Controlleration Controller			10					_					· ·	Speaking/Listenii
Contributionation Participation in Contributionation Participation in Contributional Participation i	11 12	11	10											
Control of the cont	others' ideas and heir own clearly and f. Ittiple sources of presented in diverse media (e.g., visually, y, orally) in order to make	Initiate and particip range of collaborat (one- on-one, in gn led) with diverse per 11–12 topics, texts building on others' expressing their ow persuasively. Integrate multiple s information presen formats and media quantitatively, orall informed decisions problems, evaluatin accuracy of each s	scussions and teacher- s on grades 9- es, building on sing their own ss of diverse media quantitatively, dibility and	initiate and participate effectivel range of collaborative discussio (one-on-one, in groups, and tealed) with diverse partners on graticity of the clearly and persuasively. Integrate multiple sources of information presented in diverse or formats (e.g., visually, quantity) evaluating the credibility.	I their own clearly a I 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 or others' ideas and expressing their own clearly. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the	deas and expressing 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. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas	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. interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or	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. Visually, quantitative Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and	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. Ad formats, including Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and	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. In diverse media ar Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually,	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Information presented Recount or describe key ideas or details from a text read aloud or information presented orally or through other	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Grate and evaluate i Ask and answer questions about key details in a tak read aloud or information presented orally or through other	Participate in collaborative conversations with diverse partners about kinderparts with peers and adults in small and larger groups. Benchmark B: Interest Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and	and .
Benchmark D:Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to lask, purpose, and audience. Describe familiar people, places, things, and events with and, with prompting and support, provide additional detail. Add drawings or other visual displays to desired to provide additional detail. Benchmark E: Make strategic use of digital media and visual displays to desired to provide additional detail. Topic or issue. Describe people, places, things, and support or excut an experience with experience with and peritor or text, tell a story, or recount an experience with appropriate facts and relevant, speaking audibly in descriptive details, speaking audibly in experience with and relevant, sheaking audibly in descriptive details, and relevant, sheaking audibly in descriptive details to nunderstandable pace. Benchmark E: Make strategic use of digital media and visual displays to desired to provide additional detail. Benchmark E: Make strategic use of digital media and visual displays to desired to provide additional detail. Topic or intervent evidence clearly, concilently, and pervent and pervent and event with appropriate to clearly at an understandable pace. Benchmark E: Make strategic use of digital media and visual displays to desired to provide additional detail. Benchmark E: Make strategic use of digital media and visual displays to desired to provide additional detail. Benchmark E: Make strategic use of digital media and visual displays to descriptions as desired to provide and feelings. Benchmark E: Make strategic use of digital media and visual displays to the desired to provide and feelings. Benchmark E: Make strategic use of digital media and visual displays to the desired to provide and feelings. Benchmark E: Make strategic use of digital media (eventum experiment) and the visual displays to the desired to provide and feelings. Benchmark E: Make strategic use of digital med	speaker's point of view, and use of evidence and essing the stance, als among ideas, word ts of emphasis, and tone	reasoning, and use rhetoric, assessing premises, links am- choice, points of er	idence and allacious d or distorted	Evaluate a speaker's point of vireasoning, and use of evidence rhetoric, identifying any fallacioureasoning or exaggerated or disevidence.	motives (e.g., social, commercial political) behind its presentation. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the	clarify a topic, text, or issue under study. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from	Summarize the points a speaker makes and explain how each claim is supported by reasons and	ldentify the reasons and evidence a speaker provides to support	quantitatively, and orally. , and use of evidence Ask and answer questions about information from a speaker, offering appropriate elaboration and	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not	requesting clarification if something is not understood. Benchmark C: Eva Ask and answer questions in order to seek help, get information, or clarify something that is not	
Informed and Ideas Popole, places, things, and events with relevant details, sporting and support, provide additional detail. Popole and support, provide additional detail. Popole and the properties and feelings clearly. Popole and support, provide additional detail. Popole and support and support, provide additional detail. Popole and support and support and relevant, support and and relevant, support and and relevant, support and and relevant, support and relevant, support and relevant values of the event and relevant, support and relevant values and				e to task, purpose, and audience.	identifying when irrelevant evidence is introduced. tyle are appropriate	development, and s	and the organization,				topic or issue.			
