



Grade: Kindergarten			
Subject: Speaking and Listening			
Domain	Strand	Standard #	Associated Goal Stems
Speaking and Listening Kindergarten, Standard 1	Comprehension and Collaboration	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	<u>K.SL.1 Conversations, Listening, Taking Turns</u> <STUDENT> will participate in collaborative conversations on <grade level topics and texts> with peers and adults by listening to others and taking turns speaking in one or more exchanges <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>K.SL.1 Continue Conversation through Multiple Exchanges</u> <STUDENT> will use agreed upon rules for discussion to participate in collaborative conversations on <grade level topics and texts> with diverse partners to continue a conversation through multiple (one or more) exchanges <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Speaking and Listening Kindergarten, Standard 2	Comprehension and Collaboration	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. a. Understand and follow one- and two-step oral directions. CA	<u>K.SL.2 Ask and Answer Questions about Key Details</u> <STUDENT> will ask and /or answer one or more questions about key details and request clarification if something is not understood when listening to text read aloud or information presented orally or through other media <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>K.SL.2 Follow One- and Two-Step Directions</u> <STUDENT> will understand and follow one- and two- step oral directions <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Speaking and Listening Kindergarten, Standard 3	Comprehension and Collaboration	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<u>K.SL.3 Ask One or More Questions</u> <STUDENT> will ask one or more questions in order to seek help, get information, or clarify something that is not understood <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>K.SL.3 Answer One or More Questions</u> When asked a question, <STUDENT> will answer one or more questions in order to clarify something that is not understood, to get help, or while gathering more information <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: Kindergarten			
Subject: Speaking and Listening			
Domain	Strand	Standard #	Associated Goal Stems
Speaking and Listening Kindergarten, Standard 4	Presentation of Knowledge and Ideas	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<u>K.SL.4 Describe People, Places, Events</u> <STUDENT> will describe familiar people, places and/or events <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>K.SL.4 Provide Additional Details- People, Places, Events</u> With prompting and support, <STUDENT> will provide additional details about familiar people, places and/or events <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Speaking and Listening Kindergarten, Standard 6	Presentation of Knowledge and Ideas	Speak audibly and express thoughts, feelings, and ideas clearly.	<u>K.SL.6 Speak, Express Self Audibly and Clearly</u> <STUDENT> will speak audibly, expressing thoughts, feelings, and ideas clearly <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>K.SL.6 Express Thoughts & Feelings Clearly, Speak Audibly</u> <STUDENT> will speak audibly and express thoughts and feelings clearly <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>K.SL.6 Express Ideas Clearly, Speak Audibly</u> <STUDENT> will speak audibly and express ideas clearly <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



GRADE: 1			
Subject: Speaking and Listening			
Domain	Strand	Standard #	Associated Goal Stems
Speaking and Listening Grade 1, Standard 1	Comprehension and Collaboration	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	<u>1.SL.1 Listening, Taking Turns Speaking About Texts, Topics</u> <STUDENT> will listen to others and take turns speaking about topics and texts with peers and adults in small and larger groups <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>1.SL.1 Collaborative Conversations through Multiple Exchanges</u> <STUDENT> will participate in collaborative conversations and build on others' talk in conversation by responding to the comments of others through multiple (two or more) exchanges <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>1.SL.1 Asking Questions About Texts, Topics During Conversations</u> <STUDENT> participate in collaborative conversations with diverse partners by asking one or more questions to clear up any confusion about the topics and/or texts under discussion <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Speaking and Listening Grade 1, Standard 2	Comprehension and Collaboration	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. a. Give, restate, and follow simple two-step directions. CA	<u>1.SL.2 Ask & Answer Questions About Key Details</u> <STUDENT> will ask and /or answer one or more questions about key details in a text read aloud or information presented orally or through other media <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>1.SL.2 Give, Restate, Follow Two-Step Oral Directions</u> <STUDENT> will give, restate, and follow simple two- step oral directions <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Speaking and Listening Grade 1, Standard 3	Comprehension and Collaboration	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<u>1.SL.3 Ask Questions</u> <STUDENT> will ask <#> questions about what a speaker says in order to gather additional information or clarify something that is not understood <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>1.SL.3 Answer Questions</u> <STUDENT> will answer <#> questions about what a speaker says in order to gather additional information or clarify something that is not understood <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



GRADE: 1			
Subject: Speaking and Listening			
Domain	Strand	Standard #	Associated Goal Stems
Speaking and Listening Grade 1, Standard 4	Presentation of Knowledge and Ideas	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. a. Memorize and recite poems, rhymes, and songs with expression. CA	<u>1.SL.4 Describe People with One or More Details</u> <STUDENT> will describe people with one or more relevant details, expressing ideas and feelings clearly <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>1.SL.4 Memorize and Recite with Expression</u> <STUDENT> will memorize and recite poems, rhymes, and songs with expression <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Speaking and Listening Grade 1, Standard 6	Presentation of Knowledge and Ideas	Produce complete sentences when appropriate to task and situation.	<u>1.SL.6 Use Complete Sentences</u> <STUDENT> will use complete sentences when it is appropriate to a task or situation <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



GRADE: 2			
Subject: Speaking and Listening			
Domain	Strand	Standard #	Associated Goal Stems
Speaking and Listening Grade 2, Standard 1	Comprehension and Collaboration	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	<u>2.SL.1 Build on Others' Talk</u> <STUDENT> will participate in collaborative conversations and build on others' talk by making one or more comments about the topic and/or text under discussion that link to the remarks of others <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>2.SL.1 Follow Agreed-Upon Rules for Discussion</u> <STUDENT> will follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) by making one or more comments about a grade level appropriate topic/text in a small and/ or larger group <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>2.SL.1 Ask for Clarification About Topics and Texts</u> <STUDENT> will participate in collaborative conversations with diverse partners in small groups and ask for clarification and further explanation as needed about the topics and texts under discussion <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Speaking and Listening Grade 2, Standard 2	Comprehension and Collaboration	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. a. Give and follow three- and four-step oral directions. CA	<u>2.SL.2 Retell Key Ideas or Details</u> <STUDENT> will retell and/or describe <#> key ideas or details from a text read aloud or information presented orally or through other media <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>2.SL.2 Give and Follow Three- Step Directions</u> <STUDENT> will give, and follow three- step (or more) directions <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



GRADE: 2			
Subject: Speaking and Listening			
Domain	Strand	Standard #	Associated Goal Stems
Speaking and Listening Grade 2, Standard 3	Comprehension and Collaboration	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	<u>2.SL.3 Ask Questions</u> <STUDENT> will ask <#> questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>2.SL.3 Answer Questions</u> <STUDENT> will answer <#> questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Speaking and Listening Grade 2, Standard 4	Presentation of Knowledge and Ideas	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion. CA	<u>2.SL.4 Tell or Recount a Story or Experience</u> <STUDENT> will tell a story or recount an experience including appropriate facts, speaking audibly in coherent sentences <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>2.SL.4 Tell/Recount Including Details</u> <STUDENT> will tell a story or recount an experience including descriptive details, speaking audibly in coherent sentences <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>2.SL.4 Narrative Presentation in Logical Sequence</u> <STUDENT> will plan and deliver a narrative presentation that recounts an event with details in a logical sequence with a conclusion <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Speaking and Listening Grade 2, Standard 6	Presentation of Knowledge and Ideas	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<u>2.SL.6 Produce Task Appropriate Sentences to Provide Clarification & Detail</u> <STUDENT> will produce complete sentences when it is appropriate to a task or situation in order to provide requested detail or clarification <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>2.SL.6 Produce Complete Sentences Appropriate to Task/Situation</u> <STUDENT> will produce complete sentences when it is appropriate to a task or situation <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>2.SL.6 Details and Clarification in Complete Sentences</u> When asked for details or clarification, <STUDENT> will produce appropriate complete sentences <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



GRADE: 3			
Subject: Speaking and Listening			
Domain	Strand	Standard #	Associated Goal Stems
Speaking and Listening Grade 3, 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 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	<u>3.SL.1 Come Prepared for Collaborative Discussions</u> <STUDENT> will prepare for collaborative discussions by reading or studying required material and explicitly drawn one or more pieces of information to build on others' ideas and expressing their own ideas and understanding clearly <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
		a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	<u>3.SL.1 Contribute Comments or Questions to Discussions</u> <STUDENT> will engage effectively in collaborative discussions by contributing <#> comments or questions that are on topic and link their understanding of the topic to the comments of others <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
		b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	<u>3.SL.1 Follow Agreed-Upon Rules for Discussion</u> <STUDENT> will follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) by making <#> comments about a grade level appropriate topic/text in a small and/ or larger group <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Speaking and Listening Grade 3, Standard 2	Comprehension and Collaboration	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<u>3.SL.2 Determine Main Ideas of Text or Information</u> <STUDENT> will determine the main ideas of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>3.SL.2 Determine Supporting Details of Text or Information</u> <STUDENT> will determine the supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



