

**Listening and Speaking
Grade 4**

	Advanced	Proficient	Basic	Below Basic
<i>Strategies</i>	<ul style="list-style-type: none"> ▪Demonstrates strategies of a proficient listener/speaker, and initiates pragmatic adjustments appropriate to varying audiences and purposes. ▪Actively seeks out diverse perspectives. 	<ul style="list-style-type: none"> ▪Asks thoughtful questions, responds with appropriate elaboration, and summarizes major ideas with supporting evidence in daily academic conversations. Identifies and uses knowledge about sayings and expressions that reflect regions and cultures. <i>Comprehension 1.1, 1.2, 1.3</i> ▪Provides precise directions and instructions. Effectively emphasizes important points and uses details, examples, anecdotes or experiences to explain and clarify for the listener. <i>Comprehension/Organization/Delivery 1.4, 1.7, 1.8</i> ▪Presents effective introductions, conclusions and organizational structures in the delivery of formal oral presentations. <i>Organization/Delivery 1.5, 1.6</i> ▪Evaluates the role of media/texts in focusing attention on events and in forming opinions on issues. <i>Analysis 1.10</i> 	<ul style="list-style-type: none"> ▪Hesitant to speak in class. Gives short answers and expresses ideas, but may not elaborate or provide evidence. May be confused by expressions and sayings. ▪Instructions may have a beginning sense of organization. May have limited or formulaic strategies to explain and clarify. ▪Introduction, conclusion, organizational structure are absent or insufficient in formal oral presentations. ▪Expresses little or no evaluative opinion about texts or news media. 	<ul style="list-style-type: none"> ▪Does not speak in class. ▪Does not attend to speaker.
<i>Applications</i>	<ul style="list-style-type: none"> ▪Demonstrates applications of a proficient listener/speaker, and self-initiates unique, authentic applications. 	<ul style="list-style-type: none"> ▪Delivers/discusses narrative presentations (i.e., outlined/referenced from own written texts), relating ideas or recollections about an event within a context that enables the listener to imagine the event, and providing insight into why the event is memorable. <i>Applications 2.1a, 2.1b, 2.1c, and p. 106</i> ▪Delivers/discusses informational presentations (i.e., outlined/referenced from own written texts), that frame a key question, include significant facts/details and incorporate more than one source of information. <i>Applications 2.2a, 2.2b, 2.2c and p. 106</i> ▪Delivers summary of an article or book that demonstrates understanding of the text by relating the main idea and most significant details. <i>Applications 2.3</i> ▪Recites poems, soliloquies or dramatic dialogues using clear diction, tempo, volume and phrasing. <i>Applications 2.4</i> 	<ul style="list-style-type: none"> ▪Narrative presentations and discussions may be limited to static retelling of stories with little cohesion, context or insight. ▪Informational presentations and discussions may reflect focus on isolated facts or details. ▪May attempt to summarize articles or books by using a simple retell, or recall of isolated details. ▪May recite in a flat, monotone voice with little variation or inflection. 	<ul style="list-style-type: none"> ▪Does not participate in classroom discussions. ▪Does not deliver oral presentations
<i>Conventions</i>	<ul style="list-style-type: none"> ▪Demonstrates conventions of a proficient listener/speaker with flexibility appropriate to audience/purpose. 	<ul style="list-style-type: none"> ▪Uses appropriate volume, pitch, phrasing, pace, modulation and gestures to enhance meaning. <i>Organization/Delivery 1.9</i> ▪Sentence structure and grammar errors are minor and do not interfere with meaning. <i>Written and Oral Conventions 1.0</i> 	<ul style="list-style-type: none"> ▪Confusions with standard English conventions interfere with understanding. ▪Speech/language may be difficult to understand. 	<ul style="list-style-type: none"> ▪Does not use English language conventions.