

CROSS GRADE COMPARISON CHART

Oral

Overall Expectation 1

ORAL COMMUNICATION OVERALL EXPECTATION # 1: listen in order to understand and respond appropriately in a variety of situations and for a variety of purposes;			
Listening to Understand			
1.1 Purpose			
Grade 1	Grade 2	Grade 3	Grade 4
identify purposes for listening in a few different situations, formal and informal (<i>e.g., to hear the sounds of language in songs, chants, and poems; to interact socially with classmates; to enjoy and understand a story read aloud by the teacher; to follow simple directions in large- and small-group settings; to exchange ideas with a peer in a paired sharing or small group</i>)	identify purposes for listening in a variety of situations, formal and informal, and set personal goals for listening, initially with support and direction (<i>e.g., to acquire information from a presentation by a guest speaker; to exchange ideas in a small-group discussion; to enjoy and understand poetry</i>)	identify purposes for listening in a variety of situations, formal and informal, and set personal goals related to listening tasks (<i>e.g., to explore ideas in a book club discussion; to understand and empathize with a favourite character in a play; to express an opinion or offer advice to a partner during a peer conference</i>)	identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks (<i>e.g., to summarize the theme of a small-group drama presentation; to record important details about an upcoming event announced on the radio; to clarify suggestions for improvements in a peer writing conference</i>)
Grade 5	Grade 6	Grade 7	Grade 8
identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks (<i>e.g., to understand learning strategies modelled by the teacher during think-alouds; to develop a response to a commentary on an issue; to share information and ideas about a topic with peers during conversations, discussions, and meetings; to become familiar with and appreciate the sounds of different types of poetry</i>)	identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks (<i>e.g., to identify the perspective in an oral presentation; to identify the strategies and devices used to enhance the impact of a speech; to describe stated and implied ideas in the lyrics of a song</i>)	identify a range of purposes for listening in a variety of situations, formal and informal, and set goals appropriate for specific listening tasks (<i>e.g., to analyse the arguments on both sides of a class debate; to create a character sketch based on a sound clip from a film or an audiotape of an interview; to synthesize ideas in a literature circle</i>)	identify a range of purposes for listening in a variety of situations, formal and informal, and set goals appropriate to specific listening tasks (<i>e.g., to evaluate the effectiveness of the arguments on both sides of a class debate on an environmental, social, or global issue; to respond to feedback in peer conferences and student/teacher conferences</i>)
1.2 Active Listening Strategies			
Grade 1	Grade 2	Grade 3	Grade 4
demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations (<i>e.g., listen without interrupting and wait their turn to speak; show that they are paying attention and are interested by looking at the speaker, nodding, or asking relevant questions</i>)	demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations (<i>e.g., demonstrate understanding of when to speak, when to listen, and how much to say; restate what the speaker has said and connect it to their own ideas; express personal interest in what has been said by asking related questions: I like what _____ said about _____</i>) Teacher prompt: “When First Nations peoples use a talking stick,* a person speaks only when holding the talking stick, while the rest of the group listens. Today we are going to speak and listen in a similar way.”	demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups (<i>e.g., demonstrate an understanding of when to speak, when to listen, and how much to say; make connections between personal experiences and the contributions of other group members; ask relevant questions to clarify information and ideas</i>)	demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups (<i>e.g., demonstrate an understanding of when to speak, when to listen, and how much to say; summarize information and ideas from a small-group meeting; ask relevant questions to clarify meaning and link responses appropriately to the topic of conversation; adapt listening behaviour to the requirements of informal social settings and more formal settings</i>)

