



English Language Arts Vertical Alignment

SPEAKING AND LISTENING STRAND

2017

English Language Arts Vertical Alignment

Speaking and Listening Strand

Introduction

Ohio's English Language Arts Learning Standards in the vertical format show the college and career readiness anchor standards (CCRA), organized by strand, with their corresponding grade-level standards. We call these *Vertical Alignments*. These vertical alignments allow you to see what the students should be learning in their grade level, but also in the grade level or levels above and below the student's grade level.

Vertical alignments can be helpful for instructional planning. For example, CCRA 6 in the Speaking and Listening strand asks the student to adjust how they speak to make their speaking appropriate to the audience and to the assignment/task. This is one of the expectations for students graduating from high school to show college or career readiness. To build to this level, the standards ask a student in Grade 1 to just speak in complete sentences during a formal speech. In Grade 4, students should be able to tell the difference between when it is appropriate to use casual speech and when the student needs to use formal English. If a student struggles to do this, a teacher may go back in the vertical alignment to see if the student has mastered the standard for Grade 1, which we said was just to speak in complete sentences, which should lead to formal English speaking, when needed. Students would need to master this skill before they would be able to master the skill of using casual English and formal English in the correct contexts. The teacher can then differentiate, or tailor the lessons and supports to the students' needs, to help students reach the skills in the standard at their grade level.

The vertical alignments are also helpful for parents who want to follow the skills and concepts that their children should be mastering from one grade level to the next.

Comprehension and Collaboration

College and Career Readiness (CCR) Anchor 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 | Grade-Specific Standard |
|---------------------|---|
| Kindergarten | <p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> 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. |
| Grade 1 | <p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> 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. |
| Grade 2 | <p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> 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. |

| | |
|----------------|--|
| Grade 3 | <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> 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. |
| Grade 4 | <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 <i>topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> 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. |
| Grade 5 | <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 <i>topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> 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. |

| | |
|---------|--|
| Grade 6 | <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none">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. |
| Grade 7 | <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none">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. |
| Grade 8 | <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none">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. |

| | |
|--------------|---|
| Grades 9-10 | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none">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. |
| Grades 11-12 | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none">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. |

| Comprehension and Collaboration | |
|--|---|
| CCR Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | |
| Grade | Grade-Specific Standard |
| Kindergarten | Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood. |
| Grade 1 | Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally). |
| Grade 2 | Recount or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally). |
| Grade 3 | 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. |
| Grade 4 | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| Grade 5 | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| Grade 6 | 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. |
| Grade 7 | 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. |
| Grade 8 | 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. |
| Grades 9-10 | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
| Grades 11-12 | 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. |

Comprehension and Collaboration

CCR Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

| Grade | Grade-Specific Standard |
|---------------------|---|
| Kindergarten | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| Grade 1 | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| Grade 2 | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. |
| Grade 3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| Grade 4 | Identify the reasons and evidence a speaker provides to support particular points. |
| Grade 5 | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |
| Grade 6 | Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| Grade 7 | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. |
| Grade 8 | 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. |
| Grades 9-10 | Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| Grades 11-12 | Evaluate a speaker's perspective, 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

CCR Anchor Standard 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.

| Grade | Grade-Specific Standard |
|---------------------|---|
| Kindergarten | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. |
| Grade 1 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| Grade 2 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |
| Grade 3 | 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. |
| Grade 4 | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| Grade 5 | 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. |
| Grade 6 | 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. |
| Grade 7 | 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. |
| Grade 8 | 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. |
| Grades 9-10 | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |
| Grades 11-12 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |

Presentation of Knowledge and Ideas

CCR Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

| Grade | Grade-Specific Standard |
|---------------------|---|
| Kindergarten | Add drawings or other visual displays to descriptions as desired to provide additional detail. |
| Grade 1 | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| Grade 2 | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. |
| Grade 3 | 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. |
| Grade 4 | Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. |
| Grade 5 | Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. |
| Grade 6 | Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. |
| Grade 7 | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. |
| Grade 8 | Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |
| Grades 9-10 | 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. |
| Grades 11-12 | 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. |

Presentation of Knowledge and Ideas

CCR Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

| Grade | Grade-Specific Standard |
|---------------------|---|
| Kindergarten | Speak audibly and express thoughts, feelings, and ideas clearly. |
| Grade 1 | Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.) |
| Grade 2 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.) |
| Grade 3 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.) |
| Grade 4 | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.) |
| 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 on pages 28 and 29 for specific expectations.) |
| 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 on page 52 for specific expectations.) |
| 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 on page 52 for specific expectations.) |
| Grade 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 on page 52 for specific expectations.) |
| Grades 9-10 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.) |
| 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 on page 54 for specific expectations.) |