

Speaking and Listening

Learning Targets and Progressions

Grades 6-8

2012-2013

How to use this document:

The Middle School ELA teachers, along with the MS ELA Core Team, worked in grade levels and vertically during the 2011-2012 school year to unwrap the ELA Common Core State Standards and create learning targets. They were intentional in the selection of verbs to clearly communicate high expectations of students' learning. Their goal was to create logical, thorough progressions. These learning targets are meant to be used in tandem with the ABSS ELA Curriculum Guide in order to develop a deeper understanding and application of each ELA Standard. Since the 2012-2013 school year will be the initial implementation, this will be a document that is revisited regularly in order to tweak, add to, or modify the targets listed. As you work with your grade level and discover any needed changes, please make note and share your suggestions from your planning and discussions with your ELA Core Team Member or Beth Hodge.

- In planning lessons, please use this document as a guide for creating the learning targets that are specific to the needs of your lesson and your students.
- Refer to the learning progressions as you pre-assess students in order to inform intervention and enrichment beginning points.

This document contains basic learning targets and progression for each standard within this strand. As this document may not contain every learning target or progression that your students may need for mastering these standards, please add and modify your targets as appropriate.

| Knowledge Target (K) | Reasoning Targets (R) | Performance Skill Targets (PS) | Product Targets (P) |
|--|---|---|---|
| <i>involve a student knowing outright or via reference</i> | <i>involve a student's mental processes</i> | <i>involve a student doing something we can observe</i> | <i>involve a student creating a product</i> |

SL.6-8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6, 7, or 8 (respectively) topics, texts, and issues*, building on others' ideas and expressing their own clearly.

SL.6.1.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.

SL.7.1.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.

SL.8.1.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.

6th Grade

- Identify key ideas from reading materials. (K)
- Reflect on discussion topics using evidence. (R)
- Justify ideas and responses shared with evidence. (R)
- Engage in a variety of discussions by listening and sharing acquired prior knowledge. (PS)
- Express ideas clearly. (PS)

7th Grade

- Identify key ideas from reading material or research. (K)
- Reflect on discussion topics using evidence. (R)
- Engage in a variety of discussions by listening and sharing acquired and prior knowledge. (PS)
- Articulate personal ideas clearly. (PS)

8th Grade

- Identify key ideas from reading material or research. (K)
- Analyze texts, issues, and others' opinions. (R)
- Engage in a variety of discussions by listening and sharing acquired and prior knowledge. (PS)
- Articulate personal ideas clearly. (PS)

SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

6th Grade

- Identify components of a collegial discussion and planning. (K)
- Define individual roles for particular discussions. (R)
- Collaborate to set goals and deadlines. (R)
- Follow agreed upon rules during discussion. (PS)
- Carry out assigned roles during discussion. (PS)

7th Grade

- Describe components of a collegial discussion and planning. (K)
- Track progress toward specific goals and deadlines, defining individual roles as needed. (R)
- Demonstrate collegial rules during discussion. (PS)

8th Grade

- Describe the components of a collegial discussion and planning. (K)
- Track progress toward specific goals and deadlines, defining individual roles as needed. (R)
- Demonstrate collegial rules during discussion. (PS)

SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.7.1.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.

SL.8.1.c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

6th Grade

- Determine the appropriate time to interject your facts or opinions. (R)
- Formulate comments, questions, and responses based on evidence. (R)
- Connect comments to others' remarks. (PS)
- Pose and respond to specific questions to clarify understanding. (PS)

7th Grade

- Formulate comments, questions, and responses based on evidence. (R)
- Pose relevant questions that allow for others to respond and elaborate. (PS)
- Respond to questions and comments with relevant details, bringing discussion back on topic as needed. (PS)

8th Grade

- Synthesize ideas, issues, and arguments to formulate personal opinion and questions for others. (R)
- Formulate comments, questions, and responses based on evidence, observations, and ideas. (R)
- Pose relevant questions that connect ideas of several speakers. (PS)
- Respond to questions and comments with relevant details. (PS)

SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.8.1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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| <p>6th Grade</p> <ul style="list-style-type: none"> Recognize multiple perspectives and opposing viewpoints. (K) Paraphrase and reflect on multiple perspectives posed in discussions. (R) | <p>7th Grade</p> <ul style="list-style-type: none"> Recognize key ideas and new information during discussions. (K) Evaluate new information posed and from personal opinion. (R) Justify ideas and responses shared with evidence from text or research and modify when warranted. (R) Acknowledge new information posed and respond to change or adjust viewpoints as needed. (PS) | <p>8th Grade</p> <ul style="list-style-type: none"> Recognize key ideas and new information during discussions. (K) Evaluate new information, personal views and the views of others. (R) Acknowledge new information posed and use evidence to justify personal viewpoints. (PS) |
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Learning Progressions SL.CCR.1

| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 9-10 | Grades 11-12 |
|---|---|--|---|--|--|--|--|
| <p>In smaller and larger groups, follow agreed-upon rules for discussions. (listening to others and taking turns speaking about the topics and texts under discussion.) Continue a conversation through multiple exchanges.</p> | <p>Plus, build on others' talk in conversations by responding to the comments of others (listening to others with care, speaking at one time about the topics and texts) . Ask questions to clear up any confusion about the topics and texts under discussion.</p> | <p>Plus, gain the floor during a discussion in respectful ways. Link others' talk by linking their comments to the remarks of others. Ask for clarification and further explanation as needed.</p> | <p>Engage effectively in a <u>range</u> of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners building on others' ideas and expressing their own clearly. Come to discussions prepared and explicitly draw on that preparation and other information known about the topic. During these discussions, follow expectations set forth in grade 3. Plus, explain their own ideas and understanding in light of the discussion.</p> | <p>Plus, carry out assigned roles. Draw conclusions in light of information and knowledge gained from the discussions.</p> | <p>Plus, fully elaborate on the remarks of others.</p> | <p>Plus, initiate collaborative discussions. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles. 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. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement; qualify or justify their own views and understanding and make new connections in light of the evidence/reasoning presented.</p> | <p>Plus, work with peers to promote civil, democratic discussions and decision-making. Promote divergent and creative perspectives. Synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; determine what additional information or research is required to deepen the investigation or complete the task.</p> |

SL.6.2 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.

SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.8.2 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.

| 6 th Grade | 7 th Grade | 8 th Grade |
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| <ul style="list-style-type: none"> Identify examples of diverse media (Internet, newspapers, TV, etc.). (K) Identify examples of media formats (K). Identify details and information that contribute to, support, or clarify the topic, text, and issues studied. (K) Distinguish which type of media is appropriate for the presentation of a given topic or issue. (R) Interpret information presented in different formats. (R) Explain how different types of formats help with understanding the information or issue. (PS) | <ul style="list-style-type: none"> Identify main details and supporting details that contribute to the topic, text, and issue of various media formats. (K) Analyze the ways in which the visual, quantitative, or oral information presented clarifies or supports the topic, text, or issue being studied. (R) Explain how the ideas clarify the topic, text, and issue studied. (PS) | <ul style="list-style-type: none"> Identify the author’s purpose in information presented. (K) Identify the author’s motives for the presentation of information. (K) Define “motive” and discuss <i>examples</i> of the motives behind a choice in presentation. (K) Analyze the purpose of the information presented in diverse media and formats. (R) Evaluate the motives behind the presentation of the information. (R) |

Learning Progressions SL.CCR.2

| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 9-10 | Grades 11-12 |
|--|------------------------|---|---|---|--|---|--|
| 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. | - Same as Kindergarten | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | 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. | Paraphrase portions of a text read aloud or information presented in diverse formats, including visually, quantitatively, and orally. | Summarize a written text read aloud or information presented in diverse formats, including visually, quantitatively, and orally. | Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source. | Use the integration of multiple sources to now make informed decisions and to solve problems, evaluating the credibility/ accuracy of each source and noting any discrepancies among the data. |

