

Listening Skills Inventory

2008





Introduction

The Importance of Listening

Learning to listen is fundamental in learning to read. Successful reading depends on the following four principles:

- 1) An ability to recognize the elements of oral language on which reading depends (phonemic awareness).
- 2) The ability to connect text to background knowledge (comprehension).
- 3) The implementation of effective strategies for constructing meaning.
- 4) The motivation to continue engaging in literate activities (National Reading Panel, 2000; Rose & Dalton, 2007).

Listening and oral language are integral parts of each of these components of the reading process — sound identification, vocabulary, experience building and the motivation to continue building one's literacy skills. The demands of the 21st century call for more than basic reading skills. The abilities to think critically, listen, speak, collaborate and communicate effectively are essential literacy skills that emphasize the need for listening skills instruction (ASCD, 2008). In addition, new technologies are elevating the importance of listening and literacy. Technology is providing a broader palette for learning, communication, persuasion, inquiry and entertainment (Rose & Dalton, 2007).

Considering that oral language is the foundation of print literacy, one would hope that talking and listening are consistently and emphatically taught in every classroom. However, often teachers do most of the talking, rote drills are the norm, and there is little time for explicitly teaching listening skills. In addition, studies show that students with disabilities spend more time on basic skills development and less time engaged in exciting instruction that encourages talking, creating and conceptualizing (Fisher & Frey, 2007). And yet, listening can be a vital alternative to the limits of print for students with disabilities (Rose & Dalton, 2007). For these students, listening allows them to keep pace with their peers by building their content knowledge, as well as improving phonetic skills, reading fluency, and listening comprehension (Recording for the Blind & Dyslexic, 2006).

Acknowledging the importance of teaching listening skills, yet recognizing educational time constraints, this listening tool aligns listening standards with a scope of listening skills sequenced according to grade ranges. Teachers can use this inventory of listening skills to identify what skill needs to be taught and access the RFB&D: Learning Through Listening® website (www.learningthroughlistening.org) for lessons and activities to teach to those needs.



How Was the Tool Assembled?

This tool was made available to RFB&D by the **Lavelle Fund for the Blind** — a collaboration between RFB&D and the New York City Educational Vision Services — to develop a listening and teacher training curriculum.

The *New York Learning Standards for English and Language Arts* (Rev. March, 1996) formed the basis for this inventory of listening skills. The standards were summarized and abbreviated to focus on listening and reading; and more specifically, listening for students with visual impairments or blindness. The sequence of skills follows the *New York Learning Standards for English and Language Arts* and is delineated according to Elementary, Intermediate and Commencement levels. Additional references and state standards were also applied to build a comprehensive list of listening skills. Examples of evidence that each skill has been obtained and sample application(s) are given for each standard.

Directions

There are four standards. Each standard contains three grade ranges with specific listening skills and sample applications. A separate inventory should be completed for each student. The teacher may want to sign and date the inventory. Put a check mark by each skill the student has mastered (completed at a 95% level) or in the column that says the skill still needs to be taught.

This can be done early in the year as a pre-assessment and again later as a post-assessment of the student's listening abilities. Once the student has mastered the skill, mastery can be checked, until all the skills and standards are met. If the Inventory moves through the system with the student, it may be helpful to initial the skills as they are taught or mastered as a means for communicating with future teachers.

Listening Skills Inventory

Student _____

Teacher _____

Date _____

STANDARD 1 — Students will read, write, listen and speak for information and understanding.
SKILLS — Collecting data; discovering relationships, concepts and generalizations; using, applying and transmitting the knowledge.

