



# While-Listening Strategies for AZELLA Practice

This chart organizes strategies teachers can model and students can practice **during listening**. The focus is on strategies transferable to the AZELLA, where vocabulary previews aren't available.

## All Proficiency Levels

★ Core Strategy	How Students Use It	Teacher Modeling Tip
★ Listen for Who / What / Where	Ask yourself: <i>Who is this about? What happened? Where did it happen?</i>	Model: "I heard a name, an action, and a place—those give me an anchor."
Listen for Repeated Words/Phrases	Make a tally mark or circle each time a word/idea repeats.	Pause audio: "I've heard <b>pollution</b> three times. That must be important."
★ Track Order Words (→)	Write 1-2-3-4 or use arrows when hearing <i>first, next, then, finally</i> .	Say aloud: "I'm writing 1 when I hear <i>first</i> , so I don't forget the sequence."
Note Tone & Emphasis	Pay attention to voice changes (slower, louder, stressed).	Model: "The speaker slowed down on ' <i>the most important rule</i> ,' so I marked ✓."
Hold the Gist	Pause mentally to think: " <i>What's this mostly about so far?</i> "	Stop and restate: "So far, it's mostly about recycling rules."
★ Use the Picture or Graph	Before listening: take 5 seconds to scan it. Ask: "What do I see? What might this be about?" During listening: match what you hear to details in the picture/graph (numbers, labels, actions).	Model: "I see a bar graph about recycling. As I listen, I'll check if the speaker talks about the tallest bar."

## PreEmergent/Emergent

Strategy	How Students Use It	Teacher Modeling Tip
Draw While Listening	Sketch stick figures, arrows, or symbols for actions.	Draw a quick stick person running when hearing <i>"he ran."</i>
Listen for Names & Places	Write down any proper nouns you hear.	Say: "I don't know every word, but I heard <i>Phoenix</i> . That place matters."
Match Action Verbs	Write down verbs you hear: ran, built, decided.	Say: "I'm writing 'ran'—that tells me what he did."

## Basic

Strategy	How Students Use It	Teacher Modeling Tip
Keyword Capture	Jot 1–2 key words per idea, not full sentences.	Think aloud: "I'll just write <i>'water shortage'</i> —that's enough to remember."
★ Signal Word Hunt (◆)	Put a star ◆ when hearing <i>because, however, for example</i> .	Say: "I heard <i>because</i> —that means the reason is coming."
Mini-Checks	After a pause, whisper or jot: <i>"So far, it's about..."</i>	Model pausing: "So far, it's about how bees help plants."

## Intermediate

Strategy	How Students Use It	Teacher Modeling Tip
Inference Alerts	Note clues not directly said (e.g., <i>"She sighed" → she's tired</i> ).	Say: "She didn't say she was tired, but the sigh told me."
★ Contrast & Compare Listening (C)	Write "C" when hearing <i>but, instead, on the other hand</i> .	Stop and mark: "I heard <i>instead</i> , so I know this is a contrast."
Summarize in Real Time	After each chunk, jot a 5-word summary.	Model: "I'll write <i>'Farmer saves bees with flowers.'</i> Just 5 words."

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## Teacher Moves That Reinforce Strategies

- **Think-aloud modeling:** verbalize what you notice while listening.
- **Silent symbols:** teach shorthand like ✓ (main idea), → (sequence), ◆ (example), C (contrast).
- **One-play practice:** mimic AZELLA conditions by practicing with no repeats.
- ★ Highlighted strategies above (Who/What/Where, → for sequence, ◆ for because/reason, and C for contrast) are **core moves** that benefit students across all proficiency levels.