Speaking and Listening Standards 6‑7-8

SL

The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* [*Iowa Core*](https://iowacore.gov/iowa-core/subject/literacy) *page 63.*

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| **Anchor Standards**  | **Grade 6 Students:** | **Grade 7 students:** | **Grade 8 students:** |
| **Comprehension and Collaboration** |
| 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. | 1. 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.
	1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
	2. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
	3. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
	4. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. **(SL.6.1)**
 | 1. 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.
	1. Come to discussions 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.
	2. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
	3. 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.
	4. Acknowledge new information expressed by others and, when warranted, modify their own views. **(SL.7.1)**
 | 1. 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.
	1. Come to discussions 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.
	2. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
	3. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
	4. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. **(SL.8.1)**
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| 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | 1. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. **(SL.6.2.)**
 | 1. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. **(SL.7.2.)**
 | 1. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. **(SL.8.2)**
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| 3. Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric. | 1. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. **(SL.6.3)**
 | 1. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. **(SL.7.3)**
 | 1. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. **(SL.8.3)**
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| **Presentation of Knowledge and Ideas** |
| 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | 1. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. **(SL.6.4**
 | 1. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. **(SL.7.4)**
 | 1. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. **(SL.8.4)**
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| 5. . Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. | 1. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. **(SL.6.5.)**
 | 1. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. **(SL.7.5)**
 | 1. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. **(SL.8.5)**
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| 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | 1. 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.) **(SL.6.6.)**
 | 1. 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.) **(SL.7.6)**
 | 1. 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 for specific expectations.) **(SL.8.6)**
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|  | IA.5.Prepare and conduct interviews. | IA.5.Prepare and conduct interviews. | IA.5.Prepare and conduct interviews. |
|  | IA.6.Participate in public performances. | IA.6.Participate in public performances. | IA.6.Participate in public performances. |