

**Listening and Speaking
Grade K**

	Advanced	Proficient	Basic	Below Basic
<i>Strategies</i>	<ul style="list-style-type: none"> •Demonstrates strategies of a proficient listener and speaker, with flexibility appropriate to varying audiences and purposes. 	<ul style="list-style-type: none"> •Shares information and ideas using an audible voice during daily informal and academic conversations, and is able to speak in complete coherent sentences as appropriate to the academic task. <i>Comprehension 1.2</i> •Listens and responds to spoken messages. Understands and follows classroom directions/routines. <i>Comprehension 1.1</i> 	<ul style="list-style-type: none"> •Hesitant or reluctant to join in during informal and academic classroom conversations. Little or no attention to other students' comments or ideas. May provide single word responses to literal questions. May need support in responding to inferential/applied questions. •May require multiple repetitions, extended time, and additional visual and physical supports to follow and negotiate classroom directions and routines. 	<ul style="list-style-type: none"> •Does not speak in class. •Does not attend to speaker.
<i>Applications</i>	<ul style="list-style-type: none"> •Demonstrates applications of a proficient listener and speaker, and self-initiates unique, authentic applications. 	<ul style="list-style-type: none"> •Describes people, places, things, locations and actions during daily informal and academic conversations. <i>Applications 2.1</i> •Recites a repertoire of rhymes, poems, and songs. <i>Applications 2.2</i> •Relates an experience or creative story in a logical sequence, so that the listener understands the story or experience. <i>Applications 2.3</i> 	<ul style="list-style-type: none"> •May "label" without describing. Descriptions may be limited to simple concrete qualities. •May join in for portions of rhymes, poems, songs during repetitive recitations, re-enactments and re-readings. •Stories may be difficult to understand due to insufficient information or over-reliance on a simple sequential retell. 	<ul style="list-style-type: none"> •Does not participate in classroom discussions. •Does not share stories or personal experiences.
<i>Conventions</i>	<ul style="list-style-type: none"> •Demonstrates conventions of a proficient listener and speaker with flexibility appropriate to audience and purpose. 	<ul style="list-style-type: none"> •Uses appropriate pragmatic features of discourse (i.e., volume, gestures, expression, etc.) •Sentence structures and grammar are continuously emerging, and errors do not interfere with meaning. <i>Written and Oral Conventions 1.0</i> 	<ul style="list-style-type: none"> •Confusions with standard English conventions interfere with understanding. •Speech/Language may be difficult to understand. 	<ul style="list-style-type: none"> •Does not use English language conventions.