

**Dynamic Learning Maps Essential Elements for English Language Arts  
Standards Progression Chart  
Speaking & Listening Standards**

**Speaking & Listening: Comprehension and Collaboration**

<b>EE.SL.K.1</b>	<p>Participate in conversations with others.</p> <ul style="list-style-type: none"> <li>a. Communicate directly with supportive adults or peers</li> <li>b. Participate in multiple-turn communication exchanges with support from adults</li> </ul>
<b>EE.SL.1.1</b>	<p>Participate in conversations with adults</p> <ul style="list-style-type: none"> <li>a. Engage in multiple-turn exchanges with supportive adults</li> <li>b. Build on comments or topics initiated by an adult</li> <li>c. Uses one or two words to ask questions related to personally relevant topics.</li> </ul>
<b>EE.SL.2.1</b>	<p>Participate in conversations with adults and peers</p> <ul style="list-style-type: none"> <li>a. Engage in multiple-turn exchanges with peers with support from an adult</li> <li>b. Build on others' talk in conversations by linking their comments to the remarks of others</li> <li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion</li> </ul>
<b>EE.SL.3.1</b>	<p>Engage in collaborative discussions</p> <ul style="list-style-type: none"> <li>a. Engage in collaborative interactions about texts</li> <li>b. Listen to others ideas before responding</li> <li>c. Indicate confusion or lack of understanding about information presented</li> <li>d. Express ideas clearly</li> </ul>
<b>EE.SL.4.1</b>	<p>Engage in collaborative discussions</p> <ul style="list-style-type: none"> <li>a. Contribute ideas from prior knowledge of a text during discussions about the same text.</li> <li>b. With guidance and support, carry out assigned role in a discussion</li> <li>c. Answer specific questions related to information in a discussion</li> <li>d. Identify the key ideas in a discussion</li> </ul>
<b>EE.SL.5.1</b>	<p>Engage in collaborative discussions</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared to share information</li> <li>b. Carry out assigned role in a discussion</li> <li>c. Ask questions related to information in a discussion</li> <li>d. Make comments that contribute to the discussion</li> </ul>
<b>EE.SL.6.1</b>	<p>Engage in collaborative discussions</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared to share information</li> <li>b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information</li> <li>c. Ask and answer questions specific to the topic, text, or issue under discussion</li> </ul>

	<b>d. Restate key ideas expressed in the discussion</b>
<b>EE.SL.7.1</b>	Engage in collaborative discussions <ul style="list-style-type: none"> <li>a. Come to discussions prepared to share information</li> <li>b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles</li> <li>c. <b>Remain on the topic of the discussion</b> when answering questions or making other contributions to a discussion</li> <li>d. <b>Acknowledge new information expressed by others in a discussion</b></li> </ul>
<b>EE.SL.8.1</b>	Engage in collaborative discussions <ul style="list-style-type: none"> <li>a. Come to discussions prepared to share information <b>previously studied</b></li> <li>b. Follow simple rules and carry out assigned roles during discussions</li> <li>c. Remain on the topic of the discussion when asking or answering questions or making other contributions to a discussion</li> <li>d. Acknowledge new information expressed by others in a discussion <b>and relate it to own ideas</b></li> </ul>
<b>EE.SL9-10.1</b>	Engage in collaborative discussions <ul style="list-style-type: none"> <li>a. Prepare for discussions by <b>collecting information on the topic</b></li> <li>b. <b>Work with adults and peers to set rules for discussions</b></li> <li>c. <b>Relate the topic of discussion to broader themes or ideas</b></li> <li>d. <b>Indicate agreement or disagreement with others during discussions</b></li> </ul>
<b>EE.SL.11-12.1</b>	Engage in collaborative discussions <ul style="list-style-type: none"> <li>a. Prepare for discussions by collecting information on the topic</li> <li>b. Work with peers to set rules and goals for discussions</li> <li>c. <b>Ask and answer questions to verify or clarify own ideas and understandings during a discussion</b></li> <li>d. <b>Respond to</b> agreements and disagreements in a discussion</li> </ul>

<b>EE.SL.K.2</b>	<b>Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.</b>
<b>EE.SL.1.2</b>	<b>During shared reading activities,</b> answer questions about details presented orally or through other media
<b>EE.SL.2.2</b>	During shared reading activities, <b>ask and answer</b> questions about details presented orally or through other media
<b>EE.SL.3.2</b>	<b>Identify details in a text read aloud or information</b> presented orally or through other media
<b>EE.SL.4.2</b>	<b>Ask and answer questions</b> about details from a text read aloud or information presented orally or through other media
<b>EE.SL.5.2</b>	<b>Identify the explicitly stated main idea of a text</b> presented orally or through other media
<b>EE.SL.6.2</b>	<b>Identify information</b> presented in diverse media and formats (e.g., visually, quantitatively, orally) that relates to a topic, text, or issue under study

EE.SL.7.2	Identify <b>details related to the main idea of a text</b> presented orally or through other media
EE.SL.8.2	<b>Determine the purpose of information presented in graphic, oral, visual, or multimodal formats</b>
EE.SL9-10.2	<b>Determine the credibility</b> of information presented in diverse media or formats
EE.SL.11-12.2	Determine the credibility <b>and accuracy</b> of information presented across diverse media or formats.

