

**Core Content Connectors by Common Core State Standards: English Language Arts,
Speaking and Listening Standards Grades K-2.**

MSAA Instructional Resource Guide, Revised July 2024 from the NCSC content developed as part of the National Center and State Collaborative under a grant from the US Department of Education.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Kindergarten Speaking and Listening Standards

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large 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.

K.HD.c1 Follow agreed upon rules for discussions (e.g., listening to other and taking turn speaking about the topics and texts under discussion).

2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

K.HD.a2 With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by requesting clarification if something is not understood.

K.HD.a3 Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details.

3. Ask an answer questions in order to seek help, get information, or clarify something that is not understood.

K.HD.e1 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Grade 1 Speaking and Listening Standards

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.HD.c4 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).

1.HD.c5 Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

1.HD.a2 Ask questions to clear up any confusion about the topics or texts under discussion.

2.Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

1.HD.d3 Engage in small or large group discussion of favorite texts or topics presented orally or through other media.

1.RL.d1 Answer questions about key details in a story (e.g., who, what, when, where, why).

1.RL.d2 Ask questions about key details in a familiar story.

3.Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

1.HD.a1 Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.

Grade 2 Speaking and Listening Standards

1.Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large 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.

2.HD.c1 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 text under discussion).

2.HD.c2 Build on others' talk in conversations by linking their comments to the remarks of others.

2.Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

2.HD.d2 Engage in small or large group discussion of favorite texts presented orally or through other media.

2.RL.e2 Recount or describe key ideas or details from literary text read aloud or information presented orally or through other media.

3.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.

2.HD.a2 Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.

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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Kindergarten Speaking and Listening Standards

4. Describe familiar people, places, things, and events, and with prompting and support, provide additional detail.

K.WI.a1 Describe familiar people, places, things, and events orally or in writing. K.WI.b1 With prompting and support, provide additional details to the description or drawings of familiar people, places, things, and events, K.WI.g1 Present, orally or in writing, factual information of familiar people, places, things, and events. K.WL.a3 Describe familiar people, places, things, and events orally or in writing. K.WL.b1 With prompting and support, provide additional details to the description or drawings of familiar people, places, things, and events. K.WL.c1 Describe a single event or a series of events using drawings or simple sentences. K.WP.a3 Describe familiar people, places, things, and events orally or in writing.

5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

K.WA.2 Use drawings or visual displays to add detail to written products or oral discussions.

6. Speak audibly and express thoughts, feelings, and ideas clearly.

K.HD.d4 Share information from a selected permanent product or a favorite text. 1.HD.d1 Engage in small or large group discussions by sharing one's own writing.

Grade 1 Speaking and Listening Standards

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

- 1.HD.d4 Retell a favorite text, including key details.
- 1.WI.a1 Describe factual information about familiar people, places, things, and events with relevant details orally or in writing.
- 1.WI.g1 Present, orally or in writing, factual information of familiar people, places, things, and events describing subtopics of larger topics.
- 1.WL.a3 Describe ideas about familiar people, places, things, and events with details orally or in writing.
- 1.WL.b1 Describe people, places, things, and events with relevant details.
- 1.WL.c1 Describe a single event or a series of events that includes details about what happened orally or in writing.
- 1.WP.a3 Describe familiar people, places, things, and events with details orally or in writing.
- 2.WI.a1 Describe, orally or in writing, factual information about familiar people, places, things, and events with details orally or in writing.
- 2.WP.a2 Describe familiar people, places, things, and events, with details orally or in writing.

5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

- 1.WA.2 Use drawings or visual displays to add detail to written products or oral discussions.

6. Produce complete sentences when appropriate to task and situation. See grade 1 language standards 1 and 3 for specific expectations.

- 1.HD.d1 Engage in small or large group discussions by sharing one's own writing.
- 1.WA.3 Produce through dictations, writing, word array, picture complete sentences when appropriate to task and situation.

Grade 2 Speaking and Listening Standards

4.Tell story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

2.HD.d3 Engage in small or large group discussions by sharing one's own writing.
2.WI.a1 Describe, orally or in writing, factual information about familiar people, places, things, and events with details orally or in writing.
2.WI.g1 Provide at least two facts for each subtopic identified for a larger topic.
2.WL.a3 Describe ideas about familiar people, places, things, and events.
2.WL.b1 Share a story or recount an experience with appropriate facts and relevant, descriptive details.
2.WL.c1 Describe a single event or a series of events that describes actions, thoughts, or feelings.

5.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.

2.WA.4 Use drawings or other visual displays to clarify ideas, thoughts, and feelings.

6.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 for specific expectations.

