

The Common Core State Standards

*Speaking and
Listening*

Speaking and Listening 9–12

Source:
Common Core
State Standards

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the CCR anchor standards by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. 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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on Range and Content of Student Speaking and Listening

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

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College and Career Readiness Anchor Standards for

Speaking and Listening

The College and Career Readiness (CCR) anchor standards are the same for all middle and high school students, regardless of subject area or grade level. What varies is the sophistication of the speaking and listening they must do at subsequent grade levels in each disciplinary domain. The fundamental speaking skills should not change as students advance; rather, the level at which they learn and can perform those skills should increase in complexity as students move from one grade to the next.

Comprehension and Collaboration

Discussion in one form or another is a vital, integral part of learning and classroom culture. To ensure students contribute substance, they are expected to read, write, or investigate as directed so they come to class ready to engage in the discussion of that topic or text with peers or the whole class. During these discussions, they learn to acknowledge and respond to others' ideas and incorporate those ideas, as well as others they discover through their

research, as evidence to support their conclusions or claims. Details and evidence in various forms and from different sources is first evaluated, then selected as needed by the students to use in their presentations. When listening to others speak, students learn to listen for key details and qualities to evaluate the perspective, logic, evidence, and use of rhetoric in their presentation or speech.

Presentation of Knowledge and Ideas

When giving a presentation, students carefully select which details and evidence to use when supporting their ideas or findings, organizing this information in a clear, concise manner that ensures the audience understands. To that end, students focus on how to best organize and develop their ideas and supporting evidence according

to their purpose, audience, occasion, and appointed task. When appropriate, they use digital media to enhance, amplify, or otherwise improve their presentation, adapting their language and delivery as needed to the different contexts, tasks, or audiences.

Speaking and Listening 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.

9–10

English Language Arts and Social Studies, Science, and Technical Subjects

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. 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.
- b. 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.
- c. 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.
- d. 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.

11–12

English Language Arts and Social Studies, Science, and Technical Subjects

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. 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.
- b. Work with peers to **promote civil, democratic** discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. 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.**
- d. 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.**

Note that no distinction is made between the speaking and listening standards for English Language Arts, Social Studies, History, Science, and other technical subjects.

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Common Core Speaking and Listening Standard 1

What the **Student** Does

9–10 English Language Arts and Social Studies, Science, and Technical Subjects

Gist: Start and contribute to the full spectrum of academic discussions (pairs, groups, full class) with a range of students about those texts and topics appropriate to grades 9–10, complementing classmates’ observations and ideas with your own, which you convey in discipline-specific or otherwise academic language. Students bring to any discussion ideas and questions, as well as evidence and examples from their readings or research, using specific passages or details to defend, advance, or build on their own or others’ ideas. Students negotiate, as needed, with classmates to set guidelines and protocols for discussions (e.g., consensus model), designating roles and responsibilities as well as timelines and objectives. Participants sustain and extend the discussion by connecting the immediate exchange to previous studies, other classes, or world events. Also, students incorporate others’ ideas into the discussion, responding with questions meant to validate, clarify, or refine another’s ideas and conclusions. Throughout such class discussions, students listen to and engage with alternative views, culling the key ideas from others’ remarks and summarizing them as they present or respond to others’ questions about their own ideas, basing their own claims or challenges to others’ on evidence and logical reasoning.

- What is the topic, text, or task—and what questions might you ask to help you contribute to the discussion?
- How can you prepare for the discussion so you know what you want to say and have evidence or information to offer during the discussion?
- What questions can you jot down before and throughout the discussion to help you participate in this conversation?
- What is your assigned role in this group discussion?

11–12 English Language Arts and Social Studies, Science, and Technical Subjects

Gist: Start and contribute to the full spectrum of academic discussions (pairs, groups, full class) with a range of students about those texts and topics appropriate to grades 11–12, complementing classmates’ observations and ideas with your own, which you convey in discipline-specific or otherwise academic language. Students bring to any discussion ideas and questions, as well as evidence and examples from their readings or research, using specific passages or details to defend, advance, or build on their own or others’ ideas. Students, working with their peers, establish clear guidelines and processes for appropriate, inclusive discussions in order to make effective decisions, designate roles and responsibilities, and establish timelines and objectives. Students advance the dialogue by asking and responding to questions that explore the logic and evidence behind the questions and ideas discussed, as well as other perspectives on the topic or text so as to ensure a rich mix of opinions and viewpoints. Students engage with these different views, shaping observations, ideas, claims, and evidence into a new angle or idea which may require them to resolve certain contradictions or identify those areas which merit further study in order to answer the question more fully or complete the assignment.

