

## 5<sup>TH</sup> GRADE SPEAKING AND LISTENING STANDARDS BREAKDOWN

**Anchor Standard/ Domain Name:** Speaking & Listening

Comprehension and Collaboration SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**Standard Text:**

**SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.**

- a) **Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.**
- b) **Follow agreed-upon rules for discussions and carry out assigned roles.**
- c) **Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.**
- d) **Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.**

**Students who can demonstrate understanding can:**

- communicate ideas clearly when working with a peer or with a small group.
- use precise language to increase clarity in communication.
- Participate in discussions in respectful ways such as listening to peers carefully and speaking one at a time without disruption while discussing a topic.
- participate in discussions in a respectful way in a small group and in a whole group.
- ask specific questions and respond to those specific questions that contribute to a whole group or small group discussion.
- elaborate on the statement of others in a group discussion.

**Vertical Alignment to Previous Grades:**

SL.3.1, SL.4.1

**Vertical Alignment to Future Grades:**

SL.6.1, SL.7.1

**Clarification Statement:**

Students participate in discussions (one-on-one, in groups, and teacher-led) with different peers on a variety of fifth grade topics and texts. They communicate their own ideas and add to what others are saying.

- students prepare for discussions ahead of time by reading texts and researching assigned material. During the discussions, they use what they know about the topic and what they learned (citing textual evidence).

	<ul style="list-style-type: none"> <li>• students know the rules for class discussions and take on meaningful roles by following those guidelines.</li> <li>• students ask and answer specific questions that add to the discussion and expand on what others are saying about the topic.</li> <li>• following a discussion, students review key ideas made during the discussion and draw conclusions about the knowledge they gained.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>key ideas</b> – most important thoughts addressed in a text or discussion.</li> <li>• <b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Speaking &amp; Listening</u></p> <p><u>Comprehension and Collaboration SL.2</u> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p><b>Standard Text:</b></p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• summarize a text presented in multiple formats in various ways.</li> <li>• present a summary of information learned from sources.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p> <p>SL.3.2, SL4.2</p> <p><b>Vertical Alignment to Future Grades:</b></p> <p>SL.6.2, SL.7.2</p>	<p><b>Clarification Statement:</b></p> <p>Students give accounts of the main points from a written text that has been read aloud or information that is presented to them in various ways and forms, such as visuals (images, videos, art, graphics), text with numbers or measures (charts, tables, graphs), and oral presentations (speeches, audios, videos.)</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>quantitatively</b> – in such a manner that allows something to be measured by numbers and/or ranking; (contrast with</li> <li>• <b>qualitatively</b> – in such a manner that allows something to be measured in terms of descriptive experience and reflection)</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Speaking &amp; Listening</u></p>	

<p><u>Comprehension and Collaboration SL.3</u> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	
<p><b>Standard Text:</b></p> <p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• summarize the main points a speaker makes in a text individually and/or with a peers.</li> <li>• state how each main point is supported with evidence or explanations.</li> <li>• create a summary of the main points and evidence that support the main points to determine the speaker's point of view.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p> <p>Sl. 3.3, SL.4.3</p> <p><b>Vertical Alignment to Future Grades:</b></p> <p>SL.6.3, SL.7.3</p>	<p><b>Clarification Statement:</b></p> <p>Students summarize the speaker's ideas and explain how each claim is backed up by reasons and evidence.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b><u>reasons/reasoning</u></b> – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic.</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Speaking &amp; Listening</u></p> <p><u>Presentation of Knowledge and Ideas SL.4</u> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	
<p><b>Standard Text:</b></p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• speak clearly at a pace that is not rushed and fast paced.</li> <li>• present ideas in a sequential and orderly manner when presenting orally.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p> <p>SL.3.4, SL.4.4</p> <p><b>Vertical Alignment to Future Grades:</b></p> <p>SL.6.4, SL.7.4</p>	<p><b>Clarification Statement:</b></p> <p>Students use a logical order when presenting information or opinions. They use relevant facts, and vivid, related details that support main ideas or themes. They modify their speech to suit different situations and assignments.</p> <p><b>Vocabulary for Teacher Development:</b></p>

