

# JSD LANGUAGE ARTS UTAH STANDARDS FLOWCHART

## Speaking and Listening Standards K-6

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

**Comprehension and Collaboration** (cont.)

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			d. <b>Explain their own ideas</b> and understanding in light of the discussion.	d. <b>Review the key ideas</b> expressed and explain their own ideas and understanding in light of the discussion.	d. <b>Review the key ideas</b> expressed and <b>draw conclusions</b> in light of information and knowledge gained from the discussions.	d. Review the key ideas expressed and <b>demonstrate understanding of multiple perspectives</b> through reflection and paraphrasing.
<b>2. Confirm understanding</b> of a text read aloud or information presented orally or through other media by <b>asking and answering questions about key details</b> and <b>requesting clarification</b> if something is not understood.	<b>2. Ask and answer questions</b> about key details in a text <b>read aloud</b> or information <b>presented orally</b> or through other <b>media</b> .	<b>2. Recount</b> or <b>describe key ideas</b> or <b>details</b> from a text read aloud or information presented orally or through other media.	2. Determine the <b>main ideas</b> and <b>supporting details</b> of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>2. Paraphrase</b> portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>2. Summarize</b> a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>2. Interpret information</b> 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.
<b>3. Ask and answer questions</b> in order to seek help, get information, or clarify something that is not understood.	<b>3. Ask and answer questions</b> about what a <b>speaker</b> says in order to <b>gather additional information</b> or <b>clarify</b> something that is not understood.	<b>3. Ask and answer questions</b> about what a <b>speaker</b> says in order to clarify comprehension, <b>gather additional information</b> , or <b>deepen understanding</b> of a topic or issue.	<b>3. Ask and answer questions</b> about information from a speaker, offering appropriate elaboration and detail.	<b>3. Identify the reasons and evidence</b> a speaker provides to support particular points.	<b>3. Summarize</b> the points a speaker makes and <b>explain</b> how each <b>claim is supported by reasons and evidence</b> .	<b>3. Delineate a speaker's argument</b> and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

<b>Presentation of Knowledge and Ideas</b>						
K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
<b>4. Describe familiar people, places, things, and events</b> and, with prompting and support, <b>provide additional detail.</b>	4. <b>Describe</b> people, places, things, and events with relevant details, <b>expressing ideas and feelings clearly.</b>	<b>4. Tell a story or recount an experience</b> with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<b>4. Report</b> on a topic or text, <b>tell</b> a story, or <b>recount</b> an experience with appropriate facts and relevant, descriptive details, <b>speaking clearly</b> at an understandable pace.	<b>4. Report on a topic or text, tell a story, or recount an experience</b> in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<b>4. Report on a topic or text or present an opinion, sequencing ideas logically</b> and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<b>4. Present claims and findings</b> , 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.
<b>5. Add drawings</b> or other <b>visual displays</b> to descriptions as desired <b>to provide additional detail.</b>	5. Add <b>drawings</b> or other <b>visual displays</b> to descriptions when appropriate <b>to clarify</b> ideas, thoughts, and feelings.	<b>5. Create audio recordings</b> 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 <b>audio recordings</b> of stories or poems that <b>demonstrate fluid reading</b> at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	<b>5. Add audio recordings and visual displays</b> to presentations when appropriate to enhance the development of main ideas or themes.	<b>5. Include multimedia components</b> (e.g., <i>graphics, sound</i> ) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	5. Include <b>multimedia</b> components (e.g., <i>graphics, images, music, sound</i> ) and visual displays in presentations to clarify information.
<b>6. Speak audibly</b> and <b>express thoughts, feelings, and ideas clearly.</b>	<b>6. Produce complete sentences</b> when appropriate to task and situation. (See grade 1 Language standards 1 & 3, for specific expectations).	<b>6. Produce complete sentences</b> when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 & 3 for specific expectations).	<b>6. Speak in complete sentences</b> 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 <b>formal English</b> (e.g., <i>presenting ideas</i> ) and situations where <b>informal discourse</b> 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).	<b>6. Adapt speech to a variety of contexts and tasks</b> , using formal English when appropriate to task and situation. (See grade 5 Language standards 1 & 3 for specific expectations).	6. <b>Adapt speech</b> 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).