

Speaking and Listening Standards

Grades PreK-12

Speaking and Listening #1 Comprehension and Collaboration

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.

Grade PreK: Participate in collaborative conversations with diverse partners during daily routines and play.

- a. Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking, listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer, gaining the floor in appropriate ways).
- b. Continue a conversation through multiple exchanges.

Grade K: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

Grade 1: Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

- 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. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

Grade 2: Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

- a. 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).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Grade 3: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- 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. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
- b. 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).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

Grade 4: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

- 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. (See grade

4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. 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.

d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion .

Grade 5: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Grade 6: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Grade 7: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Grade 8: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

b. Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.

- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Grade 9-10: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. 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. (See grades 9–10 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
- b. 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.
- c. 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.
- d. 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.

Grade 11-12: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. 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. (See grades 11–12 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. 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.

Speaking and Listening #2
Comprehension and Collaboration

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

Grade PreK: Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests).

Grade K: 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.

Grade 1: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Grade 2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Grade 3: Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Grade 4: Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Grade 5: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Grade 6: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Grade 7: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Grade 8: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Grade 9-10: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

Grade 11-12: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Speaking and Listening #3 Comprehension and Collaboration

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

Grade PreK: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Grade K: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Grade 1: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Grade 2: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Grade 3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Grade 4: Identify the reasons and evidence a speaker provides to support particular points.

Grade 5: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Grade 6: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Grade 7: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Grade 8: 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.

Grade 9-10: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Grade 11-12: 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.

Speaking and Listening #4 Presentation of Knowledge and Ideas

Present information, findings, and supporting evidence such that:

- *Listeners can follow the line of reasoning.*
- *The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.*

Grade PreK: Describe personal experiences; tell stories.

Grade K: Describe familiar people, places, things and events and with prompting and support provide additional details.

Grade 1: Describe familiar people, places, things and events with relevant details expressing ideas and feelings clearly and using appropriate vocabulary.

Grade 2: Tell a story, recount an experience, or explain how to solve a mathematical problem with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences and using appropriate vocabulary.

Grade 3: Report on a topic, text or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary.

Grade 4: Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. *See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.*

Grade 5: Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. *See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.*

Grade 6: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate vocabulary, eye contact, volume, and pronunciation. *See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.*

Grade 7: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary, eye contact, volume, and pronunciation. *See grade 7 Language Standards 4–6 for specific expectations regarding vocabulary.*

Grade 8: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. *See grade 8 Language Standards 4–6 for specific expectations regarding vocabulary.*

Grade 9-10: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. *See grades 9–10 Language Standards 4–6 for specific expectations regarding vocabulary.*

Grade 11-12: 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, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. *See grades 11–12 Language Standards 4–6 for specific expectations regarding vocabulary.*

Speaking and Listening #5
Presentation of Knowledge and Ideas

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

Grade PreK: Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, clay models) and explain them to others.

Grade K: Add drawings or other visual displays to descriptions as desired to provide additional detail.

Grade 1: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Grade 2: Create audio recordings of stories or poems; add drawings or other visual displays to stories or descriptions of experiences when appropriate to clarify ideas, thoughts and feelings.

Grade 3: Create 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 or details.

Grade 4: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Grade 5: Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Grade 6: Include multimedia components and visual displays in presentations to clarify information.

Grade 7: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Grade 8: Integrate multimedia components and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Grade 9-10: Make strategic use of digital media (e.g., audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Grade 11-12: Make strategic use of digital media (e.g., audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Speaking and Listening #6
Presentation of Knowledge and Ideas

Adapt speech to a variety of context and communicative tasks, demonstrating a command of formal English when indicated or appropriate.

Grade PreK: Speak audibly and express thoughts, feelings, and ideas.

Grade K: Speak audibly and express thoughts, feelings and ideas clearly.

Grade 1: Produce complete sentences when appropriate to task and situation.

Grade 2: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Grade 3: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Grade 4: Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. *See grade 4 Language Standards 1 and 3 for specific expectations.*

Grade 5: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. *See grade 5 Language Standards 1 and 3 for specific expectations.*

Grade 6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. *See grade 6 Language Standards 1 and 3 for specific expectations.*

Grade 7: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. *See grade 7 Language Standards 1 and 3 for specific expectations.*

Grade 8: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. *See grade 8 Language Standards 1 and 3 for specific expectations.*

Grade 9-10: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. *See grades 9–10 Language Standards 1 and 3 for specific expectations.*

Grade 11-12: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. *See grades 11–12 Language Standards 1 and 3 for specific expectations.*