



## Delaware English Language Arts Standards Speaking & Listening Learning Progressions

### GRADE K: Speaking & Listening Standard 3

<p><b>College and Career Readiness (CCR) Anchor Speaking &amp; Listening Standard (3):</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>		
<p><b>Grade K:</b> <u>CCSS.ELA-LITERACY.SL.K.3</u> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p><b>Grade 1:</b> <u>CCSS.ELA-LITERACY.SL.1.3</u> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	
<p><u>CCSS.ELA-LITERACY.SL.K.3</u> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>• Distinguish between statement and question.</li> <li>• Review the words used to signal a question is being asked (who, what, where, when, why, how).</li> <li>• Construct with peers answers to questions.</li> <li>• Construct questions with peers.</li> <li>• Use a story or text presented in different media formats to answer questions with teacher modeling.</li> <li>• Construct with peers answers to explicit questions related to a story or text presented in different media formats with teacher.</li> <li>• Construct questions using a story or text presented in different media formats with teacher modeling.</li> <li>• Construct with peers questions to ask related to a story or text presented in different media formats with teacher.</li> <li>• Ask and answer questions related to a story or text presented in different media formats.</li> <li>• Ask questions to clarify information.</li> <li>• Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> </ul>	<ul style="list-style-type: none"> <li>• Question</li> <li>• Statement</li> <li>• Questioning words</li> <li>• Answer</li> <li>• Clarify</li> </ul>	<ul style="list-style-type: none"> <li>• What is a statement?</li> <li>• What is a question?</li> <li>• Are there key words to look for to determine if someone is asking a question?</li> <li>• What can you do if you do not understand?</li> <li>• Do you understand most the information presented?</li> </ul>



## Delaware English Language Arts Standards Speaking & Listening Learning Progressions

### GRADE 1: Speaking & Listening Standard 3

<p><b>College and Career Readiness (CCR) Anchor Speaking &amp; Listening Standard (3):</b> Evaluate speaker's point of view, reasoning, and use of evidence and rhetoric.</p>		
<p><b>Grade KN:</b> <u>CCSS.ELA-LITERACY.SL.K.3</u> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p><b>Grade 1:</b> <u>CCSS.ELA-LITERACY.SL.1.3</u> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p><b>Grade 2:</b> <u>CCSS.ELA-LITERACY.SL.2.3</u> 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.</p>
<p><u>CCSS.ELA-LITERACY.SL.1.3</u> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>		
<p><b>Progression to Mastery</b></p>	<p><b>Key Concepts</b></p>	<p><b>Guiding Prompts</b></p>
<ul style="list-style-type: none"> <li>• Distinguish between statement and question.</li> <li>• Review the words used to signal a question is being asked (who, what, where, when, why, how).</li> <li>• Recognize that asking and answering questions is a strategy for getting more information from a speaker.</li> <li>• Recognize that asking and answering questions is a strategy for clarifying something that is not understood.</li> <li>• Construct questions with teacher modeling, about what a speaker says.</li> <li>• Answer questions with modeling about what a speaker says.</li> <li>• Construct with peers questions about what a speaker says.</li> <li>• Construct with peers answers about what a speaker says.</li> <li>• Ask questions about what a speaker says to gather additional information.</li> <li>• Ask questions about what a speaker says to clarify information.</li> <li>• Ask questions that build off of peers' questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Question</li> <li>• Statement</li> <li>• Questioning</li> <li>• Answer</li> <li>• Clarify</li> <li>• Speaker</li> </ul>	<ul style="list-style-type: none"> <li>• What is a statement?</li> <li>• What is a question?</li> <li>• Are there key words to look for to determine if someone is asking a question?</li> <li>• What did the speaker say?</li> <li>• What is one thing you found interesting?</li> <li>• What do you want to know more about?</li> <li>• What can you do if you do not understand?</li> <li>• What did you learn from the speaker?</li> <li>• Do you have any more questions?</li> </ul>



