

Listening – Grade 3

Outcome (indicator)	4-Mastery	3-Proficient	2-Approaching	1-Beginning
<p><b>Comprehension</b></p> <p><b>CR3.1 Comprehend and respond to a variety of grade-level texts that address: identity, community, social responsibility and make comparison with personal experiences.</b></p> <p><b>CR3.3 Listen to and understand information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard.</b></p>	<p>Listens and demonstrates comprehension <b>insightfully and thoughtfully</b> by:</p> <ul style="list-style-type: none"> <li>• Describing <b>extensive</b> similarities between daily life and text portrayals.</li> <li>• Comparing text to personal experiences with <b>insight</b>.</li> <li>• Recognizing the <b>wide</b> range of cultures, human behaviour, experiences, emotions, and ideas conveyed through literary texts including First Nations and Métis texts.</li> </ul> <p>Listens to a short presentation and makes <b>relevant</b> notes.</p> <p><b>Precisely</b> follows multi-step directions independently.</p> <p><b>Accurately</b> distinguishes between speaker’s opinions and verifiable fact.</p> <p><b>Accurately</b> retells, paraphrases, and explains what a speaker or peer said.</p> <p><b>Accurately</b> identifies simple poetic effects in oral language.</p> <p><b>Consistently</b> listens attentively in discussions and to guest speakers; <b>consistently</b> listens for the ideas, language, and communication styles of others; and <b>consistently</b> give sensitive and thoughtful responses.</p>	<p>Listens and demonstrates comprehension by:</p> <ul style="list-style-type: none"> <li>• Describing similarities between daily life and text portrayals.</li> <li>• Comparing text to personal experiences.</li> <li>• Recognizing the range of cultures, human behaviour, experiences, emotions, and ideas conveyed through literary texts including First Nations and Métis texts.</li> </ul> <p>Listens to a short presentation and makes some notes.</p> <p>Follows multi-step directions independently.</p> <p>Distinguishes between speaker’s opinions and verifiable fact.</p> <p>Retells, paraphrases, and explains what a speaker or peer said.</p> <p>Identifies simple poetic effects in oral language.</p> <p>Listens attentively in discussions and to guest speakers; listens for the ideas, language, and communication styles of others; and gives sensitive and thoughtful responses.</p>	<p>Listens and demonstrates comprehension in a <b>basic manner</b> by:</p> <ul style="list-style-type: none"> <li>• Describing <b>simple</b> similarities between daily life and text portrayals.</li> <li>• Making <b>simple</b> comparisons with text to personal experiences.</li> <li>• <b>Beginning</b> to recognize <b>some aspects</b> of cultures, human behaviour, experiences, emotions, and ideas conveyed through literary texts including First Nations and Métis texts.</li> </ul> <p>Listens to a short presentation and make some <b>partial, simplistic</b> notes.</p> <p>Follows <b>simple</b> directions independently.</p> <p><b>Partially</b> distinguishes between speaker’s opinions and verifiable fact.</p> <p><b>Partially</b> retells, paraphrases, and explains what a speaker or peer said.</p> <p><b>Inconsistently</b> identifies simple poetic effects in oral language.</p> <p><b>Generally</b> listens in discussions and to guest speakers; listens for the ideas, language, and communication styles of others; and gives some responses.</p>	<p>Listens and demonstrates <b>minimal</b> comprehension by:</p> <ul style="list-style-type: none"> <li>• Describing <b>limited</b> similarities between daily life and text portrayals.</li> <li>• Making <b>vague</b> comparisons with text to personal experiences.</li> <li>• <b>Limited ability or unable</b> to recognize the range of cultures, human behaviour, experiences, emotions, and ideas conveyed through literary texts including First Nations and Métis texts.</li> </ul> <p><b>Limited ability or inability</b> to listen to a short presentation and make notes.</p> <p>Inaccurately follows directions <b>independently</b>.</p> <p><b>Limited ability or inability</b> to distinguish between speaker’s opinions and verifiable fact.</p> <p><b>Limited ability or unable</b> to retell, paraphrase, and explain what a speaker or peer said.</p> <p><b>Limited ability or inability</b> to identify simple poetic effects in oral language.</p> <p><b>Limited ability or inability</b> to listen in discussions and to guest speakers; listen for the ideas, language, and communication styles of others; and gives <b>inappropriate</b> responses.</p>
<p><b>Use of Strategies</b></p> <p><b>CR3.4 (b) Selects and uses appropriate strategies (before, during and after) to construct and confirm meaning when listening.</b></p>	<p><b>Thoughtfully and insightfully</b> selects and uses appropriate strategies (before, during and after) to construct and confirm meaning when listening.</p>	<p>Selects and uses appropriate strategies (before, during and after) to construct and confirm meaning when listening.</p>	<p><b>Simplistically</b> selects or uses of strategies (before, during and after) to construct and confirm meaning when listening.</p>	<p><b>Unable</b> to use appropriate strategies (before, during and after) to construct and confirm meaning when listening.</p>

	<p><b>Before:</b></p> <ul style="list-style-type: none"> <li>• uses prior knowledge</li> <li>• previews text</li> <li>• sets purpose</li> <li>• anticipates author’s or creator’s intention</li> </ul> <p><b>During:</b></p> <ul style="list-style-type: none"> <li>• makes personal connections</li> <li>• uses cueing systems</li> <li>• makes, confirms and adjusts predictions and inferences</li> <li>• constructs mental images</li> <li>• interprets visuals</li> <li>• identifies key ideas and supporting ideas</li> <li>• self-questioning, self-monitoring and self-correcting</li> <li>• draws conclusion</li> <li>• adjusts rate or strategy to purpose or difficulty of text</li> </ul> <p><b>After:</b></p> <ul style="list-style-type: none"> <li>• recalls, paraphrases, summarizes and synthesizes</li> <li>• interprets</li> <li>• evaluates message, craft and technique</li> <li>• responds personally</li> <li>• uses six strands to deepen understanding and pleasure</li> </ul>	<p><b>Before:</b></p> <ul style="list-style-type: none"> <li>• uses prior knowledge</li> <li>• previews text</li> <li>• sets purpose</li> <li>• anticipates author’s or creator’s intention</li> </ul> <p><b>During:</b></p> <ul style="list-style-type: none"> <li>• makes personal connections</li> <li>• uses cueing systems</li> <li>• makes, confirms and adjusts predictions and inferences</li> <li>• constructs mental images</li> <li>• interprets visuals</li> <li>• identifies key ideas and supporting ideas</li> <li>• self-questioning, self-monitoring and self-correcting</li> <li>• draws conclusion</li> <li>• adjusts rate or strategy to purpose or difficulty of text</li> </ul> <p><b>After:</b></p> <ul style="list-style-type: none"> <li>• recalls, paraphrases, summarizes and synthesizes</li> <li>• interprets</li> <li>• evaluates message, craft and technique</li> <li>• responds personally</li> <li>• uses six strands to deepen understanding and pleasure</li> </ul>	<p><b>Before:</b></p> <ul style="list-style-type: none"> <li>• uses prior knowledge</li> <li>• previews text</li> <li>• sets purpose</li> <li>• anticipates author’s or creator’s intention</li> </ul> <p><b>During:</b></p> <ul style="list-style-type: none"> <li>• makes personal connections</li> <li>• uses cueing systems</li> <li>• makes, confirms and adjusts predictions and inferences</li> <li>• constructs mental images</li> <li>• interprets visuals</li> <li>• identifies key ideas and supporting ideas</li> <li>• self-questioning, self-monitoring and self-correcting</li> <li>• draw conclusion</li> <li>• adjusts rate or strategy to purpose or difficulty of text</li> </ul> <p><b>After:</b></p> <ul style="list-style-type: none"> <li>• recalls, paraphrases, summarizes and synthesizes</li> <li>• interprets</li> <li>• evaluates message, craft and technique</li> <li>• responds personally</li> <li>• uses six strands to deepen understanding and pleasure</li> </ul>	<p><b>Before:</b></p> <ul style="list-style-type: none"> <li>• uses prior knowledge</li> <li>• previews text</li> <li>• sets purpose</li> <li>• anticipates author’s or creator’s intention</li> </ul> <p><b>During:</b></p> <ul style="list-style-type: none"> <li>• makes personal connections</li> <li>• uses cueing systems</li> <li>• makes, confirms and adjusts predictions and inferences</li> <li>• constructs mental images</li> <li>• interprets visuals</li> <li>• identifies key ideas and supporting ideas</li> <li>• self-questioning, self-monitoring and self-correcting</li> <li>• draw conclusion</li> <li>• adjusts rate or strategy to purpose or difficulty of text</li> </ul> <p><b>After:</b></p> <ul style="list-style-type: none"> <li>• recalls, paraphrases, summarizes and synthesizes</li> <li>• interprets</li> <li>• evaluates message, craft and technique</li> <li>• responds personally</li> <li>• uses six strands to deepen understanding and pleasure</li> </ul>
<p><b>Cues &amp; Conventions</b></p> <p><b>CR3.4(c).</b> Understand and apply the suitable pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to construct and confirm meaning when listening.</p>	<p><b>Comprehensive understanding and skillful application</b> of suitable cues and conventions to construct and confirm meaning when listening.</p>	<p>Understands and applies the suitable cues and conventions to construct and confirm meaning when listening.</p>	<p><b>Partial understanding and inconsistent application</b> of cues and conventions to construct and confirm meaning when listening.</p>	<p><b>Undeveloped understanding and limited application</b> of suitable cues and conventions to construct and confirm meaning when listening.</p>

***Pragmatic***

- Recognizes text is created for an intended purpose

***Textual***

- Identifies and explains different forms of texts
- Uses knowledge of the elements and organization of different texts
- Identifies conventions of texts

***Syntactic***

- Uses knowledge of word order, relationships of words, and punctuation to determine meaning of sentences

***Semantic/Lexical/Morphological***

- Uses a variety of strategies to determine the meaning of unfamiliar words
- Uses common prefixes and suffixes
- Understand frequently used specialized terms in subject areas
- Recognizes word play

***Phonological/Graphophonic***

- Recognizes features of words including R-vowel patterns, silent consonants, digraphs, compound words, contractions, prefixes, irregular plurals and easy multi-syllabic words

***Other Cues and Conventions***

- Recognizes and uses key features in text including sound effects and music