

6th Grade Speech	7th Grade Speech	8th Grade Speech	Speech I*	Speech II**	Speech III (Argumentation & Debate)**
Standard 1: Comprehension and Collaboration					
Benchmark A: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.					
A.1 - 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.	A.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	A.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	A.1 - 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.	A.1 - 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.	A.1 - 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.
A.2 - Refer to evidence on the topic, text, or issue to explore and reflect on ideas under discussion.	A.2 - Refer to evidence on the topic, text, or issue to explore and reflect on ideas under discussion.	A.2 - Refer to evidence on the topic, text, or issue to explore and reflect on ideas under discussion.	A.2 - Draw on assigned material by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	A.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.	A.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.
A.3 - Follow rules for collegial discussions, set and reflect on specific goals and deadlines, and define individual roles as needed.	A.3 - Follow rules for collegial discussions, set and reflect on specific goals and deadlines, and define individual roles as needed.	A.3 - Follow rules for collegial discussions, set and reflect on specific goals and deadlines, and define individual roles as needed.	A.3 - Follow rules for collegial discussions and decision-making, reflect on specific goals and deadlines, and define individual roles as needed.	A.3 - Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; and establish individual roles as needed.	
A.4 - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	A.4 - 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.	A.4 - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	A.4 - 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.	A.4 - 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, and verify conclusions; and promote divergent and creative perspectives.	A.4 - 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.
A.5 - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing and, when warranted, modify their own views.	A.5 - Acknowledge new information expressed by others and, when warranted, modify their own views.	A.5 - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	A.5 - Respond thoughtfully to diverse perspectives and (when warranted) qualify, justify or reflect on their own views and understanding and make new connections in light of the evidence and reasoning presented.	A.5 - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; and determine what additional information or research is required to deepen the investigation or complete the task.	A.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.
A.6 - Understand good listening behaviors.	A.6 - Understand good listening behaviors and audience etiquette.	A.6 - Understand good listening behaviors and audience etiquette.	A.6 - Understand the listening process and listening strategies, identify and understand listening purposes, and identify and manage listening barriers.	A.6 - Apply listening strategies; listening to identify main ideas; evaluating impact of message; appreciating and supporting speaker.	A.6 - Apply listening strategies (flow chart) in order to formulate appropriate response.
			A.7 - Understand the components of perception and how perception drives communication.	A.7 - Evaluate audience perception in small groups and in audience analysis for presentation preparation.	
Benchmark B: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.					

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		B.1 - Interpret 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.	B. 1 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.	B.1 - 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.	
			B.2 - Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. (21st Century)		

Benchmark C: Evaluate a speaker's point of view, reasoning, and use of evidence, rhetoric, and effectiveness.

C.1 - Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	C.1 - Delineate a speaker's argument and specific claims, evaluating the reasoning and the relevance and effectiveness of the evidence.	C.1 - Delineate a speaker's argument and specific claims, evaluating the reasoning, relevance, and effectiveness of the evidence.	C.1 - Evaluate a speaker's use of evidence, rhetoric and communication effectiveness.	C.1 - 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 vocal and physical delivery used.	C.1 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, identify fallacious reasoning or exaggerated or distorted reasoning, word choice, points of emphasis, and vocal and physical delivery used.
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Standard 2: Presentation of Knowledge and Ideas

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 task, purpose, and audience.

