

JSD LANGUAGE ARTS UTAH STANDARDS FLOWCHART

Speaking and Listening Standards K-6

Comprehension and Collaboration						
K	1 st	2 nd	3 rd	4 th	5 th	6 th
<p>1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups:</p>	<p>1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups:</p>	<p>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, on <i>grade 4 topics and texts</i>, building on other's ideas and expressing their own clearly.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, on <i>grade 5 topics and texts</i>, building on other's ideas and expressing their own clearly.</p>	<p>1. 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>
<p>a. Follow agreed-upon rules for discussions (e.g., <i>listening to others and taking turns speaking about the topics and texts under discussion</i>).</p>	<p>a. Follow agreed-upon rules for discussions (e.g., <i>listening to others with care, speaking one at a time about the topics and texts under discussion</i>).</p>	<p>a. Follow agreed-upon rules for discussions (e.g., <i>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>).</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>b. Continue a conversation through multiple exchanges.</p>	<p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p>b. Follow agreed-upon rules for discussions (e.g., <i>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>).</p>	<p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>
	<p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	<p>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.</p>	<p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>

Comprehension and Collaboration (cont.)

K	1 st	2 nd	3 rd	4 th	5 th	6 th
			d. Explain their own ideas and understanding in light of the discussion.	d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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.	2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media .	2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	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.	2. Interpret information presented in diverse media and formats (<i>e.g., visually, quantitatively, orally</i>) and explain how it contributes to a topic, text, or issue under study.
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, gather additional information , or deepen understanding of a topic or issue.	3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3. Identify the reasons and evidence a speaker provides to support particular points.	3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence .	3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas						
K	1 st	2 nd	3 rd	4 th	5 th	6 th
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	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.	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. 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.	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.
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 of poems; add drawings or other visual displays to stories or recounts 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 the development of main ideas or themes.	5. Include multimedia components (e.g., <i>graphics, sound</i>) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	5. Include multimedia components (e.g., <i>graphics, images, music, sound</i>) and visual displays in presentations to clarify information.
6. Speak audibly and express thoughts, feelings, and ideas clearly.	6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 & 3, for specific expectations).	6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 & 3 for specific expectations).	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 & 3 for specific expectations).	6. Differentiate between contexts that call for formal English (e.g., <i>presenting ideas</i>) and situations where informal discourse is appropriate (e.g., <i>small group discussion</i>); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations).	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 & 3 for specific expectations).	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 & 3 for specific expectations).