

Subject: ENGLISH Strand: Listening

<b>Interaction &amp; Collaboration</b>			
<b>Key Concept Question/s:</b> <i>How do we develop as active listeners?</i>			
<b>Pre K 3</b> <b>Conceptual Understanding/s:</b> People listen and speak to share thoughts and feelings.	<b>Pre K 4</b> <b>Conceptual Understanding/s:</b> People listen and speak to share thoughts and feelings.	<b>Kindergarten</b> <b>Conceptual Understanding/s:</b> People listen and speak to share thoughts and feelings.	<b>Grade 1</b> <b>Conceptual Understanding/s:</b> People listen and speak to share thoughts and feelings. Everyone has the right to speak and be listened to.
Responds to spoken language in ways appropriate to home language or culture  Listens to songs, stories that are personally significant (one-to-one, or in small groups)  Relies on personal experience as a stimulus for speaking and listening	Listens to songs and stories that are personally significant with increasing attention and recall  Responds to significant others as part of familiar and routine interactions	Recalls personally significant information from spoken texts  Responds to a speaker in a formal setting  Recognizes when others are speaking a in a group and begins to take turns when speaking	Identifies purposes for listening in some different situations, formal and informal.  Uses turn-taking, simple questions, and other behaviors related to small group and class discussions
<b>Comprehension</b>			
Requires some adult support to interpret spoken language  Answers simple and familiar questions with one or two words  Responds to one-step directions that can be combined with physical assistance, adult modelling or cues.	Listens and responds to texts by demonstrating understanding through gestures, expression, and/or words  Follows one-step directions	Obtains simple information from spoken texts  Interprets and uses simple statements, commands and questions  Anticipates stages in familiar spoken texts, e.g. predicts next part of teacher's directions for an activity  Responds orally to texts in structured classroom situations  Follows 2 -3 step simple instructions (e.g. for playing a game, completing a classroom task.)	Identifies some listening comprehension strategies and uses them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction  Demonstrates an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea  Uses stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions  Extends understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them  Identifies words or phrases that indicate whether an oral text is fact or fiction, initially with support and direction

			Follows multi-step directions
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**Interaction & Collaboration**

**Key Concept Question/s:**

*How do we develop as active listeners?*

<b>Grade 2</b> <b>Conceptual Understanding/s</b> Everyone has the right to speak and be listened to. People interpret messages according to their unique experiences and ways of understanding.	<b>Grade 3</b> <b>Conceptual Understanding/s</b> People interpret messages according to their unique experiences and ways of understanding.	<b>Grade 4</b> Listeners identify key ideas in spoken language and synthesize them to create their own understanding.	<b>Grade 5</b> Listeners identify key ideas in spoken language and synthesizes them to create their own understanding.
Identifies purposes for listening in a variety of situations, formal and informal  Uses interaction skills, including listening while others speak, turn taking, and responding with questions or comments relating to the topic of conversation  Identifies several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts	Identifies purposes for listening in a variety of situations, formal and informal, and sets personal goals related to listening task  Uses interaction skills, including listening while others speak, turn-taking, responding with questions/clarifications and uses appropriate voice level	Identifies purposes for listening in a variety of situations, formal and informal, and sets goals related to specific listening tasks (e.g., to clarify suggestions for improvements in a peer writing conference)  Uses interaction skills, including listening while others speak, turn-taking, responding with questions/clarifications, using appropriate voice levels, articulation and body language, gestures and eye contact	Identifies a range of purposes for listening in a variety of situations, formal and informal, and sets goals related to specific listening tasks (Share information and ideas about a topic with peers during conversations, discussions, and meetings.)  Uses interaction skills, including listening while others speak, promoting turn-taking and balanced contribution, responding with questions/clarifications ,using appropriate voice levels, articulation and body language, gestures and eye contact

**Comprehension**

Demonstrates an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and interesting detail  Uses stated and implied information and ideas in oral texts to make simple inferences and reasonable predictions, and support the inferences with evidence from the text  Extends understanding of oral texts by connecting the ideas in them to their own knowledge and experience  Extends understanding of oral texts by connecting the ideas in them to their own knowledge and experience  Identifies, initially with support and direction, who is speaking in an oral text, and demonstrates an	Identifies a variety of listening comprehension strategies and uses them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts  Demonstrates an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details.  Distinguishes between stated and implied ideas in oral texts  Extends understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them	Identifies a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts  Demonstrates an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details  Makes inferences using stated and implied ideas in oral texts (e.g., listens “between the lines” to detect bias in an oral text)  Extends understanding of oral texts by connecting the ideas in them to his/her own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them	Identifies a variety of listening comprehension strategies and uses them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts  Demonstrates an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details  Makes inferences about oral texts using stated and implied ideas in the texts as evidence  Extends understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them  Identifies the point of view presented in oral texts
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<p>understanding that the speaker has his or her own point of view</p>	<p>Identifies and explains the importance of significant ideas and information in oral texts</p> <p>Identifies the point of view in different types of oral texts and cite words, phrases, ideas, and information from the texts that confirm their identification</p>	<p>Identifies the point of view presented in oral texts and asks questions about possible bias</p> <p>Identifies the presentation strategies used in oral texts and analyses their effect on the audience</p>	<p>and asks questions to identify missing or possible alternative points of view</p> <p>Identifies a range of presentation strategies used in oral texts and analyses their effect on the audience</p>
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