

**MARYLAND COLLEGE AND CAREER READY CURRICULUM FRAMEWORK  
ENGLISH LANGUAGE ARTS**

*Maryland College and Career  
Ready Curriculum Framework*

□ *Speaking and Listening  
Grades 3 through 5*

**August 2014**



## Maryland College and Career Ready Curriculum Framework English Language Arts

In June, 2010, the Maryland State Board of Education adopted the Common Core State Standards. During the summer and fall of 2010, Maryland educators examined the Common Core State Standards and the existing State Curriculum to determine which skills and content matched the Common Core State Standards. Based on this analysis, development of the new curriculum began. These Frameworks are the result of a yearlong effort by Maryland educators to unpack the Common Core State Standards and identify the essential skills and knowledge that a student would need in order to master the grade specific standards. Since the Common Core State Standards did not include Pre-K, Maryland educators created standards and developed the essential skills and knowledge to serve these students. The Frameworks are not intended to convey the order in which the standards should be taught nor the length of time to devote to a unit of study.

### Key:

**Black print** – Common Core State Standards

**Red print** – The Essential Skills and Knowledge identified by Maryland Educators. These statements are intended to help teachers develop common understandings and valuable insights into what a student must know and be able to do to demonstrate proficiency with the standard.

**Purple print** – The Common Core State Standard was judged as an excellent match with the existing State Curriculum during the gap analysis, such as SC, 6 (read “State Curriculum, Grade 6)

The Maryland College and Career Ready Curriculum Frameworks in English Language Arts integrate standards from different strands. Throughout the Maryland Essential Skills and Knowledge, you will see references such as See CCSS 6 SL4 (read “See Common Core State Standards, Grade 6, Speaking & Listening, Standard 4”). The following list shows the abbreviations used when referencing standards from the ELA Common Core State Standards:

RL – Reading Literature

W - Writing

RI – Reading [Informational Text](#)

SL – Speaking and Listening

RF – Reading Foundational Skills

L – Language

The Maryland College and Career Ready Curriculum Frameworks also integrate standards from the Maryland School Library Media Curriculum and the Maryland Technology Literacy Standards. These standards are indicated by the abbreviations MD SLM 6-8 \_\_\_\_\_ (read “Maryland School Library Media, grades 6-8, Standard, Indicator, Objective”) and TL (read “Technology Literacy Standards” followed by Standard, Indicator, Objective).

**Maryland College and Career Ready Curriculum Framework  
English Language Arts**

**Standards for Speaking and Listening (SL)**

<b>Cluster: Comprehension and Collaboration</b>		
<b>SL1 CCR Anchor Standard</b>		
Prepare for and participate effectively in a range of conversations and collaborations with <b>diverse partners</b> , building on others' ideas and expressing their own clearly and persuasively.		
<b>Grade 3 students:</b>	<b>Grade 4 students:</b>	<b>Grade 5 students:</b>
<p><b>SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with <b>diverse partners</b> on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p><b>SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with <b>diverse partners</b> on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p><b>SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with <b>diverse partners</b> on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. (SC, 5)</p>
<p><b>SL1.a</b> 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.</p>	<p><b>SL1.a</b> 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.</p>	<p><b>SL1.a</b> 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.</p>
<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>
<ul style="list-style-type: none"> <li>• Identify appropriate questions about a topic or an assigned information need. (See MD SLM 2-3 1B1.)</li> <li>• Collect information using a variety of multi-media resources, e.g., books, interviews, and technology. (See MD TL 3 5A1.f as needed.)</li> <li>• Access prior knowledge and experiences to extend the topic.</li> <li>• Use relevant information to engage in discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify appropriate questions about a topic or an assigned information need. (See MD SLM 4-5 1B1.)</li> <li>• Collect information using a variety of multi-media resources, e.g., books, interviews, and technology. (See MD TL 4 5A1.f as needed.)</li> <li>• Take notes in preparation for the discussion.</li> <li>• Access prior knowledge and experiences to extend the topic.</li> <li>• Use relevant information to engage in discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify appropriate questions about a topic or an assigned information need. (See MD SLM 4-5 1B1.)</li> <li>• Collect information using a variety of multi-media resources, e.g., books, interviews, and technology. (See MD TL 5 5A1.f as needed.)</li> <li>• Take notes in preparation for the discussion.</li> <li>• Access prior knowledge and experiences to extend the topic.</li> <li>• Use relevant information to engage in discussion.</li> </ul>
<p><b>SL1.b</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and <b>texts</b> under discussion).</p>	<p><b>SL1.b</b> Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p><b>SL1.b</b> Follow agreed-upon rules for discussions and carry out assigned roles.</p>
<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>
<ul style="list-style-type: none"> <li>• Collaborate with adults and peers to create rules to ensure respectful group discussions.</li> <li>• Identify and define roles for participants in discussions.</li> <li>• Participate in group discussions on a variety of topics.</li> <li>• Demonstrate command of the <b>conventions of standard English grammar and usage when speaking</b>. (See CCSS L.3.1.)</li> <li>• Contribute to a learning community. (MD SLM 2-3 5 A2.a)</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with peers to create rules to ensure respectful group discussions.</li> <li>• Identify and define roles for participants in discussions.</li> <li>• Participate in group discussions on a variety of topics.</li> <li>• Demonstrate command of the <b>conventions of standard English grammar and usage when speaking</b>. (See CCSS L.4.1.)</li> <li>• Contribute to a learning community. (MD SLM 4-5 5 A2.a)</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with peers to create rules to ensure respectful group discussions.</li> <li>• Identify and define roles for participants in discussions.</li> <li>• Serve in different roles in discussions.</li> <li>• Demonstrate command of the <b>conventions of standard English grammar and usage when speaking</b>. (See CCSS L.5.1.)</li> <li>• Contribute to a learning community. (MD SLM 4-5 5 A2.a)</li> </ul>

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**Standards for Speaking and Listening (SL)**

<b>Cluster: Comprehension and Collaboration</b>		
<b>SL1 CCR Anchor Standard</b>		
Prepare for and participate effectively in a range of conversations and collaborations with <b>diverse partners</b> , building on others' ideas and expressing their own clearly and persuasively.		
<b>Grade 3 students:</b>	<b>Grade 4 students:</b>	<b>Grade 5 students:</b>
<p><b>SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with <b>diverse partners</b> on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. <b>cont'd from p. 1</b></p>	<p><b>SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with <b>diverse partners</b> on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly. <b>cont'd from p. 1</b></p>	<p><b>SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with <b>diverse partners</b> on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. (SC, 5) <b>cont'd from p. 1</b></p>
<p><b>SL1.c</b> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	<p><b>SL1.c</b> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>	<p><b>SL1.c</b> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (SC, 5)</p>
<p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Ask appropriate questions about the topic.</li> <li>• Use linking phrases to connect comments while staying on topic.</li> <li>• During/after discussion, confirm, dispute, and/or change ideas on the topic.</li> <li>• Demonstrate command of the <b>conventions of standard English grammar and usage when speaking</b>. (See CCSS L.3.1.)</li> </ul>	<p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Ask appropriate questions about the topic.</li> <li>• Use linking phrases to connect comments while staying on topic.</li> <li>• During/after discussion, confirm, dispute, and/or change ideas on the topic.</li> <li>• Demonstrate command of the <b>conventions of standard English grammar and usage when speaking</b>. (See CCSS L.4.1.)</li> </ul>	<p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Ask appropriate questions about the topic.</li> <li>• Use linking phrases to connect comments while staying on topic.</li> <li>• During/after discussion, confirm, dispute, and/or change ideas on the topic.</li> <li>• Demonstrate command of the <b>conventions of standard English grammar and usage when speaking</b>. (See CCSS L.5.1.)</li> </ul>
<p><b>SL1.d</b> Explain their own ideas and understanding in light of the discussion.</p>	<p><b>SL1.d</b> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p><b>SL1.d</b> Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (SC, 5)</p>
<p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Listen to identify topic and key ideas of speakers.</li> <li>• Formulate an <b>opinion</b> based on experiences, prior knowledge of the topic, and the information presented.</li> <li>• Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures.</li> <li>• Speak at an appropriate pace, volume, and <b>tone</b>.</li> </ul>	<p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Listen to identify topic and key ideas of speakers.</li> <li>• Express an <b>opinion</b> based on experiences, prior knowledge of the topic, and the information presented.</li> <li>• Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures.</li> <li>• Speak at an appropriate rate, volume, and <b>tone</b>.</li> </ul>	<p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Listen to identify topic and key ideas of speakers.</li> <li>• Use personal experiences, prior knowledge of the topic, and the information presented to draw conclusions about a topic.</li> <li>• Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures.</li> <li>• Speak at an appropriate rate, volume, and <b>tone</b>.</li> </ul>

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English Language Arts**

**Standards for Speaking and Listening (SL)**

<b>Cluster: Comprehension and Collaboration</b>		
<b>SL2 CCR Anchor Standard</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		
<b>Grade 3 students:</b>	<b>Grade 4 students:</b>	<b>Grade 5 students:</b>
<p><b>SL2</b> Determine the main ideas and supporting details of a <b>text</b> read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Distinguish between key details and supporting details.</li> <li>• Connect key details to determine main idea.</li> <li>• Identify words, phrases, <b>graphic aids</b>, and organizational features that support the main idea.</li> </ul>	<p><b>SL2 Paraphrase</b> portions of a <b>text</b> read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Identify the main idea and supporting details in <b>text</b> or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• Restate the main idea and key details of a <b>text</b> in other words for clarification.</li> <li>• Demonstrate command of the <b>conventions of standard English grammar and usage when speaking</b>. (See CCSS L.4.1.)</li> </ul>	<p><b>SL2 Summarize</b> a written <b>text</b> read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Identify the main idea and supporting details in <b>text</b> or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• <b>Summarize text</b> using main idea and key supporting details.</li> <li>• Demonstrate command of the <b>conventions of standard English grammar and usage when speaking</b>. (See CCSS L.5.1.)</li> </ul>

<b>Cluster: Comprehension and Collaboration</b>		
<b>SL3 CCR Anchor Standard</b> Evaluate a speaker's <b>point of view</b> , reasoning, and use of evidence and <b>rhetoric</b> .		
<b>Grade 3 students:</b>	<b>Grade 4 students:</b>	<b>Grade 5 students:</b>
<p><b>SL3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Demonstrate active listening.</li> <li>• Take notes, and record information in a variety of formats as needed, including technology.</li> <li>• Use prior knowledge and details from the information presented to generate appropriate questions.</li> <li>• Use and expand on information from a speaker when responding to questions.</li> <li>• Demonstrate command of the <b>conventions of standard English grammar and usage when speaking</b>. (See CCSS L.3.1.)</li> </ul>	<p><b>SL3</b> Identify the reasons and evidence a speaker provides to support particular points. (<b>SC, 4</b>)</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Demonstrate active listening.</li> <li>• Take notes, and record information in a variety of formats as needed, including technology.</li> <li>• Determine the main idea of a <b>text</b>, and explain how it is supported by key details. (See CCSS 4 RI2.)</li> <li>• Explain how a speaker uses reasons and evidence to support particular points.</li> <li>• Demonstrate command of the <b>conventions of standard English grammar and usage when speaking</b>. (See CCSS L.4.1.)</li> </ul>	<p><b>SL3 Summarize</b> the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Demonstrate active listening.</li> <li>• Take notes and record information in a variety of formats as needed, including technology.</li> <li>• Determine two or more main ideas of a <b>text</b> and explain how they are supported by key details; <b>summarize the text</b>. (CCSS 5 RI2)</li> <li>• Demonstrate command of the <b>conventions of standard English grammar and usage when speaking</b>. (See CCSS L.5.1.)</li> </ul>

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**Standards for Speaking and Listening (SL)**

<b>Cluster: Presentation of Knowledge and Ideas</b>		
<b>SL4 CCR Anchor Standard</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and <b>style</b> are appropriate to task, purpose, and audience.		
<b>Grade 3 students:</b>	<b>Grade 4 students:</b>	<b>Grade 5 students:</b>
<p><b>SL4</b> Report on a topic or <b>text</b>, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (SC,3)</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• With guidance, select print, online, and <b>multimedia</b> sources with appropriate facts and relevant descriptive details about the topic. (See MD SLM 2-3 2 B1.d.)</li> <li>• Interpret information to create new understandings and knowledge related to the topic. (See MD SLM 2-3 2-3 4.)</li> <li>• With guidance, edit/review/revise/practice the presentation of the information product. (See MD SLM 2-3 5 A1.e)</li> <li>• Demonstrate command of the <b>conventions of standard English</b> grammar and usage when speaking. (CCSS L.3.1)</li> <li>• Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures.</li> <li>• Speak at an appropriate rate, volume, and <b>tone</b>.</li> </ul>	<p><b>SL4</b> Report on a topic or <b>text</b>, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or <b>themes</b>; speak clearly at an understandable pace.</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Select print, online, and <b>multimedia</b> sources with appropriate facts and relevant descriptive details about the topic. (See MD SLM 4-5 2 B1.d.)</li> <li>• Interpret information to create new understandings and knowledge related to the topic. (See MD SLM 4-5 4.)</li> <li>• With guidance, edit/review/revise/practice the presentation of the information product. (See MD SLM 4-5 5 A1.e)</li> <li>• Demonstrate command of the <b>conventions of standard English</b> grammar and usage when speaking. (CCSS L.4.1)</li> <li>• Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures.</li> <li>• Speak at an appropriate rate, volume, and <b>tone</b>.</li> </ul>	<p><b>SL4</b> Report on a topic or <b>text</b> or present an <b>opinion</b>, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or <b>themes</b>; speak clearly at an understandable pace. (SC, 5)</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Select print, online, and <b>multimedia</b> sources with appropriate facts and relevant descriptive details about the topic. (See SLM 4-5 2 B1.d.)</li> <li>• Interpret information to create new understandings and knowledge related to the topic. (See MD SLM 4-5 4.)</li> <li>• With guidance, edit/review/revise/practice the presentation of the information product. (See MD SLM 4-5 5 A1.e)</li> <li>• Demonstrate command of the <b>conventions of standard English</b> grammar and usage when speaking. (CCSS L.4.1)</li> <li>• Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures.</li> <li>• Speak at an appropriate rate, volume, and <b>tone</b>.</li> </ul>

