Delaware English Language Arts Standards
Speaking & Listening Learning Progressions

GRADE K: 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.

<table>
<thead>
<tr>
<th>Grade K:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCSS.ELA-LITERACY.SL.K.6</strong></td>
</tr>
<tr>
<td>Speak audibly and express thoughts, feelings, and ideas clearly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCSS.ELA-LITERACY.SL.1.6</strong></td>
</tr>
<tr>
<td>Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Progression to Mastery</th>
<th>Key Concepts</th>
<th>Guiding Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listen to clear articulate speaking to students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Engage in authentic opportunities to speak to each other (circle time; morning meeting; think, pair, share).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Choose one or two ideas to discuss.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Speak to an audience clearly expressing thoughts at an appropriate volume.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Stay on the chosen topic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Speak audibly and express thoughts, feelings, and ideas clearly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Audible speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Audience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Volume</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What will you share today?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Are you speaking loudly enough?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Are you speaking clearly enough to be understood?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Are you speaking slowly enough that others can follow along?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Did you tell us everything you wanted to?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Delaware English Language Arts Standards  
Speaking & Listening Learning Progressions

**GRADE 1: 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.

<table>
<thead>
<tr>
<th>Grade KN:</th>
<th>Grade 1:</th>
<th>Grade 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCSS.ELA-LITERACY.SL.K.6</strong></td>
<td><strong>CCSS.ELA-LITERACY.SL.1.6</strong></td>
<td><strong>CCSS.ELA-LITERACY.SL.2.6</strong></td>
</tr>
<tr>
<td>Speak audibly and express thoughts, feelings, and ideas clearly.</td>
<td>Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</td>
<td>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.)</td>
</tr>
</tbody>
</table>

**CCSS.ELA-LITERACY.SL.1.6**  
Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 [here](#) for specific expectations.)

<table>
<thead>
<tr>
<th>Progression to Mastery</th>
<th>Key Concepts</th>
<th>Guiding Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know that complete sentences express a thought.</td>
<td>Statement</td>
<td>What would you like to share today?</td>
</tr>
<tr>
<td>Identify complete sentences from phrases.</td>
<td>Complete sentence</td>
<td>Are you using complete sentences?</td>
</tr>
<tr>
<td>Understand that there are times when using complete sentences is required.</td>
<td>Task</td>
<td>Can you tell more about where, and who?</td>
</tr>
<tr>
<td>Engage in situations where responses in complete sentences are necessary.</td>
<td>Situation</td>
<td>Did you express your complete thoughts?</td>
</tr>
<tr>
<td>Respond to a question with a complete sentence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Produce a complete sentence when appropriate to task and situation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GRADE 2: 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.

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2:</th>
<th>Grade 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-LITERACY.SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</td>
<td>CCSS.ELA-LITERACY.SL.2.6 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 here for specific expectations.)</td>
<td>CCSS.ELA-LITERACY.SL.3.6 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 here for specific expectations.)</td>
</tr>
</tbody>
</table>

Progression to Mastery

- Know that complete sentences express a thought.
- Identify complete sentences from phrases.
- Understand that there are times when using complete sentences is required to provide detail or clarification.
- Engage in situations where responses in complete sentences are necessary.
- Respond to a question with a complete sentence to provide detail or clarification.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Key Concepts

- Statement
- Complete sentence
- Task
- Situation
- Detail
- Clarification

Guiding Prompts

- What would you like to share today?
- Are you using complete sentences to express a complete thought?
- Can you use complete sentences to give more detail?
## Delaware English Language Arts Standards

### Speaking & Listening Learning Progressions

#### GRADE 3: Speaking & Listening Standard 6

<table>
<thead>
<tr>
<th>College and Career Readiness (CCR) Anchor Speaking &amp; Listening Standard (6): Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</th>
</tr>
</thead>
</table>

**Grade 2**

**CCSS.ELA-LITERACY.SL.2.6**

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 [here](#) for specific expectations.)

**Grade 3:**

**CCSS.ELA-LITERACY.SL.3.6**

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 [here](#) for specific expectations.)

**Grade 4:**

**CCSS.ELA-LITERACY.SL.4.6**

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 [here](#) for specific expectations.)

---

**CCSS.ELA-LITERACY.SL.3.6**

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 [here](#) for specific expectations.)

<table>
<thead>
<tr>
<th>Progression to Mastery</th>
<th>Key Concepts</th>
<th>Guiding Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understand that there are times when using complete sentences is required to provide detail or clarification. • Respond to a question with a complete sentence to provide detail or clarification. • Use complete sentences in formal presentations. • Provide examples when making a statement. • Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</td>
<td>• Statement • Complete sentence • Task • Situation • Detail • Clarification</td>
<td>• What would you like to share today? • Are you using complete sentences? • Can you use complete sentences to give more detail? • Did you provide examples to help the listener understand?</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4: CCSS.ELA-LITERACY.SL.4.6</th>
<th>Grade 5: CCSS.ELA-LITERACY.SL.5.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-LITERACY.SL.3.6 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.)</td>
<td>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.)</td>
<td>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.)</td>
</tr>
</tbody>
</table>

CCSS.ELA-LITERACY.SL.4.6 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 [here](#) for specific expectations.)

### Progression to Mastery

- Know informal speech is the language used when talking to friends and family.
- Explore examples of times when informal discourse can be used.
- Know that when constructing a formal response, Standard English grammar and language conventions must be used.
- Explore examples of times when formal English should be used by the speaker.
- Distinguish between situations when formal or informal English should be used in order to generate an appropriate response.
- Select formal or informal English to generate an appropriate response 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.

### Key Concepts

- Formal English
- Informal discourse
- Audience
- Task
- Situation

### Guiding Prompts

- Who is your audience?
- What is the situation or task?
- Will you need to use formal or informal English?
- Is this a situation when you are talking to friends and family, or are you making a presentation?
- Did you use complete sentences when you are responding to questions about the topic?
- Are you observing the rules for speaking?
- How would your presentation change if you had a different audience?
Delaware English Language Arts Standards  
Speaking & Listening Learning Progressions

GRADE 5: Speaking & Listening Standard 6

<table>
<thead>
<tr>
<th>College and Career Readiness (CCR) Anchor Speaking &amp; Listening Standard (6): Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Grade 4:</th>
<th>Grade 5:</th>
<th>Grade 6:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCSS.ELA-LITERACY.SL.4.6</strong></td>
<td><strong>CCSS.ELA-LITERACY.SL.5.6</strong></td>
<td><strong>CCSS.ELA-LITERACY.SL.6.6</strong></td>
</tr>
<tr>
<td>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 here for specific expectations.)</td>
<td>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.)</td>
<td>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.)</td>
</tr>
</tbody>
</table>

**Progression to Mastery**

- Explore examples of situations when formal English should be used by the speaker.
- Explore examples of statements and sentences that follow the rules for formal discourse.
- Explore examples of situations when formal English should be used by the speaker.
- Explore examples of situations when informal discourse can be used.
- Know that when constructing a formal response, Standard English grammar and language conventions must be used.
- Distinguish between situations when formal or informal English should be used in order to generate an appropriate response.
- Select formal or informal English to generate an appropriate response to task and situation.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

**Key Concepts**

- Formal English
- Informal discourse
- Audience
- Context
- Task
- Situation

**Guiding Prompts**

- Who is your audience?
- What is the reason you are speaking?
- What is the situation or task?
- Will you need to use formal or informal English?
- How would your presentation change if you had a different audience?
- Are there places where you can substitute more precise, engaging language to keep the listeners interested?