



# Delaware English Language Arts Standards Speaking & Listening Learning Progressions

## GRADE 6: Speaking & Listening Standard 1

<p><b>College and Career Readiness (CCR) Anchor Speaking &amp; Listening Standard : 1</b> Prepare and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p>		
<p><b>Grade 5:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <b>grade 5</b> topics and texts, building on others’ ideas and expressing their own clearly.</p>	<p><b>Grade 6: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</b></p>	<p><b>Grades 7:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <b>grade 7</b> topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>
<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to <b>evidence</b> on the topic, <b>text, or issue</b> to <b>probe and reflect</b> on ideas under discussion.</p>		
<p style="text-align: center;"><b>Progression to Mastery</b></p>	<p style="text-align: center;"><b>Key Concepts</b></p>	<p style="text-align: center;"><b>Guiding Prompts</b></p>
<ul style="list-style-type: none"> <li>• Identify what topic, text or issue is being discussed</li> <li>• Identify questions that can be contributed</li> <li>• Prepare for discussions by reading required material</li> <li>• Gather relevant evidence on the topic, text or issue in preparation to discuss this text, topic, or issue</li> <li>• Incorporate evidence or information about the topic, text, or issue during the discussion</li> <li>• Express yourself clearly</li> <li>• Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to</li> </ul>	<ul style="list-style-type: none"> <li>• acknowledge</li> <li>• evidence</li> <li>• relevance</li> <li>• relevant evidence</li> <li>• preparation</li> <li>• discussion</li> <li>• collaboration</li> <li>• expression</li> <li>• probe</li> <li>• reflect</li> <li>• issues</li> </ul>	<ul style="list-style-type: none"> <li>• What topic, text or issue is being discussed and what questions can you contribute?</li> <li>• What are some questions you might ask during the discussion?</li> <li>• Based on what you read, what might you want to discuss more deeply with your group?</li> <li>• What type of evidence is relevant to this text, topic, or issue?</li> <li>• Do you have enough information to clearly express your ideas?</li> </ul>



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evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		
b. Follow rules for <b>collegial discussions</b> , set specific <b>goals and deadlines</b> , and <b>define individual roles</b> as needed.		
<b>Progression to Mastery</b>	<b>Key Concepts</b>	<b>Guiding Prompts</b>
<ul style="list-style-type: none"> <li>• Identify the rules and roles for the discussion</li> <li>• Understand the rules and roles for the discussion</li> <li>• Identify what behaviors are appropriate</li> <li>• Identify the roles and the tasks associated with the role</li> <li>• Come to agreement on goals for the group and deadlines for completing each task</li> <li>• Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed</li> </ul>	<ul style="list-style-type: none"> <li>• rules and roles of collegial discussions</li> <li>• goal setting</li> <li>• deadlines</li> <li>• roles/group tasks</li> </ul>	<ul style="list-style-type: none"> <li>• What are the rules and roles for this discussion and collaboration?</li> <li>• What behaviors are appropriate for collegial discussions?</li> <li>• Will your group need to designate group tasks? How will you decide what roles you will take?</li> </ul>
c. Pose and respond to specific questions <b>with elaboration and detail</b> by making comments that contribute to the <b>topic, text, or issue</b> under discussion.		
<b>Progression to Mastery</b>	<b>Key Concepts</b>	<b>Guiding Prompts</b>
<ul style="list-style-type: none"> <li>• Pose relevant questions about the text, topic or issue.</li> <li>• Respond to questions about the text topic or issue with relevant responses</li> <li>• Contribute to the discussion by elaborating on the comments of others: how their remarks relate to the topic, text or issue</li> <li>• Pose and respond to specific questions with elaboration</li> </ul>	<ul style="list-style-type: none"> <li>• posing questions</li> <li>• question response</li> <li>• elaboration</li> <li>• relevant comments</li> </ul>	<ul style="list-style-type: none"> <li>• How will you contribute to the group?</li> <li>• Are there any comments of your classmates in which to elaborate?</li> <li>• Is your comment or question relevant to the topic, text or issue?</li> <li>• Does your comment or question contribute to discussion?</li> </ul>



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<p>and detail by making comments that contribute to the topic, text, or issue under discussion</p>		
<p>d. Review the key ideas expressed and <b>demonstrate understanding of multiple perspectives through reflection and paraphrasing.</b></p>		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>• Identify key ideas</li> <li>• After listening to the group discussion, reflect on what was heard.</li> <li>• Take a side: agree or disagree with the ideas</li> <li>• Paraphrase the key ideas</li> <li>• Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing</li> </ul>	<ul style="list-style-type: none"> <li>• reflection</li> <li>• paraphrase</li> <li>• perspective/multiple perspectives</li> <li>• key ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Do you agree with the ideas discussed?</li> <li>• What were the key ideas of this text, topic or discussion?</li> <li>• Can you paraphrase key ideas?</li> <li>• Was the group discussion effective? What did you learn?</li> </ul>



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### GRADE 7: Speaking & Listening Standard 1

<p><b>College and Career Readiness (CCR) Anchor Speaking &amp; Listening Standard : 1</b> Prepare and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>		
<p><b>Grade 6:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p><b>Grade 7: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b></p>	<p><b>Grades 8:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts and issues, building on others' ideas and expressing their own clearly.</p>
<p>a. Come to discussions prepared, having read or <b>researched material under study</b>; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>		
<p style="text-align: center;"><b>Progression to Mastery</b></p>	<p style="text-align: center;"><b>Key Concepts</b></p>	<p style="text-align: center;"><b>Guiding Prompts</b></p>
<ul style="list-style-type: none"> <li>• Identify what topic, text or issue is being discussed</li> <li>• Identify questions that can be contributed</li> <li>• Prepare for discussions by reading required material</li> <li>• Investigate relevant evidence on the topic, text or issue in preparation to discuss this text, topic, or issue</li> <li>• Incorporate evidence or information about the topic, text, or issue during the discussion</li> <li>• Express yourself clearly</li> <li>• Come to discussions prepared, having read or <b>researched material under study</b>; explicitly draw on</li> </ul>	<ul style="list-style-type: none"> <li>• research</li> <li>• acknowledge</li> <li>• relevant evidence</li> <li>• preparation</li> <li>• expression</li> <li>• probe</li> <li>• reflect</li> <li>• issues</li> </ul>	<ul style="list-style-type: none"> <li>• What topic, text or issue is being discussed and what questions can you contribute?</li> <li>• What are some questions you might ask during the discussion?</li> <li>• Based on what you read, what might you want to discuss more deeply with your group?</li> <li>• What type of evidence is relevant to this text, topic, or issue?</li> <li>• Do you have enough information to clearly express your ideas</li> </ul>



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<p>that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>		
<p>b. Follow rules for collegial discussions, <b>track progress toward</b> specific goals and deadlines, and define individual roles as needed.</p>		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>• Identify the rules and roles for the discussion</li> <li>• Understand the rules and roles for the discussion</li> <li>• Identify what behaviors are appropriate</li> <li>• Identify the roles and the tasks associated with the role</li> <li>• Come to agreement on goals for the group and deadlines for completing each task</li> <li>• Track progress on goals and deadlines for group discussions</li> <li>• Follow rules for collegial discussions, <b>track progress toward</b> specific goals and deadlines, and define individual roles as needed</li> </ul>	<ul style="list-style-type: none"> <li>• collegial discussions</li> <li>• goal setting</li> <li>• explicit</li> <li>• modify</li> <li>• deadlines</li> <li>• roles/group tasks</li> </ul>	<ul style="list-style-type: none"> <li>• What are some rules that help make the discussion collegial?</li> <li>• What is your role in the discussion?</li> <li>• What are the specific goals of the discussion and long do we have to meet them?</li> <li>• How will we track the progress?</li> <li>• How will you contribute to the progress of the group?</li> </ul>
<p>c. <b>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.</b></p>		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>• Pose questions that evoke further elaboration from others</li> <li>• Respond to questions posed by others; supply further elaboration</li> <li>• Make relevant comments that help return the discussion to the topic</li> </ul>	<ul style="list-style-type: none"> <li>• pose/probe</li> <li>• relevant comments</li> <li>• elaboration</li> </ul>	<ul style="list-style-type: none"> <li>• What evidence, observations, or ideas are most important to consider in the discussion?</li> <li>• How does the information presented connect with other information?</li> <li>• Is there something else you'd like to know? Who could you ask to find out? How</li> </ul>



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<ul style="list-style-type: none"> <li>• 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</li> </ul>		<p>could you find the answers to your questions?</p> <ul style="list-style-type: none"> <li>• Is there something you know about the topic that could contribute to our understanding?</li> <li>• Has the information or evidence you heard caused a change in your thinking?</li> <li>• Is the conversation on topic?</li> <li>• How did you return the conversation to the topic?</li> </ul>
<p><b>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</b></p>		
<b>Progression to Mastery</b>	<b>Key Concepts</b>	<b>Guiding Prompts</b>
<ul style="list-style-type: none"> <li>• Recognize new information expressed by others</li> <li>• When necessary, alter personal views based on the comments and information of others</li> <li>• Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>	<ul style="list-style-type: none"> <li>• acknowledge</li> <li>• reflection</li> <li>• warranted</li> <li>• modify</li> <li>• views</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on what you heard, what ideas can you add to the discussion?</li> <li>• Have your partners said anything that made you change your ideas? What has changed? Did you acknowledge them?</li> <li>• Use this language frame: I agree/disagree with what you said because...</li> <li>• Use this language frame: In addition to what _____ said, I think...</li> </ul>



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### GRADE 8: Speaking & Listening Standard 1

<p><b>College and Career Readiness (CCR) Anchor Speaking &amp; Listening Standard 1</b> Prepare and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>		
<p><b>Grade 7:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <b>grade 7</b> topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p><b>Grade 8:</b> <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts and issues, building on others' ideas and expressing their own clearly.</b></p>	<p><b>Grade 9-10:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <b>grades 9-10</b> topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
<p>a. Come to discussion, 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.</p>		
<p style="text-align: center;"><b>Progression to Mastery</b></p>	<p style="text-align: center;"><b>Key Concepts</b></p>	<p style="text-align: center;"><b>Guiding Prompts</b></p>
<ul style="list-style-type: none"> <li>• Identify what topic, text or issue is being discussed</li> <li>• Identify questions that can be contributed</li> <li>• Prepare for discussions by reading required material</li> <li>• Investigate relevant evidence on the topic, text or issue in preparation to discuss this text, topic, or issue</li> <li>• Incorporate evidence or information about the topic, text, or issue during the discussion</li> <li>• Express yourself clearly</li> <li>• Come to discussions prepared, having read or studied required material;</li> </ul>	<ul style="list-style-type: none"> <li>• research</li> <li>• acknowledge</li> <li>• relevant evidence</li> <li>• preparation</li> <li>• expression</li> <li>• probe</li> <li>• reflect</li> <li>• issues</li> </ul>	<ul style="list-style-type: none"> <li>• What topic, text or issue is being discussed and what questions can you contribute?</li> <li>• What are some questions you might ask during the discussion?</li> <li>• Based on what you read, what might you want to discuss more deeply with your group?</li> <li>• What type of evidence is relevant to this text, topic, or issue?</li> <li>• Do you have enough information to clearly express your ideas</li> <li>• Have you thought about the</li> </ul>



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<p>explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>		<p>information or learning you will share?</p>
<p>b. Follow rules for collegial discussions <b>and decision-making</b>, track progress toward specific goals and deadlines, and define individual roles as needed.</p>		
<b>Progression to Mastery</b>	<b>Key Concepts</b>	<b>Guiding Prompts</b>
<ul style="list-style-type: none"> <li>• Identify the rules and roles for the discussion</li> <li>• Understand the rules and roles for the discussion</li> <li>• Identify what behaviors are appropriate</li> <li>• Identify the roles and the tasks associated with the role</li> <li>• Come to agreement on goals for the group and deadlines for completing each task</li> <li>• Determine decision making procedures for accomplishing goals, deadlines, and roles</li> <li>• Track progress on goals and deadlines for group discussions</li> <li>• Follow rules for collegial discussions <b>and decision-making</b>, track progress toward specific goals and deadlines, and define individual roles as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• roles</li> <li>• goals</li> <li>• deadlines</li> <li>• tracking</li> <li>• collegial</li> </ul>	<ul style="list-style-type: none"> <li>• What rules and roles apply to this discussion, collaboration, or decision?</li> <li>• What progress has been made as a result of the discussion?</li> <li>• How are you keeping track of the progress you are making?</li> <li>• How are you agreeing on procedures and decisions in the group?</li> </ul>
<p>c. Pose questions that <b>connect the ideas of several speakers</b> and respond to others' questions and comments with relevant <b>evidence, observations, and ideas</b>.</p>		
<b>Progression to Mastery</b>	<b>Key Concepts</b>	<b>Guiding Prompts</b>
<ul style="list-style-type: none"> <li>• Question and reflect on the</li> </ul>	<ul style="list-style-type: none"> <li>• pose</li> </ul>	<ul style="list-style-type: none"> <li>• What evidence, observations,</li> </ul>



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<p>discussion</p> <ul style="list-style-type: none"> <li>• Pose questions that evoke further elaboration based on the ideas of several speakers</li> <li>• Respond to questions posed by others; supply further elaboration</li> <li>• Connect comments and questions to evidence, observations, and ideas</li> <li>• Make relevant comments that help return the discussion to the topic, evidence, observations, and ideas</li> <li>• Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• respond</li> <li>• relevant</li> <li>• reflect</li> </ul>	<p>or ideas are most important to consider in the discussion?</p> <ul style="list-style-type: none"> <li>• How does the information presented connect with other information?</li> <li>• Has the information or evidence you heard caused a change in your thinking? How has your thinking changed?</li> <li>• What progress has been made as a result of the discussion?</li> </ul>
<p>d. Acknowledge new information expressed by others, and, when warranted, <b>qualify or justify their own views in light of the evidence presented.</b></p>		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>• Recognize new information expressed by others</li> <li>• Consider personal views based on the comments and information of others</li> <li>• Using evidence presented, modify or defend personal views</li> <li>• Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul>	<ul style="list-style-type: none"> <li>• acknowledge</li> <li>• warrant</li> <li>• qualify</li> <li>• justify</li> </ul>	<ul style="list-style-type: none"> <li>• What information did your classmates present?</li> <li>• What did you learn, and does it require you to change your position or perspective?</li> <li>• How has the new information affected your own views?</li> </ul>



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### GRADES 9-10: Speaking & Listening Standard 1

<p><b>College and Career Readiness (CCR) Anchor Speaking &amp; Listening Standard 1</b> Prepare and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>		
<p><b>Grade 8:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p><b>Grade 9-10: Initiate and participate effectively in a range of</b> collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <b>grades 9-10</b> topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p><b>Grades 11-12:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on other ideas and expressing their own clearly and persuasively.</p>
<p>a. Come to discussions prepared, having read <b>and</b> researched material under study; explicitly draw on that preparation by referring to evidence <b>from texts and other research</b> on the topic or issue to <b>stimulate a thoughtful, well-reasoned exchange of ideas.</b></p>		
<p><b>Progression to Mastery</b></p>	<p><b>Key Concepts</b></p>	<p><b>Guiding Prompts</b></p>
<ul style="list-style-type: none"> <li>● Identify what topic, text or issue is being discussed</li> <li>● Identify questions that can be contributed</li> <li>● Prepare for discussion by reading and researching topic</li> <li>● Investigate relevant evidence on the topic, text or issue in preparation to discuss this text, topic, or issue</li> <li>● Incorporate evidence or information about the topic, text, or issue during the discussion</li> <li>● Express yourself clearly</li> <li>● Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts</li> </ul>	<ul style="list-style-type: none"> <li>● Preparation</li> <li>● Evidence</li> <li>● Collaborative</li> <li>● Discussion</li> <li>● Stimulate</li> <li>● Well-reasoned</li> </ul>	<ul style="list-style-type: none"> <li>● What is the topic, text or task and what questions might you ask to help you contribute to the discussion?</li> <li>● Based on what you read, what might you want to discuss more deeply with your group?</li> <li>● Have you thought about the information or learning you will share?</li> <li>● What preparations have you done in order to fully participate in the discussion?</li> <li>● What key evidence will you point to during the discussion?</li> <li>● Do you have enough information to clearly</li> </ul>



