

Oral Language Development Checklist (Grade One)

Language for Social Relationships

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| • listens to others during conversations | |
| • initiates conversations with classmates, the teacher, and members of the school community | |
| • confidently joins in with conversations initiated by others | |
| • takes turns in conversations without interrupting others (makes mistakes on occasion) | |
| • recognizes when something heard does not make sense | |
| • usually uses appropriate behaviours during conversations and discussions (e.g., turns to look at each speaker, monitors who is speaking, enters the dialogue without interrupting others) | |
| • joins in with whole-class discussions | |
| • joins in with small-group discussions | |
| • sustains extended conversations, although the topic may change several times | |
| • disagrees without raising his or her voice too loudly and without starting an argument (makes mistakes at times) | |
| • uses appropriate social registers (tone, intonation, and volume) for the playground and classroom (may make occasional mistakes) | |
| • uses language rather than actions to problem-solve social conflicts | |
| • requests information appropriately with appropriate tone (e.g., <i>please</i> and <i>thank you</i>) | |
| • is aware of language that is hurtful or unfair to others | |
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Language for Learning

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| • listens attentively to stories, poetry, and informational text being read aloud | |
| • uses phrases and vocabulary from stories read aloud, shared reading, and guided reading books | |
| • uses ideas from books and links them to personal experiences, concepts from other curriculum areas, and other texts, including favourite movies and TV shows | |
| • retells the main elements in stories | |
| • relates factual information obtained from non-fiction materials | |
| • asks simple questions; may not always be on topic | |
| • asks relevant questions | |
| • responds to questions with on-topic answers | |
| • listens attentively for longer periods in familiar whole-class and small-group settings | |
| • explains events and actions that occurred in school | |
| • explains events and actions that occurred in the past in different locations | |
| • solves problems with self-talk | |
| • is beginning to understand humour and jokes | |
| • often interprets figurative language literally | |
| • understands and follows two to three directions | |
| • provides directions for others to follow, although all steps may not be included | |
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Language for Structures

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| <ul style="list-style-type: none"> • uses speech that is understood by most children and adults | |
| <ul style="list-style-type: none"> • articulation errors may still occur, especially those related to later developing sounds (e.g., <i>s, z, th, sh, ch, j, r, l</i>) | |
| <ul style="list-style-type: none"> • uses a variety of simple, compound, and complex sentences | |
| <ul style="list-style-type: none"> • uses appropriate vocabulary | |
| <ul style="list-style-type: none"> • controls regular past tenses and is learning irregular past tenses but may still overgeneralize at times (e.g., “I seen the cat.”) | |
| <ul style="list-style-type: none"> • controls most plurals but may make some overgeneralizations (e.g., sheeps) | |
| <ul style="list-style-type: none"> • begins to use connectives to explain relationships between ideas (e.g., <i>and, because, but</i>) | |