Elementary		
Evidence and Applications	Mastery (95%)	Need to Teach
Use concept maps, webs, or outlines to organize information they have collected. • Refer to the RFB&D LTL graphic organizers.		
Construct meaning from text by using prior knowledge, decoding strategies & context clues. • Use the Cloze method to determine unfamiliar vocabulary words. • Complete a KWL.		
Follow directions that involve 2-3 steps.		
Relate ideas between one text and another. • Identify a theme, such as “Nature” in a poem and a short story.		
Accurately paraphrase what they have heard or read. • Paraphrase 3 ideas within a short presentation.		
Make predictions on story content and endings.		
Identify the purposes of listening (enjoyment, knowledge, persuasion, social or expression).		
Ask questions to aid understanding.		
Retell a story in sequence. • Complete a sequence graphic organizer. • Retell a fairy tale.		
Intermediate Skills		
Restate and execute multiple-step (3-5) oral directions or instructions.		
Summarize information from a speech, textbook, biography or encyclopedia. • Summarize a 2 minute discussion or lecture.		
Construct meaning from text by using prior knowledge, decoding strategies & context clues. • Use context to determine unfamiliar vocabulary words. • Complete a KWL chart.		
Ask for clarification of an idea during class discussion.		
Use facts and data from news articles/TV in an oral report on a current event.		
Ask questions to clarify how ideas fit together.		
Map relationships and discuss connections to experience. • Categorize and group ideas. • Complete a concept map.		
Take notes that record the main idea and supporting details of a lecture, speech or story.		
Analyze and compile sources to use in a research project.		
Commencement		
Identify experts and references to support a thesis when listening to or giving a speech.		
Use an electronic database and other graphic representations to identify sociological trends. • Produce flow charts and diagrams to depict concepts.		
Determine the value of references for a particular research question. • Identify credible sources.		
Synthesize information from diverse sources.		
Distinguish between relevant and non-relevant information.		
Use strategies to extract information from text or discussion. • Complete a POWER listening note taking form.		

STANDARD 2 — Language for literary response and expression.

SKILLS — Comprehending, interpreting, and critiquing texts in every medium; drawing on personal experiences and knowledge to understand and recognize the social, historical and cultural features of the text.

Elementary

Evidence and Applications	Mastery (95%)	Need to Teach
Identify the main idea of a story.		
Listen to a book and point out how the setting and descriptive language add meaning to the text. • Complete a setting graphic organizer.		
Identify and define new words and concepts.		
Listen and read accurately and fluently. • Listen to or read at 170 WPM — chart results.		
Use inference and deduction to understand text or an oral story.		
Identify simple similes and metaphors.		
Recite a poem and tell why they liked it.		
Identify literary elements: setting, character, plot and theme. • Relate elements to their own lives.		
Recognize different literary genres. • Chart the types of reading material they've listened to.		

Intermediate Skills

Identify and define new words and concepts.		
Identify the main idea and supporting details.		
Interpret a speaker's message, purpose and perspective.		
Identify literary elements: setting, character, plot and theme. • Complete related graphic organizers.		
Identify literary elements to interpret works. • Recite a poem and discuss its rhythm and rhyme patterns. • Identify plots and sub-plots.		
Reference literature to support their position.		
Identify figurative language, such as symbolism, irony, dialect, etc...		

Commencement

Identify and define new words and concepts. • Use specialized vocabulary.		
Draw inferences and conclusions.		
Recognize the credibility of sources.		
Recognize techniques, i.e. allegory, imagery, figurative language, blank verse, etc. and use those elements to interpret work. • Listen to a selection of poems of different forms (ode, sonnet, lyrics, etc) and discuss the effect the format has on meaning.		
Identify and interpret distinguishing features of different literary genres, periods and traditions. • Act out a play. • Listen to literary pieces with a common theme from different time periods and compare their treatment of the theme.		

