**CCSS ELA Speaking and Listening Continuum (K-4)**

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** | **K** | **1** | **2** | **3** | **4** |
| **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.** | | | | | |
| **SP.1** | SL.K.1. **Participate**  **in collaborative conversations with**  **diverse partners**  **about kindergarten**  **topics and texts**  **with peers and**  **adults in small and**  **larger groups.**   1. **Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)** 2. **Continue a conversation through multiple exchanges.** | SL.1.1. *Participate in*  *collaborative*  *conversations with*  *diverse partners about*  **grade 1** *topics and*  *texts with peers and*  *adults in small and*  *larger groups.*   1. *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).* 2. **Build on others’ talk in conversations by responding to the comments of others through multiple exchanges***.* 3. **Ask questions to clear up any confusion about the topics and texts under discussion.** | SL.2.1. *Participate in*  *collaborative*  *conversations with*  *diverse partners about*  **grade 2** *topics and*  *texts with peers and*  *adults in small and*  *larger groups.*   1. *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).* 2. *Build on others’ talk in conversations by* **linking their** *comments to the remarks of others.* 3. *Ask* **for clarification and further explanation as needed** *about the topics and texts under discussion*. | SL.3.1. **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.**   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** 2. *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).* 3. **Ask questions to check understanding of information presented, stay on topic,** *and link their comments to the remarks of others.* 4. **Explain their own ideas and understanding in light of the discussion.** | SL.4.1. *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.*   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 to clarify or follow up on information, and make** *comments* **that contribute to the discussion and link** *to the remarks of others***.** 4. **Review the key ideas expressed** *and explain their own ideas and understanding in light of the discussion.* |

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| **Code** | **K** | | **1** | **2** | **3** | **4** |
| **SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.** | | | | | | |
| **SL.2** | | 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.1.2. *Ask and answer questions about key details in a text read aloud or information presented orally or through other media.* | SL.2.2. **Recount or describe** *key* **ideas or** *details* **from** *a text read aloud or*  *information presented*  *orally or through other media.* | SL.3.2. **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***.** | SL.4.2. **Paraphrase portions of** *a text**read aloud or**information presented**in diverse media and*  *formats, including visually,*  *quantitatively, and orally*. |
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| **SL.CCR.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.** | | | | | | |
| **SL.3** | | SL.K.3. **Ask and answer questions in order to seek help, get information, or clarify something that is not**  **understood**. | SL.1.3. *Ask and answer questions about what a speaker says in order to gather* **additional** *information or clarify something that is not understood.* | SL.2.3. *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.** | SL.3.3. *Ask and answer questions about information*  *from a speaker*, **offering appropriate** **elaboration and**  **detail.** | SL.4.3. **Identify the reasons and**  **evidence** *a speaker* **provides to support****particular points.** |

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| **Code** | **K** | | **1** | **2** | **3** | **4** |
| **Presentation of Knowledge and Ideas** | | | | | | |
| **SL.CCR.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning** | | | | | | |
| **SL.4** | | SL.K.4. **Describe**  **familiar people, places, things, and events and, with prompting and**  **support, provide**  **additional detail.** | SL.1.4. *Describe*  *people, places, things*,  *and events* **with relevant** *details***,**  **expressing ideas and feelings clearly.** | SL.2.4. **Tell a story or**  **recount an experience** *with*  **appropriate facts and** *relevant***, descriptive** *details***,**  **speaking audibly in**  **coherent sentences.** | SL.3.4. **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**. | SL.4.4. *Report on a topic or text, 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.* |
| **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.K.5. **Add drawings or other visual displays to**  **descriptions as desired to provide additional detail.** | SL.1.5. *Add drawings*  *or other visual displays to descriptions* **when**  **appropriate to clarify**  **ideas, thoughts, and**  **feelings.** | SL.2.5. **Create audio**  **recordings of stories or poems;** *add**drawings or other**visual displays* **to**  **stories or recounts of experiences** *when**appropriate to clarify ideas, thoughts, and feelings.* | SL.3.5. *Create* **engaging** *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.** | SL.4.5. **Add** *audio recordings and visual displays* **to** *presentations* **when****appropriate** *to enhance* **the****development of****main ideas or****themes.** |
| **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.K.6. **Speak audibly and express thoughts, feelings, and ideas clearly.** | SL.1.6. **Produce complete sentences**  **when appropriate to**  **task and situation.** | SL.2.6*. Produce complete sentences when appropriate to task and situation* **in**  **order to provide requested detail or clarification.** | SL.3.6. **Speak in** *complete sentences**when appropriate to**task and situation in**order to provide**requested detail or*  *clarification.* | SL.4.6. **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.** |