	K	1	2	3	4	. 5	6	5 7	8	9 10	11 12
Comprehension and Collaboration	Benchmark A: Prepa	re for and participate	effectively in a range	of conversations and	collaborations with d	iverse partners, buildi	ng on others' ideas ar	nd expressing their ov	vn clearly and persua	sively.	
	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own electric control of the control of t	Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	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.	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.
	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	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).	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).	Come to discussions prepared, having read or studied required material; explicitly	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.	Come to discussions	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.	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.	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.	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.	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.
	Continue a conversation through multiple exchanges.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	conversations by linking their comments to the remarks of others.	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).	Follow agreed-upon rules for discussions and carry out assigned roles.	Follow agreed-upon rules for discussions and carry out assigned roles.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	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.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deallines, and establish individual roles as needed.
		Ask questions to clear up any confusion about the topics and texts under discussion.	Ask for clarification and further explanation as needed about the topics and texts under discussion.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	comments that contribute to the discussion and link to the remarks of others.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	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.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	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.	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.
				Explain their own ideas and understanding in light of the discussion.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Acknowledge new information expressed by others and, when warranted, modify their own views.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	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.	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.
	Benchmark B: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.										
	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.	presented orally or through other media.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	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.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	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.	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.	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.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	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.
	Benchmark C: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.										
	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	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.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Identify the reasons and evidence a speaker provides to support particular points.		Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	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.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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Presentation of	Benchmark D: Prese	nt information, finding	gs, and supporting ev	idence such that liste	ners can follow the lin	ne of reasoning and th	e organization, develo	opment, and style are	appropriate to task, p	ourpose, and audience		
Knowledge and Ideas												
	things, and events and, with prompting	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	audibly in coherent sentences.	text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an	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;	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	ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate	Present claims and indings, emphasizing sallent points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	findings, emphasizing salient points in a focused, coherent manner with relevant	Present information, file evidence clearly, conci such that listeners can reasoning and the org- development, substan appropriate to purpose	isely, and logically follow the line of anization, ce, and style are e, audience, and task.	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.
	Benchmark E: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.											
	visual displays to descriptions as desired to provide	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when	demonstrate fluid reading at an	appropriate to enhance the development of main ideas or themes.	components (e.g., graphics, sound) and	music, sound) and visual displays in	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	into presentations to clarify information,	Make strategic use of textual, graphical, aud interactive elements) in enhance understandin reasoning, and eviden	io, visual, and n presentations to g of findings,	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.
	Benchmark F: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.											
	Speak audibly and express thoughts, feelings, and ideas clearly.	Produce complete sentences when appropriate to task and situation.	sentences when appropriate to task	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	formal English (e.g., presenting ideas) and situations where	variety of contexts and tasks, using	variety of contexts and tasks, demonstrating command of formal English when indicated or	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	variety of contexts	Adapt speech to a vari tasks, demonstrating of English when indicated	ommand of formal	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.