Grade 5	Grade 6	Grade 7	Grade 8
demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups (<i>e.g., ask questions to clarify understanding before responding; affirm and build on the ideas of others; summarize and respond constructively to ideas expressed by others; use brief vocal prompts to signal agreement or interest during conversations: Yes; Say that again, please; Tell me more</i>)	demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups (<i>e.g., ask questions to deepen understanding and make connections to the ideas of others; summarize or paraphrase information and ideas to focus or clarify understanding; use vocal prompts in dialogues or conversations to express empathy, interest, and personal regard: That's really interesting. You must have been excited.</i>)	demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups (<i>e.g., take turns without interrupting or overlapping during a class debate or panel discussion; ask questions to make connections to the ideas of others; use vocal prompts in dialogue to express empathy, interest, and personal regard: After an experience like that, I can imagine how you felt.</i>)	demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups (<i>e.g., follow the conversation and make relevant contributions in a group discussion; express interest in what is being said by commenting and questioning</i>)
1.3 Comprehension Strategies			
Grade 1	Grade 2	Grade 3	Grade 4
identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction (<i>e.g., use background knowledge, familiar word order, and context to make predictions about content or vocabulary before listening to an oral text; think about what known words might be related to the topic; ask questions to check understanding during and after listening; create mental pictures while listening to a readaloud and draw or talk about what they visualized; retell the important information presented in a class discussion or a think-pair-share activity</i>)	identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts (<i>e.g., listen for key words and phrases that signal important ideas; retell an oral text to a partner after a presentation; ask appropriate questions in order to make predictions about an oral text</i>)	identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts (<i>e.g., list the important ideas in a poem or story read in class; ask questions to monitor understanding of an oral text; visualize and sketch to clarify understanding of an oral text</i>)	identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts (<i>e.g., make notes to summarize what has been heard; use graphic organizers, diagrams, or sketches to record information or ideas presented orally; prepare for a visit to the theatre by activating prior knowledge of the structure of a play and discussing the subject of the play with peers</i>)
Grade 5	Grade 6	Grade 7	Grade 8
identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts (<i>e.g., ask questions about facts, inferences, and value judgements to focus and clarify understanding of the themes in an oral text; summarize and synthesize ideas to deepen understanding of an oral text; use self-questioning and predict questions that might be asked to monitor understanding while listening</i>)	identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex oral texts (<i>e.g., use self-questioning to monitor understanding; visualize different elements of an oral text; use note-taking strategies to record important ideas, key words, questions, and predictions</i>)	identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts (<i>e.g., use background knowledge about the structure of oral texts such as debates, interviews, speeches, monologues, lectures, and plays to make predictions and identify important ideas while listening; ask questions for clarification or further information; visualize scenes suggested by evocative or descriptive language in a text; use notetaking strategies to keep track of or summarize important points made by a speaker</i>)	identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex and challenging oral texts (<i>e.g., use background knowledge about the structure of oral texts such as debates, interviews, speeches, monologues, lectures, and plays to make predictions and identify important ideas while listening; ask questions for clarification or further information; use a range of note-taking strategies to keep track of or summarize important points; use self-questioning to monitor understanding of what is being said</i>)
1.4 Demonstrating Understanding			
Grade 1	Grade 2	Grade 3	Grade 4

demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea (<i>e.g., use time-order words, such as first, then, next, finally, to retell a story they have heard; restate information from a movie about community workers, including a topic statement and several supporting details</i>)	demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details (<i>e.g., restate a partner’s reflections after a think-pairshare activity; identify the important ideas in a group presentation; carry on a sustained conversation on a topic</i>)	demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details (<i>e.g., paraphrase a partner’s reflections after a think-pair-share activity; paraphrase the important ideas in a play; engage in relevant dialogue after an oral presentation; create a poster/art work representing the important ideas in a poem or song</i>)	demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details (<i>e.g., present an oral report to the class after listening to a guest speaker; use a graphic organizer to map the important ideas in a text; represent the important ideas of an oral text through visual art, music, or drama</i>)
Grade 5	Grade 6	Grade 7	Grade 8
demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details (<i>e.g., summarize an episode of a favourite television program for a small group; summarize the ideas in a book read aloud to the class</i>)	demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways (<i>e.g., summarize and explain information and ideas from an oral text, citing important details; ask questions to confirm inferences and value judgements during discussions after listening</i>)	demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways (<i>e.g., briefly outline the main ideas in a text; accurately carry out a procedure or follow instructions; use a graphic form of expression, such as drawing or tableaux, to depict the important ideas in an oral text</i>)	demonstrate an understanding of the information and ideas in increasingly complex and difficult oral texts in a variety of ways (<i>e.g., compare views about an oral text with two other classmates and prepare a joint summary to present to the class; cite details from an oral text to support their opinions about it in a small-group discussion; use visual art, music, or drama to represent important ideas in an oral text</i>)
1.5 Making Inferences/Interpreting Texts			
Grade 1	Grade 2	Grade 3	Grade 4
use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions (<i>e.g., attend to the words being spoken and also use personal experience and the speaker’s intonation and facial expression to understand what is being said</i>) Teacher prompt: “The boy said, ‘You broke my airplane!’ What helps you understand how he might be feeling? What do you think he might do next?”	use stated and implied information and ideas in oral texts to make simple inferences and reasonable predictions, and support the inferences with evidence from the text Teacher prompt: “You predicted _____. What clues from the oral text did you use to figure that out?”	distinguish between stated and implied ideas in oral texts (<i>e.g., distinguish between the actual words and the emphasis placed on them by the speaker</i>) Teacher prompts: “How does the emphasis that the speaker places on specific words or phrases help you understand what is being said?” “Why do you think the speaker spoke those words so loudly?” “How does the way the speaker chooses to say words change the meaning of what he or she says?”	make inferences using stated and implied ideas in oral texts (<i>e.g., listen “between the lines” to detect bias in an oral text</i>)
Grade 5	Grade 6	Grade 7	Grade 8
make inferences about oral texts using stated and implied ideas in the texts as evidence (<i>e.g., ask questions to generate inferences about an oral text: What would happen if...? I wonder what was meant by...?</i>)	interpret oral texts by using stated and implied ideas from the texts Teacher prompts: “What messages did you get from the speaker’s tone of voice/body language/facial expressions?” “How does paying attention to a speaker’s body language help you interpret what is being said?”	develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their Interpretation Teacher prompt: “Explain what evidence you used to determine the theme(s) in this oral text.”	develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations Teacher prompt: “Why might different audiences interpret the same oral text in different ways? Give examples to support your opinion.”

1.6 Extending Understanding			
Grade 1	Grade 2	Grade 3	Grade 4
extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them (<i>e.g., make personal connections between their own ideas about a topic and the ideas in an oral text; identify other texts that have similar elements or content</i>)	extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them (<i>e.g., talk about their own ideas and experiences related to the topic before listening; connect ideas from oral presentations to related school and community events and/or to other texts with similar topics or themes, including multicultural texts or texts in their own first language</i>)	extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them (<i>e.g., brainstorm to connect a topic to their background knowledge of the topic; compare oral texts with similar themes from different cultures; connect messages in oral texts to social issues of relevance to the class</i>)	extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them (<i>e.g., relate the topic of an oral presentation to prior knowledge and information from personal experiences, articles, movies, stories, or television shows; ask questions about relevant stated and implied details; relate the ideas of other speakers in a dialogue group to their own experiences; use role play and drama to connect the themes and emotions depicted in an oral text to real-life situations</i>)
Grade 5	Grade 6	Grade 7	Grade 8
extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them (<i>e.g., relate the content of an oral presentation to that of books, articles, movies, television shows, or videos on the same topic; discuss issues related to the topic of an oral text; use role play and drama to explore ideas, emotions, or issues presented in oral texts</i>)	extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them (<i>e.g., use dialogue or drama to explore similarities and differences between ideas in oral texts and their own ideas</i>)	extend understanding of oral texts, including increasingly complex texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them (<i>e.g., activate prior knowledge in order to assess the credibility of a speaker's assertions; assess the validity of other speakers' ideas in relation to their own and modify their own ideas if appropriate; compare the information or ideas in an oral text to those in another text on the same topic</i>)	extend understanding of oral texts, including increasingly complex or difficult texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them (<i>e.g., respond in role as a character from an oral text while being interviewed by another student; discuss similarities and differences between oral and print texts on the same topic, focusing on specific elements such as the accuracy and relevance of information; debate the wisdom of the choices made by a historical personage depicted in an oral biography, based on ideas about what their own choices might have been</i>)
1.7 Analysing Texts			
Grade 1	Grade 2	Grade 3	Grade 4
identify words or phrases that indicate whether an oral text is fact or fiction, initially with support and direction (<i>e.g., a personal recount might start "Last year in the summer holidays..." while a fictional story might start "Once upon a time..."</i>)	identify words or phrases that indicate whether an oral text is fact or opinion, initially with support and direction (<i>e.g., phrases such as I think...I feel... indicate an opinion rather than strictly factual information</i>)	identify and explain the importance of significant ideas and information in oral texts (<i>e.g., rank information in order of importance; compare key aspects of two oral texts using a Venn diagram; represent the main elements of an oral text on a web organizer or story map</i>)	analyse oral texts and explain how specific elements in them contribute to meaning (<i>e.g., ideas and information, body language, tone of voice</i>) Teacher prompt: "How did the speaker's body language and tone of voice contribute to the meaning?"