	<ul style="list-style-type: none"> <li>● <b>relevant evidence, observations, ideas, descriptive details</b> – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim</li> <li>● <b>task</b> – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter)</li> <li>● <b>theme</b> – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores.</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Speaking &amp; Listening</u></p> <p><u>Presentation of Knowledge and Ideas SL.5</u> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	
<p><b>Standard Text:</b></p> <p>SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>● present using various displays of information to give more context to the presentation.</li> <li>● determine when a display is necessary to improve the presentations development of the main idea or theme.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p> <p>SL.3.5, SL.4.5</p> <p><b>Vertical Alignment to Future Grades:</b></p> <p>SL.6.5, SL.7.5</p>	<p><b>Clarification Statement:</b></p> <p>Students include visual and multimedia elements in their presentations to strengthen the development of main ideas and themes.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>● <b>main idea(s)/topic</b> – the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning multimedia component – the part or piece of a larger whole (e.g., a speech or presentation) that is constructed using more than one medium of expression (e.g., a piece that combines audio and video) theme – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1-3, the theme is often referred to as the central message.</li> </ul>

<p><b>Anchor Standard/ Domain Name:</b> <u>Speaking &amp; Listening</u></p> <p><u>Presentation of Knowledge and Ideas SL.6</u> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	
<p><b>Standard Text:</b></p> <p>SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• adapt language to varying contexts (formal presentation, informal discussion.)</li> <li>• utilize conventions of formal English when appropriate.</li> <li>• provide additional detail or clarification when asked.</li> <li>• participate in a variety of small-group and whole-group classroom discussions.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p> <p>SL.3.6, SL.4.6</p> <p><b>Vertical Alignment to Future Grades:</b></p> <p>SL.6.6, SL.7.6</p>	<p><b>Clarification Statement:</b></p> <p>Students engage in a variety of classroom discussion structures (formal presentations, informal group discussions). They use relevant facts and vivid, related details that support main ideas or themes. Students consider formal and informal language and change their approaches to suit the needs of the audience.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>formal discourse</b> – dialogue between two or more people, generally consisting of an exchange of arguments, claims, and counterclaims and using a register appropriate to academic dialogue.</li> <li>• <b>informal discourse</b> – dialogue between peers which is relaxed and uses a familiar register; generally, such dialogue is not held to the standard and conventions of formal English.</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Speaking &amp; Listening</u></p> <p><u>Presentation of Knowledge and Ideas:</u> New Mexico State Standards</p>	
<p><b>Standard Text:</b> 5th grade students will:</p> <p>(a) understand the influence of heritage language in English speech patterns;</p> <p>(b) orally compare and contrast accounts of the same event and text;</p> <p>(c) demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• Listen to an audio recording of an English speaker and identify specific speech patterns.</li> <li>• Identify within those speech patterns where heritage language has been influential.</li> <li>• Discuss and analyze why certain phrases or words are used in New Mexico and the influence of heritage languages on those phrases and words.</li> <li>• Compare and contrast accounts of the same event and text verbally</li> </ul>

	<ul style="list-style-type: none"> <li>• identify various types of listening skills (paying attention, maintaining eye contact, asking questions, giving feedback, etc.) and describe which skills are appropriate in a given environment.</li> <li>• demonstrate their knowledge of listening skills in a variety of cultural settings in a way which allows for mutual understanding and cooperation between everyone present.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p> <p>4.a, 4.b, 4.c,</p> <p><b>Vertical Alignment to Future Grades:</b></p> <p>6.a, 7.a, 8.a</p>	<p><b>Clarification Statement</b> Students will understand how languages have influence outside themselves, specifically heritage languages on English and its speech patterns.</p> <p>In addition, students can compare and contrast accounts of the same event by describing aloud, through class discussion or oral presentation, their analysis of similarities and differences between them.</p> <p>Students will understand the importance of listening skills for both understanding and for working together and will use this knowledge to apply the appropriate listening skill depending on the cultural setting they are in.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b><u>heritage language</u></b>- language other than the dominant language in a given social context. Heritage languages are often learned at home and connect the speaker culturally and linguistically to their forebears.</li> <li>• <b><u>speech pattern</u></b>- a distinctive manner of oral expression</li> <li>• <b><u>cultural setting</u></b>- the context, environment, or situation that is relevant to the beliefs, values, and practices of a particular nation, people, or other social group</li> <li>• <b><u>cooperation</u></b>-the process of working together toward the same end</li> <li>• <b><u>appropriate</u></b>- suitable or proper in the circumstances</li> </ul>