

Grade 4 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.		
4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 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
4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
4.SL.3 Identify the reasons and		

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evidence a speaker provides to support particular points.		
4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, 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
4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		
4.SL.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small- group discussion); use 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.		
4.SL.1 Engage effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grade 4 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	Delivery of Oral Communications

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	complete sentences (e.g., expressing possibilities and probabilities, hypothetical questions, etc.).	
4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.		
4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	HI-7: sharing personal experiences/stories with descriptive language supported by details and examples in complete sentences.	Delivery of Oral Communications
	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
4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		
4.SL.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small- group discussion); use formal English when	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

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appropriate to task and situation.		
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