things, and events and, with morphorphiting and elevant, description, provide additional detail. In things, and events and, with and relevant, description elevant, description descripti	rmation, findings, and													
Add drawings or other visual displays to descriptions as desired to provide additional detail. Add drawings or other visual displays to descriptions as defined to provide additional detail. Add drawings or other visual displays to descriptions as desired to provide additional detail. Add drawings or other visual displays to descriptions as desired to provide additional detail. Add drawings or other visual displays to descriptions as desired to provide additional detail. Add drawings or other visual displays to descriptions as desired to provide additional detail. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. Add drawings or other visual displays to wisual displays in to the mature of the development of main ideas or themes. Include multimedia components (e.g., graphica, sound) in presentations to clarify idean, that demonstrate to enhance the development of main ideas or themes.	perspective, such that i follow the line of iternative or opposing is are addressed, and the i, development, substance, is appropriate to purpose, and a range of formal and	and distinct perspe listeners can follow reasoning, alternat perspectives are ac organization, devel and style are appro audience, and a ra	steners can ng and the nt, substance, e to purpose,	and logically such that listeners follow the line of reasoning and t organization, development, sub and style are appropriate to pur audience, and task.	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	emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear	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.	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.	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.	or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	events with relevant details, expressing ideas and feelings clearly.	things, and events and, with prompting and support, provide additional detail.	
other visual displays to descriptions as desired to provide additional detail. In the descriptions as desired to provide additional detail. In the descriptions as descripti	gic use of digital media (e.	Make strategic use	ital media (e.	Make strategic use of digital me	Integrate	Include multimedia								
Inoughts, and enhance certain feelings. Feelings. Facts or details. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Assess how point of view or purpose shapes the content and style of a text.		g., textual, graphical interactive element to enhance unders reasoning, and evid	dio, visual, and presentations g of findings, and to add	g., textual, graphical, audio, visio interactive elements) in present to enhance understanding of fin, reasoning, and evidence and to interest.	multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	components and visual displays in presentations to clarify claims and findings and emphasize salient points.	components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	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.	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.	other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	other visual displays to descriptions as desired to provide additional detail.	

Speaking/Listening											
	K	1	2	3	4	5	6	7	8	9 10	11 12
	Speak audibly and									Adapt speech to a variety of contexts	Adapt speech to a variety of contexts
	express thoughts,				between contexts						and tasks, demonstrating a command
	feelings, and ideas			appropriate to task		and tasks, using	and tasks,			formal English when indicated or	of formal English when indicated or
	clearly.	and situation.		and situation in	English (e.g.,	formal English	demonstrating			appropriate.	appropriate.
				order to provide	presenting ideas)	when appropriate	command of	command of	command of		
				requested detail or		to task and	formal English	formal English	formal English		
			clarification.	clarification.	where informal discourse is	situation.	when indicated or	when indicated or	when indicated or		
					appropriate (e.g.,		appropriate.	appropriate.	appropriate.		
					small-group						
					discussion); use						
					formal English						
					when appropriate						
					to task and						
					situation.						
	IA.3.Recite familiar	IA.3.Recite familiar	IA.3.Recite familiar	IA.4.Perform	IA.4.Perform	IA.4.Perform		IA.5.Prepare and		IA.5.Prepare and conduct interviews.	IA.5.Prepare and conduct interviews.
	stories, poems,			dramatic readings		dramatic readings	conduct interviews.	conduct interviews.	conduct interviews.		
	nursery rhymes,	nursery rhymes,		and presentations.	and presentations.	and presentations.					
	and lines of a play.	and lines of a play.	and lines of a play.								
							IA.6.Participate in			IA.6.Participate in public performances.	IA.6.Participate in public performances.
							public		public		
							performances.	performances.	performances.	14.75-1-4	
										IA.7.Debate an issue from either side.	IA.7.Debate an issue from either side.