STANDARD 3 — Language for critical analysis and evaluation.		
SKILLS — Analyze and evaluate experiences, ideas, information, and issues using evaluative criteria from a variety of perspectives.		
<i>Elementary</i>		
Evidence and Applications	Mastery (95%)	Need to Teach
Form opinions about a variety of literary media, i.e. ads, textbooks and presentations. • Discuss a well-liked story and its literary elements.		
Discuss the quality of a story. • Easy to listen to, enjoyed the cadence and rhythm, used descriptive language, and stirred emotions...		
Recognize the author's point of view. • Discuss how the words of a poem made them feel. • Discuss an article from a children's magazine.		
Distinguish fact and opinion. • Discuss and critique a toy advertisement.		
Identify and evaluate their own strategies for listening critically. • Noting bias. • Identifying main points and repeating them. • Asking clarifying questions.		
Identify author's mood, i.e. happy, sad, concerned.		
<i>Intermediate Skills</i>		
Evaluate and interpret ideas using various literary forms. • Synthesize and evaluate information about a topic, using magazines, Internet, history books, etc.		
Recognize points of view. • Listen to two different reviews of a movie and discuss the differences.		
Assess the quality of text. • Evaluate a presidential speech, sports editorial, or debate.		
Judge author's mood. • Identify emotions through cadences, pitch and speed. • Identify auditory cues that enhance the message.		
Recognize and identify propaganda in advertisements, news articles and speeches. • Point out techniques such as overgeneralization, band wagon, emotional language, or one-sided arguments.		
<i>Commencement</i>		
Evaluate various literary forms including political speeches, professional journals and technical texts. • Research a topic (global warming) using 3 different formats, i.e. speeches, journals and debates. • Listen to advertisements and commercials and identify and analyze the main points/arguments. • Create and perform a Public Service Announcement.		
Analyze critiques or articles and discuss the differing judgments and criteria for rating. • React to a political speech and support that reaction. • Analyze a Supreme Court decision. • Debate the pros and cons of an issue.		
Recognize author's mood, i.e. humor, sarcasm, anger, etc.		
Recognize authors' points of view. • Listen to 2 political speeches and compare/contrast their stance.		

STANDARD 4 — Language for social interaction.

SKILLS — Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

Elementary

Evidence and Applications	Mastery (95%)	Need to Teach
Take turns and respond to others. • Participate in class games. • Participate in small group discussions.		
Listen attentively and recognize when it is appropriate for them to speak. • Take part in “show and tell” sessions. • Participate in group discussions during “circle time”.		
Recognize the kind of interaction appropriate for different circumstances, such as story hours, group discussions, and one-on-one conversations. • Bring messages to the principal’s office or another teacher. • Greet visitors to the school or classroom and respond to their questions.		
Self-motivate to listen critically. • Maintain eye contact, sit still & ask questions.		

Intermediate Skills

Listen attentively to others and build on others’ ideas in conversations with peers and adults. • Act as host for open-house at school.		
Express ideas and concerns clearly and respectfully in conversations and group discussions. • Participate in small group discussions in class. • Use appropriate verbal and non-verbal communication.		
Use verbal and non-verbal skills to improve communication with others. • Participate in school assemblies and club meetings. • Adjust pace, volume & inflection to influence an audience.		
Learn some words and expressions in another language to communicate with a peer or adult who speaks that language.		

Commencement

Engage in conversations and discussions on academic, technical and community subjects, anticipating listeners’ needs and skillfully addressing them. • Take part in and conduct meetings of student organizations. • Interview an expert and report the outcomes. • Adjust tone and feedback to encourage equitable participation.		
Express their thoughts and views clearly with attention to the perspectives and voiced concerns of the others in the conversation. • Clarify and expand on ideas.		
Use appropriately the language conventions for a wide variety of social situations. • Perform introductions at a school function. • Interview for a job or college acceptance. • Interact with community members through community service experience or part-time jobs.		

OTHER**Auditory Readiness**

Understand spatial orientation — prepositions, distance, sound location. • Conduct a school tour.		
Identify environmental sounds — auditory discrimination of sounds and words. • Complete the LTL environmental sounds activity.		
Screen out distractions. • External — noises, voices, traffic, etc. • Internal — disinterest, anxiety, prejudice, etc.		



References

Adapted *Listen and Think Teacher's Handbook* (Level B) American Printing House for the Blind, P.O. Box 6085, Louisville, KY 40206-0085. Product # 7-70060-00.

ASCD (2008, February). *Analyzing classroom discourse to advance teaching and learning. Education Update*. 50(2), Association for Supervision and Curriculum Development, Alexandria, VA. www.ascd.org

California State Board of Education Content Standards.
<http://www.cde.ca.gov/be/st/ss/>

Fischer, D. & Fry, N. (2007, September). *Checking for Understanding: Formative Assessment Techniques for your Classroom*. Association for Supervision and Curriculum Development (ASCD), Alexandria, VA. ASCD Product #107023.