- What is the topic, text, or task—and what questions might you ask to help you contribute to the discussion?
- How can you prepare for the discussion so you know what you want to say and have evidence or information to offer during the discussion?
- What are the different perspectives (people, other texts, sources) you need to include in your discussion?
- How would you assess the evidence or reasoning used by others in the discussion or the texts you are examining?

What the **Teacher** Does

To prepare and help students to participate in conversations, do the following:

- Send them home with specific questions to investigate—through research, reading, or just reflection—prior to a subsequent discussion the following day about that text or topic.
- Model for the students how to participate in the specific conversation for which you want to prepare them; this may involve sitting with one or more students and demonstrating how, for example, to discuss or respond to their classmates' writing.
- Take them to the library or the computer lab to investigate online resources prior to a guest speaker; the goal of such inquiry should be specific questions they can pose to the guest the next day.
- Provide students with sentence templates that provide them with the language needed to enter the discussion (e.g., *I agree with what Maria said about ____, but disagree that ____*), or generate with them the sorts of questions they should ask when discussing a particular text or topic.
- Review the conventions, rules, roles, or responsibilities that apply to a specialized discussion strategy (e.g., Harkness Method, Literature Circles, Socratic Dialogue, or Great Books Discussion).
- Track participation by keeping a record of the exchange using visual codes that indicate who initiates, responds, or extends; use this to assess and provide feedback for students.

To have students participate in a range of collaborations with diverse partners, do the following:

- Create the culture of respect for other views and ideas within the class that is necessary for students to collaborate with others, articulating for the class (verbally or on handouts and on posters) the norms when working with or responding to others.
- Investigate alternative venues such as videoconferencing or chat for such collaboration with classmates, community members, or people from other countries.

- Use various strategies that require students to work with different people in various contexts and configurations to solve problems, develop ideas, or improve one another's work.

To have students build on others' ideas and effectively express their own, do the following:

- Try, periodically or early on in the year when establishing norms for class discussion, requiring that students first respond to another student's comment before they can offer a new one of their own.
- Direct students to synthesize the different perspectives so far by first writing and then sharing these synthesis statements about what everyone is actually saying.
- Post a list of follow-up questions they can use when asking classmates (or the teacher) to say more about an idea or comment they made in the course of the discussion; as the year passes, these can become more specific, such as challenging another speaker's reasoning or the validity of this evidence.

To teach students how to initiate conversations or respond, do the following:

- Ask them all to write a list of questions about a topic, text, procedure, or result; then ask them to identify one that they think is especially useful for starting a discussion and use that with a neighbor to initiate an exchange.
- Assign students different roles prior to a discussion, one of them being to initiate new strands in the group or class discussion, another being to listen to others' comments and jot down other possible questions or prompts the discussion initiator can use.

To help your English Language Learners, try this one thing:

- Have the full class first write about a text or topic they will subsequently discuss together or in small groups; allow students to read what they wrote if they are not comfortable speaking extemporaneously in class or small groups.

Common Core Speaking and Listening Standard 1

Academic Vocabulary: Key Words and Phrases

Alternate views: This refers to creating guidelines for working with and speaking to those who present different, even opposing views, to promote and help students participate in collegial discussions.

Broader themes: This refers to extending the conversation beyond its current, narrower focus to address related big-picture ideas. Also related to the idea of knowing how to connect what someone, including oneself, is saying to other related topics.

Building on others' ideas: When one student makes a comment or observation, students build on it by adding connections and other insights that often begin with phrases such as “Picking up on what Martha just said, I noticed _____” or “Marco made a good point about _____.”

Clearly: This refers to using the language appropriate to the discipline, topic, or text to ensure precision, clarity, and accuracy.

Collegial discussions: This refers to discussing ideas, some of them contentious, with mutual respect for your colleagues even if you do not agree.

Deepen the investigation: At these higher levels the challenge is to explore the deeper levels of the topic as one goes further into it through additional research.

Diverse partners (and perspectives): This refers to people and ideas from different backgrounds, cultures, and perspectives than that of the student; the idea is that one must know how and be able to converse with all people.

