**Common Core Standards k-5: Listening Skills**

*Key: A-Bc. (DE)*

*A= grade level*

*Bc = standard number and sub designation*

*DE= area (SL- speaking and listening standards, LS= language standards)*

k-1d. (LS) Understand and use question words (interrogatives)

k-6. (LS) Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

K-1a. (SL) follow agreed upon tiles for discussion (listening to others and taking turns speaking about the topics and texts under discussion) in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

k-1b. (SL) continue a conversation through multiple exchanges in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

k-2. (SL) confirm understanding of a text read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification of something is not understood.

K3. (S) ask and answer 2questions in order to seek help, get information or clarify something that is not understood.

1-4a. (LS) use sentence level context clues as a clue to the meaning of a word or phrase .

1-6. (LS) use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

1-1b. (SL) Build on others’ talk in conversations by responding to the comments of others through multiple exchanges in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

1-1c. (SL) Ask questions to clear up any confusion about the topics and texts under discussion in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

1-2. (SL) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

1- 3. (SL) Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood

2- 4a. (LS) Use sentence-level context as a clue to the meaning of a word or phrase.

2-6 (LS) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

2-1a. (SL) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

2-1b. (SL) Build on others’ talk in conversations by linking their comments to the remarks of others in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups..

2-1c. (SL) Ask for clarification and further explanation as needed about topics and texts under discussion in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

2-2. (SL) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

2-3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

3-4a (LS) Use sentence-level context as a clue to the meaning of a word or phrase.

3-1b. (SL) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly..

3-1c. (SL) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly..

3-2. (SL) Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

3-3. (SL) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

4-4a. (LS) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

4-1b. (SL) Follow agreed-upon rules for discussions and carry out assigned roles in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly..

4-1c. (SL) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. .

4-1d. (SL) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

4-2. (SL) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

4-3. (SL) Identify the reasons and evidence a speaker provides to support particular points.

5-4a. (LS) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

5-1b. (SL) Follow agreed-upon rules for discussions and carry out assigned roles in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly..

5-1c. (SL) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly..

5-1d. (SL) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly..

5-2. (SL) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

5-3. (SL) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.