

Grade 5 Listening and Speaking

2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Listening and Speaking - Stage III		
Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.		
5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	HI-5: demonstrating relationships among facts, ideas or events using academic vocabulary in classroom discussions. (e.g., problem/solution, cause/effect, etc.)	Comprehension of Oral Communications
	HI-6: responding to comprehension questions by demonstrating relationships among facts, ideas or events and extending the information to other relevant contexts using appropriate academic vocabulary. (e.g., problem/solution, cause/effect, compare/contrast, etc.) (c only)	Comprehension of Oral Communications
	HI-8: responding to social conversations by rephrasing and repeating information, asking questions, offering advice, sharing one's experiences, and expressing one's thoughts.	Comprehension of Oral Communications
	HI-9: asking questions to clarify ideas and concepts. (c only)	Comprehension of Oral Communications
5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	HI-2: summarizing main ideas/concepts and supporting details from read-alouds (fiction and nonfiction) in complete sentences.	Comprehension of Oral Communications
	HI-4: summarizing the main idea/concept and key	Comprehension of Oral

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	points/details of a presentation using complete sentences.	Communications
Listening and Speaking - Stage V (5.SL.2 only)		
5.SL.2 Stage V Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	HI-5: summarizing main ideas/concepts and key points/details of presentations. (In reference to a skill area only.)	Comprehension of Oral Communications
5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.		
5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	HI-5: demonstrating relationships among facts, ideas or events using academic vocabulary in classroom discussions. (e.g., problem/solution, cause/effect, etc.)	Comprehension of Oral Communications
5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		
5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.		

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Listening and Speaking - Stage III		
Standard 2: The student will express orally his or her own thinking and ideas.		
5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	HI-4: participating in socio-functional communication tasks using complete sentences.	Delivery of Oral Communications
	HI-5: asking and responding to academic questions in complete sentences (e.g., expressing possibilities and probabilities, hypothetical questions, etc.).	Delivery of Oral Communications
5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.		
5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	HI-8: presenting a variety of oral reports (e.g., expository, cause and effect, persuasive, etc.) containing specific and accurate academic vocabulary, an introduction, body, conclusion, transitions and visual aids.	Delivery of Oral Communications
5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when		

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appropriate to enhance the development of main ideas or themes.		
5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	HI-2: presenting dialogue, skits and drama using appropriate rhythm, rate, phrasing and expression. (Only in reference to a skill area.)	Delivery of Oral Communications