

KINDERGARTEN 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.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- a) **Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).**
- b) **Continue a conversation through multiple exchanges.**

Students who can demonstrate understanding can:

- talk about and add to discussion of grade-level appropriate topics and texts with different partners.
- help develop, understand and agree to follow directions, rules and norms.
- add to a conversation by adding thoughts about the topic.
- add to a conversation by asking questions about the topic.
- respond to questions asked by others about the topic.

Vertical Alignment to Previous Grades:

N/A

Vertical Alignment to Future Grades:

SL.1.1, SL.2.1

Clarification Statement:

Students discuss grade-level appropriate topics and texts with different partners and adults in small group and whole class settings.

Students help develop, understand, and agree to follow discussion rules and norms such as listening to others and taking turns speaking about the topics and texts under discussion.

Students add to a conversation with appropriate comments.

Vocabulary for Teacher Development:

- **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more topics – the subject or matter being discussed or written about in a text, speech, etc.
- **topic** – the subject or matter being discussed or written about in a text, speech, etc.

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<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>Standard Text:</p> <p>SL.K.2 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.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • use words, pictures, or statements made during the presentation or read aloud to ask questions for clarification. • use words, pictures, or statements made during the presentation or read aloud to answer questions about key details.
<p>Vertical Alignment to Previous Grades:</p> <p>N/A</p> <p>Vertical Alignment to Future Grades:</p> <p>SL.1.2, SL.2.2</p>	<p>Clarification Statement:</p> <p>Students demonstrate their understanding by asking and answering questions about important information in a text read aloud, or on an oral presentation, or presented in a different way.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • key details – specific and important parts of the text that provide information, support, and elaboration • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
<p>Anchor Standard/ Domain Name: <u>Speaking & 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>Standard Text:</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • ask when they need help, need clarity and to get information. • answer questions for clarity, information and to help.
<p>Vertical Alignment to Previous Grades:</p> <p>N/A</p> <p>Vertical Alignment to Future Grades:</p> <p>SL.1.3, SL. 2.3</p>	<p>Clarification Statement:</p> <p>Students ask questions if they need help, need additional information, or need clarity. Students also answer questions to provide information or make information clear.</p>

<p>Anchor Standard/ Domain Name: <u>Speaking & 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>Standard Text:</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • speak so they can be heard and understood by the listener. • describe familiar people with enough details and information to be understood. • describe familiar places with enough details and information to be understood. • describe familiar things with enough details and information to be understood. • provide additional details when directed and supported to do so.
<p>Vertical Alignment to Previous Grades:</p> <p>N/A</p> <p>Vertical Alignment to Future Grades:</p> <p>SL.1.4, SL.2.4</p>	<p>Clarification Statement:</p> <p>Students speak about a variety of K topics. Students verbally share enough details and information about what they think or feel, as well as ideas they have about a variety of topics, so that they can be fully understood.</p>
<p>Anchor Standard/ Domain Name: <u>Speaking & 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>Standard Text:</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • draw a picture to report facts and relevant details about an experience. • use magazines, drawings or clip art to support facts or details.
<p>Vertical Alignment to Previous Grades:</p> <p>N/A</p> <p>Vertical Alignment to Future Grades:</p>	<p>Clarification Statement:</p> <p>Students add pictures or other visuals to provide more information to a description. The visuals should support their descriptions and offer additional details.</p>

SL.1.5, SL.2.5	
<p>Anchor Standard/ Domain Name: <u>Speaking & Listening</u></p> <p><u>Presentation of Knowledge and Ideas</u> SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	
<p>Standard Text:</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • speak clearly for peers and adults to understand. • explains thoughts, feelings, and ideas on a variety of Kindergarten topics. • participate in opportunities to express ideas both verbally and in writing.
<p>Vertical Alignment to Previous Grades:</p> <p>N/A</p> <p>Vertical Alignment to Future Grades:</p> <p>SL.1.6, SL.2.6</p>	<p>Clarification Statement:</p> <p>Students speak so that they can be heard and understood by the listener. Students verbally share enough details and information about what they think or feel, as well as ideas they have about a variety of topics, so that they can be fully understood.</p>
<p>Anchor Standard/ Domain Name: <u>Speaking & Listening</u></p> <p><u>Presentation of Knowledge and Ideas:</u> New Mexico State Standards</p>	
<p>Standard Text: Kindergarten students will:</p> <ol style="list-style-type: none"> 1. demonstrate familiarity with stories and activities related to various ethnic groups and countries; 2. with prompting and support: role play; make predictions; and follow oral and graphic instructions. 	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • Recognize stories and activities associated with different ethnic groups and countries. • Role play in groups with prompting and support • Make predictions about what will happen next with prompting and support. • Follow oral (verbal) and graphic (picture) instructions to complete a task.
<p>Vertical Alignment to Previous Grades:</p> <p>Vertical Alignment to Future Grades:</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students will recognize and engage with stories and activities related to various ethnic groups and countries. With support from the teacher and classmates, students will role play, make predictions, and follow directions that are presented both verbally and with picture supports.

Vocabulary for Teacher Development:

- **oral instructions**- directions for completing a task that are communicated verbally
- **graphic instructions**- directions for completing a task that are communicated through pictures or visual representations