

## Listening – Grade 2

| Outcome (indicator)  | 4 - Mastery  | 3 - Proficient  | 2 - Approaching  | 1 - Beginning   |
|--|--|---|--|---|
| <p><b>Comprehension</b></p> <p><b>CR2.1 Comprehend and respond to a variety of grade-level texts that address: identity, community, and social responsibility and make connections to prior learning and experiences.</b></p> <p><b>CR2.3 Listen and retell (with support from the text) the key literal and inferential ideas (messages) and important details heard in small- and large-group activities, and follow oral directions and demonstrations.</b></p> | <p>Listens and responds to texts and show comprehension by:</p> <ul style="list-style-type: none"> <li>• Discussing <b>inferential</b> experiences and traditions from texts</li> <li>• Making <b>significant</b> connections</li> <li>• Identifying <b>complex</b> similarities and differences</li> </ul> <p>Listens and retells <b>precisely</b> the key literal and inferential ideas and important details in grade-appropriate literary and informational texts including First Nations and Métis resources, and <b>purposefully</b> follows oral directions, and demonstrations.</p> <p><b>Purposefully</b> listens to and follows a series of directions or instructions related to class activities.</p> <p><b>Skillfully</b> paraphrases information that has been shared by others.</p> <p>Asks <b>purposeful</b> questions for clarification and explanation of oral stories and information (including stories and information from contemporary and traditional First Nations and Métis resources).</p> <p>Follows and <b>skillfully</b> retells the important steps in demonstrations.</p> <p>Recalls <b>extensive</b> ideas about a topic presented or discussed in class.</p> | <p>Listens and responds to texts and show comprehension by:</p> <ul style="list-style-type: none"> <li>• Discussing experiences and traditions from texts</li> <li>• Making connections</li> <li>• Identifying similarities and differences</li> </ul> <p>Listens and retells the <b>key literal and inferential</b> ideas, and important details in grade-appropriate literary and informational texts including First Nations and Métis resources, and <b>independently</b> follows oral directions, and demonstrations.</p> <p><b>Independently</b> listens to and follows a series of directions or instructions related to class activities.</p> <p>Paraphrases information that has been shared by others.</p> <p>Asks for clarification and explanation of oral stories and information (including stories and information from contemporary and traditional First Nations and Métis resources).</p> <p>Follows and retells the important steps in demonstrations.</p> <p>Recalls several ideas about a topic presented or discussed in class.</p> | <p>Listens and responds to texts and show comprehension by:</p> <ul style="list-style-type: none"> <li>• <b>Simplistically</b> discussing experiences and traditions from texts</li> <li>• Making <b>predictable</b> connections</li> <li>• Identifying <b>basic</b> similarities and differences</li> </ul> <p>Listens and <b>simplistically</b> retells ideas and details in grade-appropriate literary and informational texts including First Nations and Métis resources, and <b>generally</b> follows oral directions, and demonstrations.</p> <p>Listens to and <b>generally</b> follows a series of directions or instructions related to class activities.</p> <p>Paraphrases <b>simple</b> information that has been shared by others.</p> <p><b>Generally</b> asks for clarification and explanation of oral stories and information (including stories and information from contemporary and traditional First Nations and Métis resources).</p> <p>Follows and retells the <b>basic</b> steps in demonstrations.</p> <p><b>Basic</b> recall of ideas about a topic presented or discussed in class.</p> | <p>Listens and responds to texts and show comprehension by:</p> <ul style="list-style-type: none"> <li>• <b>Limited ability or inability</b> to discuss experiences and traditions from texts</li> <li>• Making <b>few, if any</b> connections</li> <li>• Identifying <b>limited</b> similarities and differences</li> </ul> <p><b>Limited ability or inability</b> to listen and retell ideas and details in grade-appropriate literary and informational texts including First Nations and Métis resources, and <b>minimally</b> follows oral directions, and demonstrations.</p> <p><b>Limited ability or inability</b> to listens and follow a series of directions or instructions related to class activities.</p> <p><b>Limited ability or inability</b> to paraphrase <b>simple</b> information that has been shared by others.</p> <p><b>Limited ability or inability</b> to ask for clarification and explanation of oral stories and information (including stories and information from contemporary and traditional First Nations and Métis resources).</p> <p><b>Limited ability or inability</b> to follow or retell the <b>basic</b> steps in demonstrations.</p> <p><b>Limited ability or inability</b> to recall ideas about a topic presented or discussed in class.</p> |
| <p><b>Use of Strategies</b></p> <p><b>CR2.3(b) Select and use task-relevant before, during, and after strategies to construct meaning when listening.</b></p>  | <p><b>Purposefully</b> selects and uses task-relevant before, during, and after strategies to construct meaning when listening.</p> <p><b>Before:</b></p> <ul style="list-style-type: none"> <li>• Activates and builds upon prior knowledge and experience</li> <li>• Sets a purpose</li> <li>• Predicts</li> </ul>   | <p>Selects and uses task-relevant before, during, and after strategies to construct meaning when listening.</p> <p><b>Before:</b></p> <ul style="list-style-type: none"> <li>• Activates and builds upon prior knowledge and experience</li> <li>• Sets a purpose</li> <li>• Predicts</li> </ul>  | <p><b>Attempts</b> to select and use task-relevant before, during, and after strategies to construct meaning when listening.</p> <p><b>Before:</b></p> <ul style="list-style-type: none"> <li>• Activates and builds upon prior knowledge and experience</li> <li>• Sets a purpose</li> <li>• Predicts</li> </ul>  | <p><b>Ineffective or inappropriate attempts</b> to select and use task-relevant before, during, and after strategies to construct meaning when listening.</p> <p><b>Before:</b></p> <ul style="list-style-type: none"> <li>• Activates and builds upon prior knowledge and experience</li> <li>• Sets a purpose</li> <li>• Predicts</li> </ul>  |

