Napa/Solano/Contra Costa Educational Support Team

**Common Core – Grade Span Comparison**

**Speaking and Listening Standards** (Gr. 6-12)

|  | **Sixth Grade** | **Seventh Grade** | **Eighth Grade** | **Grades 9/10** | **Grades 11/12** |
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| **Comprehension and Collaboration** | 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.  a. 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.  b. Follow **rules for collegial discussions**, set specific goals and deadlines, and define individual roles as needed.  c. Pose and respond to specific **questions** with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  d. Review the **key ideas** expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | 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.  a. 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.  b. Follow **rules for collegial discussions**, track progress toward specific goals and deadlines, and define individual roles as needed.  c. 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.  d. Acknowledge **new information** expressed by others and, when warranted, modify their own views. | 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.  a. 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.  b. Follow **rules for collegial discussions** and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.  c. Pose **questions** that connect the ideas of several speakers and **respond** to others’ questions and comments with relevant evidence, observations, and ideas.  d. Acknowledge **new information** expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. | 1. Initiate and participate effectively in a range of **collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts,* *and issues,* building on others’ ideas and expressing their own clearly and persuasively.  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.  b. Work with peers **to set rules for collegial discussions** and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.  c. 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.  d. 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. | 1. Initiate and participate effectively in a range of **collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics,*  *texts, and issues,* building on others’ ideas and expressing their own clearly and persuasively.  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.  b. Work with peers **to promote civil, democratic discussions** and decision-making, set clear goals and deadlines, and establish individual roles as needed.  c. 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.  d. 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. |
| 2. 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. | 2. 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. | 2. 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. | 2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the **credibility** and **accuracy** of each source. | 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make **informed decisions** and solve problems, evaluating the credibility and accuracy of each source and noting any **discrepancies** among the data. |
| 3. Delineate a speaker’s **argument** and specific claims, distinguishing **claims** that are supported by **reasons** and **evidence** from claims that are not. | 3. Delineate a speaker’s **argument** and specific claims, *and attitude toward the subject,*evaluating the soundness of the **reasoning** and the relevance and  sufficiency of the **evidence**. | 3. 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. | 3. Evaluate a speaker’s **point of view**, **reasoning**, and use of **evidence** and **rhetoric**, identifying any fallacious reasoning or exaggerated or distorted evidence. | 3. Evaluate a speaker’s **point of view**, **reasoning**, and use of **evidence** and **rhetoric**, assessing the **stance**, **premises**, links among ideas, word choice, points of  emphasis, and tone used. |
| **Presentation of Knowledge and Ideas** | 4. Present **claims and findings** *(e.g., argument, narrative, informative, response to literature presentations)*, sequencing ideas logically andusing pertinent descriptions, facts, and details *and nonverbal elements*to accentuate main ideas orthemes; use appropriate eye contact, adequatevolume, and clear pronunciation.  *a. Plan and deliver an* ***informative****/* ***explanatory*** *presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion.* | 4. Present **claims and findings** *(e.g., argument, narrative, summary presentations),*emphasizingsalient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  *a. Plan and present an* ***argument*** *that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports  the argument presented.* | 4. Present **claims and findings** *(e.g., argument, narrative, response to literature presentations)*, emphasizing salient points in afocused, coherent manner with relevant evidence,sound valid reasoning, and well-chosen details;use appropriate eye contact, adequate volume,and clear pronunciation.  *a. Plan and present a* ***narrative*** *that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience.* | 4. Present **information**, **findings**, and **supporting evidence** clearly, concisely, and logically *(using appropriate eye contact, adequate volume, and clear pronunciation)*such that listeners can follow the line of reasoning and theorganization, development, substance, and style are appropriate to purpose *(e.g., argument, narrative, informative, response to literature presentations),* audience, and task.  *a. Plan and deliver an* ***informative****/* ***explanatory*** *presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points.  (9th or 10th grade.)*  *b. Plan, memorize and present a* ***recitation*** *(e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect.  (9th or 10th grade.)* | 4. Present **information**, **findings**, and **supporting evidence** *(e.g., reflective, historical investigation, response to literature presentations)*, conveying a clear anddistinct perspective *and a logical argument*, such that listeners can follow the lineof reasoning, alternative or opposing perspectives are addressed, and theorganization, development, substance, and style are appropriate to purpose,audience, and a range of formal and informal tasks. *Use appropriate eye contact, adequate volume, and clear pronunciation.*  *a. Plan and deliver a* ***reflective narrative*** *that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade.)*  *b. Plan and present an* ***argument*** *that: supports a precise claim; provides a logical sequence for claims, counter-claims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade.)* |
| 5. Include **multimedia components** (e.g., graphics, images, music, sound) and **visual** **displays** in **presentations** to clarify information. | 5. Include **multimedia components** and **visual displays** in **presentations** to clarify claims and findings and emphasize salient points. | 5. Integrate **multimedia** and **visual** **displays** into **presentations** to clarify information, strengthen claims and evidence, and add interest. | 5. Make strategic use of **digital media** (e.g., textual, graphical, audio, visual, and interactive elements) in **presentations** to enhance understanding of **findings**, **reasoning**, and **evidence** and to add interest. | 5. Make strategic use of **digital media** (e.g., textual, graphical, audio, visual, and interactive elements) in **presentations** to enhance understanding of findings, reasoning, and evidence and to add interest. |
| 6. Adapt speech to a variety of contexts and tasks, demonstrating command of **formal** **English** when indicated or appropriate. | 6. Adapt speech to a variety of contexts and tasks, demonstrating command of **formal** **English** when indicated or appropriate. | 6. Adapt speech to a variety of contexts and tasks, demonstrating command of **formal** **English** when indicated or appropriate. | 6. Adapt speech to a variety of contexts and tasks, demonstrating command of **formal** **English** when indicated or appropriate. | 6. Adapt speech to a variety of contexts and tasks, demonstrating a command of **formal English** when indicated or appropriate. |

Text in ***blue*** is specific to the California State Common Core standards.