2.WA.5 Produce (through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.

**Core Content Connectors by Common Core State Standards: English Language Arts,
Speaking and Listening Standards Grades 3-5.**

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College and Career Readiness Anchor Standards for Speaking and Listening

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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Grade 3 Speaking and Listening Standards

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 expressing their 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 the light of the discussion.

3.HD.i1 Provide evidence of being prepared for discussions on a topic, text, through appropriate statements made during discussion.
3.HD.i2 Ask questions to check understanding of information presented in collaborative discussions.
3.HD.i3 Link personal ideas and comments to the ideas shared by others in collaborative discussions.
3.HD.i4 Express ideas and understanding in light of collaborative discussions.

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.

3.RL.k2 Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3.RI.i2 Determine the main idea of text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3.RI.i3 Identify supporting details of an informational text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

3.RI.k4 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Grade 4 Speaking and Listening Standards

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 expressing their 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.

4.HD.i1 Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.

4.HD.i2 Ask questions to check understanding of information presented in collaborative discussion.

4.HD.i3 Make appropriate comments that contribute to a collaborative discussion.

4.HD.i4 Review the key ideas expressed within a collaborative discussion.

2. Paraphrase portions of a text read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.

4.RL.i5 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

4.RI.i5 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Identify the reasons and evidence a speaker provides to support particular points.

4.RL.k3 Identify the reasons and evidence a speaker provides to support particular points.

4.RI.k4 Identify the reasons and evidence a speaker provides to support particular points.

Grade 5 Speaking and Listening Standards

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 expressing their 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.

5.HD.e1 Make appropriate comments that contribute to a collaborative discussion.

5.HD.e2 Review the key ideas expressed within a collaborative discussion.

2. Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

5.RL.f1 Determine the narrative point of view of a text read, read aloud, or viewed.

5.RI.c5 Summarize the text or a portion of the text read, read aloud, or presented in diverse media.

3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

5.RI.g3 Identify a speaker's points or claims.

5.RI.c6 Summarize the points a speaker makes.

5.RI.g4 Identify reasons and evidence that a speaker provides to support points or claims.

5.WP.a2 Explain how at least one claim in a discussion is supported by reasons and evidence.

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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Grade 3 Speaking and Listening Standards

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.

3.WA.3 Report on a topic, story, or claim using a logical sequence of ideas, appropriate facts, and relevant and descriptive details.

3.WP.m2 Elaborate on each fact or opinion given in support of a claim with relevant details.

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.

3.WA.4 Add audio recordings and visual displays when appropriate to emphasize or enhance certain facts or details.

6. 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 for specific expectations.

NO CCCs at this grade level

Grade 4 Speaking and Listening Standards

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.

4.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant and descriptive details.

4.WP.m3 Elaborate on each fact or opinion given in support of a claim with relevant details.

5.Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

4.WA.4 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

6.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 and 3 for specific expectations.

NO CCCs at this grade level

Grade 5 Speaking and Listening Standards

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.

5.WA.3 Report on a topic, story, or claim using a logical sequence of ideas, appropriate facts, and relevant and descriptive details.

5.WP.e2 Elaborate on each fact or opinion given in support of a claim with relevant details.

5.Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

5.WA.4 Include multimedia components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the development of the topic.

5.WA.5 Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.

6.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 for specific expectations.

NO CCCs at this grade level

**Core Content Connectors by Common Core State Standards: English Language Arts,
Speaking and Listening Standards Grades 6-8.**

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College and Career Readiness Anchor Standards for Speaking and Listening

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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Grade 6 Speaking and Listening Standards

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 issues 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.

6.HD.e1 Make appropriate comments that contribute to a collaborative discussion.

6.HD.e2 Review the key ideas expressed within a collaborative discussion linking multiple perspectives together.

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.

6.RI.c3 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally).

6.RI.c4 Explain how information gained via media and formats contributes to the understanding of a topic, text, or issue under study.

3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

6.RI.c5 Summarize the points a speaker makes.

6.RI.e2 Summarize the points an author makes.

6.RI.g7 Distinguish claims or arguments from those that are supported by evidence from those that are not.

6.WP.a2 Distinguish claims presented orally or in writing that are supported by reasons and claims that are not.

Grade 7 Speaking and Listening Standards

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 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.

<p>7.WP.j5 Describe how the claims within a speaker's argument match own argument.</p> <p>7.WP.i1 Discuss how own view own opinion changes using new information provided by others.</p> <p>7.HD.i1 Use information and feedback to refine understanding or products.</p> <p>7.HD.j1 Use information and feedback to refine own thinking.</p>

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.