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|  | <p><b>During:</b></p> <ul style="list-style-type: none"> <li>• Making connections to personal knowledge and experience</li> <li>• Using the cueing systems to construct meaning from the text</li> <li>• Making, confirming, and adjusting predictions and inferences</li> <li>• Constructing mental images</li> <li>• Identifying key ideas and supporting ideas</li> <li>• Self-questioning, self-monitoring, and self-correcting</li> <li>• Drawing conclusions</li> <li>• <b>Adjusting rate or strategy to purpose or difficulty of text</b></li> </ul> <p><b>After:</b></p> <ul style="list-style-type: none"> <li>• Recalling, paraphrasing, summarizing, and <b>synthesizing</b></li> <li>• Interpreting (identifying new knowledge and insights)</li> <li>• Evaluating author’s/creator’s message(s)</li> <li>• <b>Evaluating author’s/creator’s craft and technique</b></li> <li>• Responding personally, giving support from text</li> <li>• View, listen, read again, speak, write, and use other forms of representing to deepen understanding and pleasure</li> </ul> | <p><b>During:</b></p> <ul style="list-style-type: none"> <li>• Making connections to personal knowledge and experience</li> <li>• Using the cueing systems to construct meaning from the text</li> <li>• Making, confirming, and adjusting predictions and inferences</li> <li>• Constructing mental images</li> <li>• Identifying key ideas and supporting ideas</li> <li>• Self-questioning, self-monitoring, and self-correcting</li> <li>• Drawing conclusions</li> </ul> <p><b>After:</b></p> <ul style="list-style-type: none"> <li>• Recalling, paraphrasing, and summarizing</li> <li>• Interpreting (identifying new knowledge and insights)</li> <li>• Evaluating author’s/creator’s message(s)</li> <li>• Responding personally, giving support from text</li> <li>• View, listen, read again, speak, write, and use other forms of representing to deepen understanding and pleasure</li> </ul> | <p><b>During:</b></p> <ul style="list-style-type: none"> <li>• Making connections to personal knowledge and experience</li> <li>• Using the cueing systems to construct meaning from the text</li> <li>• Making, confirming, and adjusting predictions and inferences</li> <li>• Constructing mental images</li> <li>• Identifying key ideas and supporting ideas</li> <li>• Self-questioning, self-monitoring, and self-correcting</li> <li>• Drawing conclusions</li> </ul> <p><b>After:</b></p> <ul style="list-style-type: none"> <li>• Recalling, paraphrasing, and summarizing</li> <li>• Interpreting (identifying new knowledge and insights)</li> <li>• Evaluating author’s/creator’s message(s)</li> <li>• Responding personally, giving support from text</li> <li>• View, listen, read again, speak, write, and use other forms of representing to deepen understanding and pleasure</li> </ul> | <p><b>During:</b></p> <ul style="list-style-type: none"> <li>• Making connections to personal knowledge and experience</li> <li>• Using the cueing systems to construct meaning from the text</li> <li>• Making, confirming, and adjusting predictions and inferences</li> <li>• Constructing mental images</li> <li>• Identifying key ideas and supporting ideas</li> <li>• Self-questioning, self-monitoring, and self-correcting</li> <li>• Drawing conclusions</li> </ul> <p><b>After:</b></p> <ul style="list-style-type: none"> <li>• Recalling, paraphrasing, and summarizing</li> <li>• Interpreting (identifying new knowledge and insights)</li> <li>• Evaluating author’s/creator’s message(s)</li> <li>• Responding personally, giving support from text</li> <li>• View, listen, read again, speak, write, and use other forms of representing to deepen understanding and pleasure</li> </ul> |
| <p><b>Cues &amp; Conventions</b><br/> <b>CR2.3(c)</b> Understand and apply the appropriate cues and conventions to construct and confirm meaning when listening.</p> | <p><b>Comprehensive</b> understanding and <b>skillful</b> application of the appropriate cues and conventions to construct and confirm meaning when listening.</p>   | <p><b>Appropriate</b> understanding and application of the appropriate cues and conventions to construct and confirm meaning when listening.</p>  | <p><b>Simplistic</b> understanding and <b>inconsistent</b> application of cues and conventions to construct and confirm meaning when listening.</p>   | <p><b>Vague</b> understanding and <b>ineffective</b> application of cues and conventions to construct and confirm meaning when listening.</p>   |

## Listening – Grade 2

### ***Pragmatic***

- Identifies and states reasons for listening

### ***Textual***

- Recognizes and uses different text forms, features and elements

### ***Syntactic***

- Recognizes and comprehends simple, compound, and complex sentences and their related punctuation including quotation marks
- Uses knowledge of sentence structure to determine meaning of a sentence
- Uses punctuation to help understand what they listen to

### ***Semantic/Lexical/Morphological***

- Uses context clues
- Uses knowledge of simple prefixes and suffixes and recognizes the same words in different forms;
- Uses individual words to predict meaning of compound words
- Recognizes word play

### ***Other Cues and Conventions***

- Interprets and responds appropriately to non-verbal cues including facial expression and gestures
- Uses and interprets conventions of texts
- Recognizes and uses discernible features such as music, sound effects, volume and tone