GRADE: 3			
Subject: Speaking and Listening			
Domain	Strand	Standard #	Associated Goal Stems
Speaking and Listening Grade 3, Standard 3	Comprehension and Collaboration	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<u>3.SL.3 Ask Questions About Information from a Speaker</u> <STUDENT> will ask <#> questions about information from a speaker, offering appropriate elaboration and detail <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>3.SL.3 Answer Questions About Information from a Speaker</u> <STUDENT> will answer <#> questions about information from a speaker, offering appropriate elaboration and detail <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Speaking and Listening Grade 3, Standard 4	Presentation of Knowledge and Ideas	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA	<u>3.SL.4 Tell or Recount a Story/Experience with Descriptive Details</u> <STUDENT> will tell a story or recount an experience with <#> descriptive details, speaking clearly at an understandable pace <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>3.SL.4 Report on a Topic/Text with Appropriate Facts</u> <STUDENT> will report on a topic or text with <#> appropriate facts, speaking clearly at an understandable pace <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>3.SL.4 Logically Sequenced Informative/Explanatory Presentation</u> <STUDENT> will plan and deliver an informative/ explanatory presentation on a topic that is organized around main points, is sequenced logically and includes <#> details and provides a conclusion <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



GRADE: 3			
Subject: Speaking and Listening			
Domain	Strand	Standard #	Associated Goal Stems
Speaking and Listening Grade 3, Standard 6	Presentation of Knowledge and Ideas	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p><u>3.SL.6 Produce Task Appropriate Sentences to Provide Clarification & Detail</u> <STUDENT> will speak in complete sentences when it is appropriate to a task or situation in order to provide requested detail or clarification <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>3.SL.6 Produce Complete Sentences Appropriate to Task/Situation</u> <STUDENT> will speak in complete sentences when it is appropriate to a task or situation <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>3.SL.6 Details and Clarification in Complete Sentences</u> When asked for details or clarification, <STUDENT> will speak in appropriate complete sentences <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



GRADE: 4			
Subject: Speaking and Listening			
Domain	Strand	Standard #	Associated Goal Stems
Speaking and Listening Grade 4, 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 4 topics and texts</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 and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	<u>4.SL.1 Come Prepared for Collaborative Discussions</u> <STUDENT> will prepare for collaborative discussions by reading or studying required material and explicitly drawn one or more pieces of that information as well as other information known about the topic to build on others' ideas and expressing their own ideas and understanding clearly <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>4.SL.1 Pose & Respond to Questions, Contribute to Discussions</u> <STUDENT> will pose and respond to specific questions to clarify or follow up on information, and/or make comments that contribute to the discussion and link to the remarks of others, building on others' ideas and expressing their own clearly <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>4.SL.1 Relate Key Ideas from a Discussion and Explain Their Thinking</u> <STUDENT> will relate two or more of the key ideas expressed in a discussion and explain their own ideas and/or understanding in light of the discussion <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Speaking and Listening Grade 4, Standard 2	Comprehension and Collaboration	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<u>4.SL.2 Paraphrase Visually Presented Information or Text</u> <STUDENT> will paraphrase portions of a text read aloud or information presented in visually diverse media and formats <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>4.SL.2 Paraphrase Orally Presented Information or Text</u> <STUDENT> will paraphrase portions of a text read aloud or information presented in orally diverse media and formats <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



