

**Listening and Speaking  
Grade 3**

	Advanced	Proficient	Basic	Below Basic
<i>Strategies</i>	<ul style="list-style-type: none"> <li>•Demonstrates strategies of a proficient listener/speaker, and initiates pragmatic adjustments appropriate to varying audiences and purposes.</li> </ul>	<ul style="list-style-type: none"> <li>•Restates or explains what has been said by another speaker, adding insight/ideas and responding with appropriate elaboration during daily academic conversations. <i>Comprehension 1.1, 1.2, 1.3</i></li> <li>•Uses musical elements of literary language (i.e., rhyme, alliteration, onomatopoeia) to enhance comprehension. <i>Comprehension 1.4</i></li> <li>•Expresses major point(s) or central idea(s) in a logical manner using clear, specific language and vocabulary, and enhancing as appropriate with visuals/props. <i>Organization/Delivery 1.5, 1.6, 1.7, 1.8</i></li> <li>•Poetry and prose is read with appropriate intonation and vocal patterns. <i>Organization/Delivery 1.9</i></li> <li>•Compares ideas and points of view in media/texts and makes determinations about opinions and verifiable facts. <i>Analysis 1.10, 1.11</i></li> </ul>	<ul style="list-style-type: none"> <li>•Limited attention to the contributions of other speakers. Responses during daily academic conversations may be formulaic or inappropriate.</li> <li>•Does not attend to or is confused by rhythmic/musical elements of literary language.</li> <li>•May express ideas randomly, with limited organization. May use vague, nonspecific language or vocabulary.</li> <li>•Poetry and prose is read in a monotone or in halting phrases.</li> <li>•May have difficulty with varying points of view, or distinguishing opinions from facts.</li> </ul>	<ul style="list-style-type: none"> <li>•Does not speak in class.</li> <li>•Does not attend to speaker.</li> </ul>
<i>Applications</i>	<ul style="list-style-type: none"> <li>•Demonstrates applications of a proficient listener/speaker, and self-initiates unique, authentic applications.</li> </ul>	<ul style="list-style-type: none"> <li>•Delivers brief <b>narrative</b> presentations providing a context and insight into why an incident is significant and memorable, using well-chosen details to develop characters, setting and plot. <i>Applications 2.1a, 2.1b, 2.1c</i></li> <li>•Plans and presents <b>dramatic interpretations</b> (events, stories, poems, plays) with clear diction, pitch, tempo and tone, enhanced with appropriate props. <i>Applications 2.2</i></li> <li>•Presents <b>descriptive</b>, unified impressions of people, places, things, and events with concrete sensory details. <i>Applications 2.3</i></li> </ul>	<ul style="list-style-type: none"> <li>•Narrative presentations and discussions may be limited to retelling with little context or insight.</li> <li>•Dramatic presentations may be inaudible, hesitant or lacking inflection.</li> <li>•Descriptive presentations may be limited to simple labeling or random recall of features.</li> </ul>	<ul style="list-style-type: none"> <li>•Does not participate in classroom discussions.</li> <li>•Does not deliver oral presentations</li> </ul>
<i>Conventions</i>	<ul style="list-style-type: none"> <li>•Demonstrates conventions of a proficient listener/speaker with flexibility appropriate to audience and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>•Uses appropriate pragmatic features of discourse (i.e., pacing, volume, gestures, expression).</li> <li>•Sentence structure and grammar errors are minor and do not interfere with meaning. <i>Written and Oral Conventions 1.0</i></li> </ul>	<ul style="list-style-type: none"> <li>•Confusions with standard English conventions interfere with understanding.</li> <li>•Speech/language may be difficult to understand.</li> </ul>	<ul style="list-style-type: none"> <li>•Does not use English language conventions.</li> </ul>