



Delaware English Language Arts Standards Speaking & Listening Learning Progressions

GRADE 6: Speaking & Listening Standard 4

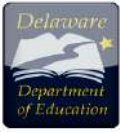
<p>College and Career Readiness (CCR) Anchor Speaking & Listening Standard: 6.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>		
<p>Grade 5: Report 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.</p>	<p>Grade 6: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Grades 7: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Prompts</p>
<ul style="list-style-type: none"> • Distinguish between a claim and a finding. • Sequence ideas logically. • Construct presentation to include appropriate facts, descriptions, and details to support claims and themes. • Perform presentation with clear speaking voice. • Perform presentation at a pace that is sensitive to the needs of the listener. • Perform speech with eye contact to engage the audience. • Adjust volume of presentation in response to the needs of the listener. • Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. 	<ul style="list-style-type: none"> • Claim • Finding • Argument • Logical sequence • Nonverbal elements (e.g. pace, volume, eye contact, gestures, enunciation) 	<ul style="list-style-type: none"> • What claims and findings are you presenting? • How will you arrange your claims and findings? • Which facts, descriptions, and details should you include to support your claims and themes? • How can you practice and get feedback on your performance skills?



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GRADES 7: Speaking & Listening Standard 4

<p>College and Career Readiness (CCR) Anchor Speaking & Listening Standard: 7.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>		
<p>Grade 6: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Grade 7: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Grades 8: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Prompts</p>
<ul style="list-style-type: none"> • Distinguish between a claim and a finding. • Sequence ideas logically. • Construct presentation to include appropriate facts, descriptions, details, and examples to support claims and themes. • Determine which details or ideas are salient and require emphasis. • Provide examples to emphasize salient point. • Perform presentation with clear speaking voice. • Perform presentation at a pace that is sensitive to the needs of the listener. • Perform speech with eye contact to engage the audience. • Adjust volume of presentation in response to the needs of the listener. • Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, 	<ul style="list-style-type: none"> • Claim • Finding • Salient point • Coherence • Nonverbal elements (e.g. pace, volume, eye contact, gestures, enunciation) 	<ul style="list-style-type: none"> • What claims and findings are you presenting? • How will you arrange your claims and findings? • Which facts, descriptions, and details should you include to support your claims and themes? • Which details or ideas would you consider “salient” points? • What examples should you provide to emphasize these points? • How can you practice and get feedback on your performance skills?



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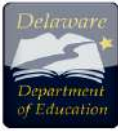
facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.		
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GRADE 8: Speaking & Listening Standard 4

<p>College and Career Readiness (CCR) Anchor Speaking & Listening Standard: 8.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>		
<p>Grade 7: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Grade 8: Present claims and findings emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen detail; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Grade 9-10: Present information, findings, and supporting evidence clearly, concisely and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.</p>
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Sequence ideas logically. • Construct presentation to include appropriate facts, descriptions, details, and examples to support claims and themes. • Determine which details or ideas are salient and require emphasis. • Provide examples to emphasize salient point. • Evaluate evidence for relevance, soundness, and validity. • Perform presentation with clear speaking voice. • Perform presentation at a pace that is sensitive to the needs of the listener. • Perform speech with eye contact to engage the audience. 	<ul style="list-style-type: none"> • Claim • Finding • Salient point • Coherence • Relevance • Soundness • Validity • Nonverbal elements (e.g. pace, volume, eye contact, gestures, enunciation) 	<ul style="list-style-type: none"> • What claims and findings are you presenting? • How will you arrange your claims and findings? • Which facts, descriptions, and details should you include to support your claims and themes? • Which details or ideas would you consider “salient” points? • What examples should you provide to emphasize these points? • What criteria should you use to determine if your evidence is relevant, your reasoning sound and valid, and your details well-chosen? • How can you practice and get feedback on your performance skills?



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<ul style="list-style-type: none">• Adjust volume of presentation in response to the needs of the listener.• Present claims and findings emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen detail; use appropriate eye contact, adequate volume, and clear pronunciation.		
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GRADES 9-10: Speaking & Listening Standard 4

College and Career Readiness (CCR) Anchor Speaking & Listening Standard 4: 9-10.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		
<p>Grade 8: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen detail; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Grade 9-10: Present information, findings, and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>Grades 11-12: Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Identify the subject, occasion, audience, and purpose of your presentation. • Construct presentation to include evidence to support claims and themes. • Evaluate evidence for relevance, soundness, and validity. • Construct presentation in cohesive manner that promotes optimal understanding from the intended audience. • Analyze the purpose, audience, and task to plan a presentation of appropriate substance and style. • Design visuals that help audience members follow the 	<ul style="list-style-type: none"> • S.O.A.P.S.Tone (Subject, Occasion, Audience, Purpose, Speaker, Tone) • Coherence • Relevance • Soundness • Validity • Visual formats • Nonverbal elements (e.g. pace, volume, eye contact, gestures, enunciation) 	<ul style="list-style-type: none"> • What is the subject, occasion, audience, and purpose of your presentation? • What evidence do you need to support your claim and develop your ideas? • What criteria should you use to determine if your evidence is relevant, your reasoning sound and valid, and your details well-chosen? • What style, format, or approach should you use to present this information? • How can you help listeners better understand and follow what you are saying? Should you provide visuals? What kind? • How can you practice and get



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<p>presentation and promote understanding.</p> <ul style="list-style-type: none">• Adjust performance of presentation in terms of pace, volume, eye contact, gestures, and enunciation to consider the occasion, audience, and purpose of the presentation.• Present information, findings, and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.		<p>feedback on your performance skills?</p>
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GRADES 11-12: Speaking & Listening Standard 4

<p>College and Career Readiness (CCR) Anchor Speaking & Listening Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>		
<p>Grade 9-10: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>Grades 11-12: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Identify the subject, occasion, audience, and purpose of your presentation. • Construct presentation to include evidence to support claims and themes. • Evaluate evidence for relevance, soundness, and validity. • Distinguish the thesis from others by addressing alternative or opposing perspectives. • Construct and organize presentation in cohesive manner that promotes optimal understanding from the intended audience. • Analyze the purpose, audience, and task to plan a presentation of appropriate substance and style. • Construct argument with a formal or informal stance. • Design visuals that help audience members follow the presentation and promote understanding. 	<ul style="list-style-type: none"> • S.O.A.P.S.Tone (Subject, Occasion, Audience, Purpose, Speaker, Tone) • Coherence • Relevance • Soundness • Validity • Alternative perspectives • Language register (formal vs. informal) • Visual formats • Nonverbal elements (e.g. pace, volume, eye contact, gestures, enunciation) 	<ul style="list-style-type: none"> • What is the subject, occasion, audience, and purpose of your presentation? • What evidence do you need to support your claim and develop your ideas? • What criteria should you use to determine if your evidence is relevant, your reasoning sound and valid, and your details well-chosen? • What makes your perspective distinctive? • Did you consider alternative or opposing perspectives? How did you address these perspectives? • What style, format, or approach should you use to present this information? How does the audience and occasion inform those decisions? • How can you help listeners better understand and follow what you are saying? Should you provide visuals? What kind?



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<ul style="list-style-type: none">• Adjust performance of presentation in terms of pace, volume, eye contact, gestures, and enunciation to consider the occasion, audience, and purpose of the presentation.• Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.		<ul style="list-style-type: none">• How can you practice and get feedback on your performance skills?
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