

LISTENING AND SPEAKING



ELAR TEKS Vertical Alignment

Grades K–English IV

The *English Language Arts and Reading (ELAR) Vertical Alignment Chart* is a tool that allows the *Texas Essential Knowledge and Skills (TEKS)* to be viewed across multiple grade levels. The *TEKS* for kindergarten are listed here in the same order as they are presented in the *ELAR TEKS* document. After kindergarten, the *ELAR TEKS* are listed to correlate with previous grade levels. Consequently, in viewing columns for grades 1–English IV, you may see various letters [(A), (B), (i), (ii), etc.] that are not in order preceding the student expectation.

LISTENING AND SPEAKING

Students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups.

Guide to the ELAR TEKS Listening and Speaking Strand Across Grade Levels

Tagline and Applicable Grade Level	Knowledge and Skills Statement	CCRS Standard
Listening K 1 2 3 4 5 6 7 8 9 10 11 12	Students use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.	E/LAS (English/Language Arts Standards) IV. Listening: B. Listen effectively in informal and formal situations.
Speaking K 1 2 3 4 5 6 7 8 9 10 11 12	Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity.	E/LAS III. Speaking: B. Develop effective speaking styles for both group and one-on-one situations.*
Teamwork K 1 2 3 4 5 6 7 8 9 10 11 12	Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.	E/LAS III. Speaking: A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, organization of information). E/LAS IV. Listening: A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews). CDS (Cross-Disciplinary Standards): I. Key Cognitive Skills. E. Work habits

*There is no one-on-one speaking correlation in TEKS.

ELAR TEKS Listening and Speaking Strand

Vertical Alignment

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:												
21(A) listen attentively by facing speakers and asking questions to clarify information;	27(A) listen attentively to speakers and ask relevant questions to clarify information;	28(A)	29(A) listen attentively to speakers, ask relevant questions, and make pertinent comments;	27(A)	27(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective;	26(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective;	26(A) listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;	24(A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;		24(A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions;		
21(B) follow oral directions that involve a short related sequence of actions.	27(B) follow, restate, and give oral instructions that involve a short related sequence of actions.	28(B)	29(B) follow, restate, and give oral instructions that involve a series of related sequences of action.	27(B)	27(B) follow, restate, and give oral instructions that include multiple action steps;	26(B) follow and give oral instructions that include multiple action steps;	26(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;	26(B)	24(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes;	24(B)	24(B) evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience.	24(B) assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery.
					27(C) determine both main and supporting ideas in the speaker's message.	26(C) paraphrase the major ideas and supporting evidence in formal and informal presentations.	26(C) draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions).	26(C) summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices.	24(C) evaluate the effectiveness of a speaker's main and supporting ideas.	24(C) evaluate how the style and structure of a speech support or undermine its purpose or meaning.		

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to:												
22(A) share information and ideas by speaking audibly and clearly using the conventions of language.	28(A) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.	29(A) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.	30(A) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.	28(A) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.	28(A) give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.	27(A) give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.	27(A) 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.	27(A) advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.	25(A) give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	25(A) advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	25(A) give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	25(A) formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to:												
23(A) follow agreed-upon rules for discussion, including taking turns and speaking one at a time.	29(A) follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	30(A)	31(A) participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.	29(A)	29(A) participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.	28(A)	28(A) participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.	28(A)	26(A) participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.	26(A)	26(A) participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.	26(A)

