



Grade: 6			
Subject: Speaking and Listening			
Domain	Strand	Standard #	Associated Goal Stems
Speaking and Listening Grade 6, Standard 1	Comprehension and Collaboration	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<u>6.SL.1 Engage in Discussions</u> <STUDENT> will engage effectively in a range of collaborative discussions by coming to discussions prepared having read required material and will refer to evidence on the topic to probe ideas under discussion <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>6.SL.1 Pose & Respond to Questions</u> When engaged in collaborative discussions, <STUDENT> will pose and respond to specific questions with elaboration and detail by making comments that contribute to the grade level topic, text, or issue under discussion <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>6.SL.1 Review Key Ideas</u> When engaged in collaborative discussions, <STUDENT> will review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Speaking and Listening Grade 6, Standard 2	Comprehension and Collaboration	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	<u>6.SL.2 Identify Info. in Diverse Media</u> <STUDENT> will identify information presented in diverse media and formats (e.g., visually, quantitatively, orally) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>6.SL.2 Explain Info. Presented in Diverse Media</u> <STUDENT> will explain how the information presented in diverse media and formats, and explain how it contributes to a topic or text under study <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 6			
Subject: Speaking and Listening			
Domain	Strand	Standard #	Associated Goal Stems
Speaking and Listening Grade 6, Standard 3	Comprehension and Collaboration	3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<p><u>6.SL.3 Explain Speaker’s Argument & Claims</u></p> <p><STUDENT> will explain a speaker’s argument and specific claims <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>6.SL.3 Distinguish Claims Supported By Reasons</u></p> <p><STUDENT> will distinguish claims that are supported by reasons and evidence from claims that are not <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
Speaking and Listening Grade 6, Standard 4	Presentation of Knowledge and Ideas	4. Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA	<p><u>6.SL.4 Emphasize Main Ideas or Themes</u></p> <p><STUDENT> will present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>6.SL.4 Use Eye Contact, Volume, Pronunciation</u></p> <p><STUDENT> will present claims and findings, use appropriate eye contact, adequate volume, and clear pronunciation when presenting claims and findings <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>6.SL.4 Plan & Deliver Explanatory Presentation</u></p> <p><STUDENT> will plan and deliver an informative/ explanatory presentation that develops a topic with relevant facts, definitions, and details using appropriate transitions, precise language including domain specific, vocabulary, and provide a strong conclusion <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
		a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific, vocabulary; and provides a strong conclusion. CA	



Grade: 7			
Subject: Speaking and Listening			
Domain	Strand	Standard #	Associated Goal Stems
Speaking and Listening Grade 7, Standard 1	Comprehension and Collaboration	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.	<u>7.SL.1 Engage in Discussions</u> <STUDENT> will engage in collaborative discussions having read or researched required material and will explicitly draw on that preparation and refer to evidence on the topic or text to probe and reflect on ideas under discussion <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>7.SL.1 Pose Questions During Discussions</u> When engaged in collaborative discussions, <STUDENT> will pose questions that elicit elaboration and respond to peers and adult questions and comments with relevant observations and ideas that bring the discussion back on topic as needed <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>7.SL.1 Recognize New Info. Expressed in Discussions</u> When engaged in collaborative discussions, <STUDENT> will recognize new information expressed by peers and adult and, when warranted, modify their own views <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 7			
Subject: Speaking and Listening			
Domain	Strand	Standard #	Associated Goal Stems
Speaking and Listening Grade 7, Standard 2	Comprehension and Collaboration	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.	<p><u>7.SL.2 Analyze Main Ideas & Details in Media</u></p> <p><STUDENT> will analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>7.SL.2 Explain How Ideas in Media Provide Clarification</u></p> <p><STUDENT> will explain how the ideas presented in diverse media and formats clarify grade level topic, text, or issue under study <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
Speaking and Listening Grade 7, Standard 3	Comprehension and Collaboration	Delineate a speaker’s argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CA	<p><u>7.SL.3 Describe Speaker’s Argument, Claims, & Attitude</u></p> <p><STUDENT> will describe a speaker’s argument and specific claims and attitude toward the subject <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>7.SL.3 Evaluate Reasoning, Relevance, & Evidence</u></p> <p><STUDENT> will evaluate the soundness of the reasoning and the relevance and sufficiency of the evidence <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