International Listening Association.
http://www.listen.org/Templates/try_new.htm

Kentucky State Board of Education – Student Performance Standards.
<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/>

Lapinski, S. & Jackson R. (2007). *Listening to Text: A Literature Review*. Center for Applied Special Technology (CAST), CAST, 40 Harvard Mills Square, Suite 3, Wakefield, MA.

New York State Department of Education. Learning Standards for English Language Arts. (1996, March Revised). <http://www.emsc.nysed.gov/ciai/ela/pub/elalearn.pdf>

National Communication Association.
<http://www.natcom.org/nca/Template2.asp?sid=3>

National Reading Panel. *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington D.C.: National Institute of Child Health and Human Development.

Recording for the Blind & Dyslexic. (2006). *Research results show improved student achievement and success with RFB&D's Learning Through Listening programs*. Retrieved September 14, 2006, from <http://www.rfbdnj.org/ResearchFlyer.pdf#search=%22audioplus%20research%22>

Recording for the Blind & Dyslexic: Learning Through Listening. 20 Roszel Road, Princeton, NJ 08540.
<http://www.learningthroughlistening.org>

Rose, D. & Dalton, B. (2007). *Learning Through Listening in the Digital World*. Center for Applied Science Technology, Inc., CAST, 40 Harvard Mills Square, Suite 3, Wakefield, MA.

RFB&D LTL[®] WEBSITE

The screenshot shows a web browser window with the URL <http://www.learningthroughlistening.org/>. The page features a navigation menu with links for "Getting Started", "Latest Headlines", and "Veerle's blog". The main header includes the site logo, "Learning Through Listening[®] Classroom Tools. Sound Advice.", and a search bar. A sidebar on the left lists categories like "Classroom Teaching Tools" and "Listening: A Powerful Skill". The main content area has a welcome message and a list of resources: Lesson Plans, Classroom Activities, Teaching Strategies, and Listening Resources. There are several promotional banners, including one for "Ready to introduce audio textbooks..." and another for "Educators! Sign up now for lesson plans...". A login form is located at the bottom right.

Learning Through Listening | Home

http://www.learningthroughlistening.org/

Getting Started Latest Headlines Veerle's blog

Log in Tour Register Contact Us

Search

Learn more about...

Learning Through Listening[®]
Classroom Tools. Sound Advice.

Classroom Teaching Tools

Listening: A Powerful Skill

Universal Design for Learning (UDL)

Teaching with RFB&D's Audiobooks

About RFB&D[®]

Video Vault

Welcome to the **Learning Through Listening** website for all educators in grades K-12!

[Register now](#) to access free *listening focused* content and skill building exercises such as:

- Lesson Plans
- Classroom Activities
- Teaching Strategies
- Listening Resources

Lesson Plans

See our full collection of lesson plans for grades K-12! [Register now](#) for **FREE lesson plans**, teaching tools and more.

New! Celebrate *Read Across America* in March with new [lesson plans](#) featuring titles by or about Dr. Seuss and other authors with birthdays in March.

Audiobooks in the Classroom

Learn how to manage and implement audio textbooks and literature books in your classroom.

Listening to Learn

Learn how teaching listening skills can improve student achievement.

Classroom Strategies and Activities

Explore a variety of strategies and activities that will help build your students' listening skills.

[Register or log-in now](#) to visit our [Listening Lab](#) and try new interactive listening activities!

Ready to introduce audio textbooks into your curriculum and classroom?

[Click here to learn more about RFB&D[®] services and benefits](#)

RFB&D[®] learning through listening Recording for the Blind & Dyslexic[®]
The nation's educational library for those with learning and print disabilities

Educators!

[Sign up now](#) for lesson plans, teaching tools & more. It's all **FREE!**

Want to learn more first? [Take a tour](#) »

Log In

Email:

Password:

Done

