**MAINE LEARNING RESULTS ENGLISH LANGUAGE ARTS STANDARDS**

**SPEAKING & LISTENING**

Speaking and listening are key components in our schools, our homes, our communities, and our places of work. Direct, interpersonal communication is the cornerstone of human relationships, and nowhere is this more clearly articulated than in dialogue, discussion, presentation, and debate. Successful students must be able to communicate in multiple mediums, through conversations, interviews, digital presentations, and countless day-to-day interactions that build understanding of their world and the perspectives of their peers. Key to success in our modern world is interaction with diverse others and ever-changing groups, and creating and following community guidelines and rules, which is critical practice for civic responsibility later in life.

Speaking and listening standards do not stand alone; like all Language Arts skills, they are interconnected. Early speaking and listening skills in primary grades are foundational to close reading skills in later grades, and throughout school and life the ability to understand, analyze, and evaluate others’ words helps everyone develop a richer and deeper awareness of human motivation and purpose.

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| **Strand** | **SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION** |
| **Standard 1** | **Prepare for and participate in conversations across a range of topics, types, and forums, building on others’ ideas and expressing their own.** |
| Grade | Childhood | Early Adolescence | Adolescence |
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 6-8 | Grade 9-Diploma |
| Performance Expectations | 1. Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups.
2. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
3. Continue a conversation through multiple exchanges.
 | 1. Participate in collaborative conversations about grade 1 topics and texts with peers and adults in small and larger groups.
2. 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).
3. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
4. Ask questions to clear up any confusion about the topics and texts under discussion.
 | 1. Participate in collaborative conversations about grade 2 topics and texts with peers and adults in small and larger groups.
2. 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).
3. Build on others' talk in conversations by linking their comments to the remarks of others.
4. Ask for clarification and further explanation as needed about the topics and texts under discussion.
 | 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led and teacher-led) on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
2. 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.
3. 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).
4. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
5. E. Explain their own ideas and understanding in light of the discussion.
 | 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
2. 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.
3. Follow agreed-upon rules for discussions and carry out assigned roles.
4. 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.
5. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
 | 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
2. 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.
3. Follow agreed-upon rules for discussions and carry out assigned roles.
4. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
5. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
 | 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
2. 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.
3. Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
4. Pose questions that elicit elaboration, connect the ideas of several speakers, and respond to others' questions and comments with relevant evidence, observations, and ideas.
5. Review the key ideas expressed and demonstrate understanding of multiple perspectives through paraphrasing and reflection. Acknowledge new information expressed by others, and, when warranted, modify, qualify, or justify their own views in light of the evidence presented.
 | 1. Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
2. 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.
3. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
4. Propel conversations by posing and responding to questions that probe reasoning and evidence.;
5. 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.
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| **Strand** | **SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION** |
| **Standard 2** | **Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.** |
| Grade | Childhood | Early Adolescence | Adolescence |
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 6-8 | Grade 9-Diploma |
| Performance Expectations | 1. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details to seek help if something is not understood.
2. Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.
 | 1. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
2. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
 | 1. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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.
 | 1. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats.
2. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
 | 1. Paraphrase portions of a text read aloud or information presented in diverse media and formats.
2. Identify the reasons and evidence a speaker provides to support particular points.
 | 1. Summarize a written text read aloud or information presented in diverse media and formats,
2. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
 | 1. Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
2. Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
3. Delineate a speaker’s argument and specific claims, evaluate the soundness of the reasoning and sufficiency of the evidence, and identify when irrelevant evidence is introduced.
 | 1. Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
2. Evaluate the speaker’s technique, including use of evidence, reasoning, stylistic and rhetorical elements, or other features appropriate to the task.
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| **Strand** | **SPEAKING AND LISTENING: PRESENTATION OF KNOWLEDGE AND IDEAS** |
| **Standard 3** | **Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.** |
| Grade | Childhood | Early Adolescence | Adolescence |
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 6-8 | Grade 9-Diploma |
| Performance Expectations | 1. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
2. Add drawings or other visual displays to descriptions as desired to provide additional detail.
 | 1. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
2. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
 | 1. Describe people, places, things, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
2. Create audio/video 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.
 | 1. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speak clearly at an understandable pace.
2. Create audio/video 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.
 | 1. 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.
2. Add audio/video recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
 | 1. 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.
2. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
 | 1. Present claims and findings, emphasizing salient points in a sequenced, focused, coherent manner with relevant evidence, sound and valid reasoning, and well-chosen details.
2. Use appropriate eye contact, adequate volume, and clear pronunciation.
3. When appropriate, integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
 | 1. Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning.
2. Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
3. Use appropriate eye contact, adequate volume, and clear pronunciation.
4. Make strategic use of multimedia (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence.
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| **Strand** | **SPEAKING AND LISTENING: PRESENTATION OF KNOWLEDGE AND IDEAS** |
| **Standard 4** | **Adapt speech to a variety of contexts, audiences, and communicative tasks.** |
| Grade | Childhood | Early Adolescence | Adolescence |
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 6-8 | Grade 9-Diploma |
| Performance Expectations | Speak audibly and express thoughts, feelings, and ideas clearly. | Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) | 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.) | 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.) | Differentiate between contexts that call for different registers (e.g. formal English for presenting ideas and informal discourse for small-group discussion)~~.~~ (See grade 4 Language standards 1 and 3 for specific expectations.) | Adapt speech to a variety of contexts and tasks, demonstrating command of language in the appropriate register. (See grade 5 Language standards 1 and 3 for specific expectations.) | Adapt speech to a variety of contexts, demonstrating command of language in the appropriate register (See grades 6-8 Language standards 1 and 3 for specific expectations.)  | Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register. (See grades 9-Diploma Language standards 1 and 3 for specific expectations.) |