The following standards for grades 9-12 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-level specific standards and retain or further develop skills and understandings mastered in preceding grades.

College and Career Readiness Anchor Standards for Speaking and Listening

Cluster: Comprehension and Collaboration

**CCR1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other’s ideas and expressing their own clearly and persuasively.

**CCR2.** Integrate and evaluate information presenting in diverse media and formats, including visually, quantitatively, and orally.

**CCR3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Cluster: Presentation of Knowledge and Ideas

**CCR4.** 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.

**CCR5.** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**CCR6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CCR1. Prepare for and participate effectively in a range of conversations with diverse partners, building on other’s ideas and expressing their own clearly and persuasively.

Cluster: Comprehension and Collaboration

<table>
<thead>
<tr>
<th>Grade 9-10 students</th>
<th>Grade 11-12 students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(SL.9-10.1)</strong> Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on <em>grades 9-10 topics, texts, and issues</em> building on other’s ideas and expressing their own clearly and persuasively.</td>
<td><strong>(SL.11-12.1)</strong> Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on <em>grades 11-12 topics, texts, and issues</em> building on other’s ideas and expressing their own clearly and persuasively.</td>
</tr>
<tr>
<td>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.</td>
<td>a) Come to discussion prepared having read and researched materials 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.</td>
</tr>
<tr>
<td>b) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.</td>
<td>b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</td>
</tr>
<tr>
<td>c) <strong>Propel conversations</strong> by posing and responding to questions that relate the current discussion to broader themes or larger ideas; <strong>actively incorporate others into the discussion</strong>; and clarify, verify, or challenge ideas and conclusions.</td>
<td>c) Propel conversations by posing and responding to <strong>questions that probe reasoning and evidence</strong>; <strong>ensure a hearing for a full range of positions</strong> on a topic or issue, clarify, verify, or challenge ideas and conclusions; and <strong>promote divergent and creative perspectives</strong>.</td>
</tr>
<tr>
<td>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</td>
<td>d) Respond thoughtfully to diverse perspectives; <strong>synthesize comments, claims, and evidence made on all sides of an issue</strong>; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</td>
</tr>
</tbody>
</table>

Content

- collaborative discussion

Content

- collaborative discussion
### Prepare in advance for discussions:
- Read/research materials for discussion
- Identify evidence in materials
- Generate questions about topic, text or issues
- Set expectations as a group for goals and deadlines
- Set expectations for group decision making procedures
- Understand individual role for discussion

### During discussion:
- Refer to evidence on topic, text, or issue
- Build on the comments and questions of other group members
- Pose and respond to specific questions with elaboration
- Engage group members with questions/statements that clarify, verify, or challenge ideas
- Connect current discussion to broader themes and larger ideas

### During and/or After discussion:
- Respond thoughtfully to multiple perspectives on the topic, text, or issue
- Summarize points of agreement and disagreement
- Qualify or justify own views
- Make new connections based on evidence and reasoning presented

### Academic Vocabulary
- elaborate, integrate, warranted, justify, explicit, prepared, summarize, well-reasoned, thoughtful, diverse, verify, clarify, qualify

### Skills
- Read/research materials for discussion
- Identify evidence in materials
- Generate questions about topic, text or issues
- Set expectations as a group for goals and deadlines
- Set expectations for group decision making procedures
- Understand individual role for discussion

### During discussion:
- Works with peers to promote civil, Democratic discussion
- Refer to evidence on topic, text, or issue
- Build on the comments and questions of other group members, resolving contradictions when possible
- Pose questions probing reasoning and evidence
- Respond to probing questions with evidence
- Clarify, verify, or challenge ideas and conclusions
- Promote the hearing of divergent and creative perspectives
- Respond thoughtfully to diverse perspectives
- Use evidence to stimulate exchange of ideas

### During and/or After discussion:
- Synthesize multiple perspectives on the topic, text, or issue through reflection and paraphrasing
- Determine what additional information or research is required

### Academic Vocabulary
- civil, democratic discussion, synthesize, divergent perspectives, verify, clarify, creative perspective
### ELA Common Core Standards

#### Speaking and Listening

**High School**

**CCR2. Integrate and evaluate information presenting in diverse media and formats, including visually, quantitatively, and orally.**

**Cluster: Comprehension and Collaboration**

<table>
<thead>
<tr>
<th>Grade 9-10 students</th>
<th>Grade 11-12 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>(SL.9-10.2) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</td>
<td>(SL.11-12.2) 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.</td>
</tr>
</tbody>
</table>

**Content**

- Diverse media presentations
- Credibility and accuracy of sources and media presentations

**Content**

- Diverse media presentations
- Credibility and accuracy of sources and media presentations
- Informed decision-making and problem solving

**Skills**

- Integrate information from multiple sources of information in diverse media or formats
- Evaluate the credibility and accuracy of each source

**Skills**

- Integrate information from multiple sources of information in diverse media or formats to:
  - Make informed decisions
  - Solve problems
- Evaluate the credibility and accuracy of each source and note data discrepancies

**Academic Vocabulary**

- credibility, media, format, evaluate, integrate, accuracy, quantitatively

**Academic Vocabulary**

- discrepancy, credibility, media, format, evaluate, integrate, accuracy, quantitatively
### CCR3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

