



Delaware English Language Arts Standards Speaking & Listening Learning Progressions

GRADE K: Speaking & Listening Standard 1

College and Career Readiness (CCR) Anchor Speaking & Listening Standard (1): Prepare for 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>Grade K: Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p>	<p>Grade 1: Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p>
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a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Identifying speaker <ul style="list-style-type: none"> ○ Teacher to student ○ Student to teacher ○ Student to student • Establish and model agreed upon rules for discussions: <ul style="list-style-type: none"> ○ Listening to speaker (eyes on speaker, no response) ○ Responding when it is appropriate (answer question, make a response) ○ Allowing communication partner to respond • Response is on topic and related to conversation • Response is on topic related to text • Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion) 	<ul style="list-style-type: none"> • Eye contact • Listening to others • Responding • Taking Turns • Staying on topic • Staying on topic of text • Conversation • Interrupt 	<ul style="list-style-type: none"> • What does listening look like? • Who is speaking? • Are your eyes on the speaker? • Are you listening? • Is it your turn to talk? • What are we talking about? • Did you talk about ____? • Do you agree? • Where did you learn that information?

b. Continue a conversation through multiple exchanges.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Respond to the speaker with on topic responses • Speaker responds to communicative partner's response • Continue response pattern above • Continue a conversation through multiple exchanges 	<ul style="list-style-type: none"> • Respond • Partner • Taking turns • Staying on topic • Staying on topic of text 	<ul style="list-style-type: none"> • Did you talk about ____? • Did you wait for your partner to finish speaking? • Where did you learn that information? • Did you share what you learned with your group? • Do you have anything else to share?



Delaware English Language Arts Standards Speaking & Listening Learning Progressions

GRADE 1: Speaking & Listening Standard 1

College and Career Readiness (CCR) Anchor Speaking & Listening Standard (1): Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Grade K: Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	Grade 1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups	Grade 2: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.
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a. Follow agreed-upon rules for discussions (e.g., listening to others **with care, speaking one at a time** about the topics and texts under discussion).

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> ● Identifying speaker and listener <ul style="list-style-type: none"> ○ Teacher to student ○ Student to teacher ○ Student to student ● Establish and model agreed upon rules for discussions: <ul style="list-style-type: none"> ○ Listening to speaker (eyes on speaker, no response) ○ Responding when it is appropriate (answer question, make a response) ○ Allowing other communication partner to respond ○ Response is on topic and related to conversation ○ Response is on topic related to text ● Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion) 	<ul style="list-style-type: none"> ● Eye contact ● Listening to others ● Responding ● Taking Turns ● Conversation ● Partner ● Interrupt ● Staying on topic ● Staying on topic of text 	<ul style="list-style-type: none"> ● What does listening look like? ● Who is speaking? ● Are your eyes on the speaker? ● Are you listening? ● Is it your turn to talk? ● What are we talking about? ● Did you talk about ____? ● I agree with..... ● Where did you learn that information?

b. **Build on others' talk in conversations by responding to the comments of others** through multiple exchanges.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> ● Identifying speaker and listener <ul style="list-style-type: none"> ○ Teacher to student ○ Student to teacher ○ Student to student ● Listening to speaker (eyes on speaker, no response) 	<ul style="list-style-type: none"> ● Response ● Conversation ● Comment ● Collaborative Conversation 	<ul style="list-style-type: none"> ● Is it your turn to talk? ● What are we talking about? ● Did you talk about ____? ● I agree with..... ● Where did you learn that information?



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<ul style="list-style-type: none"> • Responding when it is appropriate (answer question, make a response) • Allowing other communication partner to respond • Response is on topic and related to conversation • Multiple exchanges occur between communication partners • Build on others' talk in conversations by responding to the comments of others through multiple exchanges 	<ul style="list-style-type: none"> • Conversational exchange • On topic 	<ul style="list-style-type: none"> • Did you listen carefully to your partner? • Did you wait for your partner to finish speaking? • Did you share what you learned with your group? • Was your response related to your partner's comment?
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c. Ask questions to clear up any confusion about the topics and texts under discussion

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Using the agreed upon rules for discussions, ask (speaker, group, teacher) questions for clarity • Ask questions to clear up any confusion about the topics and texts under discussion 	<ul style="list-style-type: none"> • On topic • Questioning to clarify 	<ul style="list-style-type: none"> • Was there something you didn't understand? • Did you ask questions if you were confused? • Did you get the clarity that you needed?



