

GRADE K: Speaking & Listening Standard 1

College and Career Readiness (CCR) Anchor Speaking & Listening Standard (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.

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

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

top	pics and texts under discussion).	6.1.1	
	Progression to Mastery	Key Concepts	Guiding Prompts
•	Identifying speaker O Teacher to student O Student to teacher O Student to student Establish and model agreed upon rules for discussions: O Listening to speaker (eyes on speaker, no response) O Responding when it is appropriate (answer question, make a response) O Allowing communication partner to respond Response is on topic and related to conversation Response is on topic related to text Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)	 Eye contact Listening to others Responding Taking Turns Staying on topic Staying on topic of text Conversation Interrupt 	 What does listening look like? Who is speaking? Are your eyes on the speaker? Are you listening? Is it your turn to talk? What are we talking about? Did you talk about? Do you agree? Where did you learn that information?
b.	Continue a conversation through mu	ltiple exchanges.	
	Progression to Mastery	Key Concepts	Guiding Prompts
•	Respond to the speaker with on topic responses Speaker responds to communicative partner's response Continue response pattern above Continue a conversation through multiple exchanges	 Respond Partner Taking turns Staying on topic Staying on topic of text 	 Did you talk about? Did you wait for your partner to finish speaking? Where did you learn that information? Did you share what you learned with your group? Do you have anything else to share?



GRADE 1: Speaking & Listening Standard 1

College and Career Readiness (CCR) Anchor Speaking & Listening Standard (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.

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

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

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., listening to others with care, speaking one at a time about the topics and texts under discussion).

	T T 0	
Progression to Mastery	Key Concepts	Guiding Prompts
Identifying speaker and listener Teacher to student Student to teacher Student to student Establish and model agreed upon rules for discussions: Listening to speaker (eyes on speaker, no response) Responding when it is appropriate (answer question, make a response) Allowing other communication partner to respond Response is on topic and related to conversation Response is on topic related to text Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts	 Eye contact Listening to others Responding Taking Turns Conversation Partner Interrupt Staying on topic Staying on topic of text 	 What does listening look like? Who is speaking? Are your eyes on the speaker? Are you listening? Is it your turn to talk? What are we talking about? Did you talk about? I agree with Where did you learn that information?

 Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

Progression to Mastery	Key Concepts	Guiding Prompts
 Identifying speaker and listener Teacher to student Student to teacher Student to student Listening to speaker (eyes on speaker, no response) 	ResponseConversationCommentCollaborative Conversation	 Is it your turn to talk? What are we talking about? Did you talk about? I agree with Where did you learn that information?



•	Responding when it is appropriate (answer question, make a response) Allowing other communication partner to respond Response is on topic and related to conversation Multiple exchanges occur between communication partners Build on others' talk in conversations by responding to the comments of others through multiple exchanges c. Ask questions to clear up an	 Conversational exchange On topic 	 Did you listen carefully to your partner? Did you wait for your partner to finish speaking? Did you share what you learned with your group? Was your response related to your partner's comment?
	Progression to Mastery	Key Concepts	Guiding Prompts
•	Using the agreed upon rules for discussions, ask (speaker, group, teacher) questions for clarity Ask questions to clear up any confusion about the topics and texts under discussion	On topicQuestioning to clarify	 Was there something you didn't understand? Did you ask questions if you were confused? Did you get the clarity that you needed?



GRADE 2: Speaking & Listening Standard 1

College and Career Readiness (CCR) Anchor Speaking & Listening Standard (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.

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

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

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. 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).

L	others with care, speaking one	e at a time about the topics a	nd texts under discussion).
	Progression to Mastery	Key Concepts	Guiding Prompts
•	1 0		,
•	Response is on topic and related to conversation		speak?What respectful techniques can
•	Use respectful techniques to enter conversations (gain the floor)		you use to obtain the turn to speak?
	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 conver	rsations by linking their co r	mments to the remarks of others.
- 1 -			

	Progression to Mastery	Key Concepts	Guiding Prompts
•	Identifying speaker and listener o Teacher to student o Student to teacher o Student to student	 Eye contact Listening to others Responding Taking Turns Staying on topic 	Who is speaking?Are your eyes on the speaker?Are you listening?Is it your turn to talk?



comments to the remarks of other

Delaware English Language Arts Standards Speaking & Listening Learning Progressions

Listening to speaker (eyes on	• Comment	How can you indicate you are
speaker, no response)	• Collaborative	ready to respond?
• Responding when it is	Conversation	Did you wait for your partner
appropriate (answer question,	 Conversational 	to finish speaking?
make a response)	exchange	Was your response related to
 Allowing other 	 Comments and 	your partner's comment?
communication partner to	remarks linked	Did you include a comment or
respond		remark from your partner in
 Response is on topic, related to 		your response?
conversation, and includes		 Did you listen carefully to your
remarks and comments that		partner?
partner shared		
 Multiple on topic, linked 		
exchanges occur between		
communication partners		
 Build on others' talk in 		
conversations by linking their		

c. Ask for clarification and further explanation as needed about the topics and texts under discussion

