

9-12 College and Career Readiness Anchor Standard	Ninth-Tenth		Eleventh-Twelfth	
	STANDARD	UNPACKED	STANDARD	UNPACKED

Comprehension and Collaboration				
CCRA.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.	SL.9-10.1 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. 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.	By the ninth grade, students will be accustomed to engaging in a range of collaborative discussions. Students should begin to become comfortable in engaging others in these discussions. Initiation of conversations may start by asking more questions, reflecting on something that happened to the student personally, or connecting to observations and other reading experiences. Students should produce the desired result of persuading others to accept an individual viewpoint. To engage in effective and clear communication, students should: <ul style="list-style-type: none"> • Be prepared—read and identify relevant evidence from pertinent texts and other outside readings/experiences to support a point and actively engage in meaningful and well-reasoned conversation. • Work collaboratively with classmates—establish fair rules for discussion and the ability to present differing opinions with civility. Students need to have an idea of what a GOOD discussion is to make those rules--provide strong examples of collegial discussions so they may model their rules after these examples. • Keep conversation going—take smaller ideas and apply those to identify universal themes, engage less-vocal classmates in discussions through probing questions, and hold participants accountable for justifying their ideas. 	SL.11-12.1 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. 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.	By the time students are in the eleventh grade, they should be accustomed to initiating and participating in group discussions that are persuasive and effective. Often times, teachers have to take an opposing view to help students question to promote different perspectives and help students engage in conversations of creative viewpoints. Eventually, after the teacher models these questions, students in 11th and 12th grade will be able to pose the questions themselves. Very often, students formulate ideas while their classmates are speaking—thus, not hearing their classmates' viewpoint. At this point, students should be able to establish the rule that prior to stating their own opinion, they must first comment on the ideas of the previous speaker. This will promote the synthesis of evidence from all sides of the issue. Students need to be able to identify when more information is needed to fully understand ideas and viewpoints. Instead of just accepting what they have heard or others have told them, they need to know when to investigate further and take the initiative to do so.
	CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and	SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	CCSS integrates research throughout every	SL.11-12.2 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

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orally.		domain. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change. Therefore, students in 9th and 10th grade should integrate multiple and diverse sources of information. They also need to understand what a reliable source is and what makes one questionable.	source and noting any discrepancies among the data.	should integrate multiple and diverse sources of information for problem solving and informed decision-making.
CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Students are asked to evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence that is used is relevant to the argument or provides enough proof. They need to pinpoint any statements that are false and judge if any of the speaker's reasoning is misleading. Students at this grade are moving from passive listeners to active participants.	SL.11-12.3 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 tone used.	As 11th and 12th graders, students will begin to listen beyond simple reasoning. They will begin to ask, "What do I think of this speaker's stance?" "What other tools does this speaker use to convince me of his/her point?" This is the continuation of the movement from a passive listener to an active participant.

Presentation of Knowledge and Ideas

CCRA.SL.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.	SL.9-10.4 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.	9th and 10th graders should be comfortable making their writing appropriate for purpose, audience, and task. It should be a seamless transition to communicate information and evidence as a speaker with this same focus on purpose, audience and task. Students in the ninth and tenth grade should concentrate on using digital media in order to create an effect. Instead of just incorporating digital media to make something that is visually appealing, choices should be made with purpose – to enhance the findings and reasoning of the finished product.	SL.11-12.4 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.	11th and 12th grade students should be accustomed to purpose, audience, and task in both speaking and writing. Therefore, the focus should be for students to present information in a clear and unmistakable point of view. In the 11th and 12th grades, students will build upon their skills to strategically use digital media at the highest level to demonstrate understanding of findings, reasoning, and evidence. Presentations should be professional looking, of varying types, in many formats, and multi-layered.
CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.9-10.5 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.		SL.11-12.5 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.	Students will continue to learn to speak toward a variety of audiences and adapt speech as necessary. The discussion of formal English should continue so students understand/are reminded that IM (Instant Messaging), text abbreviations, and slang
CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating	SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Students will continue to learn to speak to a variety of audiences and adapt speech as necessary. The discussion of formal English should take place so students understand	SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	

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command of formal English when indicated or appropriate.		that IM (Instant Messaging), text abbreviations, and slang are inappropriate in most cases when presenting knowledge and ideas.		are inappropriate in most cases when presenting knowledge and ideas.
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