Ensure a hearing for a full range of positions: Make a deliberate effort to allow a range of opinions to be heard before any discussion is concluded or ideas summed up.

Explicitly draw on that preparation: Make use of the notes, ideas, or any materials the student prepared specifically for the discussion; this shows how thoroughly the student prepared and how well they anticipated the demands and directions of the discussion.

Expressing: This means articulating, conveying students' ideas instead of merely parroting back classmates' or the author's ideas.

Incorporate: This is used here to mean drawing others, perhaps those least inclined to enter the discussion, into the conversation to hear their views.

Individual roles: These are the specific roles students play or cultivate for themselves in academic discussions.

Initiate: Invite others to join in or start a conversation; in a full-class setting, it can mean initiating a discussion within the class.

Make new connections: Conversations are meant to be generative, to allow room for new and additional ideas as a way of deepening the dialogue about the text or topic; to make such new connections, however, requires that students get the time needed.

Posing questions: Students ask one another or the teacher questions about the text, task, or topic during a class discussion.

Probe reasoning and evidence: Students inquire about why one student says something, questioning the logic or support for ideas.

Promote civil, democratic discussions and decision-making: This is the essential agenda for teaching students to speak and listen well as students because they will become adults who must live and work together to solve problems.

Propel conversations: This means to move or advance conversations along to engage others.

Summarize points of agreement and disagreement: During discussions that grow heated or involve multiple perspectives, participants pause to clarify positions by reiterating them to the speaker and the group.

Synthesize comments, claims, and evidence: Students use all the comments, claims, and evidence provided by others to form their own idea that they might then put forward to the group.

Verify: This means to establish or otherwise confirm the truth of any statements, evidence, or claims made during a small-group or class discussion.

Warranted: This refers to when something is needed, appropriate, or otherwise called for—different from *warrant*, which is a rhetorical term that alerts readers to your assumptions.

Speaking and Listening 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

9–10 English Language Arts and Social Studies, Science, and Technical Subjects

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

11–12 English Language Arts and Social Studies, Science, and Technical Subjects

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**.

Note that no distinction is made between the speaking and listening standards for English Language Arts, Social Studies, History, Science, and other technical subjects.

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Common Core Speaking and Listening Standard 2

What the **Student** Does

9–10 English Language Arts and Social Studies, Science, and Technical Subjects

Gist: Examine a variety of visual, quantitative, oral, and mixed media sources in various formats, determining in the process how credible and accurate each source is. Students then integrate the information from these different sources and various media formats into a presentation, composition, or class discussion about the topic they are studying.

- What are you researching, writing about, presenting, or discussing in class?
- What sources—and in what media or format—should you consider when investigating this topic?
- What criteria will you use to evaluate the credibility, accuracy, and overall quality of each source?
- Are there significant and meaningful differences between certain types of sources (e.g., quantitative) and others (e.g., visual, mixed media, or oral)?
- How can you best capture and integrate sources in different media (e.g., visual, mixed media, or audio)?

11–12 English Language Arts and Social Studies, Science, and Technical Subjects

Gist: In order to make informed decisions and solve problems, students consider information from a range of sources in different media or formats. Thus, students examine different sources in visual, quantitative, oral, and mixed media formats, selecting the details, information, or evidence that best suits their needs; they then integrate this information, from these different sources and media formats, into their presentation, composition, or a class discussion about the topic they are studying. Before integrating these different sources, however, students determine the credibility and accuracy of those sources to establish the quality of the contents and their suitability for use in the intended context; in addition, they examine these sources for any gaps or inconsistencies among the data.

- What sources—and in what media or format—should you consider when investigating this topic?
- What criteria will you use to evaluate the credibility, accuracy, and overall quality of each source?
- What significant and meaningful differences exist between certain types (e.g., quantitative) and others (e.g., visual, mixed media, or oral)?
- How can you best capture and integrate sources in different media (e.g., visual, mixed media, or audio)?
- What discrepancies appear in the data provided from different sources? What are the source, nature, and significance of the discrepancies found between sources or within a single source?

What the **Teacher** Does

To have students integrate information presented in different formats and media, do the following:

- Train students to look and listen for information presented through discussions, formal presentations, and online forms, such as TED Talks; instruct students in how to best capture—by recording, taking notes, or deciding they would be better off just listening—the key information from the presentation.
- Play a recorded presentation (e.g., a TED Talk) twice, the first time to get the gist and the second time, now that they know what to look and listen for, to take notes as they watch.
- Demystify this procedure for students by thinking aloud as you demonstrate what you do, how you do it, what questions you ask, and when and why you ask them to determine what information you wish to integrate and how to do so.

