



Delaware English Language Arts Standards Speaking & Listening Learning Progressions

GRADE 6: Speaking & Listening Standard 6

<p>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>		
<p>Grade 5: 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.)</p>	<p>Grade 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 for specific expectations.)</p>	<p>Grades 7: 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 here for specific expectations.)</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"> • 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. • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 	<ul style="list-style-type: none"> • Formal English • Informal discourse • Audience • Context • Task • Situation 	<ul style="list-style-type: none"> • 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?



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GRADE 7: Speaking & Listening Standard 6

<p>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>		
<p>Grade 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 for specific expectations.)</p>	<p>Grade 7: 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 here for specific expectations.)</p>	<p>Grades 8: 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 here for specific expectations.)</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"> • 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. • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 	<ul style="list-style-type: none"> • Formal English • Informal discourse • Audience • Context • Task • Situation 	<ul style="list-style-type: none"> • 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?



Delaware English Language Arts Standards Speaking & Listening Learning Progressions

GRADE 8: Speaking & Listening Standard 6

<p>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>		
<p>Grade 7: 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 for specific expectations.)</p>	<p>Grade 8: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 8 Language Standards 1 and 3 for specific expectations.)</p>	<p>Grade 9-10: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 9-10 Language Standards 1 and 3 for specific expectations.)</p>
<p>Progression to Mastery</p>	<p>Key Concepts</p>	<p>Guiding Prompts</p>
<ul style="list-style-type: none"> • 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 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. • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated. 	<ul style="list-style-type: none"> • Formal English • Informal discourse • Audience • Context • Task • Situation 	<ul style="list-style-type: none"> • 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?



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GRADES 9-10: 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.		
Grade 8:	Grade 9-10:	Grades 11-12:
<p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 8 Language Standards 1 and 3 for specific expectations.)</p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 9-10 Language Standards 1 and 3 for specific expectations.)</p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language Standards 1 and 3 for specific expectations.)</p>
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Distinguish between situations when formal or informal English should be use in order to generate an appropriate response. • Select formal or informal English to generate an appropriate response to task and situation. • Demonstrate presentation elements. (i.e., eye contact, gesture purposefully, enunciate words, and speak using an appropriate volume and rate.) • Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. • Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. 	<ul style="list-style-type: none"> • Formal English • Informal discourse • Audience • Context • Task • Situation • Public speaking skills (poise, volume, energy, gestures, etc.) 	<ul style="list-style-type: none"> • 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? • Can you vary the lengths of your sentences to vary pace? • Are there places where you can substitute more precise, engaging language to keep the listeners interested?



Delaware English Language Arts Standards Speaking & Listening Learning Progressions

GRADES 11-12: Speaking & Listening Standard 6

<p>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>		
<p>Grade 9-10: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 9-10 Language Standards 1 and 3 for specific expectations.)</p>	<p>Grades 11-12: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language Standards 1 and 3 for specific expectations.)</p>	
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Distinguish between situations when formal or informal English should be use in order to generate an appropriate response. • Select formal or informal English to generate an appropriate response to task and situation. • Demonstrate presentation elements. (i.e., eye contact, gesture purposefully, enunciate words, and speak using an appropriate volume and rate.) • Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. • Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. 	<ul style="list-style-type: none"> • Formal English • Informal discourse • Audience • Context • Task • Situation • Public speaking skills (poise, volume, energy, gestures, etc.) 	<ul style="list-style-type: none"> • 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? • Can you vary the lengths of your sentences to vary pace? • Are there places where you can substitute more precise, engaging language to keep the listeners interested?