



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

### GRADE K: Speaking & Listening Standard 6

<p><b>College and Career Readiness (CCR) Anchor Speaking &amp; Listening Standard (6):</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>		
<p><b>Grade K:</b>  <u>CCSS.ELA-LITERACY.SL.K.6</u>            Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>Grade 1:</b>  <u>CCSS.ELA-LITERACY.SL.1.6</u>            Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</p>	
<p><u>CCSS.ELA-LITERACY.SL.K.6</u>            Speak audibly and express thoughts, feelings, and ideas clearly.</p>		
<b>Progression to Mastery</b>	<b>Key Concepts</b>	<b>Guiding Prompts</b>
<ul style="list-style-type: none"> <li>• Listen to clear articulate speaking to students.</li> <li>• Engage in authentic opportunities to speak to each other (circle time; morning meeting; think, pair, share).</li> <li>• Choose one or two ideas to discuss.</li> <li>• Speak to an audience clearly expressing thoughts at an appropriate volume.</li> <li>• Stay on the chosen topic.</li> <li>• Speak audibly and express thoughts, feelings, and ideas clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• Audible speech</li> <li>• Audience</li> <li>• Topic</li> <li>• Volume</li> </ul>	<ul style="list-style-type: none"> <li>• What will you share today?</li> <li>• Are you speaking loudly enough?</li> <li>• Are you speaking clearly enough to be understood?</li> <li>• Are you speaking slowly enough that others can follow along?</li> <li>• Did you tell us everything you wanted to?</li> </ul>



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

### GRADE 1: Speaking & Listening Standard 6

<p><b>College and Career Readiness (CCR) Anchor Speaking &amp; Listening Standard (6):</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>		
<p><b>Grade KN:</b> <u>CCSS.ELA-LITERACY.SL.K.6</u> Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>Grade 1:</b> <u>CCSS.ELA-LITERACY.SL.1.6</u> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</p>	<p><b>Grade 2:</b> <u>CCSS.ELA-LITERACY.SL.2.6</u> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</p>
<p><u>CCSS.ELA-LITERACY.SL.1.6</u> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</p>		
<b>Progression to Mastery</b>	<b>Key Concepts</b>	<b>Guiding Prompts</b>
<ul style="list-style-type: none"> <li>• Know that complete sentences express a thought.</li> <li>• Identify complete sentences from phrases.</li> <li>• Understand that there are times when using complete sentences is required.</li> <li>• Engage in situations where responses in complete sentences are necessary.</li> <li>• Respond to a question with a complete sentence.</li> <li>• Produce a complete sentence when appropriate to task and situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Statement</li> <li>• Complete sentence</li> <li>• Task</li> <li>• Situation</li> </ul>	<ul style="list-style-type: none"> <li>• What would you like to share today?</li> <li>• Are you using complete sentences?</li> <li>• Can you tell more about where, and who?</li> <li>• Did you express your complete thoughts?</li> </ul>



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

### GRADE 2: Speaking & Listening Standard 6

<p><b>College and Career Readiness (CCR) Anchor Speaking &amp; Listening Standard (6):</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>		
<p><b>Grade 1</b> <u>CCSS.ELA-LITERACY.SL.1.6</u> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</p>	<p><b>Grade 2:</b> <u>CCSS.ELA-LITERACY.SL.2.6</u> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</p>	<p><b>Grade 3:</b> <u>CCSS.ELA-LITERACY.SL.3.6</u> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</p>
<p><u>CCSS.ELA-LITERACY.SL.2.6</u> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</p>		
<b>Progression to Mastery</b>	<b>Key Concepts</b>	<b>Guiding Prompts</b>
<ul style="list-style-type: none"> <li>• Know that complete sentences express a thought.</li> <li>• Identify complete sentences from phrases.</li> <li>• Understand that there are times when using complete sentences is required to provide detail or clarification.</li> <li>• Engage in situations where responses in complete sentences are necessary.</li> <li>• Respond to a question with a complete sentence to provide detail or clarification.</li> <li>• Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> </ul>	<ul style="list-style-type: none"> <li>• Statement</li> <li>• Complete sentence</li> <li>• Task</li> <li>• Situation</li> <li>• Detail</li> <li>• Clarification</li> </ul>	<ul style="list-style-type: none"> <li>• What would you like to share today?</li> <li>• Are you using complete sentences to express a complete thought?</li> <li>• Can you use complete sentences to give more detail?</li> </ul>



