English and Communication Benchmarks, Grades 4 – 12

COMMUNICATE INFORMATION (C)
SPEAKING (C.2)

As students progress across the grade levels, they should voice increasingly complex ideas in increasingly sophisticated ways. The benchmarks for Writing are relevant to many aspects of oral presentations and should be considered along with this progression.

The benchmarks for effective speaking progress across the grades in the following areas:

C.2.1 Development of Ideas

C.2.1.1 organizing ideas logically, according to audience, context and purpose

C.2.2 Coherence and Cohesion

C.2.2.1 organizing ideas logically, according to audience, context and purpose
C.2.2.2 logically grouping ideas
C.2.2.3 including smooth transitions
C.2.2.4 providing a coherent conclusion

C.2.3 Rhetorical Devices

C.2.3.1 using a range of strategies and varied rhetorical devices to elaborate and persuade

C.2.4 Speaking Facility

C.2.4.1 using eye contact, gestures and speaking rate, volume and pitch effectively and appropriately to support the audience, context and purpose

These benchmarks are described in greater detail below.

GRADES 4 – 5	GRADES 6 – 8	GRADES 9 – 10	GRADES 11 – 12
C.2.1 Development of Ideas			
C.2.1.1 organizing ideas logically, according to audience, context and purpose			
C.2.1.1.4-5 Use specific facts, valid reasons, and concrete and relevant details to support a clear main idea. (ADP B6)	**C.2.1.1.6-8** Include sufficient specific and relevant facts, valid reasons, concrete details and examples to support a relatively complicated thesis. (ADP B6)	**C.2.1.1.9-10** Include specific facts, valid reasons, substantive and relevant details, and examples to support somewhat complex points. (ADP B6)	**C.2.1.1.11-12** Include abstract and theoretical ideas, valid arguments, substantive and relevant details, and sound evidence to support complex points effectively. (ADP B6)

GRADES 4 – 5	GRADES 6 – 8	GRADES 9 – 10	GRADES 11 – 12
C.2.2 Coherence and Cohesion			
C.2.2.1 organizing ideas logically, according to audience, context and purpose			
C.2.2.1.4-5.a Use a clear three-part structure of introducing a topic or point, developing examples or explanations, and providing a concluding statement. (ADP B6)	**C.2.2.1.6-8.a** Organize oral presentations maintaining a relatively simple three-part structure, previewing the content of presentation in introduction, offering ideas with supporting details and providing a brief summary or conclusion. (ADP B6)	**C.2.2.1.9-10.a** Organize oral presentations to emphasize the purpose of the presentation, citing the simple examples or arguments before the more abstract. (ADP B6)	**C.2.2.1.11-12** Organize oral presentation on a complex topic by breaking the topic into parts accessible to listeners, emphasizing key concepts or points, and closing with a recommendation or observation on the relevance of the subject to a wider context. (ADP B6)
C.2.2.1.4-5.b Use a clear, simple organizational pattern (e.g., spatial, chronological, sequential). (ADP B6)	**C.2.2.1.6-8.b** Use an organizational pattern appropriate for the topic and purpose (e.g., sequential, problem-solution, compare-contrast). (ADP B6)	**C.2.2.1.9-10.b** Utilize an organizational pattern that enhances the appeal to the audience and is appropriate for the purpose (e.g., sequential, problem-solution, compare-contrast, cause-effect). (ADP B6)	
C.2.2.2 logically grouping ideas			
C.2.2.2.4-5 Logically order ideas to provide a consistent focus on the topic. (ADP B6)	**C.2.2.2.6-8** Logically arrange ideas and grouping related ideas in ways that enhance the topic. (ADP B6)	**C.2.2.2.9-12** Logically arrange ideas, signaling the grouping of related ideas and maintaining a consistent focus. (ADP B6)	
C.2.2.3 including smooth transitions			
C.2.2.3.4-5 Connect relatively uncomplicated ideas using simple transitions and clear pronoun referents. *For example, use listing words, such as "first," or "second."* (ADP B6)	**C.2.2.3.6-8** Connect ideas using a variety of transition strategies that signal addition of information and relationships between ideas. *For example, use listing words, such as "first," "second," "in addition," "but," and "however."* (ADP B6)	**C.2.2.3.9-12** Maintain coherence through the consistent and effective use of a variety of transitions between ideas to signal clear connections among ideas and to maintain coherence. *For example, use repeated language from previous point when introducing a new point, using signposts, such as "My third reason for believing as I do is ....."* (ADP B6)	
C.2.2.4 providing a coherent conclusion			
C.2.2.4.4-5 Provide a relatively simple conclusion that restates the focus of the presentation or overtly signals closure in some other way (e.g., by addressing the listener directly). (ADP B6)	**C.2.2.4.6-8** Provide an effective conclusion that reinforces the focus of the presentation. (ADP B6)	**C.2.2.4.9-10** Provide a coherent and effective conclusion that reinforces the focus of the presentation and brings the talk to a clear and logical close. (ADP B6)	**C.2.2.4.11-12** Provide a coherent and effective conclusion that reinforces the presentation in a purposeful way; presents the topic in new light (e.g., as a call to action, placing the topic in context to emphasize its importance); and brings the talk to a clear and logical close. (ADP B6)

