



Delaware English Language Arts Standards Speaking & Listening Learning Progressions

GRADE 6: Speaking & Listening Standard 3

College and Career Readiness (CCR) Anchor Speaking & Listening Standard: 6.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
Grade 5:	Grade 6:	Grades 7:
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Identify claims and argument. • Recognize the difference between argument and claims. • Determine what constitutes evidence (e.g. examples, facts, images, etc.) • Identify the reasons and evidence a speaker provides to support particular points. • Summarize the speaker's argument and explain how each claim is supported by reasons and evidence. • Identify specific claims supported by evidence. • Identify claims that are not supported by evidence. • Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. 	<ul style="list-style-type: none"> • Argument • Claim • Reason • Evidence 	<ul style="list-style-type: none"> • What is the speaker's argument? • What are the speaker's claims? • What is the relationship between the speaker's argument and specific claims? • How do you determine whether or not a claim is supported?? • What claims are supported by reasons and evidence? • What claims are not supported by reasons and evidence?



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GRADE 7: Speaking & Listening Standard 3

College and Career Readiness (CCR) Anchor Speaking & Listening Standard: 7.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
<p>Grade 6: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>Grade 7: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>Grades 8: 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.</p>
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Identify claims and argument. • Recognize the difference between argument and claims. • Summarize the speaker's argument and explain how each claim is supported by reasons and evidence. • Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. • Recognize that the evidence offered may not be sufficient or substantial. • Determine if evidence is relevant to the claim. • Distinguish between sound and unsound reasoning. • Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. 	<ul style="list-style-type: none"> • Argument • Claim • Reasoning • Sufficient vs. Insufficient Evidence • Relevant vs. Irrelevant Evidence • Sound reasoning 	<ul style="list-style-type: none"> • What is the speaker's argument? • What are the speaker's claims? • What is the relationship between the speaker's argument and specific claims? • How do you determine whether or not a claim is supported? • What claims are supported by reasons and evidence? Which are not? • Was there enough evidence to support the speaker's claim(s)? • Was the evidence relevant considering the topic and purpose of the claim? • How do you determine if the speaker's reasoning is sound?



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GRADE 8: Speaking & Listening Standard 3

College and Career Readiness (CCR) Anchor Speaking & Listening Standard: 8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
<p>Grade 7: Delineate a speaker's argument and specific claims evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>Grade 8: 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.</p>	<p>Grade 9-10: Evaluate a speaker's or point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Identify claims and argument. • Recognize the difference between argument and claims. • Summarize the speaker's argument and explain how each claim is supported by reasons and evidence. • Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. • Recognize that the evidence offered may not be sufficient or substantial. • Determine if evidence is relevant to the claim. • Distinguish between sound and unsound reasoning. • Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. • Delineate a speaker's argument and specific claims, evaluating the soundness of 	<ul style="list-style-type: none"> • Argument • Claim • Reasoning • Sufficient vs. Insufficient Evidence • Relevant vs. Irrelevant Evidence • Sound reasoning 	<ul style="list-style-type: none"> • What is the speaker's argument? • What are the speaker's claims? • What is the relationship between the speaker's argument and specific claims? • How do you determine whether or not a claim is supported? • What claims are supported by reasons and evidence? Which are not? • Was there enough evidence to support the speaker's claim(s)? • Was the evidence relevant considering the topic and purpose of the claim? • How do you determine whether or not the evidence is relevant? • How do you determine if the speaker's reasoning is sound?



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the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.		
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GRADES 9-10: Speaking & Listening Standard 3

<p>College and Career Readiness (CCR) Anchor Speaking & Listening Standard 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>		
<p>Grade 8: 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.</p>	<p>Grade 9-10: Evaluate a speaker’s or point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>Grades 11-12: 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 use.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Prompts</p>
<ul style="list-style-type: none"> • Identify the point of view of the speech. (ie., the subject, the occasion or context, the intended audience, and the intended purpose, the speaker) of the speech. • Determine if the speaker’s reasoning is sound. • Identify the examples, facts, and evidence the speaker uses to support the argument. • Identify logical fallacies and commonly used propaganda techniques. • Identify distorted or exaggerated evidence. • Examine the impact of the speaker’s use of evidence has on their credibility. • Evaluate the speaker’s use of rhetorical appeals (ie., ethos, logos, and pathos). • Evaluate a speaker’s or point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. 	<ul style="list-style-type: none"> • Point of view • Sound reasoning • Evidence • Logical fallacies • Propaganda techniques • Rhetorical appeals (ethos, logos, pathos) 	<ul style="list-style-type: none"> • What do you know about - and what is important to consider- about the subject, occasion, audience, purpose, and speaker? • What reasoning does the speaker offer and was it sound and logical? • Were there instances of faulty logic? • Can you point out examples when the speaker tried to mislead his or her audience by using flawed reasoning? • How did the speaker’s use of evidence advance his or her argument? • Were there instances of exaggerated or distorted evidence? • Did the speaker employ propaganda techniques to influence his/her audience? • How did the speaker use rhetorical appeals to convey their message?



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GRADE 11-12: Speaking & Listening Standard 3

<p>College and Career Readiness (CCR) Anchor Speaking & Listening Standard 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>		
<p>Grade 9-10: Evaluate a speaker’s or point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>Grades 11-12: 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>	
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Identify the point of view of the speech. (ie., the subject, the occasion or context, the intended audience, and the intended purpose, the speaker) of the speech. • Determine if the speaker’s reasoning is sound. • Evaluate how the speaker uses evidence to advance the argument. • Identify logical fallacies and commonly used propaganda techniques. • Evaluate the speaker’s use of rhetorical appeals (ie., ethos, logos, and pathos). • Evaluate a speaker’s or point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. • Distinguish between the speaker’s stance (attitude toward the audience) and tone (attitude toward the subject). • Describe the speaker’s stance and tone and support with evidence from the speech. • Identify the major and minor premises of a speaker’s arguments. 	<ul style="list-style-type: none"> • Point of view • Sound reasoning • Evidence • Logical fallacies • Propaganda techniques • Rhetorical appeals (ethos, logos, pathos) • Stance • Tone • Diction • Premises • Deductive logic 	<ul style="list-style-type: none"> • What do you know about - and what is important to consider- about the subject, occasion, audience, purpose, and speaker? • What reasoning does the speaker offer and was it sound and logical? • Can you point out examples when the speaker tried to mislead his or her audience by using faulty logic/flawed reasoning? • How did the speaker’s use of evidence advance his or her argument? • Did the speaker employ propaganda techniques to influence his/her audience? • How did the speaker use rhetorical appeals to convey their message? • How would you describe the speaker’s stance? Provide evidence from the text that supports your assertion. • How would you describe the speaker’s tone? Provide evidence from the text that supports your assertion. • What are the major and minor premises on which the argument was built? Are they



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<ul style="list-style-type: none">• Evaluate the major and minor premises for correctness.• 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.		correct?
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