

## Grade 3 Listening and Speaking

2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
<b>Listening and Speaking - Stage III</b>		
<b>Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.</b>		
<p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>HI-5: demonstrating relationships among facts, ideas or events using academic vocabulary in classroom discussions. (e.g., problem/solution, cause/effect, etc.)</p>	Comprehension of Oral Communications
	<p>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.)</p>	Comprehension of Oral Communications
	<p>HI-8: responding to social conversations by rephrasing and repeating information, asking questions, offering advice, sharing one's experiences, and expressing one's thoughts.</p>	Comprehension of Oral Communications
	<p>HI-9: asking questions to clarify ideas and concepts. <b>(c only)</b></p>	Comprehension of Oral Communications
<p>3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>HI-2: summarizing main ideas/concepts and supporting details from read-alouds (fiction and nonfiction) in complete sentences.</p>	Comprehension of Oral Communications
	<p>HI-3: sequencing events from read-alouds, presentations</p>	Comprehension of Oral

## Grade 3 Listening and Speaking

	and conversations in complete sentences. <b>(In reference to a skill area only.)</b>	Communications
	HI-4: summarizing the main idea/concept and key points/details of a presentation using complete sentences.	Comprehension of Oral Communications
3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	HI-9: asking questions to clarify ideas and concepts.	Comprehension of Oral Communications
3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking 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
3.SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		
3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	HI-2: summarizing main ideas/concepts and supporting details from read-alouds (fiction and nonfiction) in complete sentences. <b>(In reference to a skill area only.)</b>	Comprehension of Oral Communications
	HI-3: sequencing events from read-alouds, presentations and conversations in complete sentences. <b>(In reference to a skill area only.)</b>	Comprehension of Oral Communications
	HI-4: summarizing the main idea/concept and key	Comprehension of Oral

## Grade 3 Listening and Speaking

	points/details of a presentation using complete sentences. <b>(In reference to a skill area only.)</b>	Communications
--	--	----------------

<b>2010 AZ English Language Arts Standards (ELA)</b>	<b>English Language Proficiency Standards (ELPS)</b>
--	--

<b>Listening and Speaking - Stage III</b>	
---	--

**Standard 2: The student will express orally his or her own thinking and ideas.**

<p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>HI-4: participating in socio-functional communication tasks using complete sentences.</p>	<p>Delivery of Oral Communications</p>
	<p>HI-5: asking and responding to academic questions in complete sentences (e.g., expressing possibilities and probabilities, hypothetical questions, etc.).</p>	<p>Delivery of Oral Communications</p>
<p>3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>		
<p>3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>		
<p>3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>HI-7: sharing personal experiences/stories with descriptive language supported by details and examples in complete sentences.</p>	<p>Delivery of Oral Communications</p>
	<p>HI-8: presenting a variety of</p>	<p>Delivery of Oral</p>

## Grade 3 Listening and Speaking

	oral reports (e.g., expository, cause and effect, persuasive, etc.) containing specific and accurate academic vocabulary, an introduction, body, conclusion, transitions and visual aids.	Communications
3.SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		
3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	HI-2: presenting dialogue, skits and drama using appropriate rhythm, rate, phrasing and expression. <b>(Only in reference to a skill area.)</b>	Delivery of Oral Communications