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and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.		express your ideas
b. <b>Work with peers to set rules</b> for collegial discussions and decision-making (e.g., <b>informal consensus, taking votes on key issues, and presentation of alternate views</b> ), clear goals and deadlines, and individual roles as needed.		
<b>Progression to Mastery</b>	<b>Key Concepts</b>	<b>Guiding Prompts</b>
<ul style="list-style-type: none"> <li>● Identify the rules and roles for the discussion</li> <li>● Understand the rules and roles for the discussion</li> <li>● Identify what behaviors are appropriate</li> <li>● Identify the roles and the tasks associated with the role</li> <li>● Come to agreement on goals for the group and deadlines for completing each task</li> <li>● Negotiate with classmates to set guidelines and protocols for discussion</li> <li>● Determine decision making procedures for accomplishing goals, deadlines, and roles</li> <li>● Designate roles and responsibilities, as well as, timelines and goals</li> <li>● Track progress on goals and deadlines for group discussions</li> <li>● Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> </ul>	<ul style="list-style-type: none"> <li>● Informal Consensus</li> <li>● Key Issues</li> <li>● Alternate Views</li> <li>● Collegial discussions</li> <li>● Protocols</li> <li>● Deadlines</li> </ul>	<ul style="list-style-type: none"> <li>● What is your assigned role in this group discussion?</li> <li>● What will be your group norms for discussion?</li> <li>● How will your group come to consensus?</li> <li>● How will your group take key votes?</li> <li>● How will your group set goals?</li> <li>● How will your group set deadlines?</li> <li>● How will your group appoint roles for group members?</li> <li>● How will you make sure each member of the group is working together collaboratively?</li> </ul>
c. <b>Propel conversations</b> by posing and responding to questions that <b>relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify,</b>		



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<b>verify, or challenge ideas and conclusions.</b>		
<b>Progression to Mastery</b>	<b>Key Concepts</b>	<b>Guiding Prompts</b>
<ul style="list-style-type: none"> <li>• Question and reflect on the discussion</li> <li>• Connect comments and questions to evidence, themes, and ideas (previous studies, other classes, or world events)</li> <li>• Respond to questions posed by others; supply further elaboration; clarify when needed</li> <li>• Make relevant comments that help move the discussion forward based on the topic, evidence, observations, and themes</li> <li>• Pose questions that evoke further elaboration based on broader themes or larger ideas</li> <li>• Include everyone in the discussion and build on their ideas, as well as, challenging them (responding with questions meant to validate, clarify, or refine another’s ideas or conclusions)</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• propel</li> <li>• incorporate</li> <li>• clarify</li> <li>• verify</li> <li>• peers</li> <li>• challenge</li> </ul>	<ul style="list-style-type: none"> <li>• What questions did you create to help stimulate the ideas that were presented?</li> <li>• Can you make any connections to previous studies, other classes, or world events?</li> <li>• How can you challenge, clarify or verify your classmate’s ideas?</li> <li>• How does your question/comment propel the conversation forward?</li> <li>• Has the conversation changed my initial thoughts?</li> </ul>
<p><b>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and <b>make new connections</b> in light of the evidence and <b>reasoning</b> presented</b></p>		



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Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"><li>• Consider and reflect upon diverse perspectives</li><li>• Respond to diverse perspectives based on evidence and reasoning</li><li>• Summarize others' remarks when presenting or responding to others' questions about ideas</li><li>• Justify your views in light of new evidence or logical reasoning</li><li>• Make new connections if necessary when presented with new evidence and logical reasoning</li><li>• Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented</li></ul>	<ul style="list-style-type: none"><li>• diverse</li><li>• perspective</li><li>• qualify</li><li>• justify</li><li>• logical reasoning</li></ul>	<ul style="list-style-type: none"><li>• How will you consider and value diverse perspectives?</li><li>• How will you make sure that everyone's viewpoint is expressed during the discussion?</li><li>• When there are differences of opinion how will you respond and justify your own viewpoint or reasoning?</li></ul>



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### GRADES 11-12: Speaking & Listening Standard 1

