

## 7<sup>TH</sup> GRADE SPEAKING AND LISTENING STANDARDS BREAKDOWN

**Anchor Standard/ Domain Name:** Speaking & Listening

Comprehension and Collaboration SL.1 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.

**Standard Text:**

**SL.7.1 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) **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.**
- b) **Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.**
- c) **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.**
- d) **Acknowledge new information expressed by others and, when warranted, modify their own views.**

**Students who can demonstrate understanding can:**

- prepare for collaborative discussions utilizing a variety of strategies such as note-taking, webbing, and reflective questioning.
- participate in different discussions (pairs, groups, whole class) with a range of peers about grade 7 topics, text, and issues.
- add to other's ideas while also contributing their own in a safe and equitable setting.
- know how to incorporate evidence or information into the discussion which is relevant to the topic.
- pose and respond to questions posed by others.
- make relevant comments that help return the discussion to the topic.

**Vertical Alignment to Previous Grades:**

SL.5.1, SL.6.1

**Clarification Statement:**

Students take a meaningful part in purposeful discussions about grade 7 topics with different partners. They build on the ideas of others and state their ideas clearly. They participate in teacher- and

<p><b>Vertical Alignment to Future Grades:</b></p> <p>SL.8.1, SL.9.1</p>	<p>student-led discussions, including one-on-one, small group, and whole group.</p> <ul style="list-style-type: none"> <li>● Students prepare for discussions ahead of time and support their statements with evidence from preparation materials.</li> <li>● Students follow rules for discussions and set goals and deadlines. If necessary, students work together to determine the responsibilities of each member of a team or group.</li> <li>● Students ask relevant questions that require detailed responses from others. Students also provide appropriate, detailed answers to questions asked by others. Students recognize when a discussion has gone off topic and make corrections to bring the conversation back to the appropriate topic.</li> <li>● Students recognize when others contribute to a discussion with new information. Students make comparisons between their own views and the points and evidence offered during a discussion; they make changes to their own views when necessary.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>● <b>elicit</b> – evoke or draw out (a response, answer, or fact) from someone in reaction to one's own actions or questions</li> <li>● <b>evidence</b> – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement</li> <li>● <b>explicit, explicitly</b> – stated clearly and directly, leaving no room for confusion or interpretation</li> <li>● <b>relevant evidence, observations, ideas, descriptive details</b> – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim</li> <li>● <b>research (short or more sustained)</b> – an investigation into and study of relevant materials and resources for the purpose of identifying information, establishing facts, drawing conclusions, finding connections, etc.; students conduct short research investigations (e.g., reading a biography of a historical figure) in order to create context and foundations for learning; students conduct more sustained research (e.g., consulting a variety of sources on the ethics surrounding growth hormones) in order to gather</li> </ul>
--	---

	and synthesize (either as evidence for claims or data to present/explain) information from a variety of sources
<p><b>Anchor Standard/ Domain Name:</b> <u>Speaking &amp; Listening</u></p> <p><u>Comprehension and Collaboration SL.2</u> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p><b>Standard Text:</b></p> <p>SL.7.2 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.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>● identify and analyze main ideas and supporting details in diverse media and formats.</li> <li>● explain how ideas, information, or data clarify a topic, text, or issue under study.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p> <p>SL.5.2, SL.6.2</p> <p><b>Vertical Alignment to Future Grades:</b></p> <p>SL.8.2, SL.9.2</p>	<p><b>Clarification Statement:</b></p> <p>Students conduct a detailed examination in order to determine and understand the main ideas and supporting details presented in various ways and forms. Additionally, students explain how the information makes the overall topic clearer.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>● <b><u>analyze</u></b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> <li>● <b><u>main idea(s)</u></b> – the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning.</li> <li>● <b><u>supporting detail</u></b> – a piece of information, data, evidence, etc. that adds support to a claim, value statement, or main idea (i.e., strengthens the argument)</li> <li>● <b><u>text</u></b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Speaking &amp; Listening</u></p> <p><u>Comprehension and Collaboration SL.3</u> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	

<p><b>Standard Text:</b></p> <p>SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• understand the difference between argument and claims.</li> <li>• distinguish between sound and unsound reasoning.</li> <li>• identify the attitude the speaker has toward a subject by analyzing the content and the delivery.</li> <li>• understand that some claims introduced may not be relevant to the topic.</li> <li>• recognize that the evidence offered may not be sufficient or substantial.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p> <p>SL.5.3, SL.6.3</p> <p><b>Vertical Alignment to Future Grades:</b></p> <p>SL.8.3, SL.9.3</p>	<p><b>Clarification Statement:</b></p> <p>Students precisely describe a speaker's argument and claims. They judge the validity of the reasoning and whether or not the evidence is appropriate and enough to support the claim.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>delineate</b> – to describe something precisely</li> <li>• <b>evidence</b> – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement</li> <li>• <b>reasons/reasoning</b> – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Speaking &amp; Listening</u></p> <p><u>Presentation of Knowledge and Ideas SL.4</u> 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.</p>	
<p><b>Standard Text:</b></p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• plan and deliver a presentation that is focused, coherent, and contains pertinent facts, descriptions, and examples.</li> <li>• understand the difference between a claim and a finding.</li> <li>• know that an argument makes and supports a claim, acknowledges counterarguments, creates cohesion by using transitional words or phrases, and has a strong concluding statement.</li> </ul>

