

## ESL Standards & Benchmarks

### 4. LISTENING SKILLS

Students will develop and use critical thinking and research skills and strategies to reflect and analyse.

#### KINDERGARTEN – GRADE 2

##### A) Listening Skills

Beginning	Intermediate	Transitional
Listen attentively.		
Hear the beginning and ending of words.		

##### B) Understanding

Beginning	Intermediate	Transitional
Match spoken words to written words.	Follow a series of directions.	Demonstrate understanding of classroom discussion involving the teachers' use of rephrasing, repetition and visual cues.
Match spoken words and descriptions to pictures.	Demonstrate understanding of simple sentences in sustained conversation.	
Follow simple directions.	Demonstrate understanding of a simple oral story.	
Follow Total Physical Response (TPR) directions for tasks and sequences.	Anticipate and predict when listening.	
Remember specific points that interest them.	Demonstrate awareness of and familiarity with homophones.	
Demonstrate understanding of simple, context rich yes/no questions.		
Demonstrate the understanding of words and phrases.		
Interact nonverbally with peers.		
Give nonverbal responses.		

##### C) Responding

Beginning	Intermediate	Transitional
Respond to others appropriately taking into account what they say.	Listen and make relevant comments about what has been said.	
Ask questions to clarify the meaning of what has been said.	Identify the key points of a discussion and evaluate what they hear.	
Recall key points of a listening exercise (e.g. on cassette, an oral story or listening comprehension).	Identify and respond to sound patterns in language (alliteration, rhyme, word play, stress and intonation).	

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Students will develop and use critical thinking and research skills and strategies to reflect and analyse.

**GRADE 3 – GRADE 5****A) Listening Skills**

<b>Beginning</b>	<b>Intermediate</b>	<b>Transitional</b>
Listen attentively.		
Hear the beginning and ending of words.		

**B) Understanding**

<b>Beginning</b>	<b>Intermediate</b>	<b>Transitional</b>
Match spoken words to written words.	Anticipate and predict when listening.	Demonstrate understanding of classroom discussion involving the teachers' use of rephrasing, repetition and visual cues.
Match spoken words and descriptions to pictures.	Demonstrate awareness of and familiarity with homophones.	Recall important features of an argument, a talk, a radio or television program or a film.
Follow simple directions.	Follow simple content instruction.	Identify features of the language used for specific purposes (e.g. to persuade, to instruct, to entertain).
Follow Total Physical Response (TPR) directions for tasks and sequences.		
Remember specific points that interest them.		
Demonstrate understanding of simple, context rich yes/no questions.		
Follow a series of directions.		
Demonstrate understanding of simple sentences in sustained conversation.		
Demonstrate understanding of a simple oral story.		

**C) Responding**

<b>Beginning</b>	<b>Intermediate</b>	<b>Transitional</b>
Respond to others appropriately taking into account what they say.	Listen and make relevant comments about what has been said.	Ask pertinent questions and make relevant comments.
Ask questions to clarify the meaning of what has been said.	Identify the key points of a discussion and evaluate what they hear.	
Recall key points of a listening exercise (e.g. on cassette, an oral story or listening comprehension).	Identify and respond to sound patterns in language (alliteration, rhyme, word play, stress and intonation).	

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**GRADE 6 – GRADE 8****A) Listening Skills**

<b>Beginning</b>	<b>Intermediate</b>	<b>Transitional</b>
Listen attentively.		
Hear the beginning and ending of words.		

**B) Understanding**

<b>Beginning</b>	<b>Intermediate</b>	<b>Transitional</b>
Match spoken words to written words.	Demonstrate understanding of classroom discussion involving the teachers' use of rephrasing, repetition and visual cues.	Comprehend and contribute during content area activities and discussions.
Match spoken words and descriptions to pictures.	Discriminate meaning from context.	Understand a wide range of accents and pronunciations.
Follow simple directions.	Demonstrate awareness of and familiarity with homophones.	
Follow Total Physical Response (TPR) directions for tasks and sequences.	Recall important features of a discussion, a talk, a radio or television program or a film.	
Remember specific points that interest them.	Identify features of the language used for specific purposes (e.g. to persuade, to instruct, to entertain).	
Demonstrate understanding of simple, context rich yes/no questions.	Follow instruction in appropriate content classes.	
Demonstrate understanding of a simple oral story.		
Demonstrate understanding of simple sentences in sustained conversation.		
Follow a series of directions.		
Anticipate and predict when listening.		
Follow simple content instruction.		

**C) Responding**

<b>Beginning</b>	<b>Intermediate</b>	<b>Transitional</b>
Respond to others appropriately taking into account what they say.	Listen and make relevant comments about what has been said.	Ask pertinent questions and make relevant comments.
Ask questions to clarify the meaning of what has been said.	Identify the key points of a discussion and evaluate what they hear.	
Recall key points of a listening exercise (e.g. on cassette, an oral story or listening comprehension).	Identify and respond to sound patterns in language (alliteration, rhyme, word play, stress and intonation).	

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Students will develop and use critical thinking and research skills and strategies to reflect and analyse.

**GRADE 9 – GRADE 10****A) Listening Skills**

<b>Beginning</b>	<b>Intermediate</b>	<b>Transitional</b>
Listen attentively.		
Hear the beginning and ending of words.		

**B) Understanding**

<b>Beginning</b>	<b>Intermediate</b>	<b>Transitional</b>
Match spoken words to written words.	Discriminate meaning from context, e.g. become aware of and familiar with homophones.	Comprehend and contribute during content area activities and discussions.
Match spoken words and descriptions to pictures.	Recall important features of an argument, a talk, a radio or television program or a film.	Understand a wide range of accents and pronunciations.
Follow simple directions.	Identify features of the language used for specific purposes (e.g. to persuade, to instruct, to entertain).	
Follow Total Physical Response (TPR) directions for tasks and sequences.	Demonstrate understanding of classroom discussion with rephrasing, repetition and visual cues.	
Remember specific points that interest them.	Follow instruction in appropriate content classes.	
Demonstrate understanding of simple, context rich yes/no questions.		
Demonstrate understanding of simple sentences in sustained conversation.		
Demonstrate understanding of a simple oral story.		
Anticipate and predict when listening.		
Follow simple content instruction.		

**C) Responding**

<b>Beginning</b>	<b>Intermediate</b>	<b>Transitional</b>
Respond to others appropriately taking into account what they say.	Listen and make relevant comments about what has been said.	Ask pertinent questions and make relevant comments.
Ask questions to clarify the meaning of what has been said.	Identify the key points of a discussion and evaluate what they hear.	
Recall key points of a listening exercise (e.g. on cassette, an oral story or listening comprehension).	Identify and respond to sound patterns in language (alliteration, rhyme, word play, stress and intonation).	