Napa/Solano/Contra Costa Educational Support Team

**Common Core – Grade Span Comparison**

**Speaking and Listening Standards** (Gr. K-5)

|  | **Kindergarten** | **First Grade** | **Second Grade** | **Third Grade** | **Fourth Grade** | **Fifth Grade** |
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| **Comprehension and Collaboration** | 1. Participate in **collaborative** **conversations** with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.a. Follow agreed-upon **rules** **for** **discussions** (e.g., listening to others and taking turns speaking about the topics and texts under discussion).b. Continue a conversation through **multiple exchanges**. | 1. Participate in **collaborative** **conversations** with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.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).b. Build on others’ talk in conversations by **responding to the comments of others** through multiple exchanges.c. Ask questions to **clear up any confusion** about the topics and texts under discussion. | 1. Participate in **collaborative** **conversations** with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.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).b. Build on others’ talk in conversations by **linking their comments to the remarks of others**.c. Ask for **clarification** and **further explanation** as needed about the topics and texts under discussion. | 1. Engage effectively in a range of **collaborative discussions** (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressingtheir own clearly.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.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).c. Ask **questions** to check understanding of information presented, stay on topic, and link their comments to the remarks of others.d. Explain their **own ideas** and understanding in light of the discussion. | 1. Engage effectively in a range of **collaborative discussions** (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressingtheir own clearly.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.b. Follow agreed-upon **rules for discussions** and carry out assigned roles.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.d. Review the **key ideas** expressed and explain their **own ideas** and understanding in light of the discussion. | 1. Engage effectively in a range of **collaborative discussions** (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressingtheir own clearly.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.b. Follow agreed-upon **rules for discussions** and carry out assigned roles.c. Pose and respond to specific **questions** by making comments that contribute to the discussion and elaborate on the remarks of others.d. Review the **key ideas** expressed and draw conclusions in light of information and knowledge gained from the discussions. |
| 2. Confirm understanding of a **text** read aloud or information presented orally or through other mediaby **asking and answering questions** about **key details** and **requesting clarification** if something is not understood.*a.* ***Understand*** *and* ***follow******one-*** *and* ***two-step oral*** *directions.* | 2. **Ask and answer questions** about **key details** in a text read aloud or information presented orally or through other media.*a.* ***Give****,* ***restate****, and follow simple* ***two-step*** *oral directions.* | 2. Recount or describe **key ideas** or **details** from a text read aloud or information presented orally or through other media.*a. Give and follow* ***three-*** *and* ***four-step*** *oral directions.* | 2. Determine the **main ideas** and **supporting details** of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | 2. **Paraphrase** portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | 2. **Summarize** a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| 3. **Ask and answer** **questions** in order to seek help, get information, or clarify something that is not understood. | 3. Ask and answer **questions** about what a speaker says in order to gather additional information or clarify something that is not understood. | 3. Ask and answer **questions** about what a speaker says in order to clarify comprehension, gatheradditional information, or deepen understanding of a topic or issue. | 3. Ask and answer **questions** about information from a speaker, offering appropriate elaboration anddetail. | 3. Identify the **reasons** and **evidence** a speaker *or media source*provides to support particularpoints. | 3. **Summarize** the **points** a speaker *or media source*makes and explain how each **claim** is supportedby **reasons** and **evidence**, *and identify and**analyze any* ***logical fallacies****.* |
| **Presentation of Knowledge and Ideas** | 4. Describe familiar **people**, **places**, **things**, and **events** with prompting and support to provide additional detail. | 4. Describe **people**, **places**, **things**, and **events** with **relevant** **details**, expressing ideas and feelings clearly.*a. Memorize and recite* ***poems****,* ***rhymes****, and* ***songs*** *with expression.* | 4. Tell a **story** or recount an **experience** with appropriate**facts** and relevant, descriptive **details**, speaking audibly in coherent sentences.*a. Plan and deliver a* ***narrative******presentation*** *that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.* | 4. Report on a **topic** or **text**, tell a **story**, or recount an **experience** with appropriate facts and relevant,descriptive details, speaking clearly at an understandable pace.*a. Plan and deliver an* ***informative****/****explanatory******presentation*** *on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.* | 4. Report on a **topic** or **text**, tell a **story**, or recount an **experience** in an organized manner, usingappropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.*a. Plan and deliver a* ***narrative******presentation*** *that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable.* | 4. Report on a **topic** or **text** or **present an opinion**, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.*a. Plan and deliver an* ***opinion******speech*** *that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker’s position.**b.* ***Memorize and recite a poem*** *or section of a* ***speech*** *or* ***historical******document*** *using rate, expression, and gestures appropriate to the selection.* |
| 5. Add **drawings** or other **visual** **displays** to descriptions as desired to provide additional detail. | 5. Add **drawings** or other **visual** **displays** to descriptions when appropriate to clarify ideas, thoughts, and feelings. | 5. Create **audio recordings** of stories or poems; add **drawings** or other **visual displays** to stories orrecounts of experiences when appropriate to clarify ideas, thoughts, and feelings. | 5. Create engaging **audio** **recordings** of stories or poems that demonstrate fluid reading at an understandable pace; add **visual** **displays** when appropriate to emphasize or enhance certain facts or details. | 5. Add **audio recordings** and **visual displays** to **presentations** when appropriate to enhance thedevelopment of main ideas or themes. | 5. Include **multimedia components** (e.g., graphics, sound) and **visual** **displays** in **presentations** whenappropriate to enhance the development of main ideas or themes. |
| 6. **Speak audibly** and express thoughts, feelings, and ideas **clearly**. | 6. Produce **complete sentences** when appropriate to task and situation. | 6. Produce **complete sentences** when appropriate to task and situation in order to provide requested detail or clarification. | 6. Speak in **complete sentences** when appropriate to task and situation in order to provide requested detail or clarification. | 6. Differentiate between contexts that call for **formal English** (e.g., presenting ideas) and situationswhere **informal discourse** is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. | 6. Adapt speech to a variety of contexts and tasks, using **formal** **English** when appropriate to task andsituation. |

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