

# LISTENING AND SPEAKING



## SLAR TEKS Vertical Alignment

Grades K–6

*The Spanish Language Arts and Reading (SLAR) 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 SLAR TEKS document. After kindergarten, the SLAR TEKS are listed to correlate with previous grade levels. Consequently, in viewing columns for grades 1–6, you may see various letters [(A), (B), (i), (ii), etc.] that are not in order preceding the student expectation.*

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### 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 SLAR TEKS Listening and Speaking Strand Across Grade Levels

| Tagline and Applicable Grade Level  | Knowledge and Skills Statement | CCRS Standard |   |   |   |   |   |   |   |
|---|--------------------------------|---------------|---|---|---|---|---|---|---|
| <p><b>Listening</b></p> <table border="1"> <tr> <td>K</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> </table> | K                              | 1             | 2 | 3 | 4 | 5 | 6 | <p>Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity.</p> | <p><b>E/LAS (English/Language Arts Standards) IV. Listening:</b> B. Listen effectively in informal and formal situations.</p>   |
| K   | 1                              | 2             | 3 | 4 | 5 | 6 |   |   |   |
| <p><b>Speaking</b></p> <table border="1"> <tr> <td>K</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> </table>  | K                              | 1             | 2 | 3 | 4 | 5 | 6 | <p>Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity.</p>                        | <p><b>E/LAS III. Speaking:</b> B. Develop effective speaking styles for both group and one-on-one situations.*</p>  |
| K   | 1                              | 2             | 3 | 4 | 5 | 6 |   |   |   |
| <p><b>Teamwork</b></p> <table border="1"> <tr> <td>K</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> </table>  | K                              | 1             | 2 | 3 | 4 | 5 | 6 | <p>Students work productively with others in teams. Students continue to apply earlier standards with greater complexity.</p>   | <p><b>E/LAS III. Speaking:</b> A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, organization of information).</p> <p><b>E/LAS IV. Listening:</b> 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).</p> <p><b>CDS (Cross-Disciplinary Standards): I. Key Cognitive Skills.</b> E. Work habits</p> |
| K   | 1                              | 2             | 3 | 4 | 5 | 6 |   |   |   |

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

# SLAR TEKS Listening and Speaking Strand Vertical Alignment

| Kindergarten   | First Grade   | Second Grade  | Third Grade   | Fourth Grade  | Fifth Grade   | Sixth Grade   |
|--|---|---|---|---|---|---|
| <b>Listening and Speaking/Listening.</b><br>Students use comprehension skills to listen attentively to others in formal and informal settings. Students 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) listen attentively to speakers and ask relevant questions to clarify information;             | 29(A) listen attentively to speakers, ask relevant questions, and make pertinent comments;              | 27(A) listen attentively to speakers, ask relevant questions, and make pertinent comments;              | 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 or perspective; |
| 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) follow, restate, and give oral instructions that involve a short related sequence of actions. | 29(B) follow, restate, and give oral instructions that involve a series of related sequences of action. | 27(B) follow, restate, and give oral instructions that involve a series of related sequences of action. | 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;   |
|  |   |   |   |   | 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.  |

| Kindergarten  | First Grade   | Second Grade  | Third Grade   | Fourth Grade   | Fifth Grade   | Sixth Grade  |
|---|---|---|---|--|---|--|
| <p><b>Listening and Speaking/Speaking.</b><br/>           Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> |   |   |   |  |   |  |
| 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. |
| <p><b>Listening and Speaking/Teamwork.</b><br/>           Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to:</p>                            |   |   |   |  |   |  |
| 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) follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.           | 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) 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) participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.       | 28(A) participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.  |