Delaware English Language Arts Standards Speaking & Listening Learning Progressions

GRADE 2: Speaking & Listening Standard 1

<p>College and Career Readiness (CCR) Anchor Speaking & Listening Standard (1): Prepare for 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>Grade 1: Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups</p>	<p>Grade 2: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p>	<p>Grade 3: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>
<p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Identifying speaker and listener <ul style="list-style-type: none"> ○ Teacher to student ○ Student to teacher ○ Student to student • Establish and model agreed upon rules for discussions • Listening to speaker (eyes on speaker, no response) • Responding when it is appropriate (answer question, make a response) • Allowing other communication partner to respond • Response is on topic and related to conversation • Use respectful techniques to enter conversations (gain the floor) • Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) 	<ul style="list-style-type: none"> • Eye contact • Listening to others • Responding • Taking Turns • Staying on topic • Comment • Collaborative Conversation • Conversational exchange • On topic • Respectful techniques 	<ul style="list-style-type: none"> • Who is speaking? • Are your eyes on the speaker? • Are you listening? • Is it your turn to talk? • How can you indicate you are ready to respond? • Did you wait for your partner to finish speaking? • Was your response related to your partner's comment? • Did you listen carefully to your partner? • How do you let your classmates know you'd like to speak? • What respectful techniques can you use to obtain the turn to speak?
<p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p>		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Identifying speaker and listener <ul style="list-style-type: none"> ○ Teacher to student ○ Student to teacher ○ Student to student 	<ul style="list-style-type: none"> • Eye contact • Listening to others • Responding • Taking Turns • Staying on topic 	<ul style="list-style-type: none"> • Who is speaking? • Are your eyes on the speaker? • Are you listening? • Is it your turn to talk?



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<ul style="list-style-type: none"> • Listening to speaker (eyes on speaker, no response) • Responding when it is appropriate (answer question, make a response) • Allowing other communication partner to respond • Response is on topic, related to conversation, and includes remarks and comments that partner shared • Multiple on topic, linked exchanges occur between communication partners • Build on others' talk in conversations by linking their comments to the remarks of other 	<ul style="list-style-type: none"> • Comment • Collaborative Conversation • Conversational exchange • Comments and remarks linked 	<ul style="list-style-type: none"> • How can you indicate you are ready to respond? • Did you wait for your partner to finish speaking? • Was your response related to your partner's comment? • Did you include a comment or remark from your partner in your response? • Did you listen carefully to your partner?
<p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion</p>		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Using the agreed upon rules for discussions, ask (speaker, group, teacher) questions for clarity • Ask clarifying questions to elaborate on topics or texts • Ask questions to clarify any confusion about the topic • Ask for further explanation about the topics or text as needed 	<ul style="list-style-type: none"> • On topic • Questioning to clarify • Elaboration • Explaining a topic further 	<ul style="list-style-type: none"> • Was there something you didn't understand? • Did you ask questions if you were confused? • Did you get the clarity that you needed? • Did you ask a question to clarify a comment or remark if needed? • Did you ask for further explanation on a topic or text if needed? • Were you able to elaborate on the topic under discussion?