Grade 5	Grade 6	Grade 7	
analyse oral texts and explain how specific elements in them contribute to meaning (<i>e.g., ideas and information, word choice, tone of voice, pace of delivery, body language</i>) Teacher prompt: “Did the speaker’s tone of voice communicate a different message from his or her actual words?”	analyse oral texts in order to evaluate how well they communicate ideas, opinions, themes, and information (<i>e.g., compare their own response to an oral text with a partner’s response, citing details from the text to support their own view; explain what makes a war veteran’s Remembrance Day speech effective</i>)	analyse oral texts in order to evaluate how effectively they communicate ideas, opinions, themes, or experiences, and suggest possible improvements (<i>e.g., listen to two sides of an argument in a debate, make a judgement, and develop a personal position on the topic</i>)	analyse a variety of complex or challenging oral texts in order to identify the strategies that have been used to inform, persuade, or entertain, and evaluate the effectiveness of those strategies (<i>e.g., compare the tone and the ideas emphasized in speeches about non-smoking regulations by a tobacco company representative and a person with asthma and suggest how each approach would influence an audience</i>)
1.8 Point of View			
Grade 1	Grade 2	Grade 3	Grade 4
begin to identify, with support and direction, who is speaking in an oral text and the point of view expressed by the speaker (<i>e.g., the narrator may be a character in a story or an expert on the topic of an informational talk; the speaker may be recounting a personal anecdote or sharing a personal opinion</i>) Teacher prompts: “Who is telling this story/presenting this information? What words/clues helped you figure that out?” “What do we know about the speaker?” “How might the story be different if another character were telling it?”	identify, initially with support and direction, who is speaking in an oral text, and demonstrate an understanding that the speaker has his or her own point of view (<i>e.g., people, events, and details are viewed differently by different people</i>) Teacher prompts: “Does who is talking affect the way the information is presented or the way the story is told?” “How do you know what the speaker’s feelings about the topic are? How does that affect you as a listener?” “How might the text change if [character X] were speaking instead?”	identify the point of view in different types of oral texts and cite words, phrases, ideas, and information from the texts that confirm their identification (<i>e.g., the use of first- or third-person personal pronouns in a narrative; the selective use of facts on a given topic; the use of words and phrases that indicate generalizations: all, every, always, never, every single time</i>) Teacher prompts: “What helped you determine the point of view in this text?” “What evidence do you have that this is the speaker’s point of view?” “Has the speaker used language that includes everyone?” “Is this point of view a common one in our world today?”	identify the point of view presented in oral texts and ask questions about possible bias (<i>e.g., identify the use of words and/or phrases that signal generalizations or stereotypes about gender, culture, ability, or age</i>) Teacher prompts: “Whose point of view is presented in this poem?” “Whose point of view is excluded?” “Does this reflect the way the world is today?” “How might this text be different if another point of view were presented?”
Grade 5	Grade 6	Grade 7	Grade 8
identify the point of view presented in oral texts and ask questions to identify missing or possible alternative points of view (<i>e.g., use drama or role play to explore the perspective of the minor characters in a play; respond to a speaker who expresses an alternative point of view on an issue; ask a variety of people for their views about a topic</i>) Teacher prompts: “How would the content of this text change if it were presented from a different point of view?” “How would the language the author uses need to change to reflect a different point of view?” “What other voices do you think should be heard on this topic?” “Is the text fair?”	identify the point of view presented in oral texts, determine whether they agree with the point of view, and suggest other possible perspectives (<i>e.g., ask questions about the values that are stated and implied by the perspective taken and those that are ignored; use role play or drama to express alternative views</i>) Teacher prompts: “Whose point of view is being explored in this text?” “Whose voice do we not hear? Is this fair?”	explain the connection between a speaker’s tone and the point of view or perspective presented in oral texts (<i>e.g., the reason why a speaker might employ humour to present a serious theme</i>) Teacher prompts: “How does the use of humour in this text influence the audience?” “Why do you think the speaker uses sarcasm? Is it effective? Why, or why not?”	explain what the use of irony or satire in an oral text reveals about the speaker’s purpose and perspective Teacher prompts: “What cues help you to recognize the use of irony or satire in a text?” “How does recognizing irony or satire help you to understand what is being said?”