Progression to Mastery	Key Concepts	Guiding Prompts
 Using the agreed upon rules for discussions, ask (speaker, group, teacher) questions for clarity Ask clarifying questions to elaborate on topics or texts Ask questions to clarify any confusion about the topic Ask for further explanation about the topics or text as needed 	 On topic Questioning to clarify Elaboration Explaining a topic further 	 Was there something you didn't understand? Did you ask questions if you were confused? Did you get the clarity that you needed? Did you ask a question to clarify a comment or remark if needed? Did you ask for further explanation on a topic or text if needed? Were you able to elaborate on the topic under discussion?



GRADE 3: Speaking & Listening Standard 1

College and Career Readiness (CCR) Anchor Speaking & Listening Standard (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.

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

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.

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.

	discussion.		
	Progression to Mastery	Key Concepts	Guiding Prompts
•	Teacher models how to mark a text, cite evidence, and take notes on text to be used for discussion Teacher guides the practice of using a shared text to mark, cite, and take notes to use for discussion Student reads material to gather needed information for discussion Student takes notes on material, citing evidence, and marking text to utilize during discussion within a group; student may also use relevant background knowledge to enhance discussion Teacher provides or students create a template with discussion starters to promote on topic discussion Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information	Key Concepts Cite evidence Draw conclusions Note taking Discussion Information Role Relevant background knowledge	 Guiding Prompts How did you prepare for today's discussion? What is the topic being discussed? What do you already know about this topic? Where could you find out more information? Do you have enough information to participate in a discussion with a group of students?
	known about the topic to explore		
-	ideas under discussion	1	41 (9) 4 (9) 10 4
			the floor in respectful ways, listening
			pics and texts under discussion).
	Progression to Mastery	Key Concepts	Guiding Prompts



- Identifying speaker and listener
 - Teacher to student
 - Student to teacher
 - Student to student
- Establish and model agreed upon rules for discussions:
- Listening to speaker (eyes on speaker, no response)
- Responding when it is appropriate (answer question, make a response)
- Allowing other communication partner to respond
- Response is on topic and related to conversation
- Use respectful techniques to enter conversations (gain the floor)
- 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)

Progression to Mastery

communication partners

- Eye contact
- Listening to others
- Responding
- Taking Turns
- Staying on topic
- Comment
- CollaborativeConversation
- Conversational exchange
- Respectful techniques

- Who is speaking?
- Are your eyes on the speaker?
- Are you listening?
- Is it your turn to talk?
- How can you indicate you are ready to respond?
- Is the discussion occurring in a group or with a single partner?
- Did you wait for your partner/group to finish speaking?
- Was your response related to your partner's or student's comment?
- Did you listen carefully to all points discussed?
- Do you agree or disagree with comments/remarks?
- Are you staying on topic?
- How do you let your classmates know you'd like to speak?
- What respectful techniques can you use to obtain the turn to speak?

Guiding Prompts

Did you ask for further explanation

on a topic or text if needed?

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Key Concepts

Eye contact Who is speaking? Identifying speaker and listener Listening to others Are your eyes on the speaker? o Teacher to student Responding Are you listening? Student to teacher Is it your turn to talk? Taking turns Student to student Cite evidence/ cite How can you indicate you are Listening to speaker (eyes on comments in response ready to respond? speaker, no response) Draw conclusions Did you wait for your partner to Responding when it is Discussion finish speaking? appropriate (answer question, Was your response related to your Information make a response) partner's or group's Staying on topic Allowing other comment/response? communication partner to Comment Did you include a comment or respond Collaborative remark from your partner in your Response is on topic, related to Conversation response? conversation, cites evidence and Conversational Did you listen carefully to all includes remarks and comments exchange points discussed? that partner shared Asking for clarification Did you ask a question to clarify a Multiple on topic, linked Comments and comment or remark if needed? exchanges occur between remarks linked



_				
•	Build on others' talk in conversations by linking their comments to the remarks of other Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others		• A	o you agree or disagree with omments/remarks? The you staying on topic?
	d. Explain their own ideas and	understanding in light of	he di	scussion.
	Progression to Mastery	Key Concepts		Guiding Prompts
•	Share own thoughts and ideas about topic, citing evidence to support understanding Restate information discussed to show an understanding Explain their own ideas and understanding in light of the discussion	 Cite evidence/ cite comments in response Draw conclusions Staying on topic Restate information Share thoughts and ideas 	pa co D po A D you	Vas your response related to your artner's or group's omment/response? Did you listen carefully to all oints discussed? Are you staying on topic? Did you cite evidence to support our own thoughts or ideas? Did you restate the key information in your topic?



