

Speaking and Listening

Including, but not limited to, skills necessary for formal presentations, the Speaking and Listening Standards require students to develop a range of broadly useful oral communication and interpersonal skills. The standards ask students to learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.⁷

Speaking and Listening Strand

Key: The citation at the end of each standard in the following chart identifies the CCSS strand, grade, and number (or standard number and letter, where applicable).

For example, SL.K.2 stands for Speaking and Listening, Grade K, Standard 2.

SL: Speaking and Listening

A	B	C	D	E
CCR Anchor 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.				
<p>Participate in collaborative conversations with diverse partners in small and larger groups.</p> <p>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).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p><u>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.</u>⁸</p> <p>a. 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.</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.</p> <p>a. 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.</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or <u>researched material under study</u>; explicitly draw on that preparation <u>by referring to evidence on the topic, text, or issue to probe and reflect on</u> ideas under discussion.</p>	<p><u>Initiate and participate</u> effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and <u>persuasively</u>.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence <u>from</u> texts <u>and other research</u> on the topic</p>

⁷ NGA (2010a), p. 8.

⁸ To show how the standards for Writing and Speaking and Listening progress, differences in wording from level to level are underlined.

A	B	C	D	E
<p>CCR Anchor 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.</p>				
<p>c. Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1)</p>	<p>b. Follow agreed-upon rules for discussions (e.g., <u>gaining the floor in respectful ways</u>, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to <u>check understanding of information presented, stay on topic, and link their comments to the remarks of others</u>.</p> <p>d. Explain their own ideas and understanding in light of the discussion. (SL.3.1)</p>	<p>b. Follow agreed-upon rules for discussions and <u>carry out assigned roles</u>.</p> <p>c. <u>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on</u> the remarks of others.</p> <p>d. <u>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the</u> discussions. (SL.5.1)</p>	<p>b. Follow rules <u>for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed</u>.</p> <p>c. Pose questions <u>that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas</u>.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (SL.8.1)</p>	<p>or issue <u>to stimulate a thoughtful, well-reasoned exchange of ideas</u>.</p> <p>b. <u>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</u>.</p> <p>c. <u>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</u>.</p> <p>d. <u>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 in light of the evidence and reasoning presented</u>. (SL.9-10.1)</p>

A	B	C	D	E
CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.				
<p>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.2)</p>	<p><u>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u> (SL.3.2)</p>	<p><u>Paraphrase portions</u> of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2)</p> <p><u>Summarize a written text</u> read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2)</p>	<p><u>Analyze the purpose of information</u> presented in diverse media and formats (e.g., visually, quantitatively, orally) <u>and evaluate the motives (e.g., social, commercial, political) behind its presentation.</u> (SL.8.2)</p>	<p><u>Integrate multiple sources of information</u> 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.11-12.2)</p>
CCR Anchor 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.				
<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)</p>	<p>Ask and answer questions <u>about information from a speaker, offering appropriate elaboration and detail.</u> (SL.3.3)</p>	<p><u>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</u> (SL.5.3)</p>	<p><u>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</u> (SL.8.3)</p>	<p><u>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.</u> (SL.11-12.3)</p>
CCR Anchor 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.				
<p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4)</p>	<p><u>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</u> (SL.3.4)</p>	<p>Report on a topic or text or <u>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.</u> (SL.5.4)</p>	<p><u>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.</u> (SL.8.4)</p>	<p>Present information, findings, and <u>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.</u> (SL.9-10.4)</p>

A	B	C	D	E
CCR Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.				
		<p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5)</p>	<p><u>Integrate</u> multimedia and visual displays into presentations to <u>clarify information, strengthen claims and evidence, and add interest.</u> (SL.8.5)</p>	<p><u>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements)</u> in presentations to <u>enhance understanding of findings, reasoning, and evidence</u> and to add interest. (SL.11-12.5)</p>
CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.				
<p>Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6)</p> <p>Produce complete sentences when appropriate to task and situation. (See Language standards 1 and 3.) (SL.1.6)</p>	<p>Speak in complete sentences when appropriate to task and situation <u>in order to provide requested detail or clarification.</u> (See Language standards 1 and 3.) (SL.3.6)</p>	<p><u>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</u> (See Language standards 1 and 3.) (SL.4.6)</p>	<p><u>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</u> (See Language standards 1 and 3 for specific expectations.) (SL.8.6)</p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Language standards 1 and 3 for specific expectations.) (SL.11-12.6)</p>