EE.SL.K.3	<b>Ask for help when needed</b>
EE.SL.1.3	<b>Communicate confusion or lack of understanding (“I don’t know”)</b>
EE.SL.2.3	<b>Answer questions about the details provided by the speaker</b>
EE.SL.3.3	<b>Ask or answer</b> questions about the details provided by the speaker
EE.SL.4.3	<b>Identify a point that the speaker makes</b>
EE.SL.5.3	Identify the <b>reasons and evidence supporting a specific point.</b>
EE.SL.6.3	Identify the reasons and evidence supporting the <b>claims made by the speaker</b>
EE.SL.7.3	<b>Determine whether the claims made by a speaker are fact or opinion</b>
EE.SL.8.3	<b>Determine the argument made by the speaker</b>
EE.SL9-10.3	Determine the <b>speaker’s point of view on a topic</b>
EE.SL.11-12.3	Determine <b>whether the claims and reasoning enhance the speaker’s argument on a topic</b>

### Speaking & Listening: Presentation of Knowledge and Ideas

EE.SL.K.4	<b>With guidance and support, identify familiar people, places, things, and events</b>
EE.SL.1.4	<b>Identify</b> familiar people, places, things, and events
EE.SL.2.4	Identify a <b>photograph or object that reflects a personal experience and tell one detail about it</b>
EE.SL.3.4	<b>Recount</b> a personal experience, <b>story, or topic including details</b>
EE.SL.4.4	<b>Retell a story or</b> personal experience or recount a topic <b>with supporting details</b>
EE.SL.5.4	<b>Report on a familiar topic or text or present an opinion including related facts</b>
EE.SL.6.4	<b>Present findings</b> on a topic <b>including descriptions, facts, or details</b>
EE.SL.7.4	Present findings on a topic including <b>relevant</b> descriptions, facts, or details
EE.SL.8.4	Present <b>descriptions, facts, or details supporting specific points made on a topic</b>
EE.SL9-10.4	Present an <b>argument on a topic with logically organized claims, reasons, and evidence</b>
EE.SL.11-12.4	Present an argument on a topic <b>using an organization appropriate to the purpose, audience, and task.</b>

<b>EE.SL.K.5</b>	With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events
<b>EE.SL.1.5</b>	Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events
<b>EE.SL.2.5</b>	Select visual, audio, or tactual representations to depict a personal experience
<b>EE.SL.3.5</b>	Create a multimedia presentation of a story or a poem
<b>EE.SL.4.5</b>	Add audio recordings or visuals to a presentation about a personally relevant topic
<b>EE.SL.5.5</b>	Select or create audio recordings and visual/tactile displays to enhance a presentation
<b>EE.SL.6.5</b>	Select an auditory, visual, or tactual display to clarify the information in presentations
<b>EE.SL.7.5</b>	Select or create audio recordings and visual/tactual displays to emphasize specific points in a presentation
<b>EE.SL.8.5</b>	Include multimedia and visual information into presentations
<b>EE.SL9-10.5</b>	Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding
<b>EE.SL.11-12.5</b>	Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest

<b>EE.SL.K.6</b>	With guidance and support, communicate thoughts, feelings, and ideas
<b>EE.SL.1.6</b>	With guidance and support, provide more information to clarify ideas, thoughts, and feelings
<b>EE.SL.2.6</b>	Combine words when communicating to provide clarification
<b>EE.SL.3.6</b>	Combine words for effective communication to clarify thoughts, feelings, and ideas in various contexts.
<b>EE.SL.4.6</b>	Differentiate between communication partners and contexts that call for formal and informal communication
<b>EE.SL.5.6</b>	Differentiate between contexts that require formal and informal communication
<b>EE.SL.6.6</b>	Use formal and informal language as appropriate to the communication partner
<b>EE.SL.7.6</b>	Communicate precisely (i.e., provide complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner
<b>EE.SL.8.6</b>	Adapt communication to a variety of contexts and tasks
<b>EE.SL9-10.6</b>	Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate
<b>EE.SL.11-12.6</b>	Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate