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<th>Level</th>
<th>Speaking and Listening</th>
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| **EY** | Uses gesture and expressive body movements for communication  
Uses language skills in a variety of contexts  
Uses repetitive sounds and words, aspects of language such as rhythm, rhyme and alliteration, and to enjoy nonsense stories and rhymes  
Uses and enjoys verbal communication  
Listens attentively and responds appropriately to others |
| **MP 1** | Makes positive contributions to class and group discussions  
Gives and responds to oral directions  
Asks and responds to questions  
Follows the conventions of conversation  
Makes simple oral presentations (with visual displays to provide additional detail)  
Demonstrates consideration to the needs of the listener  
Speaks audibly and expresses thoughts, feelings, and ideas clearly  
Recites and responds to familiar stories, poems and rhymes  
Demonstrates an understanding of appropriate listening behavior by using active listening strategies and nonverbal cues in a variety of situations |
## ELA Speaking and Listening Benchmarks

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| **MP 2** | Makes positive and sustained contributions to group discussions  
| | Makes reasoned responses to questions and comments  
| | Plans, rehearses and gives simple oral presentations (with visual and/or media tools to provide additional details)  
| | Uses interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner  
| | Identifies some vocal effects like tone, pace, pitch and volume and use them appropriately to communicate meaning  
| | Listens to others without making interruptions  
| | Uses strategies to convey a clear main point when speaking  
| | Recognizes and uses simple non-verbal expressions  
| | Identifies, recounts and summarizes the main points of an oral presentation |
| **MP 3** | Conveys information, experiences, arguments and opinions clearly when speaking to others  
| | Plans, rehearses and gives more complex presentations (with visual and/or media tools to provide additional details)  
| | Uses spoken language that is appropriate to the situation and purpose  
| | Adopts a variety of roles in group discussions  
| | Applies vocal effects like tone, pace, pitch and volume and use them appropriately to communicate meaning  
| | Asks questions to obtain clarification and elaboration  
| | Uses strategies and tools to enhance listening comprehension  
| | Uses the content, intention and perspective of what is said in a variety of situations |

**References:**
- IPC (Fieldwork) Targets
- Common Core USA
- Australian Curriculum
- National Curriculum UK