D.1 - Present claims, sequencing ideas logically and using relevant descriptions, facts, and stories to accentuate main ideas.	D.1 - Present claims, emphasizing key points in a focused, coherent manner with relevant descriptions, facts, details, stories, and examples.	D.1 - Present claims and findings, emphasizing key points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen support.	D.1 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	D.1 - 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.	D.1 - 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.
		D.2 - Adapt message appropriately and effectively according to the details, needs, and attitudes of the audience.	D.2 - Adapt communication strategies appropriately and effectively according to the needs of the situation and the receiver.	D.2 - Adapt communication strategies appropriately and effectively according to the needs of the situation and the receiver.	D.2 - Adapt communication strategies appropriately and effectively according to the needs of the situation and the receiver.
D.3 - Use appropriate eye contact, adequate volume, and appropriate rate.	D.3 - Use appropriate poise, voice, life, eye contact, gestures, and speed/rate.	D.3 - Use appropriate poise, voice, life, eye contact, gestures, and speed/rate.	D.3 - Use appropriate eye contact, adequate volume, and appropriate use of paralanguage and rate/pacing.	D.3 - Use direct and purposeful eye contact, vocal delivery, and movement.	

Benchmark E: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

		E.1 - Evaluate multimedia and visual displays to clarify information, strengthen claims and evidence, and add interest to presentations.	E.1 - 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.	E.1 - 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.	
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Benchmark F: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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F.1 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	F.1 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	F.1 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	F.1 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	F.1 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English and appropriate paralanguage when indicated or appropriate.	F.1 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Benchmark G: Understand the communication process, interpersonal and intrapersonal communication, and communication anxiety.					
			G.1 - Understand communication as a process, identify and reflect on various communication purposes and styles, while creating goals for personal areas of weakness.	G1.- Evaluate communication styles, strategies, and content based on their aesthetic and functional worth.	
			G.2 - Conduct analysis of interpersonal communication and points of communication breakdown.	G.2 - Conduct analysis of interpersonal communication and its impact on relationships.	
G.3 - Manage and utilize communication anxiety: practice, multiple presentation experiences, being grounded, normalcy of communication anxiety.	G.3 - Manage and utilize communication anxiety: practice, multiple presentation experiences, being grounded, normalcy of communication anxiety, focus on doing.	G.3 - Manage and utilize communication anxiety: physiological responses, being grounded, strategies to manage, and giving energy to the audience.	G.3 - Understand physiological responses to communication anxiety; manage and utilize communication anxiety.	G.3 - Manage and utilize communication anxiety.	G.3 - Manage and utilize communication anxiety.
			G.4 - Understand intrapersonal communication and reflect on its impact on communication accomplishments.	G. 4 - Analyze source of positive and negative self-talk based on understanding of intrapersonal communication.	
Standard 3: Knowledge of Language					
Benchmark H: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when speaking, reading, or listening.					
H.1 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.	H.1 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.	H.1 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.	H.1 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when speaking, reading, or listening.	H.1 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when speaking, reading, or listening.	H.1 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when speaking, reading, or listening.
H.2 - Choose language that expresses ideas precisely.	H.2 - Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	H.2 - Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	H.2 - Use knowledge of words in their connotative versus the dennotative forms to successfully convey messages. Choose specific words for desired effects, using the emphasis to clearly make a point.		H.2 - Measure the effectiveness of language use by analyzing the impact of a message for particular audience and purpose
H.3 - Recognize that speakers present with a style and tone.	H.3 - Identify speakers' style and tone.	H.3 - Identify speakers' style and tone.	H.3 - Maintain consistency in word choice, style, and tone.	H.3 - Identify impact of rhetorical devices in sample speeches; apply rhetorical devices to writing in order to create purposeful word choice, style, and tone.	
Standard 4: Research to Build and Present Knowledge					

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Benchmark I: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.					
		I.1 - Gather relevant information from multiple print and digital sources as needed, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	I.1 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	I.1 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	I.1 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
Benchmark J: Draw evidence from literary or informational texts to support analysis, reflection, and research.					
			J.1 - Draw evidence from literary or informational texts to support analysis, reflection, and research.	J.1 - Draw evidence from literary or informational texts to support analysis, reflection, and research.	J.1 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
				J.2 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	J.2 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
*Benchmarks A-F were taken from Iowa Core Speaking and Listening; Benchmark G was adapted from NCA National Standards.					
**Speech II and Speech III also follow Iowa Core ELA Standards.					