



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

### 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.

<p><b>Grade 5:</b> 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 <a href="#">here</a> for specific expectations.)</p>	<p><b>Grade 6:</b> Adapt speech to a variety of contexts and tasks, <b>demonstrating command of formal English when indicated or appropriate.</b> (See grade 6 Language Standards 1 and 3 for specific expectations.)</p>	<p><b>Grades 7:</b> 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 <a href="#">here</a> for specific expectations.)</p>
<b>Progression to Mastery</b>	<b>Key Concepts</b>	<b>Guiding Prompts</b>
<ul style="list-style-type: none"> <li>• Explore examples of situations when formal English should be used by the speaker.</li> <li>• Explore examples of statements and sentences that follow the rules for formal discourse.</li> <li>• Explore examples of situations when formal English should be used by the speaker.</li> <li>• Explore examples of situations when informal discourse can be used.</li> <li>• Know that when constructing a formal response, Standard English grammar and language conventions must be used.</li> <li>• Distinguish between situations when formal or informal English should be used in order to generate an appropriate response.</li> <li>• Select formal or informal English to generate an appropriate response to task and situation.</li> <li>• Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</li> <li>• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal English</li> <li>• Informal discourse</li> <li>• Audience</li> <li>• Context</li> <li>• Task</li> <li>• Situation</li> </ul>	<ul style="list-style-type: none"> <li>• Who is your audience?</li> <li>• What is the reason you are speaking?</li> <li>• What is the situation or task?</li> <li>• Will you need to use formal or informal English?</li> <li>• How would your presentation change if you had a different audience?</li> <li>• Are there places where you can substitute more precise, engaging language to keep the listeners interested?</li> </ul>



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

### GRADE 7: Speaking & Listening Standard 6

<p><b>College and Career Readiness (CCR) Anchor Speaking &amp; Listening Standard (6):</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>		
<p><b>Grade 6:</b> 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.)</p>	<p><b>Grade 7:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See <b>grade 7 Language Standards 1 and 3 here for specific expectations.</b>)</p>	<p><b>Grades 8:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language Standards 1 and 3 <a href="#">here</a> for specific expectations.)</p>
<p style="text-align: center;"><b>Progression to Mastery</b></p>	<p style="text-align: center;"><b>Key Concepts</b></p>	<p style="text-align: center;"><b>Guiding Prompts</b></p>
<ul style="list-style-type: none"> <li>• Explore examples of situations when formal English should be used by the speaker.</li> <li>• Explore examples of statements and sentences that follow the rules for formal discourse.</li> <li>• Explore examples of situations when formal English should be used by the speaker.</li> <li>• Explore examples of situations when informal discourse can be used.</li> <li>• Know that when constructing a formal response, Standard English grammar and language conventions must be used.</li> <li>• Distinguish between situations when formal or informal English should be used in order to generate an appropriate response.</li> <li>• Select formal or informal English to generate an appropriate response to task and situation.</li> <li>• Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</li> <li>• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal English</li> <li>• Informal discourse</li> <li>• Audience</li> <li>• Context</li> <li>• Task</li> <li>• Situation</li> </ul>	<ul style="list-style-type: none"> <li>• Who is your audience?</li> <li>• What is the reason you are speaking?</li> <li>• What is the situation or task?</li> <li>• Will you need to use formal or informal English?</li> <li>• How would your presentation change if you had a different audience?</li> <li>• Are there places where you can substitute more precise, engaging language to keep the listeners interested?</li> </ul>



