



## Grade K-2 Teachers

Oral Language and Listening Comprehension is a professional learning course focused on building foundational and higher-order thinking skills at the oral level guided by structured lesson plans.

## Instructor Knowledge and Skills

| Neuhaus Learning Objectives   | IDA Knowledge and Practice Standards |
|---|--------------------------------------|
| <b>Identify</b> the components that contribute to language comprehension.   | 1.3, 1.7, 4A.1, 4E.1, 4E.2, 4F.1     |
| <b>Identify</b> reasons students have difficulties with language comprehension.                                       | 1.2, 1.7                             |
| <b>Describe</b> and <b>Lead</b> activities that support oral language acquisition and builds listening comprehension. | 4E.1, 4E.2, 4F.2, 4F.4, 4F.5         |
| <b>Utilize</b> the retelling rubric to analyze a students' language and to develop a prescriptive instructional plan. | 3.5                                  |
| <b>Distinguish</b> the characteristics of narrative and expository text.  | 4F.2                                 |
| <b>Lead</b> the summarization of a narrative text utilizing the 5 Wh-cards.   | 4F.1, 4F.2, 4F.5                     |
| <b>Lead</b> the summarization of an expository text utilizing a card pyramid.   | 4F.1, 4F.2, 4F.5                     |
| <b>Generate</b> questions on a continuum from simple to more complex.   | 4F.1, 4F.4                           |
| <b>Plan</b> the inclusion of Oral Language and Listening Comprehension activities into the daily reading block.       | 4F.1                                 |

## Student Knowledge and Skills

If an Instructor successfully masters the Learning Objectives and utilizes Oral Language and Listening Comprehension with skill and fidelity, instruction will meet the following student knowledge and skill needs:

| Grade        | TEKS   | COMMON CORE   |
|--------------|--|---|
| Kindergarten | 1.A,C,D;3.C  5.A,C-G  6.A,C,D,F  7.A-D                     | RL.K.1-3;4,6;7,9;10  RI.K.1-3;4-6;7,8  RF.K.1-3  SL.K.1-3;4,6  L.K.1a;2c,d;5a,b,c |
| First        | 1.A,C,D;3.C,D  6.A,C-G  7.A, C, D, F  8.A-D   11.B(i,ii),C | RL.1.1-3;5,6;7,9  RI.1.1-3;4-5;7,8  RF.1.1-3  SL.1.1-3;4,6  L.1.1a;5a,b,c         |
| Second       | 1.A,C,D;3.C,D  6.A,C-G  7.A, C, D, F  8.A-D   11.B(i,ii),C | RL.2.1-3;5;7  RI.2.1-3;4-6;7,8  RF.2.3  SL.2.1-3;4,6  L.2.5a                      |



# Standards Alignment

# Oral Language & Listening Comprehension + PLUS

| Grade (cont.) | TEKS  | COMMON CORE  |
|---------------|---|--|
| Third         | 1.A,C,D;3.C,D  6.A,C-G  7.A,C,D,F,G <br>8.A-D;9.D(i)   11.B(i,ii),C | RL.3.1-3;9  RI.3.1-2;5;7,8  RF.3.3 <br>SL.3.1b,c;3;4,6  L.3.1a,b,e;2a,d,f;3.4b,c |
| Fourth        | 1.A,C,D;3.C,D  6.A,C-G  7.A,C,D,F,G <br>8.A-D;9.D(i)   11.B(i,ii),C | RL.4.1-3;9  RI.4.1-3;5;7-8  RF.4.3 <br>SL.4.1b,c;3;4  L.4.1e;2a;4b;5a,c          |
| Fifth         | 1.A,C,D;3.C,D  6.A,C-G  7.A,C,D,F,G <br>8.A-D;9.D(i)   11.B(i,ii),C | RL.5.1-3;4;9  RI.5.1-2;8  RF.5.3  SL.5.1b,c <br>L.5.4b;5a                        |