

Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Speaking and Listening Standards</b>					
Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	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	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	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. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	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).	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).	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.	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	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.
b. Continue a conversation through multiple exchanges.	b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	b. Build on others' talk in conversations by linking their comments to the remarks of others.	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).	b. Follow agreed-upon rules for discussions and carry out assigned roles.	b. Follow agreed-upon rules for discussions and carry out assigned roles.
	c. Ask questions to clear up any confusion about the topics and texts under discussion.	c. Ask for clarification and further explanation as needed 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.	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.	c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
			d. Explain their own ideas and understanding in light of the discussion.	d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	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.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	a. Understand and follow one- and twostep oral directions. CA	a. Give, restate, and follow simple two-step directions. CA	a. Give and follow three- and four-step oral directions. CA			
3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Ask and answer questions about what a speaker says in order to gather additional information, or clarify something that is not understood.	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.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Identify the reasons and evidence a speaker <b>or media source</b> provides to support particular points. CA	Summarize the points a speaker <b>or media source</b> makes and explain how each claim is supported by reasons and evidence, <b>and identify and analyze any logical fallacies.</b> CA
4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	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.	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.	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.

		a. Memorize and recite poems, rhymes, and songs with expression. CA	a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion. CA	a. Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA	a. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable. CA	a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position. CA
						b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. CA
5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	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.	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.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
6	Speak audibly and express thoughts, feelings, and ideas clearly.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	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. (See grade 4 Language standards 1 and 3 for specific expectations.)	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.)



## Steps Involved in Essential Standards Selection Process

- Use the Power Point to review the following ideas:
  - That our mission is to ensure high expectations and high levels of learning for each and every student.
  - Review the importance of 6 characteristics of PLCs and the power of collective teacher efficacy to accomplish our mission
  - Review the 4 PLC questions
  - Discuss the meaning and implications of essential...standards that are critical and we are promising mastery for
- Read the [Power Standards Article](#) and discuss the 3 criteria
  - Emphasize that this is about priorities not list reduction.
- Use the Essential Standards Rubric and copies of the standards to walk your team through selecting Speaking and Listening Standards.
  - Please note that the speaking and listening standards all have sub-standards (ie: 1 a, 1 b, etc...) Select 2-3 speaking and listening standards (sub-standards count as individual standards. See the tally sheets)
  - Use the Tally sheets for your grade level to tally the standards and sub-standards you consider essential. Strive to come to consensus on a minimum of 4.