Delaware English Language Arts Standards Speaking & Listening Learning Progressions

GRADE 3: Speaking & Listening Standard 1

College and Career Readiness (CCR) Anchor Speaking & Listening Standard (1): Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Grade 2: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	Grade 3: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	Grade 4: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.
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a. **Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.**

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Teacher models how to mark a text, cite evidence, and take notes on text to be used for discussion • Teacher guides the practice of using a shared text to mark, cite, and take notes to use for discussion • Student reads material to gather needed information for discussion • Student takes notes on material, citing evidence, and marking text to utilize during discussion within a group; student may also use relevant background knowledge to enhance discussion • Teacher provides or students create a template with discussion starters to promote on topic discussion • Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion 	<ul style="list-style-type: none"> • Cite evidence • Draw conclusions • Note taking • Discussion • Information • Role • Relevant background knowledge 	<ul style="list-style-type: none"> • How did you prepare for today's discussion? • What is the topic being discussed? • What do you already know about this topic? • Where could you find out more information? • Do you have enough information to participate in a discussion with a group of students?
<p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>		
Progression to Mastery	Key Concepts	Guiding Prompts



Delaware English Language Arts Standards Speaking & Listening Learning Progressions

<ul style="list-style-type: none"> • Identifying speaker and listener <ul style="list-style-type: none"> ○ Teacher to student ○ Student to teacher ○ Student to student • Establish and model agreed upon rules for discussions: • Listening to speaker (eyes on speaker, no response) • Responding when it is appropriate (answer question, make a response) • Allowing other communication partner to respond • Response is on topic and related to conversation • Use respectful techniques to enter conversations (gain the floor) • Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) 	<ul style="list-style-type: none"> • Eye contact • Listening to others • Responding • Taking Turns • Staying on topic • Comment • Collaborative Conversation • Conversational exchange • Respectful techniques 	<ul style="list-style-type: none"> • Who is speaking? • Are your eyes on the speaker? • Are you listening? • Is it your turn to talk? • How can you indicate you are ready to respond? • Is the discussion occurring in a group or with a single partner? • Did you wait for your partner/group to finish speaking? • Was your response related to your partner's or student's comment? • Did you listen carefully to all points discussed? • Do you agree or disagree with comments/remarks? • Are you staying on topic? • How do you let your classmates know you'd like to speak? • What respectful techniques can you use to obtain the turn to speak?
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c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Identifying speaker and listener <ul style="list-style-type: none"> ○ Teacher to student ○ Student to teacher ○ Student to student • Listening to speaker (eyes on speaker, no response) • Responding when it is appropriate (answer question, make a response) • Allowing other communication partner to respond • Response is on topic, related to conversation, cites evidence and includes remarks and comments that partner shared • Multiple on topic, linked exchanges occur between communication partners 	<ul style="list-style-type: none"> • Eye contact • Listening to others • Responding • Taking turns • Cite evidence/ cite comments in response • Draw conclusions • Discussion • Information • Staying on topic • Comment • Collaborative Conversation • Conversational exchange • Asking for clarification • Comments and remarks linked 	<ul style="list-style-type: none"> • Who is speaking? • Are your eyes on the speaker? • Are you listening? • Is it your turn to talk? • How can you indicate you are ready to respond? • Did you wait for your partner to finish speaking? • Was your response related to your partner's or group's comment/response? • Did you include a comment or remark from your partner in your response? • Did you listen carefully to all points discussed? • Did you ask a question to clarify a comment or remark if needed? • Did you ask for further explanation on a topic or text if needed?



Delaware English Language Arts Standards Speaking & Listening Learning Progressions

<ul style="list-style-type: none"> • Build on others' talk in conversations by linking their comments to the remarks of other • Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others 		<ul style="list-style-type: none"> • Do you agree or disagree with comments/remarks? • Are you staying on topic?
d. Explain their own ideas and understanding in light of the discussion.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Share own thoughts and ideas about topic, citing evidence to support understanding • Restate information discussed to show an understanding • Explain their own ideas and understanding in light of the discussion 	<ul style="list-style-type: none"> • Cite evidence/ cite comments in response • Draw conclusions • Staying on topic • Restate information • Share thoughts and ideas 	<ul style="list-style-type: none"> • Was your response related to your partner's or group's comment/response? • Did you listen carefully to all points discussed? • Are you staying on topic? • Did you cite evidence to support your own thoughts or ideas? • Did you restate the key information on your topic?



