

**Listening and Speaking  
Grade 5**

	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 audience and purpose,</li> <li>▪Actively seeks out diverse perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>▪Interprets verbal and non-verbal messages, purposes, and perspectives, asks questions to seek new information not yet discussed, and makes inferences or draws conclusions during oral reports and daily academic conversations. <i>Comprehension 1.1, 1.2, 1.3</i></li> <li>▪Modifies own written texts for oral presentation. Selects focus, structure and point of view, and supports ideas with evidence. <i>Instructional Design #10, 11 p. 125; Organization/Delivery 1.4, 1.5</i></li> <li>▪Analyzes media as a source. Critiques techniques and recognizes fallacies in media and oral presentations. <i>Analysis 1.7, 1.8</i></li> </ul>	<ul style="list-style-type: none"> <li>▪May misread verbal or non-verbal messages, or confuse speaker's purpose or perspective. May not ask for information beyond a written text or oral presentation.</li> <li>▪ Reads written text as an oral presentation, without making modifications to engage a live audience.</li> <li>▪May accept media/oral reports/texts as presented, without challenging the inferences or conclusions presented.</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>▪Modifies own written <b>narrative</b> text for oral presentation. Delivers narrative presentations establishing a situation, plot, point of view, setting and using descriptive words/phrases to show the listener what happens. <i>Applications 2.1a, 2.1b</i></li> <li>▪Modifies own written <b>informational</b> text for oral presentation. Delivers informative presentations about an important issue, event or idea. Frames questions that direct the investigation, establishes a topic or controlling idea, and develops the topic with facts, details, examples and explanations. <i>Applications 2.2a, 2.2b, 2.2c</i></li> <li>▪Modifies own written <b>response to literature</b> for oral presentation. Delivers oral responses to literature, summarizing the significant events and details. Expresses several ideas, images and insights communicated by the literary work, demonstrating understanding, and citing examples from the text to support conclusions and interpretations. <i>Applications 2.3a, 2.3b, 2.3c</i></li> </ul>	<ul style="list-style-type: none"> <li>▪Establishment of situation, plot, point of view or setting (in narrative presentations) may be insufficient for a listener to understand the story.</li> <li>▪Facts, details, examples and explanations provided (in informational presentations) may not cohesively support the controlling idea of the investigation. May have difficulty establishing a key question for investigation.</li> <li>▪Events/details cited from a text (in oral response to literature) may be isolated or disconnected. Conclusion may not represent sufficient insight or synthesis of the ideas, events, or images in the literary work.</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>▪ Engages audience with appropriate verbal cues, expressions and gestures. <i>Organization/Delivery 1.6</i></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>