#### Cluster: Comprehension and Collaboration  

<table>
<thead>
<tr>
<th>Grade 9-10 students</th>
<th>Grade 11-12 students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(SL.9-10.3)</strong> Evaluate a speakers’ point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</td>
<td><strong>(SL.11-12.3)</strong> 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.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td><strong>Content</strong></td>
</tr>
<tr>
<td>- Speaker’s point-of-view</td>
<td>- Speaker’s point of view, reasoning, and tone</td>
</tr>
<tr>
<td>- Rhetoric</td>
<td>- Rhetoric</td>
</tr>
<tr>
<td>- Fallacious reasoning</td>
<td>- Stance and premise</td>
</tr>
<tr>
<td>- Exaggerated or Distorted evidence</td>
<td></td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td><strong>Skills</strong></td>
</tr>
<tr>
<td>Evaluate a speaker’s:</td>
<td>Evaluate a speaker’s:</td>
</tr>
<tr>
<td>- Point-of-view</td>
<td>- Point-of-view</td>
</tr>
<tr>
<td>- Reasoning</td>
<td>- Reasoning</td>
</tr>
<tr>
<td>- Use of evidence, use of rhetoric</td>
<td>- Use of evidence, use of rhetoric</td>
</tr>
<tr>
<td>Identify:</td>
<td>Assess:</td>
</tr>
<tr>
<td>- Fallacious reasoning</td>
<td>- The stance and premise</td>
</tr>
<tr>
<td>- Exaggerated or distorted evidence</td>
<td>- Links among ideas, word choice, point of emphasis, and tone</td>
</tr>
<tr>
<td><strong>Academic Vocabulary</strong></td>
<td><strong>Academic Vocabulary</strong></td>
</tr>
<tr>
<td>point-of-view, rhetoric, distorted evidence, fallacious reasoning (fallacy), evaluate, reasoning</td>
<td>point-of-view, rhetoric, stance, premise, tone, reasoning</td>
</tr>
</tbody>
</table>
### ELA Common Core Standards
### Speaking and Listening
### High School

CCR4. 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.

**Cluster: Presentation of Knowledge and Ideas**

<table>
<thead>
<tr>
<th>Grade 9-10 students</th>
<th>Grade 11-12 students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(SL.9-10.4)</strong> 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.</td>
<td><strong>(SL.11-12.4)</strong> Present information, findings, and supporting evidence conveying a <strong>clear and distinct perspective</strong>, such that listeners can follow the line of reasoning, <strong>alternate or opposing perspectives are addressed</strong> and the organization, development, substance and style are appropriate to purpose, audience and a <strong>range of formal and informal tasks</strong>.</td>
</tr>
</tbody>
</table>

#### Content
- Presentations

#### Skills
- Present information, findings, and supporting evidence clearly, concisely, and logically.
- Select organization, development, substance, and styles appropriate to purpose, audience, and task.

#### Academic Vocabulary
- line of reasoning, task, purpose, audience, substance, style, concise

#### Content
- Presentations
- Perspectives

#### Skills
- Present information, findings, and supporting evidence conveying a clear, distinct perspective and line of reasoning to the audience.
- Address alternate or opposing viewpoints.
- Select organization, development, substance, and styles appropriate to purpose, audience, and both formal and informal tasks.

#### Academic Vocabulary
- line of reasoning, distinctive, alternate, and opposing perspective, task, purpose, audience, substance, style, formal, informal, convey
### ELA Common Core Standards

**Speaking and Listening**

**High School**

**CCR5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

**Cluster: Presentation of Knowledge and Ideas**

<table>
<thead>
<tr>
<th>Grade 9-10 students</th>
<th>Grade 11-12 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>(SL.9-10.5) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</td>
<td>(SL.11-12.5) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</td>
</tr>
</tbody>
</table>

**Content**
- Digital media and visual displays

**Skills**
- Strategically use digital media and visual displays in presentations to:
  - express information
  - enhance audience understanding

**Academic Vocabulary**
- digital media, strategic, enhance

**Content**
- Digital media and visual displays

**Skills**
- Strategically use digital media and visual displays in presentations to:
  - express information
  - enhance audience understanding

**Academic Vocabulary**
- digital media, strategic, enhance
### ELA Common Core Standards

**Speaking and Listening**

**High School**

**CCR6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

**Cluster: Presentation of Knowledge and Ideas**

<table>
<thead>
<tr>
<th>Grade 9-10 students</th>
<th>Grade 11-12 students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(SL.9-10.6)</strong> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. <em>(See grade 9-10 Language standards 1 and 3 for specific expectations.)</em></td>
<td><strong>(SL.11-12.6)</strong> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. <em>(See grade 11-12 Language standards 1 and 3 for specific expectations.)</em></td>
</tr>
</tbody>
</table>

**Content**

- Context and task for speaking
- Formal/informal structures for speaking and presenting
- See grade 9-10 Language standards 1 and 3

- Context and task for speaking
- Formal/informal structures for speaking and presenting
- See grade 11-12 Language standards 1 and 3

**Skills**

- Adapt speech to a variety of contexts and tasks
- Demonstrate command of formal English when indicated or appropriate

- Adapt speech to a variety of contexts and tasks
- Demonstrate command of formal English when indicated or appropriate

**Academic Vocabulary**

- formal, informal, adapt, appropriate, context

- formal, informal