

**Specific Language Expectations**  
**Age 3-5**  
**Early Childhood**

**Children will:**

**Speaking and Listening**

- begin to listen in small or large groups for increasing periods of time
- appreciate and relate to different voice tones
- speak clearly in order to be understood
- realize the power language has to fulfill their needs, gain information, express feelings, etc
- use language to connect new experiences to what they already know
- use language in imaginative and dramatic play, discussions and conversations
- talk about their own stories, writing, pictures and models
- listen and respond to stories, poems, rhymes, songs, instructions, questions and explanations
- anticipate and predict when listening to *texts* read aloud
- listen effectively in order to retell, sequence and describe past events
- listen effectively in order to follow instructions
- ask questions and give appropriate answers
- distinguish between sounds they hear in their immediate environment
- begin to identify differences in letter sounds
- begin to distinguish the beginning and ending sounds of words
- show an awareness of rhythm and rhyme
- use appropriate word order in simple sentences
- use grammatical rules in speech even though they may over-generalize

**Written Communication**

**Reading**

- understand that print has meaning
- begin to discriminate between letters, numbers, symbols and words
- read familiar print from their immediate environment (e.g. traffic signs, billboards, food labels)
- recognize their own and other familiar names
- demonstrate conventional book-handling skills
- participate in *shared reading*, *guided reading* and read-aloud situations
- read simple, familiar *texts* (charts, books, personal writing, songs)
- demonstrate awareness of some conventions of written *text* (e.g. spaces between words, directionality)
- select and reread favourite *texts* for enjoyment
- respond appropriately to a variety of *texts*
- use a variety of strategies to unlock *text* (eg prior knowledge, visual, contextual and memory cues)
- recognize the beginning, middle and end of a story
- retell a story or experience

- make predictions at the beginning, during and at the end of *texts*
- make links between personal experiences and storybook characters
- begin to show an awareness and understanding of sound–symbol relationships
- recognize and name some of the letters of the alphabet and their sounds
- begin to match spoken word(s) to written word(s)
- begin to recognize beginning and end sounds or letters in familiar words
- begin to recognize a basic list of common sight words (eg is, and, big, dog, love)

### **Writing**

- show interest and curiosity in different models or forms of written *text*
- write their name
- experiment with print, labelling and sound words (e.g. crash)
- understand that their written *texts* remain constant
- differentiate between numbers, letters, symbols and drawings
- show knowledge of the names or sounds of the letters of the alphabet
- attempt to use familiar letters and/or sounds to write a message
- write letters and words and give them meaning
- create illustrations to match their own written *text*
- read and reread their own written *text(s)* for themselves and others
- use simple sentence structures
- demonstrate an awareness of directionality
- attempt to form letters conventionally and legibly
- respond to conventional pencil-grasp instruction
- state purpose of their own writing

### **Visual Communication**

- recognize, name and label a range of familiar media (eg advertising, logos, labels, signs)
- view and listen to media works and talk about what they mean
- make connections between letters, sounds, and symbols using samples of media and *text* such as photos, videos etc
- make predictions when viewing a television programme, film or video
- construct meaning from visual *texts* with familiar content by using pictorial and visual cues
- compare media representations to real and/or story versions by drawing on personal experience or knowledge
- tell the difference between real and animated objects or images
- apply skills to search for, record and present information from a variety of media and *texts*
- use verbal and non-verbal responses to a variety of media
- use appropriate computer icons to activate computer programs
- demonstrate basic computer skills (e.g. turn computer on and off, log on, handle the mouse)
- use critical and analytical skills to respond to familiar media