1.9 Presentation Strategies			
Grade 1	Grade 2	Grade 3	Grade 4
begin to identify some of the presentation strategies used in oral texts and explain how they influence the audience (<i>e.g., the use of differences in tone and pitch for different characters in a story; the use of props to engage the audience</i>) Teacher prompts: “How did the speaker use his/her voice to make you like/not like a character?” “Why do you think the speaker used the puppets when he was speaking?”	identify some of the presentation strategies used in oral texts and explain how they influence the audience (<i>e.g., the use of facial expressions helps the listener understand what is being said</i>) Teacher prompts: “How does looking at the expression on a speaker’s face help you to understand what is being said?” “Does the look on the speaker’s face in some way change the meaning of the actual words being spoken?”	identify some of the presentation strategies used in oral texts and explain how they influence the audience (<i>e.g., intonation, eye contact</i>) Teacher prompts: “Do you think the speaker used intonation and eye contact in an appropriate and effective way? How did they influence your response?” “What other strategies might be effective in engaging or influencing the audience?”	identify the presentation strategies used in oral texts and analyse their effect on the audience (<i>e.g., the use of emotive language</i>) Teacher prompt: “Do you think this type of emotive language influences the audience in the way the speaker intends?”
Grade 5	Grade 6	Grade 7	Grade 8
identify a range of presentation strategies used in oral texts and analyse their effect on the audience (<i>e.g., the use of emotive language, one-sided arguments, or exaggerated claims</i>) Teacher prompt: “Why do you think the speaker repeats that phrase so often?”	identify a variety of presentation strategies used in oral texts and analyse their effect on the audience (<i>e.g., the unexpected use of humour or of changes in pace</i>) Teacher prompt: “Why do you think the speaker paused for so long at that point in the story?”	identify a wide variety of presentation strategies used in oral texts and evaluate their effectiveness (<i>e.g., the use of humour, body language, visual aids, vocal effects</i>)	identify a wide variety of presentation strategies used in oral texts, evaluate their effectiveness, and suggest other strategies that might have been as effective or more so (<i>e.g., compare two oral presentations, with a focus on the effectiveness of the presentation strategies used by each speaker</i>) Teacher prompt: “Did the speakers use facial expressions, vocal effects, and body language appropriately? Did the use of these strategies make the message more convincing?”