commercial, political) behind its presentation.</u>	SL.ESPV.8.2 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence <u>and identifying when irrelevant evidence is introduced.</u>
7	SL.CC.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on age/grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. - Explicitly draw on required materials and other information known about the topic to probe and reflect on ideas under discussion. - Follow rules for collegial discussions, <u>track progress toward specific goals and deadlines</u>, and define individual roles as needed. - Pose questions <u>that elicit elaboration</u> and <u>respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</u>	SL.PK.7.1 Present claims and findings, <u>emphasizing salient points in a focused, coherent manner</u> with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	SL.ESPV.7.1 <u>Analyze the main ideas and supporting details</u> presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	SL.ESPV.7.2 Delineate a speaker's argument and specific claims, <u>evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</u>

	◦ <u>Acknowledge new information expressed by others and, when warranted, modify their own views in light of the evidence presented</u>			
6	SL.CC.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on age/grade-level topics, texts, <u>and issues</u> , building on others' ideas and expressing their own clearly. ◦ Explicitly draw on required materials and other information known about the topic to <u>probe and reflect</u> on ideas under discussion. ◦ Follow rules <u>for collegial discussions, set specific goals and deadlines, and define individual roles as needed</u>. ◦ Pose and respond to specific questions <u>with elaboration and detail</u> by making comments that contribute to the topic, text, or issue under discussion. ◦ Review the key ideas expressed and <u>demonstrate understanding of multiple perspectives through reflection and paraphrasing</u>.	SL.PK.6.1 Present <u>claims and findings</u> , sequencing ideas logically and using pertinent descriptions, facts, and details <u>to accentuate</u> main ideas or themes; <u>use appropriate eye contact, adequate volume, and clear pronunciation</u> .	SL.ESPV.6.1 <u>Interpret information</u> presented in diverse media and formats (e.g., visually, quantitatively, orally) <u>and explain how it contributes to a topic, text, or issue under study</u> .	SL.ESPV.6.2 <u>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not</u> .
Developing				
	Collaborative Conversations	Presentation of Knowledge of Ideas	Evaluating sources and Point of View	
5	(SL.5.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on age/grade-level topics and texts, building on others' ideas and expressing their own clearly. ◦ Explicitly draw on required materials and other information known about the topic to explore ideas under discussion. ◦ Follow agreed-upon rules for discussions and carry out assigned roles. ◦ Pose and respond to specific questions by <u>making comments that contribute to the discussion and elaborate on the remarks of others</u>. ◦ Review the key ideas expressed and <u>draw conclusions in light of information and knowledge gained from the discussions</u>.	(SL.5.4) Report on a topic or text or <u>present an opinion, sequencing ideas logically</u> and using appropriate facts and relevant, descriptive details to <u>support main ideas or themes</u> ; speak clearly at an understandable pace.	(SL.5.2) <u>Summarize</u> a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	(SL.5.3) <u>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence</u> .
4	(SL.4.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with	(SL.4.4) Report on a topic or text, tell a story, or recount an experience <u>in an</u>	(SL.4.2) <u>Paraphrase portions</u> of a text read aloud or information presented in diverse	(SL.4.3) <u>Identify the reasons and evidence a speaker provides to support particular</u>

	diverse partners on age/grade-level topics and texts, building on others' ideas and expressing their own clearly. - Explicitly draw on required materials and other information known about the topic to explore ideas under discussion. - Follow agreed-upon rules for discussions and <u>carry out assigned roles</u>. <u>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</u> <u>Review the key ideas expressed</u> and explain their own ideas and understanding in light of the discussion	<u>organized manner</u>, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	media and formats, including visually, quantitatively, and orally.	<u>points</u>.
3	(SL.3.1) Engage effectively <u>in a range of collaborative discussions</u> (one-on-one, in groups, and teacher-led) with diverse partners on age/grade-level topics and texts, <u>building on others' ideas and expressing their own clearly</u>. <u>Explicitly draw on required materials and other information known about the topic to explore ideas under discussion.</u> - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). - Ask questions <u>to check for understanding of information presented, stay on topic</u>, and link their comments to the remarks of others. <u>Explain their own ideas and understanding in light of the discussion.</u>	(SL.3.4) <u>Report on a topic or text</u>, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking <u>clearly at an understandable pace</u>.	(SL.3.2) <u>Determine the main ideas and supporting details</u> of a text read aloud or information presented in diverse media and formats, <u>including visually, quantitatively, and orally</u>.	(SL.3.3) Ask and answer questions <u>about information from a speaker, offering appropriate elaboration and detail</u>.
Foundational				
	Collaborative Conversations	Presentation of Knowledge of Ideas	Evaluating sources and Point of View	
2	(SL.2.1) Participate in collaborative conversations with diverse partners about age/grade-level topics and texts with peers and adults in small and larger groups. - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). - Build on others' talk in conversations by <u>linking their comments to the remarks of others</u>. - Ask questions for <u>clarification and further explanation</u>	(SL.2.4) <u>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</u>	(SL.2.2) <u>Recount or describe</u> key ideas or details from a text read aloud or information presented orally or through other media.	(SL.2.3) Ask and answer questions about what a speaker says in order to <u>clarify comprehension</u>, gather additional information, or <u>deepen understanding of a topic or issue</u>.

	<u>as needed about the topics and texts</u> under discussion.			
1	(SL.1.1) Participate in collaborative conversations with diverse partners about age/grade-level topics and texts with peers and adults in small and larger groups. - 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). <u>Build on others' talk in conversations by responding to the comments of others</u> through multiple exchanges. <u>Ask questions to clear up any confusion about the topics and texts under discussion</u>	(SL.1.4) Describe people, places, things, and events <u>with relevant details, expressing ideas and feelings clearly.</u>	(SL.1.2) Ask and answer questions about key details <u>in a text read aloud or information presented orally or through other media.</u>	(SL.1.3) Ask and answer questions <u>about what a speaker says in order to gather additional information</u> or clarify something that is not understood.
K	(SL.K.1) Participate in collaborative conversations with diverse partners about age/grade-level topics and texts with peers and adults in small and larger groups. - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). - Initiate a topic and maintain conversation for four turns (initiate, listen, respond, listen)	(SL.K.4) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	(SL.K.2) 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.	(SL.K.3) Ask and answer questions in order to seek help, get information, or clarify something that is not understood.