**Specific Language Expectations**  
**Age 5-7**  
**KG-Grade 1**

**Students will:**

**Oral communication:**

**Listening and Speaking**

- listen attentively and considerately and respond in small- and large-group situations
- appreciate and relate to different voice tones, and use tone, volume and intonation to enhance meaning
- use talk to establish relationships with others and for a variety of personal purposes
- begin to understand that language is influenced by purpose and audience
- hear and accept differences between languages
- participate in imaginative play, storytelling, role play and dramatization of stories and poems
- listen to and talk about stories, poems, rhymes, questions, explanations and instructions with increasing confidence and detail
- be able to anticipate and predict when listening to *texts* read aloud
- pick out main events and relevant points
- express thoughts, feelings, ideas and opinions and be able to discuss them, respecting contributions from others
- retell, relate and sequence events and stories with increasing detail
- give instructions, directions and messages and respond to the instructions of others
- ask questions and give appropriate answers
- begin to develop specific vocabulary to suit different purposes, e.g. descriptive, comparative or persuasive vocabulary
- appreciate that a word can have various meanings (e.g. light)
- hear the beginning, middle and end of words, including blends and digraphs
- hear and use rhyming words
- use simple and compound sentences, with appropriate word order

**Written communication:**

**Reading**

- enjoy reading and being read to
- read for a variety of purposes and respond to what is read
- participate in paired, group or class reading activities
- read and retell simple, familiar books independently with confidence and will be willing to take risks
- read silently with a degree of independence
- use a variety of reading strategies to make meaning of *text*: picture cues, directionality, phonics, self-correction, one-to-one correspondence, context,

- prediction, an increasingly developed sight vocabulary, memory, punctuation, syntax, rereading and reading on
- recognize that a story has a beginning, middle and end
  - predict what may happen next in a story and revise or confirm predictions
  - identify with a character or a situation
  - recall the plot and characters of a story
  - understand and respond to the ideas and feelings expressed in various reading materials
  - recognize and talk about a range of different *text* types (eg letters, lists, recipes, stories, poetry, plays)
  - start to develop personal preferences in reading
  - understand the role of an author or illustrator
  - recognize and use the different parts of a book (title page, contents page, page numbers, index)
  - know the difference between fiction and nonfiction
  - begin to use reference books, dictionaries and computers with some independence and confidence
  - read simple *text* aloud with expression and with regard to punctuation
  - understand sound–symbol relationships and recognize and name all letters and sounds
  - know the alphabet and be able to use simple alphabetical order

### **Writing**

- show confidence and a positive attitude to writing
- write about a range of topics that are personally significant
- write simple, sequenced stories with a beginning, middle and end
- use some simple literary forms and structures
- show some knowledge of, and a willingness to use an appropriate *writing process* (planning, drafting, editing, producing)
- respond orally to the work of others
- present writing appropriately with correct directionality and spacing
- use capital letters, full stops and question marks
- accurately spell some high frequency words
- use phonetic spelling
- begin to use some common spelling patterns
- use a simple dictionary or thesaurus
- use simple and compound sentences
- write legible upper- and lower-case letters in a consistent style

### **Visual Communication**

- understand that communication involves visual as well as verbal features
- understand that signs, symbols and icons carry meaning
- use a range of communications media, (e.g. drama, video, photography, computers, *texts* with different types of layout) to locate, present and record information

- understand that not everything they see is useful or relevant and know how to make discerning choices
- begin to interpret visual cues in order to analyze and make inferences
- make inferences about what a character could be like by observing body language, facial expressions, gestures, clothing, and the way other characters respond to them
- begin to interpret information provided in advertisements (catalogues, magazines, billboards and on television)
- begin to understand the role of familiar media in their own and their family's daily life
- begin to use appropriate technology such as a computer, printer, CDROM, digital camera

**Specific Language Expectations**  
**Age 7-9**  
**Grade 2-Grade 3**

**Students will:**

**Oral communication:**

**Listening and Speaking**

- respect the power of language and its effect on others, showing sensitivity
- listen appreciatively and responsively
- listen for a specific purpose in a variety of situations (eg stories, poetry, drama, instructions, discussions, conversations)
- listen responsively to stories read aloud in order to identify story structures and ideas
- understand that ideas and opinions can be generated, developed and presented through talk and work in pairs and groups
- use language confidently, appropriately and with increasing accuracy
- organize thoughts and feelings before speaking
- use register, tone and voice level appropriately and purposefully
- use a range of specific vocabulary to suit different purposes
- explain and discuss their own stories and writing with peers and adults
- begin to communicate in more than one language
- use more sophisticated storytelling skills showing an increasing awareness of structure and expression
- begin to argue persuasively and defend a point of view
- begin to paraphrase and summarize

**Written communication:**

**Reading**

- read independently, fluently, accurately and with understanding
- engage daily in individual silent reading with concentration
- use reading for pleasure, instruction and information
- maintain a “reading reflections” or “learning” journal
- show an interest in a variety of fiction and nonfiction literature
- recognize and appreciate different literary styles and genres
- express preferences in reading materials
- understand and respond to the ideas, feelings and attitudes expressed in various *texts*
- begin to recognize the author’s purpose (to inform, persuade, entertain, instruct)
- begin to understand that *texts* may be interpreted differently by different people
- make inferences and be able to justify them
- identify and describe elements of a story (setting, plot, characters, theme)
- recognize that there are more complex story structures than beginning, middle and end
- read to skim and scan in order to find specific information quickly

- respond to *text* by identifying the main idea, recognizing cause and effect, distinguishing between fact and opinion, questioning, and drawing conclusions
- read *text* aloud with fluency, expression and with regard to punctuation
- locate, select and use reference books, dictionaries and *IT* to find information

### **Writing**

- experience and appreciate different types of writing structures and styles
- use appropriate punctuation to support meaning
- demonstrate an increasing understanding of how and why grammar works
- accurately spell high frequency and familiar words and apply their knowledge of spelling patterns using a range of strategies to spell words of increasing complexity
- begin to select vocabulary according to the audience and purpose
- use content-specific vocabulary which may be connected to the unit of inquiry
- write a descriptive, narrative or information paragraph with a topic sentence, supporting detail and closing sentence
- write for a range of purposes, both creative and informational, for themselves and others
- write in a consistent, legible style
- use word processing to compose written pieces
- write independently with confidence, demonstrating an increasing development of the individual “voice” of the writer
- respond to the writing of others with sensitivity and respect
- compose using a range of structures and styles to reflect the particular purpose of the writing
- reread their written work in order to make revisions and improve their writing
- begin to use literary devices such as similes, onomatopoeia, and alliteration
- experiment composing different forms of poetry, including free verse and those governed by a variety of structures

### **Visual Communication**

- demonstrate an awareness of the presence of the media in the daily life of most people
- define the role of advertising as part of media presentation
- demonstrate an understanding of the basic elements of a poster
- study and interpret a still representation of a landscape (e.g. photograph, painting, model), identify what is seen, describe the elements shown in the picture and analyze the picture
- use strategies to identify appropriate resources and find information in visual media
- use critical and analytical skills to respond to communications media
- search for, record and present information from a variety of media and *texts*
- explore and use visual communication in order to express their own ideas and interpret the ideas of others

- view, analyze and discuss a wide variety of media works and relate them to their own experiences
- use a range of technologies to create media works of many types (eg cartoons, designs, film animation, web pages, diagrams)
- begin to select the appropriate presentation format for their work
- appreciate form and quality of presentation
- categorize visual documents

**Specific Language Expectations**  
**Age 9-12**  
**Grade 4-Grade 6**

**Students will:**

**Oral communication:**

**Listening and Speaking**

- use discussion to generate, develop, modify and present ideas
- participate appropriately in complex discussions, conversations, class and group meetings, debates and group presentations
- argue persuasively and practise debating skills, presenting a point of view that is not necessarily their own
- understand how language can influence points of view and the responses of others
- infer meanings, draw conclusions and make judgments
- prepare and deliver an individual presentation for a variety of purposes (to entertain, to inform, to persuade, to direct)
- use a wide vocabulary and complex sentence structures with a high level of accuracy
- understand and use a variety of literary devices such as metaphor, simile, personification
- give complex instructions, directions and messages and respond appropriately to those of others
- listen appropriately for a sustained period and for a variety of purposes (eg to seek information, to gain knowledge, for instructions, for enjoyment)
- show an active interest in and respect for other languages
- identify and appreciate differences and similarities between languages
- communicate in more than one language