	<ul style="list-style-type: none"> <li>• speak with adequate volume, clear pronunciation, and appropriate eye contact.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p> <p>SL.5.4, SL.6.4</p> <p><b>Vertical Alignment to Future Grades:</b></p> <p>SL.8.4, SL.9.4</p>	<p><b>Clarification Statement:</b></p> <p>Students present claims and findings. They highlight the most important points with relevant descriptions, facts, details, and examples in a clear and focused way. Students consider the assignment, audience, topic, and goals when making choices about the style and tone of a speech, adapting to various audiences and purposes.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>argument</b> – a reason or set of reasons given with the aim of persuading others that an action or idea is right or wrong</li> <li>• <b>claim(s)</b> – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth</li> <li>• <b>coherent</b> – presented as a unified whole; being consistently and logically connected; more broadly speaking, things which make sense when presented together</li> <li>• <b>counterargument</b> – an argument or set of reasons put forward to oppose an idea or theory developed in another argument.</li> <li>• <b>describe, description, descriptive details</b> – to explain something in words; the details necessary to give a full and precise account</li> <li>• <b>salient</b> – most important or worthy of notice; prominent</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Speaking &amp; Listening</u></p> <p><u>Presentation of Knowledge and Ideas SL.5</u> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	
<p><b>Standard Text:</b></p> <p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• select appropriate multimedia components that add meaning to the presentation.</li> <li>• know what elements are needed to create visual displays.</li> <li>• add photos, video, audio, and text to clarify and emphasize the important points of the presentation.</li> </ul>

<p><b>Vertical Alignment to Previous Grades:</b></p> <p>SL.5.5, SL.6.5</p> <p><b>Vertical Alignment to Future Grades:</b></p> <p>SL.8.5, SL.9.5</p>	<p><b>Clarification Statement:</b></p> <p>Students deliver presentations that use multimedia and visual elements (e.g., charts/graphs, images, music, sound, etc.) to make the claims and findings being presented clearer and to highlight important points.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>● <b>claim(s)</b> – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth</li> <li>● <b>multimedia component</b> – the part or piece of a larger whole (e.g., a speech or presentation) that is constructed using more than one medium of expression (e.g., a piece that combines audio and video)</li> <li>● <b>salient</b> – most important or worthy of notice; prominent</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Speaking &amp; Listening</u></p> <p><u>Presentation of Knowledge and Ideas SL.6</u> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	
<p><b>Standard Text:</b></p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>● identify the audience and purpose.</li> <li>● know the difference between informal and formal English</li> <li>● vary sentence patterns for style.</li> <li>● understand and adapt the delivery to appeal to the audience.</li> <li>● enunciate and speak at appropriate volume and pace.</li> <li>● use conventions of language to improve expression and understanding.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p> <p>SL.5.6, SL6.6</p> <p><b>Vertical Alignment to Future Grades:</b></p> <p>SL.8.6, SL.9.6</p>	<p><b>Clarification Statement:</b></p> <p>Students engage in a variety of classroom discussion structures (formal presentations, informal group discussions). Students consider formal and informal language and change their approaches to suit the needs of the audience.</p> <p><b>Vocabulary for Teacher Development:</b></p>

	<ul style="list-style-type: none"> <li>• <b>formal discourse</b> – dialogue between two or more people, generally consisting of an exchange of arguments, claims, and counterclaims and using a register appropriate to academic dialogue</li> <li>• <b>informal discourse</b> – dialogue between peers which is relaxed and uses a familiar register; generally, such dialogue is not held to the standard and conventions of formal English</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Speaking &amp; Listening</u></p> <p><u>New Mexico State Standard</u></p>	
<p><b>Standard Text:</b></p> <p>7.1 Understand the influence of heritage language in English speech patterns</p> <p>7.2 Orally compare and contrast accounts of the same event and text</p> <p>7.3 demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• listen to an audio recording of an English speaker and identify specific speech patterns.</li> <li>• identify within those speech patterns where heritage language has been influential.</li> <li>• discuss and analyze why certain phrases or words are used in New Mexico and the influence of heritage languages on those phrases and words.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p> <p>5.a, 5.b, 5.c, 6.1, 6.2, 6.3,</p> <p><b>Vertical Alignment to Future Grades:</b></p> <p>8.1, 8.2, 8.3</p>	<p><b>Clarification Statement:</b></p> <p>Students will understand how languages have influence outside themselves, specifically heritage languages on English and its speech patterns.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>heritage language-</b> the original language learned by speakers when they were still children</li> <li>• <b>speech pattern-</b> distinctive manner of oral expression</li> </ul>