GRADES 4 – 5	GRADES 6 – 8	GRADES 9 – 10	GRADES 11 – 12
C.2.3 Rhetorical Devices			
C.2.3.1 using a range of strategies and varied rhetorical devices to elaborate and persuade			
C.2.3.1.4-8 Use effective rhetorical devices such as: • Rhetorical questions to engage the audience; • Repetition to reinforce ideas; and, • Analogies to convey complex ideas. (ADP B6)		**C.2.3.1.9-10** Use effective rhetorical devices such as: • Rhetorical questions to engage the audience; • Parallelism and repetition to reinforce ideas; and, • Analogies to convey complex ideas. (ADP B6)	**C.2.3.1.11-12** Use effective rhetorical devices such as: • Rhetorical questions to engage the audience; • Parallelism and repetition to reinforce ideas; • Analogies to convey complex ideas; • Metaphors and similes to develop ideas on multiple levels; • Alliteration to call attention to ideas and fix them in the audience's mind; • Hyperbole or understatement for humor or impact; • Antithesis to establish contrasting relationships; and, • Personification to make an abstract element concrete. (ADP B6)
C.2.4 Speaking Facility			
C.2.4.1 using eye contact, gestures and speaking rate, volume and pitch effectively and appropriately to support the audience, context and purpose			
C.2.4.1.4-5 Employ presentation skills including: • Make eye contact to engage listeners; • Enunciate words clearly; • Use a speaking rate that is easy for listeners to understand; • Speak audibly enough to reach the entire audience; and, • Stand at ease and use natural gestures. (ADP B6)	**C.2.4.1.6-8** Employ presentation skills including: • Make eye contact to engage listeners; • Enunciate words clearly; • Use a speaking rate that is easy for listeners to understand; • Speak audibly enough to reach the entire audience; and, • Stand at ease and use natural and varied gestures. (ADP B6)	**C.2.4.1.9-10** Employ presentation skills including: • Make eye contact to engage listeners; • Enunciate words clearly; • Adjust speaking rate and use pauses for effect; • Adjust speaking volume and pitch (inflection) for effect.; and, • Stand at ease and effectively use natural, appropriate and varied gestures. (ADP B6)	**C.2.4.1.11-12** Employ presentation skills including: • Make eye contact to engage listeners; • Enunciate words clearly; • Adjust speaking rate and use pauses for effect; • Adjust speaking volume and pitch (inflection) for effect.; and, • Vary gestures skillfully and purposefully to support the message of the oral presentation. (ADP B6)