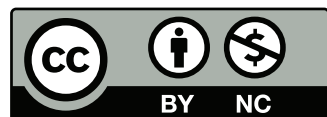


Listening – Grade 2

Outcome (indicator)	4 - Mastery	3 - Proficient	2 - Approaching	1 - Beginning
<p>Comprehension</p> <p>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.</p> <p>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.</p>	<p>Listens and responds to texts and show comprehension by:</p> <ul style="list-style-type: none"> • Discussing inferential experiences and traditions from texts • Making significant connections • Identifying complex similarities and differences <p>Listens and retells precisely the key literal and inferential ideas and important details in grade-appropriate literary and informational texts including First Nations and Métis resources, and purposefully follows oral directions, and demonstrations.</p> <p>Purposefully listens to and follows a series of directions or instructions related to class activities.</p> <p>Skillfully paraphrases information that has been shared by others.</p> <p>Asks purposeful 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 skillfully retells the important steps in demonstrations.</p> <p>Recalls extensive 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"> • Discussing experiences and traditions from texts • Making connections • Identifying similarities and differences <p>Listens and retells the key literal and inferential ideas, and important details in grade-appropriate literary and informational texts including First Nations and Métis resources, and independently follows oral directions, and demonstrations.</p> <p>Independently 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"> • Simplistically discussing experiences and traditions from texts • Making predictable connections • Identifying basic similarities and differences <p>Listens and simplistically retells ideas and details in grade-appropriate literary and informational texts including First Nations and Métis resources, and generally follows oral directions, and demonstrations.</p> <p>Listens to and generally follows a series of directions or instructions related to class activities.</p> <p>Paraphrases simple information that has been shared by others.</p> <p>Generally 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 basic steps in demonstrations.</p> <p>Basic 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"> • Limited ability or inability to discuss experiences and traditions from texts • Making few, if any connections • Identifying limited similarities and differences <p>Limited ability or inability to listen and retell ideas and details in grade-appropriate literary and informational texts including First Nations and Métis resources, and minimally follows oral directions, and demonstrations.</p> <p>Limited ability or inability to listens and follow a series of directions or instructions related to class activities.</p> <p>Limited ability or inability to paraphrase simple information that has been shared by others.</p> <p>Limited ability or inability 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>Limited ability or inability to follow or retell the basic steps in demonstrations.</p> <p>Limited ability or inability to recall ideas about a topic presented or discussed in class.</p>
<p>Use of Strategies</p> <p>CR2.3(b) Select and use task-relevant before, during, and after strategies to construct meaning when listening.</p>	<p>Purposefully selects and uses task-relevant before, during, and after strategies to construct meaning when listening.</p>	<p>Selects and uses task-relevant before, during, and after strategies to construct meaning when listening.</p>	<p>Attempts to select and use task-relevant before, during, and after strategies to construct meaning when listening.</p>	<p>Ineffective or inappropriate attempts to select and use task-relevant before, during, and after strategies to construct meaning when listening.</p>

Listening – Grade 2

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