



Delaware English Language Arts Standards Speaking & Listening Learning Progressions

GRADE K: Speaking & Listening Standard 6

College and Career Readiness (CCR) Anchor Speaking & Listening Standard (6): Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Grade K:

CCSS.ELA-LITERACY.SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.

Grade 1:

CCSS.ELA-LITERACY.SL.1.6

Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 [here](#) for specific expectations.)

CCSS.ELA-LITERACY.SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none">• Listen to clear articulate speaking to students.• Engage in authentic opportunities to speak to each other (circle time; morning meeting; think, pair, share).• Choose one or two ideas to discuss.• Speak to an audience clearly expressing thoughts at an appropriate volume.• Stay on the chosen topic.• Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none">• Audible speech• Audience• Topic• Volume	<ul style="list-style-type: none">• What will you share today?• Are you speaking loudly enough?• Are you speaking clearly enough to be understood?• Are you speaking slowly enough that others can follow along?• Did you tell us everything you wanted to?



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GRADE 1: Speaking & Listening Standard 6

College and Career Readiness (CCR) Anchor Speaking & Listening Standard (6): Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Grade KN:

CCSS.ELA-LITERACY.SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.

Grade 1:

CCSS.ELA-LITERACY.SL.1.6

Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 [here](#) for specific expectations.)

Grade 2:

CCSS.ELA-LITERACY.SL.2.6

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 [here](#) for specific expectations.)

CCSS.ELA-LITERACY.SL.1.6

Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 [here](#) for specific expectations.)

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none">• Know that complete sentences express a thought.• Identify complete sentences from phrases.• Understand that there are times when using complete sentences is required.• Engage in situations where responses in complete sentences are necessary.• Respond to a question with a complete sentence.• Produce a complete sentence when appropriate to task and situation.	<ul style="list-style-type: none">• Statement• Complete sentence• Task• Situation	<ul style="list-style-type: none">• What would you like to share today?• Are you using complete sentences?• Can you tell more about where, and who?• Did you express your complete thoughts?



Delaware English Language Arts Standards Speaking & Listening Learning Progressions

GRADE 2: Speaking & Listening Standard 6

College and Career Readiness (CCR) Anchor Speaking & Listening Standard (6): Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
Grade 1 <u>CCSS.ELA-LITERACY.SL.1.6</u> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	Grade 2: <u>CCSS.ELA-LITERACY.SL.2.6</u> 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 here for specific expectations.)	Grade 3: <u>CCSS.ELA-LITERACY.SL.3.6</u> 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 here for specific expectations.)
<u>CCSS.ELA-LITERACY.SL.2.6</u> 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 here for specific expectations.)		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Know that complete sentences express a thought. • Identify complete sentences from phrases. • Understand that there are times when using complete sentences is required to provide detail or clarification. • Engage in situations where responses in complete sentences are necessary. • Respond to a question with a complete sentence to provide detail or clarification. • Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<ul style="list-style-type: none"> • Statement • Complete sentence • Task • Situation • Detail • Clarification 	<ul style="list-style-type: none"> • What would you like to share today? • Are you using complete sentences to express a complete thought? • Can you use complete sentences to give more detail?



Delaware English Language Arts Standards Speaking & Listening Learning Progressions

GRADE 3: Speaking & Listening Standard 6

College and Career Readiness (CCR) Anchor Speaking & Listening Standard (6): Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Grade 2

CCSS.ELA-LITERACY.SL.2.6

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 [here](#) for specific expectations.)

Grade 3:

CCSS.ELA-LITERACY.SL.3.6

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 [here](#) for specific expectations.)

Grade 4:

CCSS.ELA-LITERACY.SL.4.6

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 [here](#) for specific expectations.)

CCSS.ELA-LITERACY.SL.3.6

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 [here](#) for specific expectations.)

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none">• Understand that there are times when using complete sentences is required to provide detail or clarification.• Respond to a question with a complete sentence to provide detail or clarification.• Use complete sentences in formal presentations.• Provide examples when making a statement.• Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<ul style="list-style-type: none">• Statement• Complete sentence• Task• Situation• Detail• Clarification	<ul style="list-style-type: none">• What would you like to share today?• Are you using complete sentences?• Can you use complete sentences to give more detail?• Did you provide examples to help the listener understand?



Delaware English Language Arts Standards Speaking & Listening Learning Progressions

GRADE 4: Speaking & Listening Standard 6

College and Career Readiness (CCR) Anchor Speaking & Listening Standard (6): Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Grade 3

CCSS.ELA-LITERACY.SL.3.6

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 [here](#) for specific expectations.)

Grade 4:

CCSS.ELA-LITERACY.SL.4.6

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 [here](#) for specific expectations.)

Grade 5:

CCSS.ELA-LITERACY.SL.5.6

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 [here](#) for specific expectations.)

CCSS.ELA-LITERACY.SL.4.6

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 [here](#) for specific expectations.)

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none">• Know informal speech is the language used when talking to friends and family.• Explore examples of times when informal discourse can be used.• Know that when constructing a formal response, Standard English grammar and language conventions must be used.• Explore examples of times when formal English should be used by the speaker.• Distinguish between situations when formal or informal English should be used in order to generate an appropriate response.• Select formal or informal English to generate an appropriate response to task and situation.• 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.	<ul style="list-style-type: none">• Formal English• Informal discourse• Audience• Task• Situation	<ul style="list-style-type: none">• Who is your audience?• What is the situation or task?• Will you need to use formal or informal English?• Is this a situation when you are talking to friends and family, or are you making a presentation?• Did you use complete sentences when you are responding to questions about the topic.• Are you observing the rules for speaking?• How would your presentation change if you had a different audience?



Delaware English Language Arts Standards Speaking & Listening Learning Progressions

GRADE 5: Speaking & Listening Standard 6

College and Career Readiness (CCR) Anchor Speaking & Listening Standard (6): Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Grade 4: <u>CCSS.ELA-LITERACY.SL.4.6</u> 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 here for specific expectations.)	Grade 5: <u>CCSS.ELA-LITERACY.SL.5.6</u> 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 here for specific expectations.)	Grade 6: <u>CCSS.ELA-LITERACY.SL.6.6</u> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
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CCSS.ELA-LITERACY.SL.5.6
 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 [here](#) for specific expectations.)

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Explore examples of situations when formal English should be used by the speaker. Explore examples of statements and sentences that follow the rules for formal discourse. Explore examples of situations when formal English should be used by the speaker. Explore examples of situations when informal discourse can be used. Know that when constructing a formal response, Standard English grammar and language conventions must be used. Distinguish between situations when formal or informal English should be used in order to generate an appropriate response. Select formal or informal English to generate an appropriate response to task and situation. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. 	<ul style="list-style-type: none"> Formal English Informal discourse Audience Context Task Situation 	<ul style="list-style-type: none"> Who is your audience? What is the reason you are speaking? What is the situation or task? Will you need to use formal or informal English? How would your presentation change if you had a different audience? Are there places where you can substitute more precise, engaging language to keep the listeners interested?