

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion.

The student is expected to:

Based on the student's language proficiency level,
the student is expected to:

Based on the student's language proficiency level,
and with appropriately provided English language
development scaffolding, the student is expected to:

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
(A) listen actively and ask questions to understand information and answer questions using multi-word responses;	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;	(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;	(A) listen actively to interpret verbal and non-verbal messages, ask clarifying questions, and make pertinent comments;	(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately; that build on others' ideas;	(A) listen actively to interpret a message and ask clarifying questions, and respond appropriately; that build on others' ideas;	(A) listen actively to interpret a message by summarizing, asking questions, and making comments;	(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;	(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;
(B) restate and follow oral directions that involve a short, related sequence of actions;	(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;	(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;	(B) follow, restate, and give oral instructions that involve a series of related sequences of action;	(B) follow, restate, and give oral instructions that involve a series of related sequences of action;	(B) follow, restate, and give oral instructions that include multiple action steps;	(B) follow and give oral instructions that include multiple action steps;	(B) follow, restate, and give increasingly complex oral instructions to perform specific tasks, answer questions, or solve problems;	(B) follow, restate, and give complex oral instructions to perform specific tasks, answer questions, or solve problems;	(B) share prior knowledge with peers and others to facilitate communication;	(B) share prior knowledge with peers and others to facilitate communication;
(C) share information and ideas by speaking audibly and clearly using the conventions of language;	(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	(C) speak coherently about the topic under discussion, employing eye contact, speaking clearly at an appropriate pace and using the conventions of language;	(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and	(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and	(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and	(C) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and	(D) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively;	(D) give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and increasing mastery of conventions of language to communicate ideas effectively;
(C) give an organized presentation with a specific point of view;										

Spanish Language Arts and Reading

K - 12 Vertical Alignment

Strand 1

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and listening to others, speaking when recognized, and making appropriate contributions; and building on the ideas of others; and	(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and	(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and	(D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and	(D) work collaboratively with others to develop a plan of shared responsibilities.	(D) work collaboratively with others to develop a plan of shared responsibilities.	(D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.	(D) engage in meaningful discourse and provide feedback from others; and	(E) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take a plan for consensus notes, and vote on key issues; and	(E) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making;	(E) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making;
(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.	(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.	(E) develop social communication such as distinguishing between asking and telling.	(E) develop social communication such as conversing politely in all situations.			(E) develop social communication and produce oral language in contextualized and purposeful ways.	(F) develop social communication and produce oral language in contextualized and purposeful ways.	(F) develop social communication and produce oral language in contextualized and purposeful ways; and	(G) conduct an interview, (G) listen and respond to including social and informative.	(F) develop social communication and produce oral language in contextualized and purposeful ways; and
									(G) listen and respond to critique from peers after an oral presentation.	