**CCSS ELA Speaking and Listening Continuum (8-12)**

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.

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| **Code** | **8** | **9-10** | **11-12** |
| **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.8.1. *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.*   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 and* **decision-making**, *track progress toward specific goals and deadlines, and define individual roles as needed.* 3. *Pose questions that* **connect the ideas of several speakers** *and respond to others’ questions and comments with relevant* **evidence,** *observations, and ideas.* 4. *Acknowledge new information expressed by others, and, when warranted,* **qualify or justify** *their own views* **in light of the evidence presented.** | SL.9-10.1. **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**.   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.** 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.* 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.** 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** *in light of the evidence* **and reasoning** *presented.* | SL.11-12.1. *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.*   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.* 2. *Work with peers to* **promote civil, democratic** *discussions and decision-making***,** *set clear goals and deadlines, and establish individual roles as needed.* 3. *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.* 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.** |
| **SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.** | | | |
| **SL.2** | SL.8.2. *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.** | SL.9-10.2. **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.11-12.2. *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.** |

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| **SL.CCR.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.** | | | |
| **SL.3** | SL.8.3. *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.** | SL.9-10.3. **Evaluate** *a speaker’s* **point of view,** *reasoning***, and use of** *evidence* **and rhetoric,****identifying any fallacious**  *reasoning* **or exaggerated or distorted** *evidence***.** | SL.11-12.3. *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.** |
| **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.8.4. *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*. | SL.9-10.4. *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.11-12.4. *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* **a range of****formal and informal** *tasks.* |
| **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.8.5**. Integrate** *multimedia and visual**displays into**presentations to clarify**information,* **strengthen** *claims* **and evidence, and add interest.** | SL.9-10.5. **Make strategic use of digital** *media* **(e.g., textual,** *graphical***,** *audio***,**  *visual,* **and interactive elements)** *in presentations* **to enhance understanding of** *findings***, reasoning**, *and evidence and to add interest*. | SL.11-12.5. *Make strategic use of digital media (e.g., textual, graphical, audio,*  *visual, and interactive elements) in presentations to enhance understanding of*  *findings, reasoning, and evidence and to add interest.* |
| **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.8.6. *Adapt speech to a variety of contexts and tasks, demonstrating*  *command of formal English when indicated or appropriate.* | SL.9-10.6. *Adapt speech to a variety of contexts and tasks, demonstrating*  *command of formal English when indicated or appropriate*. | SL.11-12.6. *Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated*  *or appropriate.* |