GRADE 4: Speaking & Listening Standard 1

College and Career Readiness (CCR) Anchor Speaking & Listening Standard (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.

Grade 3: Engage effectively in a Grade 4: 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.

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.

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

	preparation and other informa	tion known about the topic t	to explore ideas under discussion.
	Progression to Mastery	Key Concepts	Guiding Prompts
•	Teacher models how to mark a text, cite evidence, and take notes on text to be used for discussion Teacher guides the practice of using a shared text to mark, cite, and take notes to use for discussion Student reads material to gather needed information for discussion Student takes notes on material, citing evidence, and marking text to utilize during discussion within a group; student may also use relevant background knowledge to enhance discussion Teacher provides or students create a template with discussion starters to promote on topic discussion 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	Cite evidence Draw conclusions Note taking Discussion Information Role Relevant background knowledge	 How did you prepare for today's discussion? What is the topic being discussed? What do you already know about this topic? Where could you find out more information? Do you have enough information to participate in a discussion with a group of students?
	Progression to Mastery	Key Concepts	Guiding Prompts
•	Establish and model roles within discussions, while continuing to follow agreed upon rules for discussions	• Roles	What is your role in the discussions?



•	Follow assigned roles (i.e., note taker, moderator, timekeeper)during discussion in various situations (i.e., group, one on one, whole class) Follow agreed-upon rules for discussions and carry out assigned roles c. Pose and respond to specific comments that contribute to Progression to Mastery		 Does everyone in the group have a role? What are the rules for our discussion? low up on information, and make the remarks of others Guiding Prompts
	Recognize the ideas of others Know the language used to build on these ideas Formulate a question that causes the group to think about the topic more deeply Respond when it is appropriate (answer question, ask a question, comment using information from text) Allowing other communication partner(s) to respond to your comment or question Ask questions to clarify any confusion about the topic Ask for further explanation about the topics or text as needed Restate information discussed that includes remarks and comments made by others 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	Eye contact Listening to others Responding Taking turns Cite evidence/ cite comments in response Staying on topic Collaborative Conversation Conversational exchange Asking for clarification Restate information Share thoughts and ideas	 What are other saying about the topic? What would be a thought provoking question about the topic that would make the group think more deeply? Was your response related to your partner's or group's comment/response? Did you include a comment or remark from your partner in your response? Did you listen carefully to all points discussed? Did you ask a question to clarify a comment or remark if needed? Did you ask for further explanation on a topic or text if needed? Do you agree or disagree with comments/remarks? Are you staying on topic? What are your thoughts? Were you able to elaborate on the topic under discussion?
	d. Review the key ideas express discussion. Progression to Mastery	sed and explain their own id	leas and understanding in light of the Guiding Prompts
•	Restate information discussed that includes remarks and comments made by others Review key ideas expressed (orally, written summary)	comments in responseDraw conclusionsStaying on topicRestate information	 Was your response related to your partner's or group's comment/response? Did you listen carefully to all points discussed? Do you agree or disagree with comments/remarks?



•	Explain their own ideas and
	understanding in light of the
	discussion
	Chara own thoughts and idea

- Share own thoughts and ideas about topic, citing evidence to support understanding
- Restate information discussed to show an understanding
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion

- Share thoughts and ideas
- Are you staying on topic?
- What are your thoughts?
- What were the key ideas discussed?
- Did you cite evidence to support your own thoughts or ideas?
- Did you restate the key information on your topic?
- In light of what has already been said about this, what are your ideas?



GRADE 5: Speaking & Listening Standard 1

College and Career Readiness (CCR) Anchor Speaking & Listening Standard (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.

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

Grade 5: Engage effectively in a Grade 6: Engage effectively in discussions (one-on-one, in diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

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 each others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that

text, cite evidence, and take notes on text to be used for discussion Teacher guides the practice of using a shared text to mark, cite, and take notes to use for discussion Student reads material to gather needed information for discussion Student takes notes on material, citing evidence, and marking text to utilize during discussion Student takes notes on material, citing evidence, and marking text to utilize during discussion Teacher provides or students create a template with discussion starters to promote on topic discussion 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. Follow agreed-upon rules for discussions and carry out assigned roles. Progression to Mastery Establish and model roles within Draw conclusions Note taking Discussion Note taking Discussion Information Role Relevant background knowledge What is the topic being discussion this topic? What is the topic being discussion this topic? What is the topic being discussion this topic? What is your fold more information? Do you have enough informatin participate in a discussion with group of students?? Too you have enough information? Do you have enough information? Too you have enough information and information? Too you have enough information? Too you have enough information.		preparation and other information known about the topic to explore ideas under discussion.								
text, cite evidence, and take notes on text to be used for discussion Teacher guides the practice of using a shared text to mark, cite, and take notes to use for discussion Student reads material to gather needed information for discussion Student takes notes on material, citing evidence, and marking text to utilize during discussion Student dake notes on material, citing evidence, and marking text to utilize during discussion Teacher provides or students create a template with discussion starters to promote on topic discussion 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. Follow agreed-upon rules for discussions and carry out assigned roles. Progression to Mastery Establish and model roles within Draw conclusions Note taking Discussion What is the topic being discussion What is pour already know about the topic to explore ideas under discussion Establish and model roles within Role Relevant background knowledge What do you already know about the topic of use a discussion with the topic of students? What is the topic being discussion. What is the topic being discussions what the topic being discussion? What is the topic being discussions what the topic of what topic of students and is the topic being discussion? What is the topic being discussions what the topic being discussions. The procession? What is the topic being discussions what the topic being discussion. The procession? The procession? What is the topic being discussions what the topic being discussion. The procession? The procession? The procession? What is the topic being discussions what the topic being discussion. The procession? The procession? The procession? The procession? The procession? The procession? The procession what discussions what discussion		Progression to Mastery	Key Concepts	Guiding Prompts						
b. Follow agreed-upon rules for discussions and carry out assigned roles. Progression to Mastery Key Concepts Guiding Prompts Establish and model roles within Roles What is your role in the	•	Teacher models how to mark a text, cite evidence, and take notes on text to be used for discussion Teacher guides the practice of using a shared text to mark, cite, and take notes to use for discussion Student reads material to gather needed information for discussion Student takes notes on material, citing evidence, and marking text to utilize during discussion within a group; student may also use relevant background knowledge to enhance discussion Teacher provides or students create a template with discussion starters to promote on topic discussion 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	 Cite evidence Draw conclusions Note taking Discussion Information Role Relevant background 	 How did you prepare for today's discussion? What is the topic being discussed? What do you already know about this topic? Where could you find more information? Do you have enough information to participate in a discussion with a 						
Progression to Mastery Key Concepts Guiding Prompts ● Establish and model roles within ● Roles ● What is your role in the			discussions and carry out as	signed roles.						
		<u> </u>	<u> </u>							
discussions while continuing to discussions?	•	Establish and model roles within discussions, while continuing to	Roles	What is your role in the discussions?						



follow agreed upon rules for discussions Follow assigned roles (i.e., note taker, moderator, timekeeper)during discussion in various situations (i.e., group, one on one, whole class) Follow agreed-upon rules for discussions and carry out assigned roles c. Pose and respond to specific	questions by making comme	 Does everyone in the group have a role? What are the rules for our discussion? 							
elaborate on the remarks of	others.								
Progression to Mastery	Key Concepts	Guiding Prompts							
 Recognize the ideas of others Know the language used to build on these ideas Formulate a question that causes the group to think about the topic more deeply Respond when it is appropriate (answer question, ask a question, comment using information from text) Allowing other communication partner(s) to respond to your comment or question Restate information discussed that includes remarks and comments made by others Offer comments or responses that build on the remarks of others Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others 	 Comment Collaborative Conversation Conversational exchange Asking for clarification Restate information Share thoughts and ideas Elaborate on comments/remarks 	 Was your response related to your partner's or group's comment/response? Did you include a comment or remark from your partner in your response? Did you listen carefully to all points discussed? Did you ask a question to clarify a comment or remark if needed? Did you ask for further explanation on a topic or text if needed? Do you agree or disagree with comments/remarks? Are you staying on topic? Can you tell me more? How did you figure that out? Why were you thinking that? 							
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.									
Progression to Mastery	Key Concepts	Guiding Prompts							
 Restate information discussed that includes remarks and comments made by others Review key ideas expressed (orally, written summary) 	 Cite evidence/ cite comments in response Staying on topic Collaborative Conversation 	 Was your response related to your partner's or group's comment/response? Did you listen carefully to all points discussed? 							
 Restate information discussed to show an understanding 	 Conversational exchange 	 Are you staying on topic? How did you figure that out?							



•	Listen with intent to learn and	•	Restate information	•	Why were you thinking that?
	build knowledge	•	Draw conclusions	•	Did you cite evidence to support
•	Draw a conclusion based on the				your conclusions?
	information discussed			•	What did you learn from the
•	Review the key ideas expressed				discussion?
	and draw conclusions in light of			•	In light of what has already been
	information and knowledge				said about this, what are your
	gained from the discussions				conclusions?