**Maryland College and Career Ready Curriculum Framework  
English Language Arts**

**Standards for Speaking and Listening (SL)**

<b>Cluster: Presentation of Knowledge and Ideas</b>		
<b>SL5 CCR Anchor Standard</b>		
Make strategic use of <b>digital</b> media and visual displays of data to express information and enhance understanding of presentations.		
<b>Grade 3 students:</b>	<b>Grade 4 students:</b>	<b>Grade 5 students:</b>
<p><b>SL5</b> Create engaging audio recordings of stories or <b>poems</b> that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• With guidance, create, organize, and display information in a variety of formats, including the use of technology. (See MD SLM 2-3 5 A1.a.)</li> <li>• Share information in an appropriate format for written, oral, sound, and/or visual presentations.</li> <li>• Differentiate media types for audience, environment, and purpose of presentations.</li> <li>• With guidance, edit/review/revise/practice the presentation of the information product. (See MD SLM 2-3 5 A1.e.)</li> <li>• Speak at an appropriate rate, volume, and <b>tone</b>.</li> <li>• Demonstrate social and ethical behaviors when using <b>technology</b>. (See MD TL 3 2 B2.a.)</li> </ul>	<p><b>SL5</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or <b>themes</b>.</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• With guidance, create, organize, and display information in a variety of formats, including the use of technology. (See MD SLM 4-5 5 A1.a.)</li> <li>• Share information in an appropriate format for written, oral, sound, and/or visual presentations.</li> <li>• Differentiate media types for audience, environment, and purpose of presentations.</li> <li>• With guidance, edit/review/revise/practice the presentation of the information product. (See MD SLM 4-5 5 A1.e.)</li> <li>• Speak at an appropriate rate, volume, and <b>tone</b>.</li> <li>• Demonstrate social and ethical behaviors when using <b>technology</b>. (See MD TL 4 2 B2.a.)</li> </ul>	<p><b>SL5</b> Include <b>multimedia</b> components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or <b>themes</b>.</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• With guidance, create, organize, and display information in a variety of formats, including the use of technology. (See MD SLM 4-5 5 A1.a.)</li> <li>• Share information in an appropriate format for written, oral, sound, and/or visual presentations.</li> <li>• Differentiate media types for audience, environment, and purpose of presentations</li> <li>• With guidance, edit/review/revise/practice the presentation of the information product. (See MD SLM 4-5 5 A1.e.)</li> <li>• Speak at an appropriate rate, volume, and <b>tone</b>.</li> <li>• Comply with copyright laws and fair use provisions when using <b>digital content</b>. (See MD TL 5 2 B2.a.)</li> </ul>

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English Language Arts**

**Standards for Speaking and Listening (SL)**

<b>Cluster: Presentation of Knowledge and Ideas</b>		
<b>SL6 CCR Anchor Standard</b>		
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
<b>Grade 3 students:</b>	<b>Grade 4 students:</b>	<b>Grade 5 students:</b>
<p><b>SL6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Differentiate between complete sentences and fragments.</li> <li>• Recognize and speak appropriately for audience, environment, and purpose.</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.3.1.)</li> <li>• Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures.</li> <li>• Speak at an appropriate rate, volume, and tone.</li> </ul>	<p><b>SL6</b> 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. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Differentiate between formal and informal English. (CCSS 4 L1.)</li> <li>• Recognize and speak appropriately for audience, environment, and purpose.</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.4.1.)</li> <li>• Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures.</li> <li>• Speak at an appropriate rate, volume, and tone.</li> </ul>	<p><b>SL6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Differentiate between formal and informal English. (See CCSS 5 L1.)</li> <li>• Recognize and speak appropriately for audience, environment, and purpose.</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS L.5.1.)</li> <li>• Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures.</li> <li>• Speak at an appropriate rate, volume, and tone.</li> </ul>