

EMERGING LANGUAGE THROUGH INTENTIONAL LISTENING



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Goals

- Address standards and best practices
- Understand an introduction to types of listening
- Have a listening experience



Tip #1: Utilize CA ELD Standard P1.9-12.5

- Determine the skills
- Choose scaffolds in accordance with the skills

<i>Emerging</i>	<i>Expanding</i>	<i>Bridging</i>
<p>5. Listening actively Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support.</p>	<p>5. Listening actively Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments, with moderate support.</p>	<p>5. Listening actively Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments, with light support.</p>

Emerging	Expanding	Bridging
<ul style="list-style-type: none"> -Use physical gestures to accompany oral directives -Label visuals and objects with target vocabulary -Introduce cognates to aid comprehension -Model academic language and vocabulary -Ask for Total Physical Responses from students -Restate/Rephrase and use oral language routines -Use wait time -Use visuals to accompany printed text whenever possible 	<ul style="list-style-type: none"> -Give two step contextualized directions -Provide graphics or objects to sequence steps in a process -Check comprehension of all students frequently -Use wait time -Use cognates to aid comprehension -Model academic language and vocabulary 	<ul style="list-style-type: none"> -Confirm students' prior knowledge of content topics -Extend content vocabulary with multiple examples and non-examples -Model academic language and vocabulary