SL.6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL.8.3 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

| 6 th Grade | 7 th Grade | 8 th Grade |
|---|---|---|
| <ul style="list-style-type: none"> Define and identify arguments. (K) Define and identify claims. (K) Define and identify reasons. (K) Define and identify evidence. (K) Distinguish between claims that are supported by reasons and those that are not. (R) Delineate the speaker’s argument and specific claims. (R) | <ul style="list-style-type: none"> Define and identify arguments. (K) Define and identify claims. (K) Define and identify sound reasoning. (K) Define and identify reasons. (K) Define and identify relevant evidence. (K) Define and identify sufficient evidence. (K) Outline a speaker’s argument and specific claims. (R) Evaluate the soundness of the speaker’s reasoning. (R) Evaluate the relevance and sufficiency of the speaker’s evidence. (R) | <ul style="list-style-type: none"> Define and identify arguments. (K) Define and identify claims. (K) Define and identify sound reasoning. (K) Define and identify unsound reasoning. (K) Define and identify reasons. (K) Define and identify relevant evidence. (K) Define and identify irrelevant evidence. (K) Define and identify sufficient evidence. (K) Define and identify insufficient evidence. (K) Outline a speaker’s argument and specific claims. (R) Evaluate the soundness of the speaker’s reasoning. (R) Evaluate the relevance and sufficiency of the speaker’s evidence. (R) Distinguish between sound and unsound reasoning in a speaker’s argument. (R) Distinguish between relevant and irrelevant evidence in a speaker’s argument. (R) Distinguish between sufficient and insufficient evidence in a speaker’s argument. (R) |

| Learning Progressions SL.CCR.3 | | | | | | | |
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| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 9-10 | Grades 11-12 |
| Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | Ask and answer question <i>about what a speaker says</i> in order to gather additional information or clarify something that is not understood. | Now, do this in order to clarify comprehension or to deepen understanding of a topic or issue. | Plus, offer appropriate elaboration and detail. | Plus, identify the reasons and evidence a speaker provides to support particular points. | Plus, summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. . | Plus, evaluate a speaker’s p, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | Plus, assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |

SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.4 Present claims and findings, 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.

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| <p>6th Grade</p> <ul style="list-style-type: none"> Identify findings, claims, descriptions, facts, and details. (K) Identify how to maintain appropriate eye contact. (K) Define what a level adequate volume sounds like. (K) Emphasize that clear pronunciation is important to fully maximize audience understanding. (K) Determine logical sequence for ideas. (R) Determine descriptions, facts and details that are pertinent to main idea or theme. (R) Orally present claims and findings to an audience using appropriate eye contact, volume, and clear pronunciation. (PS) Orally present an organized sequence of claims and findings that use pertinent descriptions that accentuate main ideas and themes. (PS) | <p>7th Grade</p> <ul style="list-style-type: none"> Identify claims/findings and most important points. (K) Identify how to maintain appropriate eye contact. (K) Define what a level of adequate volume sounds like. (K) Emphasize that clear pronunciation is important to fully maximize audience understanding. (K) Determine the relevant points to support claims. (R) Determine the relevant descriptions, facts, details, and examples that will support claims. (R) Sequence claims, findings, relevant points, descriptions, facts, details, and examples in a focused and coherent manner. (R) Present claims and findings. (PS) Emphasize relevant and most important points. (PS) Present information in a focused, coherent manner, including claims, findings, relevant points, descriptions, facts, details, and examples. (PS) Present detailed information on a focused topic using appropriate eye contact, volume, and clear pronunciation. (PS) | <p>8th Grade</p> <ul style="list-style-type: none"> Identify claims and findings. (K) Identify how to maintain appropriate eye contact. (K) Define what a level of adequate volume sounds like. (K) Emphasize that clear pronunciation is important to fully maximize audience understanding. (K) Determine relevant, most important points. (R) Determine relevant evidence. (R) Determine sound, valid reasoning. (R) Determine well-chosen details. (R) Sequence claims, findings, relevant points, descriptions, facts, details, and examples in a focused and coherent manner. (R) Present claims and findings emphasizing most important points with relevant evidence, and well-chosen details. (PS) Present detailed information on a focused topic using appropriate eye contact, volume, and clear pronunciation. (PS) |
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| Learning Progressions SL.CCR.1 | | | | | | | |
|--|--|---|---|---|---|---|--|
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 9-10 | Grades 11-12 |
| Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | Describe these things, even if they are not familiar, using relevant details as well as expressing ideas and feelings clearly. | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | 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. | Plus, do this in an organized manner using the details to support main ideas or themes. | Plus, present an opinion, sequencing ideas logically. | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | Plus, convey a clear and distinct perspective, such that listeners can follow the line of reasoning, that alternative or opposing perspectives are addressed, and that the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |

SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

| 6 th Grade | 7 th Grade | 8 th Grade |
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| <ul style="list-style-type: none"> • Clarify information. (R) • Determine what multimedia components best clarify information in presentations. (R) • Determine what visual displays would clarify points within a presentation. (R) • Present a topic with multimedia components. (P) • Incorporate visual display(s) in presentation(s) to clarify information. (PS) | <ul style="list-style-type: none"> • Recognize claims, findings, and most important points. (K) • Determine which multimedia components/visual display options best clarify information. (R) • Use multimedia components/visual aids in a presentation with clarity and with emphasis on important points. (PS) | <ul style="list-style-type: none"> • Integrate multimedia and visual displays. (K) • Determine when to integrate multimedia and visual displays to clarify information. (R) • Determine when to integrate multimedia and visual displays to strengthen claims and evidence. (R) • Determine when to integrate multimedia and visual displays to add interest. (R) • Integrate multimedia/visual displays in a presentation to clarify information, to strengthen claims and evidence, and to add interest. (PS) |

| Learning Progressions SL.CCR.5 | | | | | | | |
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| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 9-10 | Grades 11-12 |
| Add drawings or other visual displays to descriptions as desired to provide additional detail. | Plus, do this to clarify ideas, thoughts, and feelings. | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. | Plus, these audio recording should now be engaging, demonstrating fluid reading at an understandable pace; the visual displays will now emphasize or enhance certain facts or details. | Now, add these audio recordings to presentations when appropriate. | Plus, include multimedia components (graphics, sounds) and visual displays in presentations when appropriate. | Make strategic use of digital media (textual, graphical, audio, visual, and interactive elements), in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | ■ Same as Grades 9-10 |

SL.6.6 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 on page 53 for specific expectations.)

SL.7.6 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 on page 53 for specific expectations.)

SL.8.6 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 on page 53 for specific expectations.)

| 6 th Grade | 7 th Grade | 8 th Grade |
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| <ul style="list-style-type: none"> • Identify formal and informal settings. (K) • Describe and give examples of the qualities of formal and informal speech. (K) • Determine in which context it is appropriate to use formal or informal speech (R) • Adapt speech to a given context or task. (PS) • Demonstrate correct use of formal English when appropriate. (PS) | <ul style="list-style-type: none"> • Describe formal and informal settings. (K) • Describe qualities of formal and informal speech. (K) • Determine if formal or informal speech is appropriate, given the context of a certain situation. (R) • Adapt speech to a given context or task when speaking. (PS) • Demonstrate correct use of formal English when appropriate. (PS) | <ul style="list-style-type: none"> • Describe formal and informal settings. (K) • Describe qualities of formal and informal speech. (K) • Determine if formal or informal speech is appropriate in the context of a given situation. (R) • Adapt speech to a given context or task when speaking. (PS) • Demonstrate correct use of formal English when appropriate. (PS) |

| Learning Progressions SL.CCR.6 | | | | | | | |
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| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 9-10 | Grades 11-12 |
| Speak audibly and express thoughts, feelings, and ideas clearly. | Produce complete sentences when appropriate to task and situation | Now do this to provide requested detail or clarification. | Now, speak in complete sentences when appropriate 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. | Now, adapt speech to a variety of contexts or tasks, using formal English when appropriate. | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |