GRADE 6: Speaking & Listening Standard 3

College and Career Readiness (CCR) Anchor Speaking & Listening Standard: 6.3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Grade 5:	Grade 6:	Grades 7:
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	**Delineate a speaker's argument and specific claims, distinguishing claims** that are supported by reasons and evidence **from claims that are not.**	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
Progression to Mastery	**Key Concepts**	**Guiding Prompts**
• Identify claims and argument. • Recognize the difference between argument and claims. • Determine what constitutes evidence (e.g. examples, facts, images, etc.) • Identify the reasons and evidence a speaker provides to support particular points. • Summarize the speaker's argument and explain how each claim is supported by reasons and evidence. • Identify specific claims supported by evidence. • Identify claims that are not supported by evidence. • Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	• Argument • Claim • Reason • Evidence	• What is the speaker's argument? • What are the speaker's claims? • What is the relationship between the speaker's argument and specific claims? • How do you determine whether or not a claim is supported?? • What claims are supported by reasons and evidence? • What claims are not supported by reasons and evidence?

GRADE 7: Speaking & Listening Standard 3

College and Career Readiness (CCR) Anchor Speaking & Listening Standard: 7.3		
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		

Grade 6:	Grade 7:	Grades 8:
Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Delineate a speaker's argument and specific claims, **evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.**	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.

Progression to Mastery	Key Concepts	Guiding Prompts
- Identify claims and argument. - Recognize the difference between argument and claims. - Summarize the speaker's argument and explain how each claim is supported by reasons and evidence. - Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. - Recognize that the evidence offered may not be sufficient or substantial. - Determine if evidence is relevant to the claim. - Distinguish between sound and unsound reasoning. - Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	- Argument - Claim - Reasoning - Sufficient vs. Insufficient Evidence - Relevant vs. Irrelevant Evidence - Sound reasoning	- What is the speaker's argument? - What are the speaker's claims? - What is the relationship between the speaker's argument and specific claims? - How do you determine whether or not a claim is supported? - What claims are supported by reasons and evidence? Which are not? - Was there enough evidence to support the speaker's claim(s)? - Was the evidence relevant considering the topic and purpose of the claim? - How do you determine if the speaker's reasoning is sound?

GRADE 8: Speaking & Listening Standard 3

College and Career Readiness (CCR) Anchor Speaking & Listening Standard: 8.3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Grade 7:	Grade 8:	Grade 9-10:
Delineate a speaker's argument and specific claims evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	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.**	Evaluate a speaker's or point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Progression to Mastery	Key Concepts	Guiding Prompts
• Identify claims and argument. • Recognize the difference between argument and claims. • Summarize the speaker's argument and explain how each claim is supported by reasons and evidence. • Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. • Recognize that the evidence offered may not be sufficient or substantial. • Determine if evidence is relevant to the claim. • Distinguish between sound and unsound reasoning. • Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. • Delineate a speaker's argument and specific claims, evaluating the soundness of	• Argument • Claim • Reasoning • Sufficient vs. Insufficient Evidence • Relevant vs. Irrelevant Evidence • Sound reasoning	• What is the speaker's argument? • What are the speaker's claims? • What is the relationship between the speaker's argument and specific claims? • How do you determine whether or not a claim is supported? • What claims are supported by reasons and evidence? Which are not? • Was there enough evidence to support the speaker's claim(s)? • Was the evidence relevant considering the topic and purpose of the claim? • How do you determine whether or not the evidence is relevant? • How do you determine if the speaker's reasoning is sound?

the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.		

Delaware English Language Arts Standards
Speaking & Listening Learning Progressions

GRADES 9-10: Speaking & Listening Standard 3

College and Career Readiness (CCR) Anchor Speaking & Listening Standard 3:
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Grade 8:	Grade 9-10:	Grades 11-12:
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.	**Evaluate a speaker's or point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**	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 use.

Progression to Mastery	Key Concepts	Guiding Prompts
• Identify the point of view of the speech. (ie., the subject, the occasion or context, the intended audience, and the intended purpose, the speaker) of the speech. • Determine if the speaker's reasoning is sound. • Identify the examples, facts, and evidence the speaker uses to support the argument. • Identify logical fallacies and commonly used propaganda techniques. • Identify distorted or exaggerated evidence. • Examine the impact of the speaker's use of evidence has on their credibility. • Evaluate the speaker's use of rhetorical appeals (ie., ethos, logos, and pathos). • Evaluate a speaker's or point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	• Point of view • Sound reasoning • Evidence • Logical fallacies • Propaganda techniques • Rhetorical appeals (ethos, logos, pathos)	• What do you know about - and what is important to consider- about the subject, occasion, audience, purpose, and speaker? • What reasoning does the speaker offer and was it sound and logical? • Were there instances of faulty logic? • Can you point out examples when the speaker tried to mislead his or her audience by using flawed reasoning? • How did the speaker's use of evidence advance his or her argument? • Were there instances of exaggerated or distorted evidence? • Did the speaker employ propaganda techniques to influence his/her audience? • How did the speaker use rhetorical appeals to convey their message?

GRADE 11-12: Speaking & Listening Standard 3

College and Career Readiness (CCR) Anchor Speaking & Listening Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		

Grade 9-10: Evaluate a speaker's or point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Grades 11-12: 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.**	

Progression to Mastery	Key Concepts	Guiding Prompts
• Identify the point of view of the speech. (ie., the subject, the occasion or context, the intended audience, and the intended purpose, the speaker) of the speech. • Determine if the speaker's reasoning is sound. • Evaluate how the speaker uses evidence to advance the argument. • Identify logical fallacies and commonly used propaganda techniques. • Evaluate the speaker's use of rhetorical appeals (ie., ethos, logos, and pathos). • Evaluate a speaker's or point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. • Distinguish between the speaker's stance (attitude toward the audience) and tone (attitude toward the subject). • Describe the speaker's stance and tone and support with evidence from the speech. • Identify the major and minor premises of a speaker's arguments.	• Point of view • Sound reasoning • Evidence • Logical fallacies • Propaganda techniques • Rhetorical appeals (ethos, logos, pathos) • Stance • Tone • Diction • Premises • Deductive logic	• What do you know about - and what is important to consider- about the subject, occasion, audience, purpose, and speaker? • What reasoning does the speaker offer and was it it sound and logical? • Can you point out examples when the speaker tried to mislead his or her audience by using faulty logic/flawed reasoning? • How did the speaker's use of evidence advance his or her argument? • Did the speaker employ propaganda techniques to influence his/her audience? • How did the speaker use rhetorical appeals to convey their message? • How would you describe the speaker's stance? Provide evidence from the text that supports your assertion. • How would you describe the speaker's tone? Provide evidence from the text that supports your assertion. • What are the major and minor premises on which the argument was built? Are they

• Evaluate the major and minor premises for correctness. • 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.		correct?