Delaware English Language Arts Standards Speaking & Listening Learning Progressions

GRADE 4: Speaking & Listening Standard 1

College and Career Readiness (CCR) Anchor Speaking & Listening Standard (1): Prepare for 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>Grade 3: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>Grade 4: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>Grade 5: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>
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- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Teacher models how to mark a text, cite evidence, and take notes on text to be used for discussion • Teacher guides the practice of using a shared text to mark, cite, and take notes to use for discussion • Student reads material to gather needed information for discussion • Student takes notes on material, citing evidence, and marking text to utilize during discussion within a group; student may also use relevant background knowledge to enhance discussion • Teacher provides or students create a template with discussion starters to promote on topic discussion • Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion 	<ul style="list-style-type: none"> • Cite evidence • Draw conclusions • Note taking • Discussion • Information • Role • Relevant background knowledge 	<ul style="list-style-type: none"> • How did you prepare for today's discussion? • What is the topic being discussed? • What do you already know about this topic? • Where could you find out more information? • Do you have enough information to participate in a discussion with a group of students?

- b. Follow agreed-upon rules for discussions and **carry out assigned roles**.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Establish and model roles within discussions, while continuing to follow agreed upon rules for discussions 	<ul style="list-style-type: none"> • Roles 	<ul style="list-style-type: none"> • What is your role in the discussions?



Delaware English Language Arts Standards Speaking & Listening Learning Progressions

<ul style="list-style-type: none"> Follow assigned roles (i.e., note taker, moderator, timekeeper)during discussion in various situations (i.e., group, one on one, whole class) Follow agreed-upon rules for discussions and carry out assigned roles 		<ul style="list-style-type: none"> Does everyone in the group have a role? What are the rules for our discussion?
<p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others</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"> Recognize the ideas of others Know the language used to build on these ideas Formulate a question that causes the group to think about the topic more deeply Respond when it is appropriate (answer question, ask a question, comment using information from text) Allowing other communication partner(s) to respond to your comment or question Ask questions to clarify any confusion about the topic Ask for further explanation about the topics or text as needed Restate information discussed that includes remarks and comments made by others Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others 	<ul style="list-style-type: none"> Eye contact Listening to others Responding Taking turns Cite evidence/ cite comments in response Staying on topic Collaborative Conversation Conversational exchange Asking for clarification Restate information Share thoughts and ideas 	<ul style="list-style-type: none"> What are other saying about the topic? What would be a thought provoking question about the topic that would make the group think more deeply? Was your response related to your partner’s or group’s comment/response? Did you include a comment or remark from your partner in your response? Did you listen carefully to all points discussed? Did you ask a question to clarify a comment or remark if needed? Did you ask for further explanation on a topic or text if needed? Do you agree or disagree with comments/remarks? Are you staying on topic? What are your thoughts? Were you able to elaborate on the topic under discussion?
<p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</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"> Restate information discussed that includes remarks and comments made by others Review key ideas expressed (orally, written summary) 	<ul style="list-style-type: none"> Cite evidence/ cite comments in response Draw conclusions Staying on topic Restate information Key ideas 	<ul style="list-style-type: none"> Was your response related to your partner’s or group’s comment/response? Did you listen carefully to all points discussed? Do you agree or disagree with comments/remarks?



Delaware English Language Arts Standards Speaking & Listening Learning Progressions

<ul style="list-style-type: none">• Explain their own ideas and understanding in light of the discussion• Share own thoughts and ideas about topic, citing evidence to support understanding• Restate information discussed to show an understanding• Review the key ideas expressed and explain their own ideas and understanding in light of the discussion	<ul style="list-style-type: none">• Share thoughts and ideas	<ul style="list-style-type: none">• Are you staying on topic?• What are your thoughts?• What were the key ideas discussed?• Did you cite evidence to support your own thoughts or ideas?• Did you restate the key information on your topic?• In light of what has already been said about this, what are your ideas?
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Delaware English Language Arts Standards Speaking & Listening Learning Progressions

GRADE 5: Speaking & Listening Standard 1

College and Career Readiness (CCR) Anchor Speaking & Listening Standard (1): Prepare for 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>Grade 4: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>Grade 5: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>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 each others' ideas and expressing their own clearly.</p>
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- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Teacher models how to mark a text, cite evidence, and take notes on text to be used for discussion • Teacher guides the practice of using a shared text to mark, cite, and take notes to use for discussion • Student reads material to gather needed information for discussion • Student takes notes on material, citing evidence, and marking text to utilize during discussion within a group; student may also use relevant background knowledge to enhance discussion • Teacher provides or students create a template with discussion starters to promote on topic discussion • Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion 	<ul style="list-style-type: none"> • Cite evidence • Draw conclusions • Note taking • Discussion • Information • Role • Relevant background knowledge 	<ul style="list-style-type: none"> • How did you prepare for today's discussion? • What is the topic being discussed? • What do you already know about this topic? • Where could you find more information? • Do you have enough information to participate in a discussion with a group of students?

- b. Follow agreed-upon rules for discussions and carry out assigned roles.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Establish and model roles within discussions, while continuing to 	<ul style="list-style-type: none"> • Roles 	<ul style="list-style-type: none"> • What is your role in the discussions?



Delaware English Language Arts Standards Speaking & Listening Learning Progressions

<ul style="list-style-type: none"> follow agreed upon rules for discussions • Follow assigned roles (i.e., note taker, moderator, timekeeper)during discussion in various situations (i.e., group, one on one, whole class) • Follow agreed-upon rules for discussions and carry out assigned roles 		<ul style="list-style-type: none"> • Does everyone in the group have a role? • What are the rules for our discussion?
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c. Pose and respond to specific questions by making comments that contribute to the discussion and **elaborate on the remarks of others.**

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Recognize the ideas of others • Know the language used to build on these ideas • Formulate a question that causes the group to think about the topic more deeply • Respond when it is appropriate (answer question, ask a question, comment using information from text) • Allowing other communication partner(s) to respond to your comment or question • Restate information discussed that includes remarks and comments made by others • Offer comments or responses that build on the remarks of others • Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others 	<ul style="list-style-type: none"> • Listening to others • Responding • Taking turns • Cite evidence/ cite comments in response • Staying on topic • Comment • Collaborative Conversation • Conversational exchange • Asking for clarification • Restate information • Share thoughts and ideas • Elaborate on comments/remarks 	<ul style="list-style-type: none"> • Was your response related to your partner’s or group’s comment/response? • Did you include a comment or remark from your partner in your response? • Did you listen carefully to all points discussed? • Did you ask a question to clarify a comment or remark if needed? • Did you ask for further explanation on a topic or text if needed? • Do you agree or disagree with comments/remarks? • Are you staying on topic? • Can you tell me more? • How did you figure that out? • Why were you thinking that?

d. Review the key ideas expressed and **draw conclusions** in light of information and **knowledge gained** from the discussions.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Restate information discussed that includes remarks and comments made by others • Review key ideas expressed (orally, written summary) • Restate information discussed to show an understanding 	<ul style="list-style-type: none"> • Cite evidence/ cite comments in response • Staying on topic • Collaborative Conversation • Conversational exchange 	<ul style="list-style-type: none"> • Was your response related to your partner’s or group’s comment/response? • Did you listen carefully to all points discussed? • Are you staying on topic? • How did you figure that out?



Delaware English Language Arts Standards Speaking & Listening Learning Progressions

<ul style="list-style-type: none">• Listen with intent to learn and build knowledge• Draw a conclusion based on the information discussed• Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions	<ul style="list-style-type: none">• Restate information• Draw conclusions	<ul style="list-style-type: none">• Why were you thinking that?• Did you cite evidence to support your conclusions?• What did you learn from the discussion?• In light of what has already been said about this, what are your conclusions?
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