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

### GRADE 8: Speaking & Listening Standard 6

<p><b>College and Career Readiness (CCR) Anchor Speaking &amp; Listening Standard (6):</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>		
<p><b>Grade 7:</b> 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.)</p>	<p><b>Grade 8:</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See <b>grade 8 Language Standards 1 and 3 for specific expectations.</b>)</p>	<p><b>Grade 9-10:</b> 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.)</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>• Explore examples of situations when formal English should be used by the speaker.</li> <li>• Explore examples of statements and sentences that follow the rules for formal discourse.</li> <li>• Explore examples of situations when formal English should be used by the speaker.</li> <li>• Explore examples of situations when informal discourse can be used.</li> <li>• Know that when constructing a formal response, standard language conventions must be used.</li> <li>• Distinguish between situations when formal or informal English should be used in order to generate an appropriate response.</li> <li>• Select formal or informal English to generate an appropriate response to task and situation.</li> <li>• Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</li> <li>• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal English</li> <li>• Informal discourse</li> <li>• Audience</li> <li>• Context</li> <li>• Task</li> <li>• Situation</li> </ul>	<ul style="list-style-type: none"> <li>• Who is your audience?</li> <li>• What is the reason you are speaking?</li> <li>• What is the situation or task?</li> <li>• Will you need to use formal or informal English?</li> <li>• How would your presentation change if you had a different audience?</li> <li>• Are there places where you can substitute more precise, engaging language to keep the listeners interested?</li> </ul>



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

### GRADES 9-10: Speaking & Listening Standard 6

<b>College and Career Readiness (CCR) Anchor Speaking &amp; Listening Standard (6):</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
<b>Grade 8:</b>	<b>Grade 9-10:</b>	<b>Grades 11-12:</b>
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.)	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. <b>(See grades 9-10 Language Standards 1 and 3 for specific expectations.)</b>	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.)
<b>Progression to Mastery</b>	<b>Key Concepts</b>	<b>Guiding Prompts</b>
<ul style="list-style-type: none"> <li>• Distinguish between situations when formal or informal English should be use in order to generate an appropriate response.</li> <li>• Select formal or informal English to generate an appropriate response to task and situation.</li> <li>• Demonstrate presentation elements. (i.e., eye contact, gesture purposefully, enunciate words, and speak using an appropriate volume and rate.)</li> <li>• Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</li> <li>• Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal English</li> <li>• Informal discourse</li> <li>• Audience</li> <li>• Context</li> <li>• Task</li> <li>• Situation</li> <li>• Public speaking skills (poise, volume, energy, gestures, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Who is your audience?</li> <li>• What is the reason you are speaking?</li> <li>• What is the situation or task?</li> <li>• Will you need to use formal or informal English?</li> <li>• How would your presentation change if you had a different audience?</li> <li>• Can you vary the lengths of your sentences to vary pace?</li> <li>• Are there places where you can substitute more precise, engaging language to keep the listeners interested?</li> </ul>



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

### GRADES 11-12: Speaking & Listening Standard 6

<p><b>College and Career Readiness (CCR) Anchor Speaking &amp; Listening Standard (6):</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>		
<p><b>Grade 9-10:</b> 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.)</p>	<p><b>Grades 11-12:</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. <b>(See grades 11-12 Language Standards 1 and 3 for specific expectations.)</b></p>	
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>• Distinguish between situations when formal or informal English should be use in order to generate an appropriate response.</li> <li>• Select formal or informal English to generate an appropriate response to task and situation.</li> <li>• Demonstrate presentation elements. (i.e., eye contact, gesture purposefully, enunciate words, and speak using an appropriate volume and rate.)</li> <li>• Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</li> <li>• Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal English</li> <li>• Informal discourse</li> <li>• Audience</li> <li>• Context</li> <li>• Task</li> <li>• Situation</li> <li>• Public speaking skills (poise, volume, energy, gestures, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Who is your audience?</li> <li>• What is the reason you are speaking?</li> <li>• What is the situation or task?</li> <li>• Will you need to use formal or informal English?</li> <li>• How would your presentation change if you had a different audience?</li> <li>• Can you vary the lengths of your sentences to vary pace?</li> <li>• Are there places where you can substitute more precise, engaging language to keep the listeners interested?</li> </ul>