

## ORAL LANGUAGE AND LISTENING COMPREHENSION

Neuhaus Learning Objectives	WHAT THE TEACHER NEEDS TO KNOW AND BE ABLE TO DO	WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO	
	IDA Knowledge and Practice Standards	ELA/Writing TEKS Reading	Common Core Foundational Skills, Speaking and Listening, and Language
<b>Identify</b> comprehension as the ultimate goal of reading.	A.3, A.4, B.8	N/A	N/A
<b>Identify</b> the factors that contribute to comprehension.	E-4.1	N/A	N/A
<b>Identify</b> reasons students have difficulties with comprehension.	A.3	N/A	N/A
<b>Describe</b> the importance of oral language.	A.4	K.5(A-B, 1.6(A-C), 2.5(A-C), 3.4(A-D), 4.2(A-D), 5.2(A-D)	K- RL 1-2, 4, 6-7; RI 1-7; SL 1-4, 6; L 4.a; 5.b, d; 6 1 - RL 1-5, 7; RI 1, 3, 4, 7; SL 1-4, 6; L 4.a; 5.b, d; 6 2- RL 1-5; RI 1, 3-4, 7; SL 1-4, 6; L 5.b 3 - RL 1-5; RI 1-4, 8-9; SL 1-4, 6; L 4.c; 5.a 4 - RL 1-5; RI 1-4; SL 1-4, 6; L 5.a-c 5 - RL 1, 4-6; RI 1-4, 8; SL 1-4, 6; L 5.b, c
<b>Lead</b> activities that build oral language: naming, describing, retelling	E-4.1, E-4.2, E-4.3, E-4.4, E-4.5	K.5(C), K.8(A), K.9(A), 1.6(D), 1.9(A), 1.9(B), 2.9(A-B), 3.8(A-C), 4.6(A-C), 5.6(A-C)	RL –K.6, 7; 1.2-4, 7; 2.3-5; 3.2-5, 7; 4.1, 4-5; 5.1 RI – K.4-7; 1.4; 2.4, 7-8; 3.4,7-8; 4.4; 5.1, 4-6
<b>Utilize</b> the retelling rubric to analyze a students' language and to develop a prescriptive instructional plan.	D.1, D.2, D.3, D.6	K.5(C), K.8(A), K.9(A), 1.6(D), 1.9(A), 1.9(B), 2.9(A-B), 3.8(A-C), 4.6(A-C), 5.6(A-C)	RL – K.2; 1.2; 2.2 RI – K.2
<b>Distinguish</b> the characteristics of	B.11, E-5.2	K.8, 1.9, 2.9, 3.8,	RL K.3; 1.3,5-6; 2.1-2, 5-6; 3.2-3;

narrative and expository text.		4.6, 5.6	4.2-3; 5.2-3 RI – K.2-3, 8; 1.2-3, 5-6; 3.3, 5; 4.2, 5, 7; 5.2, 5, 7
<b>Lead</b> the summarization of a narrative text utilizing the 5 Wh-cards.	E-5.3	N/A	RL K.3; 1.3,5-6; 2.1-2, 5-6; 3.2-3; 4.2-3; 5.2-3
<b>Lead</b> the summarization of an expository text utilizing a card pyramid.	E-5.3	N/A	RI – K.2-3, 8; 1.2-3, 5-6; 3.3, 5; 4.2, 5, 7; 5.2, 5, 7
<b>Generate</b> questions on a continuum from simple to more complex.	E-5.1	N/A	RL - K.4, 1.1, 2.1 RI – K.1,4; 1.1, 4; 3.1