GRADE: 4			
Subject: Speaking and Listening			
Domain	Strand	Standard #	Associated Goal Stems
Speaking and Listening Grade 4, Standard 3	Comprehension and Collaboration	Identify the reasons and evidence a speaker or media source provides to support particular points. CA	4.SL.3 Identify a Speaker's Reasons <STUDENT> will identify the reasons a speaker or media source provides to support particular points <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			4.SL.3 Identify a Speaker's Evidence <STUDENT> will identify the evidence a speaker or media source provides to support particular points <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Speaking and Listening Grade 4, Standard 4	Presentation of Knowledge and Ideas	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable. CA	4.SL.4 Tell or Recount a Story/Experience with Details that Support Main Ideas <STUDENT> will tell a story or recount an experience with relevant, descriptive details that support main ideas and/or themes in an organized manner, speaking clearly at an understandable pace <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			4.SL.4 Report on a Topic/Text with Appropriate Facts <STUDENT> will report on a topic or text with appropriate facts that support main ideas, speaking clearly at an understandable pace <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			4.SL.4 Narrative Presentation Relating Ideas, Recollections, Observations <STUDENT> will plan and deliver a narrative presentation that relates ideas, observations, or recollections in a clear context, giving clear insight into why the event/experience was memorable <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



GRADE: 4			
Subject: Speaking and Listening			
Domain	Strand	Standard #	Associated Goal Stems
Speaking and Listening Grade 4, Standard 6	Presentation of Knowledge and Ideas	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.	<u>4.SL.6 Use Complete Sentences, Differentiating Between Contexts</u> <STUDENT> will use complete sentences, differentiating between contexts that call for formal English (e.g. presentations) and situations where informal discourse is appropriate <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>4.SL.6 Use Complete Sentences Appropriate to Formal Contexts</u> <STUDENT> will use complete sentences appropriate to a formal context (e.g. presenting) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



GRADE: 5			
Subject: Speaking and Listening			
Domain	Strand	Standard #	Associated Goal Stems
Speaking and Listening Grade 5, 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 5 topics and texts</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 and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	<u>4.SL.1 Come Prepared for Collaborative Discussions</u> <STUDENT> will prepare for collaborative discussions by reading or studying required material and explicitly drawn one or more pieces of that information as well as other information known about the topic to build on others' ideas and expressing their own ideas and understanding clearly <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>4.SL.1 Pose & Respond to Questions, Contribute to Discussions</u> <STUDENT> will pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others, building on others' ideas and expressing their own clearly <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>4.SL.1 Relate Key Ideas from a Discussion and Draw Conclusions</u> <STUDENT> will relate two or more of the key ideas expressed in a discussion, and draw conclusions in light of the discussion <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Speaking and Listening Grade 5, Standard 2	Comprehension and Collaboration	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<u>5.SL.2 Summarize Visually Presented Information or Text</u> <STUDENT> will summarize a written text read aloud or information presented in visually diverse media and formats <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>5.SL.2 Summarize Orally Presented Information or Text</u> <STUDENT> will summarize a written text read aloud or information presented in orally diverse media and formats <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



GRADE: 5			
Subject: Speaking and Listening			
Domain	Strand	Standard #	Associated Goal Stems
Speaking and Listening Grade 5, Standard 3	Comprehension and Collaboration	Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies. CA	<u>5.SL.3 Summarize a Speaker's Points and Explain How Claims are Supported</u> <STUDENT> will summarize <#> points that a speaker or media source makes and explain how each claim is supported by reasons and evidence <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>5.SL.3 Identify and Analyze Logical Fallacies a Speaker Presents</u> <Student > will identify and analyze/explain any logical fallacies presented by a speaker or media source <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Speaking and Listening Grade 5, Standard 4	Presentation of Knowledge and Ideas	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. a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position. b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.	<u>5.SL.4 Present an Opinion Report with Facts and Details</u> <STUDENT> present an opinion and/or report on a topic or text, logically sequencing ideas and including <#> of appropriate facts and relevant descriptive details to support main ideas/themes, speaking clearly at an understandable pace <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>5.SL.4 Memorize and Recite, Using Rate, Expression, Gestures</u> <STUDENT> will memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>5.SL.4 Deliver an Opinion Speech with Details and Conclusion</u> <STUDENT> will plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, and provides a concluding statement related to the speaker's position <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Speaking and Listening Grade 5, Standard 6	Presentation of Knowledge and Ideas	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	<u>5.SL.6 Speak in Complete Sentences in a Variety of Contexts and Tasks</u> <STUDENT> will speak in complete sentences, adapting to a variety of contexts and tasks and using formal English when appropriate to a task or situation <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.