<p><b>College and Career Readiness (CCR) Anchor Speaking &amp; Listening Standard : 1</b>          Prepare and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p>		
<p><b>Grade 9-10:</b>          Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on other ideas and expressing their own clearly and persuasively..</p>	<p><b>Grades 11-12:</b>          Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on <b>grades 11-12 topics</b>, texts, and issues, building on other ideas and expressing their own clearly and persuasively.</p>	
<p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>		
<b>Progression to Mastery</b>	<b>Key Concepts</b>	<b>Guiding Prompts</b>
<ul style="list-style-type: none"> <li>• Identify what topic, text or issue is being discussed</li> <li>• Identify questions that can be contributed</li> <li>• Prepare for discussion by reading and researching topic</li> <li>• Investigate relevant evidence on the topic, text or issue in preparation to discuss this text, topic, or issue</li> <li>• Incorporate evidence or information about the topic, text, or issue during the discussion</li> <li>• Express yourself clearly</li> <li>• Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation</li> <li>• Evidence</li> <li>• Collaborative Discussion</li> <li>• Stimulate</li> <li>• Well-reasoned</li> </ul>	<ul style="list-style-type: none"> <li>• What is the topic, text or task and what questions might you ask to help you contribute to the discussion?</li> <li>• Based on what you read, what might you want to discuss more deeply with your group?</li> <li>• Have you thought about the information or learning you will share?</li> <li>• What preparations have you done in order to fully participate in the discussion?</li> <li>• What key evidence will you point to during the discussion?</li> <li>• Do you have enough information to clearly express your ideas</li> </ul>



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

exchange of ideas.		
b. Work with peers to <b>promote civil, democratic</b> discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>● Identify and understand the rules, roles, and tasks for the discussion</li> <li>● Identify what behaviors are appropriate</li> <li>● Come to agreement and set goals, deadlines and roles for the group for completing each task</li> <li>● Identify civil and democratic discussion strategies</li> <li>● Engage in civil, democratic discussions</li> <li>● Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> </ul>	<ul style="list-style-type: none"> <li>● Specialized Discussion strategies (Harkness Method, Literature Circles, Socratic dialogue, Great Books Discussion, Travelling Debate)</li> <li>● Civil and Democratic discussion procedures</li> </ul>	<ul style="list-style-type: none"> <li>● What are your group norms for discussion?</li> <li>● How will you make sure that everyone contributes to the conversation?</li> <li>● What kinds of questions might you ask?</li> <li>● How will your group come to consensus, take key votes, set goals and deadlines, and divide up roles for group members?</li> <li>● What is your assigned role in this group discussion?</li> </ul>
c. Propel conversations by posing and responding to questions that <b>probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue</b> ; clarify, verify, or challenge ideas and conclusions; and <b>promote divergent and creative perspectives</b> .		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>● Question and reflect on the discussion</li> <li>● Pose and respond to questions in a manner that is open-ended and will propel conversations forward</li> <li>● Create a system for presenting multiple positions on a topic or issue</li> <li>● Create an environment where creative and divergent thinking are promoted/encouraged</li> </ul>	<ul style="list-style-type: none"> <li>● Questioning techniques</li> <li>● Divergent and multiple perspectives</li> <li>● Propel</li> </ul>	<ul style="list-style-type: none"> <li>● What questions did your group create to help stimulate the discussion about the ideas to be discussed?</li> <li>● Are you asking for clarification when there are details or evidence presented that you don't understand?</li> <li>● How will you make sure that everyone's viewpoint is expressed during the discussion?</li> </ul>



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<ul style="list-style-type: none"> <li>• Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> </ul>		<ul style="list-style-type: none"> <li>• How does your question/comment propel the conversation forward?</li> <li>• How does your idea/question promote divergent thinking or a creative perspective?</li> <li>• Has the conversation changed your initial thinking?</li> </ul>
<p>d. Respond thoughtfully to diverse perspectives; <b>synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</b></p>		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>• Consider and reflect upon diverse perspectives</li> <li>• Respond to diverse perspectives</li> <li>• Integrate comments, claims, and evidence on all side of the issue</li> <li>• Attempt to resolve contradictions</li> <li>• Evaluate the responses, and determine if additional information or research is required</li> <li>• Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesize</li> <li>• Contradictions</li> <li>• Resolution</li> <li>• Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• How will you consider and value diverse perspectives?</li> <li>• When there are differences in opinion how will you respond and justify your own viewpoint or reasoning?</li> <li>• What appropriate kinds of responses might you make that let the speaker know that you respect their opinion, but that you don't agree with it?</li> <li>• How can you and your group, "solve" the issue?</li> <li>• Is there new evidence or a new argument that the group needs?</li> </ul>