Grade: 7			
Subject: Speaking and Listening			
Domain	Strand	Standard #	Associated Goal Stems
Speaking and Listening Grade 7, Standard 4	Presentation of Knowledge and Ideas	Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CA a. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented. CA	<u>7.SL.4 Present Claims & Findings</u> <STUDENT> will present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>7.SL.4 Use Eye Contact, Volume, Pronunciation</u> <STUDENT> will present claims and findings (e.g., argument, narrative, summary presentations), using appropriate eye contact, adequate volume, and clear pronunciation <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>7.SL.4 Plan & Present an Argument</u> <STUDENT> will plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 8			
Subject: Speaking and Listening			
Domain	Strand	Standard #	Associated Goal Stems
Speaking and Listening Grade 8, Standard 1	Comprehension and Collaboration	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.	<p><u>8.SL.1 Engage in Discussions</u></p> <p><STUDENT> will engage in collaborative discussion having read or researched required material and refer to evidence (e.g., highlighted or annotated notes, graphic organizers) on the topic or text to probe and reflect on ideas under discussion <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>8.SL.1 Pose Questions that Connect Ideas of Speakers</u></p> <p>When engaged in a collaborative discussion, <STUDENT> will pose questions that connect the ideas of several speakers and respond to peers and adult questions and comments with relevant evidence, observations, and ideas <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>8.SL.1 Acknowledge New Info. Expressed</u></p> <p>When engaged in a collaborative discussion, <STUDENT> will acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
Speaking and Listening Grade 8, Standard 2	Comprehension and Collaboration	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	<p><u>8.SL.2 Analyze the Purpose of Info.</u></p> <p><STUDENT> will analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>8.SL.2 Evaluate Motives</u></p> <p><STUDENT> will evaluate the motives (e.g., social, commercial, political) presented in diverse media or formats <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



Grade: 8			
Subject: Speaking and Listening			
Domain	Strand	Standard #	Associated Goal Stems
Speaking and Listening Grade 8, Standard 3	Comprehension and Collaboration	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	<u>8.SL.3 Delineate Speaker’s Argument & Claims</u> <STUDENT> will delineate a speaker’s argument and specific claims <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>8.SL.3 Evaluate Reasoning, Relevance, & Evidence</u> <STUDENT> will evaluate the soundness of the reasoning and relevance and sufficiency of the evidence in a speaker’s argument and specific claims <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>8.SL.3 Identify When Irrelevant Evidence is Introduced</u> <STUDENT> will identify when irrelevant evidence is introduced in a speaker’s argument and specific claims <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Speaking and Listening Grade 8, Standard 4	Presentation of Knowledge and Ideas	Present claims and findings (e.g., argument, narrative, response to literature presentations), 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. CA a. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. CA	<u>8.SL.4 Present Claims & Findings</u> <STUDENT> will present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>8.SL.4 Use Eye Contact, Volume, Pronunciation</u> <STUDENT> will use appropriate eye contact, adequate volume, and clear pronunciation when presenting claims and findings <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>8.SL.4 Plan & Present a Narrative</u> <STUDENT> will plan and present a narrative that establishes a context and point of view, use narrative and varied transitions, and provide a conclusion <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grades: 9-10			
Subject: Speaking and Listening			
Domain	Strand	Standard #	Associated Goal Stems
Speaking and Listening Grades 9 and 10, Standard 1	Comprehension and Collaboration	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to simulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p><u>9-10.SL.1 Engage in Discussions</u></p> <p><STUDENT> will initiate and participate in a range of collaborative discussions, having read and researched required material and explicitly draw on that preparation by referring to evidence (e.g., highlighted or annotated notes, graphic organizers) from texts and other research on the topic or issue to replicate a thoughtful, well-reasoned exchange of ideas <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>9-10.SL.1 Pose & Respond to Questions</u></p> <p><STUDENT> will advance conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas and actively incorporate others into the discussion in order to clarify, verify, or challenge ideas and conclusions <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>9-10.SL.1 Respond to Diverse Perspectives</u></p> <p><STUDENT> will respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



