**CCSS ELA Speaking and Listening Continuum (5-7)**

Coding: **Boldface** = New learning *Italics* = Same learning from previous grade level(s)Highlighted = Power Standard

**CCSS note on range and content of student speaking and listening:** To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

|  |  |  |  |
| --- | --- | --- | --- |
| **Code** | **5** | **6** | **7** |
| **Comprehension and Collaboration** | | | |
| **SL.CCR.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.** | | | |
| **SL.1** | SL.5.1. *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.*   1. *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.* 2. *Follow agreed-upon rules for discussions and carry out assigned roles.* 3. *Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.* 4. *Review the key ideas expressed* **and draw conclusions** *in light of* **information and knowledge gained** *from the discussions.* | SL.6.1. *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.*   1. *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*. 2. *Follow rules for* **collegial** *discussions***, set specific goals and deadlines**, **and define individual** *roles* **as needed.** 3. *Pose and respond to specific questions* **with elaboration and detail** *by making comments that contribute to the topic***,** *text,* **or issue** *under discussion***.** 4. *Review the key ideas expressed* **and demonstrate understanding of multiple perspectives through reflection and paraphrasing.** | SL.7.1. *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 expressing their own clearly.*   1. *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.* 2. *Follow rules for collegial discussions,* **track progress toward** *specific goals and deadlines, and define individual roles as needed.* 3. *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.** 4. **Acknowledge new information expressed by others and, when warranted, modify their own views.** |
| **SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.** | | | |
| **SL.2** | SL.5.2. **Summarize a written** *text read**aloud or information**presented in diverse**media and formats,*  *including visually, quantitatively, and*  *orally.* | SL.6.2. **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***.** | SL.7.2. **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*. |
| **SL.CCR.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.** | | | |
| **SL.3** | SL.5.3. **Summarize** *the points a speaker* **makes and explain how each claim is supported by**  *reasons and evidence***.** | SL.6.3. **Delineate** *a speaker’s* **argument**  **and specific** *claims***, distinguishing** *claims*  **that are** *supported by reasons and evidence*  **from** *claims* **that are not.** | SL.7.3. *Delineate a speaker’s argument and*  *specific claims*, **evaluating the** **soundness of the** *reasoning* **and the** **relevance and**  **sufficiency of the** *evidence***.** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Presentation of Knowledge and Ideas** | | | |
| **SL.CCR.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.** | | | |
| **SL.4** | SL.5.4. *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.* | SL.6.4. **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.** | SL.7.4. *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*. |
| **SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.** | | | |
| **SL.5** | SL.5.5. **Include multimedia**  **components (e.g., graphics, sound)**  *and visual displays in presentations when appropriate to enhance the*  *development of main ideas or themes.* | SL.6.5. *Include multimedia components*  *(e.g., graphics, images, music, sound) and visual displays in presentations* **to clarify information.** | SL.7.5*. Include multimedia components*  *and visual displays in presentations to clarify* **claims and findings and****emphasize salient points**. |
| **SL.CCR.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of**  **formal English when indicated or appropriate**. | | | |
| **SL.6** | SL.5.6. **Adapt speech to a variety of** *contexts and tasks***,** *using formal English**when appropriate to**task and situation*. | SL.6.6. *Adapt speech to a variety of contexts and tasks,* **demonstrating****command of** *formal English when* **indicated** *or appropriate.* | SL.7.6. *Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.* |