**Written communication:**

**Reading**

- critically evaluate their own choices in books and distinguish and appreciate commendable or notable literature
- identify the elements of plot (exposition, rising action, climax, falling action, resolution) and the pattern in story outline (choice, reversal, understanding)
- categorize literature (fable, myth, biography, novel, essay)
- identify genre (e.g. science fiction, mystery, historical novel)
- read widely across the genre and show an interest in a variety of literature
- identify the different types of conflict in a story
- make informed judgments about the author's purpose
- show appreciation of different writing styles
- recognize and understand figurative language (eg similes, metaphors, idioms)
- identify and discuss forms and structures
- independently select the appropriate reading strategy for the purpose of the activity (e.g. scanning, skimming, rereading)

- be familiar with the standard organization of informational *text*
- locate, access, organize and synthesize information from a variety of sources
- generate new questions after reading and connect these to prior knowledge and experience
- show awareness that poems have layers of meaning and that they need to be read and reread, and questioned and reflected on to yield their meaning
- be aware that poems are open to a range of interpretations
- understand that words can evoke mental images
- use specific vocabulary to comment on and analyze poetry (line, couplet, stanza, rhyme scheme etc)

### **Writing**

- participate in an appropriate *writing process* (e.g. group discussions, brainstorming, webbing, planning, drafting, revising, editing)
- use an appropriate *writing process* independently and confidently to communicate effectively and fluently
- display a sense of audience by writing in a variety of styles for a range of purposes: matching the style of writing to the task, adapting writing according to the audience and demonstrating the ability to engage and sustain the interest of the reader
- plan, organize and complete writing projects of increasing length and complexity
- show individuality and creativity in writing style
- use a range of modes in writing: narrative, descriptive, persuasive, expository
- use writing independently and effectively to structure thinking and to communicate
- use a range of pre-writing strategies
- use a variety of strategies for collecting and organizing ideas, details and information
- revise writing to clarify ideas, provide examples, change sequence and to improve smooth flow of ideas
- use appropriate paragraphing
- edit and proofread their own and peers' writing before completing a final copy
- use appropriate punctuation and grammar (eg semicolons, colons, apostrophes, quotation marks)
- use correct syntax and increasingly complex sentence structure
- recognize and use the main parts of speech correctly (noun, verb, pronoun, adjective, adverb)
- use a range of vocabulary including content-specific vocabulary, which clearly and precisely conveys meaning and creates atmosphere and mood
- use figurative language appropriately in writing (eg simile, metaphor, alliteration, idiom)
- use standard spelling for most words and use appropriate resources to check spelling
- complete a bibliography to list resources

- have a fluent and legible style of handwriting and show competency in word processing
- write engaging stories that have a recognizable and appropriate structure
- use complex literature-response writing
- use a variety of note-taking and study skills to comprehend oral and written *text* and gather information during research
- experiment in composing different forms of poetry, including free verse and those with specific structures

### **Visual Communication**

- define the role of advertising as part of media presentation
- interpret and analyze the purpose and point of view of a visual presentation (television programme, advertisement, video)
- recognize that our interpretations of visual presentations are influenced by our backgrounds and experience
- develop an awareness of how characters in film are constructed
- analyze the different meanings that can be conveyed in different versions of the same story (e.g. film/film, film/book, comic strip)
- identify and analyze the structures and features characteristic of a range of visuals
- recognize that visuals are constructed for particular reasons
- understand that the form and quality of the presentation of their work reflects their thinking and attitudes