Grades: 9-10			
Subject: Speaking and Listening			
Domain	Strand	Standard #	Associated Goal Stems
Speaking and Listening Grades 9 and 10, Standard 2	Comprehension and Collaboration	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	<p><u>9-10.SL.2 Integrate Sources of Info.</u></p> <p><STUDENT> will integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>9-10.SL.2 Evaluate Credibility & Accuracy of Info.</u></p> <p><STUDENT> will evaluate the credibility and accuracy of each source of information presented in diverse media or formats <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
Speaking and Listening Grades 9 and 10, Standard 3	Comprehension and Collaboration	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<p><u>9-10.SL.3 Evaluate Speaker’s P.O.V</u></p> <p><STUDENT> will evaluate a speaker’s point of view identifying any fallacious reasoning or exaggerated or distorted evidence <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>9-10.SL.3 Evaluate Speaker’s Reasoning</u></p> <p><STUDENT> will evaluate a speaker’s reasoning identifying any fallacious reasoning or exaggerated or distorted evidence <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>9-10.SL.3 Evaluate Use of Evidence & Rhetoric</u></p> <p><STUDENT> will evaluate a use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



Grades: 9-10			
Subject: Speaking and Listening			
Domain	Strand	Standard #	Associated Goal Stems
Speaking and Listening Grades 9 and 10, Standard 4	Presentation of Knowledge and Ideas	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. CA a. Plan and deliver an informative/explanatory presentation that presents evidence in support of a thesis, conveys information from primary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9 th or 10 th grade.) CA b. Plan, memorize, and present recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9 th or 10 th grade.) CA	<p><u>9-10.SL.4 Present Info., Findings, & Evidence</u></p> <p><STUDENT> will present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>9-10.SL.4 Plan & Deliver Informative Presentation</u></p> <p><STUDENT> will plan and deliver an informative/ explanatory presentation that presents evidence in support of a thesis, conveys information from primary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>9-10.SL.4 Plan, Memorize, & Present a Recitation</u></p> <p><STUDENT> will plan, memorize, and present recitation that conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



Grades: 11-12			
Subject: Speaking and Listening			
Domain	Strand	Standard #	Associated Goal Stems
Speaking and Listening Grades 11 and 12, Standard 2	Comprehension and Collaboration	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	<p><u>11-12.SL.2 Integrate Sources of Info. in Diverse Media</u></p> <p><STUDENT> will integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
Speaking and Listening Grades 11 and 12, Standard 3	Comprehension and Collaboration	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	<p><u>11-12.SL.3 Evaluate Speaker’s P.O.V, Reasoning, & Evidence</u></p> <p><STUDENT> will evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



Grades: 11-12			
Subject: Speaking and Listening			
Domain	Strand	Standard #	Associated Goal Stems
Speaking and Listening Grades 11 and 12, Standard 4	Presentation of Knowledge of Ideas	Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, 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. Use appropriate eye contact, adequate volume, and clear pronunciation. CA a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade.) CA b. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade.) CA	<p><u>11-12.SL.4 Present Info., Findings, & Evidence</u></p> <p><STUDENT> will present information, findings, and supporting evidence conveying a clear and distinct perspective and a logical argument and use appropriate eye contact, adequate volume, and clear pronunciation <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>11-12.SL.4 Plan & Deliver Reflective Narrative</u></p> <p><STUDENT> will plan and deliver a reflective narrative that explores the significance of a personal experience, event, or concern and draws comparisons between the specific incident and broader themes <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>11-12.SL.4 Plan & Present an Argument</u></p> <p><STUDENT> will plan and present an argument that supports a precise claim, using varied syntax, rhetorical devices, and a logical sequence that includes a concluding statement that supports the argument presented <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>