## Delaware English Language Arts Standards Speaking & Listening Learning Progressions

<ul style="list-style-type: none"><li>• Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li></ul>		
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## Delaware English Language Arts Standards Speaking & Listening Learning Progressions

### GRADE 2: Speaking & Listening Standard 3

<p><b>College and Career Readiness (CCR) Anchor Speaking &amp; Listening Standard (3):</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric</p>		
<p><b>Grade 1:</b> <u>CCSS.ELA-LITERACY.SL.1.3</u> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p><b>Grade 2:</b> <u>CCSS.ELA-LITERACY.SL.2.3</u> 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.</p>	<p><b>Grade 3:</b> <u>CCSS.ELA-LITERACY.SL.3.3</u> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
<p><u>CCSS.ELA-LITERACY.SL.2.3</u> 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.</p>		
<p><b>Progression to Mastery</b></p>	<p><b>Key Concepts</b></p>	<p><b>Guiding Prompts</b></p>
<ul style="list-style-type: none"> <li>• Review the words used to signal a question is being asked (who, what, where, when, why, how).</li> <li>• Recognize that asking and answering questions is a strategy for getting more information from a speaker.</li> <li>• Recognize that asking and answering questions is a strategy for clarifying something that is not understood.</li> <li>• Identify topic or issue that the speaker is addressing.</li> <li>• Construct questions with teacher modeling, about what a speaker says.</li> <li>• Answer questions with modeling about what a speaker says.</li> <li>• Construct with peers questions about what a speaker says.</li> <li>• Construct with peers answers about what a speaker says.</li> <li>• Ask questions about what a speaker says to gather additional information.</li> <li>• Ask questions about what a speaker says to clarify information.</li> <li>• Ask questions that build off of peers' questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Question</li> <li>• Statement</li> <li>• Questioning</li> <li>• Answer</li> <li>• Clarify</li> <li>• Speaker</li> </ul>	<ul style="list-style-type: none"> <li>• What did you learn from the speaker?</li> <li>• Are there key words to look for to determine if someone is asking a question?</li> <li>• What did the speaker say?</li> <li>• What is one thing you found interesting?</li> <li>• What do you want to know more about?</li> <li>• What can you do if you do not understand?</li> <li>• What is the topic?</li> <li>• What do you already know about this topic?</li> <li>• What did you learn from the speaker?</li> <li>• What do you want to know more about?</li> <li>• Were there facts that surprised you?</li> <li>• Do you have any more questions?</li> </ul>



## Delaware English Language Arts Standards Speaking & Listening Learning Progressions

<ul style="list-style-type: none"><li>• Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li><li>• Construct appropriate questions about speaker's statement to deepen understanding of a topic or issue.</li><li>• Answer questions about speaker's statement to deepen understanding of a topic or issue.</li><li>• 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.</li></ul>		
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## Delaware English Language Arts Standards Speaking & Listening Learning Progressions

### GRADE 3: Speaking & Listening Standard 3

<p><b>College and Career Readiness (CCR) Anchor Speaking &amp; Listening Standard (3):</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>		
<p><b>Grade 2:</b> <u>CCSS.ELA-LITERACY.SL.2.3</u> 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.</p>	<p><b>Grade 3:</b> <u>CCSS.ELA-LITERACY.SL.3.3</u> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p><b>Grade 4:</b> <u>CCSS.ELA-LITERACY.SL.4.3</u> Identify the reasons and evidence a speaker provides to support particular points.</p>
<p><u>CCSS.ELA-LITERACY.SL.3.3</u> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>• Recognize that asking and answering questions is a strategy for getting more information from a speaker.</li> <li>• Identify topic or issue that the speaker is addressing.</li> <li>• Construct questions with teacher modeling, about what a speaker says.</li> <li>• Answer questions with modeling about what a speaker says.</li> <li>• Construct with peers questions about what a speaker says.</li> <li>• Construct with peers answers about what a speaker says.</li> <li>• Ask questions about what a speaker says to gather additional information.</li> <li>• Ask questions that build off of a speaker's questions.</li> <li>• Answer questions about speaker's statement to deepen understanding of a topic or issue.</li> <li>• Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Answer</li> <li>• Elaboration</li> <li>• Speaker</li> </ul>	<ul style="list-style-type: none"> <li>• What is the topic?</li> <li>• What do you already know about this topic?</li> <li>• What did you learn from the speaker?</li> <li>• What is one thing you found interesting?</li> <li>• What do you want to know more about?</li> <li>• Do you have any more questions?</li> <li>• Were there facts that surprised you?</li> <li>• What was the speaker's main message?</li> <li>• Did the speaker say anything that challenged what you already knew about the topic?</li> </ul>



## Delaware English Language Arts Standards Speaking & Listening Learning Progressions

### GRADE 4: Speaking & Listening Standard 3

<p><b>College and Career Readiness (CCR) Anchor Speaking &amp; Listening Standard (3):</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>		
<p><b>Grade 3:</b> <u>CCSS.ELA-LITERACY.SL.3.3</u> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p><b>Grade 4:</b> <u>CCSS.ELA-LITERACY.SL.4.3</u> Identify the reasons and evidence a speaker provides to support particular points.</p>	<p><b>Grade 5:</b> <u>CCSS.ELA-LITERACY.SL.5.3</u> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
<p><u>CCSS.ELA-LITERACY.SL.4.3</u> Identify the reasons and evidence a speaker provides to support particular points.</p>		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>• Identify topic or issue that the speaker is addressing.</li> <li>• Understand that evidence can be examples, facts, or images.</li> <li>• Know that facts, examples, and explanations can be used as support for a point or position.</li> <li>• Identify the reasons and evidence a speaker provides to support particular points.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaker</li> <li>• Evidence</li> <li>• Reason</li> <li>• Multimedia</li> </ul>	<ul style="list-style-type: none"> <li>• What was the topic?</li> <li>• What points was the speaker making?</li> <li>• What reasons does the speaker give to support his points?</li> <li>• What evidence did the speaker provide to explain justify their reasons?</li> <li>• Give an example of the type of evidence (facts, examples, and/or explanations) the speaker used to support his/her point.</li> </ul>



## Delaware English Language Arts Standards Speaking & Listening Learning Progressions

### GRADE 5: Speaking & Listening Standard 3

<p><b>College and Career Readiness (CCR) Anchor Speaking &amp; Listening Standard (3):</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>		
<p><b>Grade 4:</b> <u>CCSS.ELA-LITERACY.SL.4.3</u> Identify the reasons and evidence a speaker provides to support particular points.</p>	<p><b>Grade 5:</b> <u>CCSS.ELA-LITERACY.SL.5.3</u> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p><b>Grade 6:</b> <u>CCSS.ELA-LITERACY.SL.6.3</u> Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<p><u>CCSS.ELA-LITERACY.SL.5.3</u> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>		
<p><b>Progression to Mastery</b></p>	<p><b>Key Concepts</b></p>	<p><b>Guiding Prompts</b></p>
<ul style="list-style-type: none"> <li>• Identify topic or issue that the speaker is addressing.</li> <li>• Understand that evidence can be examples, facts, or images.</li> <li>• Know that facts, examples, and explanations can be used as support for a point or position.</li> <li>• Identify the reasons and evidence a speaker provides to support particular points.</li> <li>• Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaker</li> <li>• Evidence</li> <li>• Reason</li> <li>• Claim</li> <li>• Summary</li> <li>• Multimedia</li> </ul>	<ul style="list-style-type: none"> <li>• What was the topic?</li> <li>• What points was the speaker making?</li> <li>• What reasons does the speaker give to support his points?</li> <li>• What evidence did the speaker provide to explain or justify their reasons?</li> <li>• Give an example of the type of evidence (facts, examples, and/or explanations) the speaker used to support his/her point.</li> <li>• What reasons/evidence would you include in a summary?</li> </ul>