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

### GRADE 3: Speaking & Listening Standard 6

<p><b>College and Career Readiness (CCR) Anchor Speaking &amp; Listening Standard (6):</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>		
<p><b>Grade 2</b> <u>CCSS.ELA-LITERACY.SL.2.6</u> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</p>	<p><b>Grade 3:</b> <u>CCSS.ELA-LITERACY.SL.3.6</u> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</p>	<p><b>Grade 4:</b> <u>CCSS.ELA-LITERACY.SL.4.6</u> 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. (See grade 4 Language standards 1 <a href="#">here</a> for specific expectations.)</p>
<p><u>CCSS.ELA-LITERACY.SL.3.6</u> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</p>		
<b>Progression to Mastery</b>	<b>Key Concepts</b>	<b>Guiding Prompts</b>
<ul style="list-style-type: none"> <li>• Understand that there are times when using complete sentences is required to provide detail or clarification.</li> <li>• Respond to a question with a complete sentence to provide detail or clarification.</li> <li>• Use complete sentences in formal presentations.</li> <li>• Provide examples when making a statement.</li> <li>• Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> </ul>	<ul style="list-style-type: none"> <li>• Statement</li> <li>• Complete sentence</li> <li>• Task</li> <li>• Situation</li> <li>• Detail</li> <li>• Clarification</li> </ul>	<ul style="list-style-type: none"> <li>• What would you like to share today?</li> <li>• Are you using complete sentences?</li> <li>• Can you use complete sentences to give more detail?</li> <li>• Did you provide examples to help the listener understand?</li> </ul>



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

### GRADE 4: Speaking & Listening Standard 6

**College and Career Readiness (CCR) Anchor Speaking & Listening Standard (6):** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

<p><b>Grade 3</b> <u>CCSS.ELA-LITERACY.SL.3.6</u> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</p>	<p><b>Grade 4:</b> <u>CCSS.ELA-LITERACY.SL.4.6</u> 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. (See grade 4 Language standards 1 <a href="#">here</a> for specific expectations.)</p>	<p><b>Grade 5:</b> <u>CCSS.ELA-LITERACY.SL.5.6</u> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</p>
<p><u>CCSS.ELA-LITERACY.SL.4.6</u> 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. (See grade 4 Language standards 1 <a href="#">here</a> for specific expectations.)</p>		
<b>Progression to Mastery</b>	<b>Key Concepts</b>	<b>Guiding Prompts</b>
<ul style="list-style-type: none"> <li>• Know informal speech is the language used when talking to friends and family.</li> <li>• Explore examples of times when informal discourse can be used.</li> <li>• Know that when constructing a formal response, Standard English grammar and language conventions must be used.</li> <li>• Explore examples of times when formal English should be used by the speaker.</li> <li>• Distinguish between situations when formal or informal English should be used in order to generate an appropriate response.</li> <li>• Select formal or informal English to generate an appropriate response to task and situation.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal English</li> <li>• Informal discourse</li> <li>• Audience</li> <li>• Task</li> <li>• Situation</li> </ul>	<ul style="list-style-type: none"> <li>• Who is your audience?</li> <li>• What is the situation or task?</li> <li>• Will you need to use formal or informal English?</li> <li>• Is this a situation when you are talking to friends and family, or are you making a presentation?</li> <li>• Did you use complete sentences when you are responding to questions about the topic.</li> <li>• Are you observing the rules for speaking?</li> <li>• How would your presentation change if you had a different audience?</li> </ul>



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

### GRADE 5: Speaking & Listening Standard 6

**College and Career Readiness (CCR) Anchor Speaking & Listening Standard (6):** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

<p><b>Grade 4:</b> <u>CCSS.ELA-LITERACY.SL.4.6</u> 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. (See grade 4 Language standards 1 <a href="#">here</a> for specific expectations.)</p>	<p><b>Grade 5:</b> <u>CCSS.ELA-LITERACY.SL.5.6</u> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</p>	<p><b>Grade 6:</b> <u>CCSS.ELA-LITERACY.SL.6.6</u> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>
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CCSS.ELA-LITERACY.SL.5.6  
Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 [here](#) for specific expectations.)

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