<p>7.HD.h1 Critically evaluate main ideas and details presented in diverse media (e.g., visually, personal communication, periodicals, social media) and formats for accuracy.</p> <p>7.HD.h2 Explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text, or issue under study.</p> <p>7.WP.j2 Identify how information on a topic or text presented in diverse media and formats (e.g., visually, quantitatively, orally) contributes to understanding.</p>

3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

<p>7.HD.h3 Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.</p> <p>7.WP.i2 Evaluate the soundness or accuracy of reasons presented to support claim.</p>
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Grade 8 Speaking and Listening Standards

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.

8.HD.i1 Use information and feedback to refine understanding.

8.HD.j1 Use information and feedback to clarify meaning for readers.

8.WP.i1 Discuss how own view or opinion changes using new information provided by others.

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.

8.HD.h1 Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).

8.HD.h2 Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).

8.WP.i2 Evaluate the motives and purpose behind information presented in diverse media and format for persuasive reason.

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.

8.HD.h3 Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.

8.HD.h4 Identify when irrelevant evidence is introduced within an argument.

8.WP.i3 Evaluate the soundness or accuracy (e.g., multiple sources to validate information) of reasons presented to support a claim.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listener can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communication tasks, demonstrating command of formal English when indicated or appropriate.

Grade 6 Speaking and Listening Standards

4. 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.

6.WA.3 Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.

5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

6.WA.4 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

6.WA.5 Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.

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 for specific expectations.

NO CCCs at this grade level

Grade 7 Speaking and Listening Standards

4. 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.

7.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details, and examples.

7.WI.o3 Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.

5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

7.WA.4 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

6. Adapt speech to a variety of context and tasks, demonstrating command of formal English when indicated or appropriate. See grade 7 language standards 1 and 3 for specific expectations.

NO CCCs written at this grade level

Grade 8 Speaking and Listening Standards

4. 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.

8.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.

8.WI.o3 Report on topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.

5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

8.WA.3 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

6. 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.

NO CCCs at this grade level

**Core Content Connectors by Common Core State Standards: English Language Arts,
Speaking and Listening Standards Grades 9-12.**

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College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate speaker's point of view, reasoning, and use of evidence and rhetoric.

Grades 9-10 Speaking and Listening Standards

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.

910.HD.h1 Work with peers to set rules for collegial discussions and decision-making.
910.HD.h2 Actively seek the ideas or opinions of others in a discussion on a given topic or text.
910.HD.h3 Engage appropriately in discussion with others who have a diverse or divergent perspective.
910.HD.b1 Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.
910.HD.b2 Summarize points of agreement and disagreement within a discussion on a given topic or text.
910.HD.b3 Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.

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.

910.HD.c1 Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

910.RI.f3 Determine the speaker's point of view or purpose in a text.
910.RI.f4 Determine what arguments the speaker makes.
910.RI.f5 Evaluate the evidence used to make the argument.
910.WP.a1 Evaluate a speaker's point of view, reasoning, and use of evidence for false statements, faulty reasoning or exaggeration.

Grades 11-12 Speaking and Listening Standards

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.

1112.HD.h1 Work with peers to promote democratic discussions.

1112.HD.h2 Actively seek the ideas or opinions of others in a discussion on a given topic or text.

1112.HD.b1 Consider a full range of ideas or positions on a given topic or text when presented in a discussion.

1112.HD.h3 Engage appropriately in discussion with others who have a diverse of divergent perspectives.

1112.HD.b2 Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.

1112.HD.b3 Summarize points of agreement and disagreement within a discussion on a given topic or text.

1112.HD.b4 Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.

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.

1112.HD.c1 Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choices, points of emphasis, and tone used.

1112.RI.f3 Determine the speaker's point of view or purpose in a text.

1112.RI.f4 Determine what arguments the speaker makes.

1112.RI.f5 Evaluate the evidence used to make the speaker's argument.

1112.WP.a1 Evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric for ideas, relationship between claims, reasoning, and evidence, and word choice.

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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English one indicated or appropriate.

Grades 9-10 Speaking and Listening Standards

4. 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.

910.WI.f3 Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, and descriptive details which support the main ideas.

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understandings of findings, reasoning, and evidence and to add interest.

910.WA.3 Include digital or multimedia components and visual displays and presentations to clarify claims and findings and emphasize salient points.

6. 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.

NO CCCs at this grade level

Grades 11-12 Speaking and Listening Standards

4. 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.

1112.WI.f3 Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, and descriptive details which support the main ideas.

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.

1112.WA.3 Include digital or multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

6. 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.

NO CCCs at this grade level