Listening Types

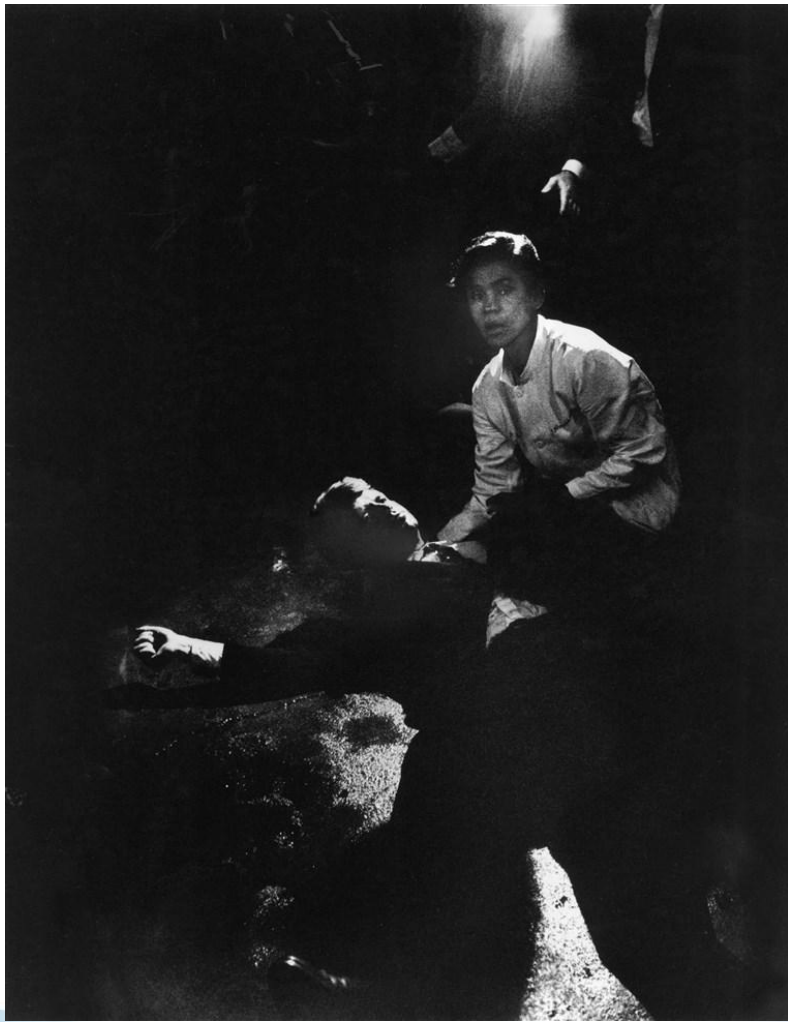
**DISCRIMINATIVE
LISTENING**

**APPRECIATIVE
LISTENING**

**PRECISE
LISTENING**

**STRATEGIC
LISTENING**

**CRITICAL
LISTENING**



Tip #2: Considerations for Text Choice

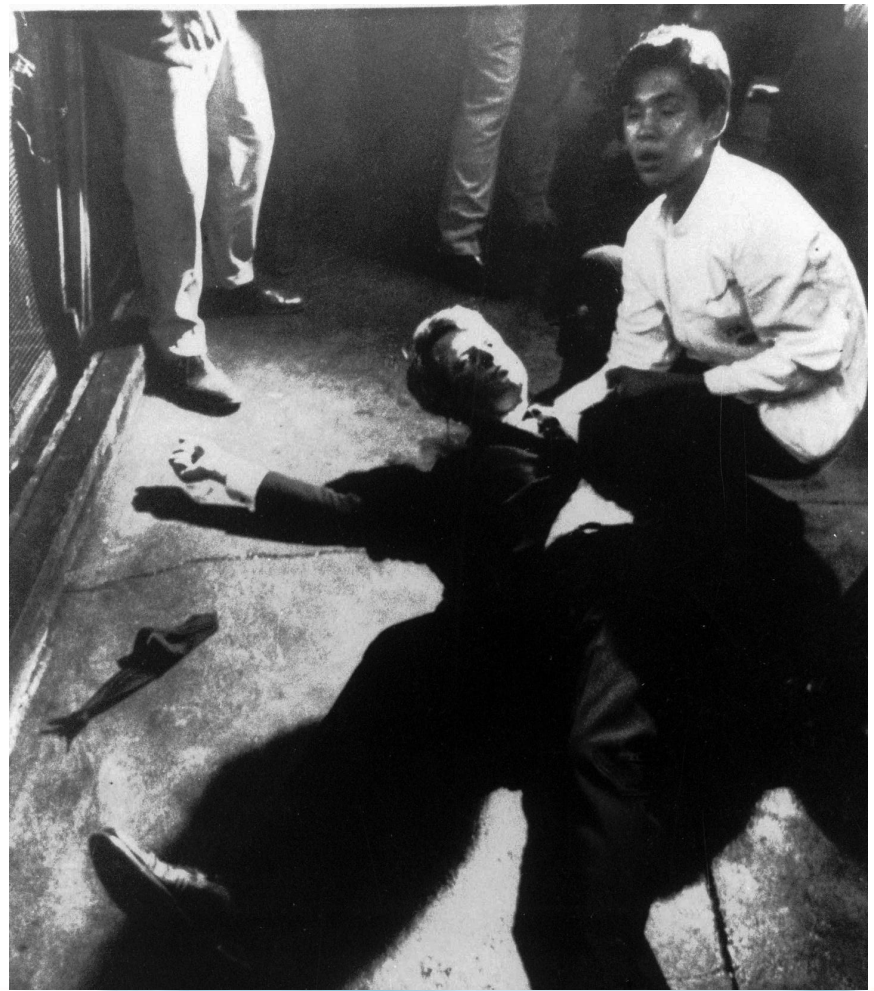
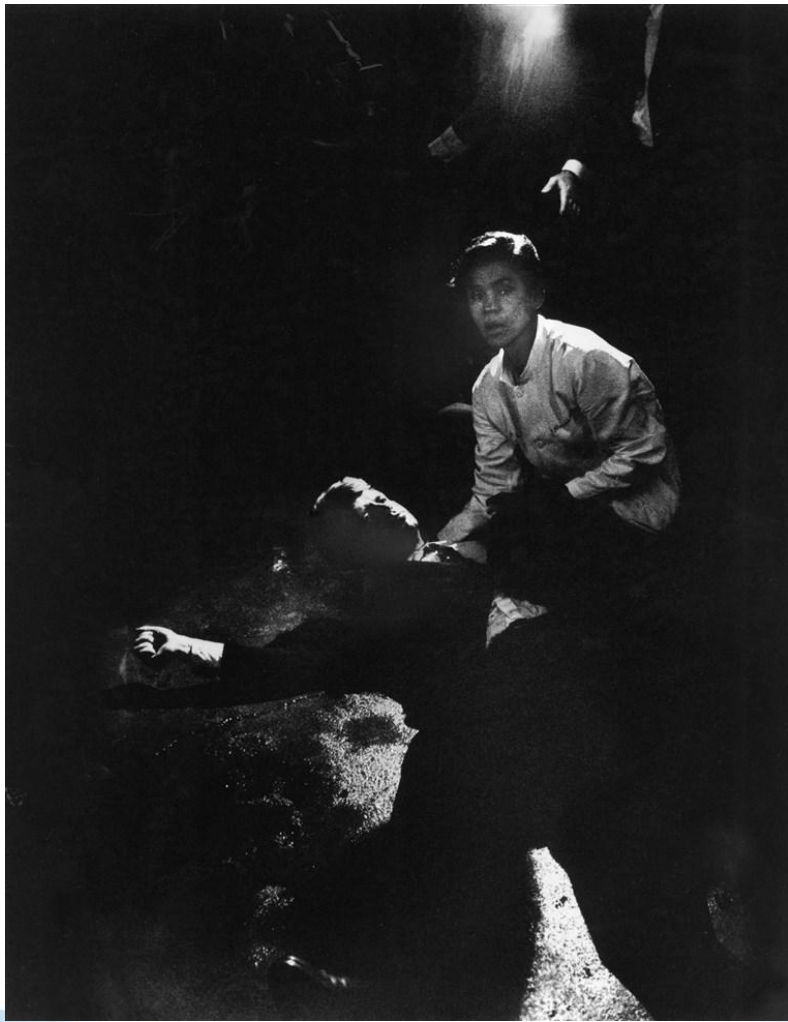
Vary activities and sources of information so that they can be:

