

GRADE 6: 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 5: 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	Grade 6: 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.) Key Concepts	Grades 7: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language Standards 1 and 3 here for specific expectations.) Guiding Prompts
 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 	 Audience Context Task Situation 	 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?
 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. Adapt speech to a variety of contexts and tasks, and situation. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 		



GRADE 7: 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 6:	Crada 7.	Grades 8:
	Grade 7:	
Adapt speech to a variety of	Adapt speech to a variety of	Adapt speech to a variety of
contexts and tasks,	contexts and tasks,	contexts and tasks,
demonstrating command of	demonstrating command of	demonstrating command of
formal English when indicated	formal English when indicated	formal English when indicated
or appropriate. (See grade 6	or appropriate. (See grade 7	or appropriate. (See grade 8
Language Standards 1 and 3 for	Language Standards 1 and 3	Language Standards 1 and 3
specific expectations.)	here for specific	here for specific expectations.)
	expectations.)	
Progression to Mastery	Key Concepts	Guiding Prompts
Explore examples of situations	Formal English	• Who is your audience?
when formal English should	Informal discourse	What is the reason you are
be used by the speaker.	Audience	speaking?
* -	• Context	• What is the situation or task?
• Explore examples of	• Task	Will you need to use formal
statements and sentences that	• Situation	•
follow the rules for formal	• Situation	or informal English?
discourse.		How would your
• Explore examples of situations		presentation change if you
when formal English should		had a different audience?
be used by the speaker.		Are there places where you
• Explore examples of situations		can substitute more precise,
when informal discourse can		engaging language to keep
be used.		the listeners interested?
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.		
 Adapt speech to a variety of 		
contexts and tasks,		
demonstrating command of		
formal English when indicated		
or appropriate.		
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GRADE 8: 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 7: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language Standards 1 and 3 for specific expectations.)	Grade 8: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 8 Language Standards 1 and 3 for specific expectations.)	Grade 9-10: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 9-10 Language Standards 1 and 3 for specific expectations.)
 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 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. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated. 	 Key Concepts Formal English Informal discourse Audience Context Task Situation 	 Guiding Prompts 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?



GRADES 9-10: 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 8: **Grade 9-10: Grades 11-12:** Adapt speech to a variety of Adapt speech to a variety of Adapt speech to a variety of contexts and tasks, contexts and tasks, contexts and tasks, demonstrating a command of demonstrating a command of demonstrating a command of formal English when indicated formal English when indicated formal English when indicated or appropriate. (See grades 9or appropriate. (See grade 8 or appropriate. (See grades 11-Language Standards 1 and 3 for 10 Language Standards 1 12 Language Standards 1 and 3 specific expectations.) for specific expectations.) and 3 for specific expectations.) **Progression to Mastery Key Concepts Guiding Prompts** • Distinguish between situations Formal English • Who is your audience? Informal discourse when formal or informal • What is the reason you are Audience English should be use in order speaking? Context to generate an appropriate • What is the situation or task? Task response. • Will you need to use formal or Situation • Select formal or informal informal English? Public speaking skills (poise, English to generate an • How would your presentation volume, energy, gestures, appropriate response to task change if you had a different etc.) and situation. audience? • Demonstrate presentation • Can you vary the lengths of elements. (i.e., eye contact, your sentences to vary pace? gesture purposefully, • Are there places where you can enunciate words, and speak substitute more precise, using an appropriate volume engaging language to keep the and rate.) listeners interested? • Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. • Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.



GRADES 11-12: 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 9-10:

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 9-10 Language Standards 1 and 3 for specific expectations.)

Grades 11-12:

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language Standards 1 and 3 for specific expectations.)

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Progression to Mastery	Key Concepts	Guiding Prompts
 Distinguish between situations when formal or informal English should be use in order to generate an appropriate response. Select formal or informal English to generate an appropriate response to task and situation. Demonstrate presentation elements. (i.e., eye contact, gesture purposefully, enunciate words, and speak using an appropriate volume and rate.) Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. 	 Formal English Informal discourse Audience Context Task Situation Public speaking skills (poise, volume, energy, gestures, etc.) 	 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? Can you vary the lengths of your sentences to vary pace? Are there places where you can substitute more precise, engaging language to keep the listeners interested?