

CROSS GRADE COMPARISON CHART

Oral

Overall Expectation 3

ORAL COMMUNICATION OVERALL EXPECTATION # 3: *reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations;*

Reflecting on Oral Communication Skills and Strategies

3.1 Metacognition

Grade 1	Grade 2	Grade 3	Grade 4
begin to identify, with support and direction, a few strategies they found helpful before, during, and after listening and speaking Teacher prompts: “How do you know what to listen for?” “What could you do after you listen to check and see if you understood what you heard?” “What could you do if you didn’t understand what you heard?” “What do you think about before you begin to talk?” “When you are talking, how can you tell if the audience understands?” “What could you do to help the audience understand what you are saying?”	identify, initially with support and direction, a few strategies they found helpful before, during, and after listening and speaking Teacher prompts: “What questions can you ask yourself while listening to be sure that you understand what you hear?” “What can you do after listening to check that you have understood?” “How do you get ready to speak?” “While you are speaking, how do you check whether you are keeping the attention of your audience?”	identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking Teacher prompts: “What questions do you ask yourself after listening to check that you have understood?” “How do you check to be sure that the audience understands what you are saying?”	identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills Teacher prompts: “What strategies do you use to monitor your listening to be sure that you are understanding the speaker?” “If, after listening, you think you don’t understand, what steps do you take to clear up your confusion?” “How do you identify the things that you do well as a speaker and what you would like to improve upon?”
Grade 5	Grade 6	Grade 7	Grade 8
identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills Teacher prompts: “How do you check to be sure you understand correctly what others are saying during a discussion?” “How do you make decisions about when to speak and when to listen?”	identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills Teacher prompts: “What strategies do you use to help you understand and follow a discussion among several people?” “What strategies do you use to recall important information after listening?” “What factors do you consider when deciding whether to use an informal or a formal approach when speaking?”	identify what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills Teacher prompts: “What do you try to find out before you begin to listen to an oral text?” “How can a partner help you clarify your ideas after listening to an oral text?” “What steps help you prepare to speak in a formal situation?”	identify what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills Teacher prompts: “What listening strategies help you to contribute effectively in a group discussion?” “What questions do you ask yourself to check whether you are understanding what is being said?” “Can you identify the most effective elements in your oral presentation? How do you know they were effective?” “What would you do differently next time?”

3.2 Interconnected Skills

Grade 1	Grade 2	Grade 3	Grade 4
begin to identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills Teacher prompts: “How do you learn new words that you can use when you are speaking?” “What words have you learned in the books you are reading that help you understand what you hear or that you can use while you are speaking?”	identify, initially with support and direction, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills Teacher prompts: “How does listening make you a better speaker?” “How does viewing texts help you when you are listening?”	identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills Teacher prompts: “How does speaking make you a better listener?” “How does seeing a television program on a topic help you when you are discussing that topic in class?” “Does learning new words from your reading help you when you are listening to oral texts?”	identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills Teacher prompts: “How can viewing media texts help you as a listener or speaker?” “How can reading texts from different cultures help you connect to your audience as a speaker?”

Grade 5	Grade 6	Grade 7	Grade 8
<p>identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills</p> <p>Teacher prompts: “What have you learned as a writer that you can use to make your oral presentations more effective?” “What do you think the connection is between your experience as a reader and your ability to understand what you hear?”</p>	<p>identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills</p> <p>Teacher prompt: “What strategies that you use when preparing to write help you organize your ideas before speaking?”</p>	<p>identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills</p> <p>Teacher prompt: “How does reading about an issue help you participate in a discussion about it?”</p>	<p>identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills</p> <p>Teacher prompt: “How does your experience of creating media texts help you understand oral texts?”</p>