To have students evaluate information presented in diverse formats and media, do the following:

- Determine the criteria the students will use to evaluate the information they are presented; in the event that there are no predetermined criteria—from the college board, standards documents, or district programs—the teacher should develop them.
- Demonstrate for students how to evaluate information as it comes in real time during presentations or lectures; keep your own notes along with your students, pausing (if possible) to debrief on what they and you have noted.
- Ask students to compare their notes from a presentation, discussing what they captured and ignored, as well as the criteria by which they evaluated the information from the presentation.

To have students evaluate the credibility and accuracy of each source, do the following:

- Provide or, over time, have students themselves develop questions and criteria used to evaluate the quality of all sources; these questions would focus on the source, timeliness, relevancy, and ethos of the person delivering the information presented.

- Calibrate students' ability to evaluate the information presented by first priming their sensibilities to those details that matter and those that do not; to this end, you might guide students through some samples, asking them to determine the credibility and accuracy of the information based on all they know.

To have students identify discrepancies among the data from different sources, do the following:

- Require students to consult other, perhaps more established, sources, to determine whether the presenter's information aligns with established understandings or should be reevaluated in light of apparent discrepancies.
- Demonstrate for students how to read this information critically to identify alleged or proven discrepancies; then ask them to do as you did, explaining their process; finally, have them apply the techniques themselves independently over time.

To have students solve problems and make decisions based on information, do the following:

- Direct students to first identify the problems they must solve or the decisions they must make so they know what to listen and look for during the presentation, speech, or discussion.
- Develop for (or with) students a cost/benefit or a pro/con organizer into which they can sort information as it comes in during the presentation for later use in determining what to do.

To help your English Language Learners, try this one thing:

- Create a graphic organizer with spaces labeled (or that they can label themselves as needed) for the different sources or criteria so they can process what they hear more efficiently, since listening, analyzing, and gathering will otherwise likely overwhelm English Learners. The organizer reduces the number of tasks they must do simultaneously.

Common Core Speaking and Listening Standard 2

Academic Vocabulary: Key Words and Phrases

Accuracy: This refers to how close the data, information, or other forms of information are to the fact(s) or to whatever the speaker is representing.

Credibility: This is the degree to which the audience can believe what the speaker is saying; related to the Greek notion of *ethos*, which is where we get the term *ethics*. If you are credible, we believe what you say.

Data: This is typically used to refer to numbers and statistics, quantifiable information from research or experiments that can be gathered, sorted, analyzed, presented, and used as evidence to support conclusions or hypotheses.

Discrepancies among the data: Differences between what one study or scientist found and another that suggest a result or experiment is invalid, due to data contamination or incorrect reporting of results. Discrepancies can skew the results, allowing one to misrepresent a set of findings as true or significant when they are not.

Evaluate: This means to determine the quality, value, use, or importance of data, details, or other forms of information one might include in one's presentation as evidence to support a position.

Format: This includes parts of a speech or presentation charts, slides, graphics, or images, as well as multiple media, all of which allow the speaker to represent their ideas more fully and effectively.

Information presented in diverse media and formats: The content of presentations and speeches

these days comes in many different modes, including still and video images, colors, and shapes, as well as more quantitative techniques such as charts, tables, and graphs.

Informed decision: When speaking, they gather such supporting details and when listening, they consider the evidence offered when deciding what is best or correct regarding the speaker's position.

Integrate: This means to join the different sources or data from them into one cohesive body of evidence used to support one's claims about what a speaker or author said or meant about a topic.

Media: This refers to all the different forms your ideas, information, evidence, and data come in, including print, audio, video, photograph, and mixed media, such as websites or presentation slides with embedded digital imagery (still photographs, videos, animations) and audio.

Multiple sources: This refers not to the media so much as the content, the primary emphasis being to base whatever you are saying on a range of sources to support and illustrate your claims or observations.

Visually, quantitatively, orally: This refers to images, video, art, and graphics of any other sort intended to convey the ideas the speaker wants to communicate; This is measureable, numerical, quantifiable data that is displayed or formatted to suit the speaker's purpose; it is also spoken, whether in front of a live audience or for an anonymous listener viewing a slide show online with a voice-over instead.

Notes