- Personalized and contextualized to learners' lives
- Culturally relevant and responsive
- Socially relevant
- Age and ability appropriate
- Appropriate for different racial, cultural, ethnic, and gender groups

~ UDL Guidelines (cast.org)

- Engaging Texts:
 - Have information that is relevant & valuable to interests & goals
 - To recruit interest, highlight the utility and relevance of the text
 - Provide options that optimize what is relevant, valuable, and meaningful to the learner





Today's focus ...

APPRECIATIVE
LISTENING

PRECISE
LISTENING

<https://bit.ly/ListenSCCOE>



An Eyewitness Details the Assassination of Robert F. Kennedy



As told by Juan Romero





**Those that chose appreciative listening,
what did you hear?**

**Those that chose precise listening, what
did you hear?**



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<https://bit.ly/CAELD5>





**How does listening connect
to reading, writing and
speaking?**



Resources

<https://bit.ly/Listening052620>

CA ELD Standard Part 1, 9-12.5
Listening actively

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<p>Emerging</p> <ul style="list-style-type: none"> -Use physical gestures to accompany oral directives -Label visuals and objects with target vocabulary -Introduce cognates to aid comprehension -Model academic language and vocabulary -Ask for Total Physical Responses from students -Repeat/refresh and use oral language routines -Use wait time -Use visuals to accompany printed text whenever possible 	<p>Expanding</p> <ul style="list-style-type: none"> -Give two step contextualized directions -Provide graphics or objects to sequence steps in a process -Check comprehension of all students frequently -Use wait time -Use cognates to aid comprehension -Model academic language and vocabulary 	<p>Bridging</p> <ul style="list-style-type: none"> -Confirm students' prior knowledge of content topics -Extend content vocabulary with multiple examples and non-examples -Model academic language and vocabulary

LISTENING TYPE	SKILLS
DISCRIMINATIVE LISTENING	<ul style="list-style-type: none"> IDENTIFY INDIVIDUAL SOUNDS AND SOURCES EXPRESS PHONOLOGICAL AWARENESS ARTICULATE VOCAL EXPRESSION IDENTIFY ONOMATOPOEIA
APPRECIATIVE LISTENING	<ul style="list-style-type: none"> GAINING EXPERIENCE LISTENING IN A VARIETY OF FORMS RECOGNIZING THE FEELINGS THAT LISTENING CAN BRING RECOGNIZING THE POWER OF LANGUAGE APPRECIATING HOW WORDS FLOW FROM A SPEAKER
PRECISE LISTENING	<ul style="list-style-type: none"> ASSOCIATING WORDS AND MEANINGS DEDUCING THE MEANING OF WORDS FROM CONTEXT UNDERSTANDING GRAMMATICAL STRUCTURES RECALLING DETAILS RECALLING SEQUENCES RECOGNIZING MULTIPLE CHARACTERS FOLLOWING DIRECTIONS
STRATEGIC LISTENING	<ul style="list-style-type: none"> CONNECTING IDEAL INFORMATION DISTINGUISHING BETWEEN INFERENCE AND FACTUAL INFORMATION ACCOMMODATING NEW INFORMATION ASSIMILATING NEW INFORMATION SUMMARIZING PREDICTING QUESTIONING SYNTHESIZING
CRITICAL LISTENING	<ul style="list-style-type: none"> RECOGNIZING BIAS RECOGNIZING A SPEAKER'S INFERENCE DISTINGUISHING BETWEEN FACT AND OPINION EVALUATING SOURCES

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Equity Series



Thank You!



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