

Speaking/Listening Benchmark Continuum

	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six
<p>Discussion and Presentation</p> <p>1.1.1 1.1.2 3.1.1 4.4.1 5.1.2</p>	<p>Talks about personal experiences, feelings, opinions, and familiar events</p> <p>Begins to talk about personal knowledge of a specific topic being discussed</p> <p>Begins to respond to other's experiences and feelings to extend a conversation</p> <p>Speaks and listens respectfully (stays in one place, keeps respectful silence, keeps hands to self, accepts different ways of communicating)</p> <p>Begins to talk about ways to enhance a personal presentation</p>	<p>Discusses personal knowledge and experiences of specific topic being discussed</p> <p>Responds to others' experiences and feelings to extend a conversation</p> <p>Speaks and listens respectfully (asks questions and participates in discussion, attentive facial expression and body language, shows interest)</p> <p>Begins to use modeled techniques used to enhance presentations</p>	<p>Talks about personal observations</p> <p>Speaks and listens respectfully (asks relevant questions)</p> <p>Uses modeled techniques to enhance presentations</p>	<p>Describes personal observations, experiences, opinions, and feelings</p> <p>Uses self-questioning to focus information needs</p> <p>Speaks and listens respectfully (gives non-verbal encouragement, shows encouragement and appreciation)</p>	<p>Speaks and listens respectfully (listens to opposing opinions, acknowledges others' comments, ideas, perspectives, and questions)</p> <p>Talks about how multiple media can enhance presentations</p>	<p>Speaks and listens respectfully (disagrees respectfully, responds respectfully with opinions)</p>	<p>Speaks and listens respectfully (shows evidence of comprehension, participates in conversations, expresses opinions, responds to speaker's gestures, responds to emotional aspect of presentation)</p> <p>Experiments with media to enhance presentations</p>
<p>Comprehension and Processing</p> <p>1.1.1</p>	<p>Begins to talk about connections between prior and</p>	<p>Talks about connections between new and</p>	<p>Uses prior knowledge to make predictions</p>	<p>Draws conclusions based on the connections</p>	<p>Extends questions and answers to clarify</p>	<p>Adjusts personal opinion based on personal</p>	<p>Talks about differences in personal</p>

<p>1.2.1 2.2.2 3.2.4 5.2.1</p>	<p>new experiences and knowledge</p> <p>Begins to ask questions and/or express interest in new ideas, information or experiences</p> <p>Responds creatively and critically to shared listening experiences to construct meaning</p>	<p>prior knowledge</p> <p>Uses question words to clarify new understandings</p>	<p>to understand information</p> <p>Describes differences and similarities between self, peers, and families</p>	<p>between new and prior knowledge</p> <p>Uses others' responses to extend personal understanding</p> <p>Identifies main ideas in information</p> <p>Describes similarities and differences between own and others' experiences</p>	<p>new understandings</p> <p>Reaches tentative conclusions based on the interpretation of new ideas and information</p> <p>Explains conclusions</p> <p>Identifies main and supporting ideas in information</p>	<p>observations, descriptions, and interpretations</p> <p>Applies current understandings or conclusions to new contexts</p> <p>Describes similarities and differences between own and others' ideas</p>	<p>interpretations with others</p> <p>Expresses personal interpretations based on new understandings</p> <p>Extends questions and answers to clarify others' ideas, information, and experiences</p> <p>Recognizes differing perspectives of common experiences</p>
<p>Participation and Classroom Community 3.2.1 4.4.1 5.1.1 5.2.1</p>	<p>Begins to ask others for information</p> <p>Shares ideas and information</p> <p>Begins to accept responsibility for a task and corresponding role in small group activities</p> <p>Begins to follow pre-established group processes when collaborating with a peer to accomplish a task</p> <p>Begins to adjust language to fit</p>	<p>Asks others for information</p> <p>Offers ideas and information on a specific topic, from personal experience</p> <p>Accepts responsibility for a task and corresponding role in small group activities</p> <p>Follows pre-established group processes when collaborating with a peer to accomplish a task</p> <p>Adjusts language</p>	<p>Answers questions by selecting relevant information from a variety of sources</p> <p>Accepts responsibility for a task and corresponding role in small and whole group activities</p>		<p>Suggests ways to record information</p> <p>Uses relevant information from a variety of primary and secondary sources to answer inquiry or research questions</p>	<p>Discusses differences in language use in a variety of school and community contexts</p>	

	context (audience, purpose, and situation)	to fit context (audience, purpose, and situation)					
Organization 2.3.1 3.1.4	Begins to talk about audience and purpose in relation to a form or genre Tells stories about self and family	Talks about audience and purpose in relation to a form or genre				Suggests strategies for accessing and gathering information and ideas Suggests ways to record information	
Words and Language 2.3.3 4.2.4	Uses a variety of simple sentence patterns when talking Responds with one-word descriptors when asked about personal representations Begins to play with repetition, rhyme, and rhythm of language	Uses descriptive language when speaking to create a desired effect Attempts to use new vocabulary	Uses new vocabulary	Experiments with descriptive and figurative language in personal representations	Uses new and accurate vocabulary Uses simple and compound sentence patterns	Uses varied sentence lengths and structures including simple, compound, and complex	Uses varied sentence lengths and structures including simple, compound, and complex
Reflection and Metacognition 1.1.1 1.1.4 4.4.1 4.4.2 5.1.3	Begins to talk about group processes Begins to reflect on personal behaviours and learning style Begins to reflect on personal behaviours that contribute to group success	Reflects on personal behaviour and learning style Reflects on personal behaviours that contribute to group success to set personal goals Offers positive	Participates in the development of criteria to evaluate group process Assesses the effectiveness of the group process using the set criteria	Applies peer feedback about personal role in group process	Reflects upon descriptions, observations, and interpretations Applies peer and/or group feedback about group process	Evaluates the effectiveness of chosen enhancements on personal representations Offers praise and constructive feedback	

	Begins to offer positive feedback to a peer about group process	feedback to a peer about group process					
Conventions 2.1.6 4.3.1	Begins to speak in complete sentences when appropriate	Uses complete sentences Recognizes when language is not structured correctly (word order)		Uses syntax that includes noun, verb, adjective, adverb, conjunction, and pronoun in oral language	Uses syntax that includes noun, verb, adjective, adverb, conjunction, pronoun and preposition in oral language	Uses syntax that includes noun, verb, adjective, adverb, conjunction, pronoun, preposition, and interjection and preposition in oral language	Uses syntax that includes noun, verb, adjective, adverb, conjunction, pronoun, preposition, interjection and preposition, and determiners and articles in oral language ()

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