

# Oral Language Continuum

Language for Social Relationships			
Kindergarten	Grade One	Grade Two	Grade Three
<ul style="list-style-type: none"> <li>listens when someone speaks</li> </ul>	<ul style="list-style-type: none"> <li>listens to others during conversations</li> </ul>	<ul style="list-style-type: none"> <li>listens and responds appropriately in conversations and small-group discussions</li> </ul>	<ul style="list-style-type: none"> <li>listens and responds appropriately in a wide range of social settings (e.g., conversations with friends, classmates, and adults, and small-group and whole-class discussions)</li> </ul>
<ul style="list-style-type: none"> <li>initiates conversations with classmates and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>initiates conversations with classmates, the teacher, and members of the school community</li> </ul>	<ul style="list-style-type: none"> <li>initiates conversations with classmates, teachers, members of the school community, and visitors</li> </ul>	<ul style="list-style-type: none"> <li>initiates appropriate conversations with people in the school and community</li> </ul>
<ul style="list-style-type: none"> <li>joins in with conversations started by others</li> </ul>	<ul style="list-style-type: none"> <li>confidently joins in with conversations initiated by others</li> </ul>	<ul style="list-style-type: none"> <li>confidently joins in with conversations initiated by others</li> </ul>	<ul style="list-style-type: none"> <li>confidently joins in with conversations initiated by others</li> </ul>
<ul style="list-style-type: none"> <li>takes turns in conversations, although may interrupt at times and make some turn-taking mistakes</li> </ul>	<ul style="list-style-type: none"> <li>takes turns in conversations without interrupting others (makes mistakes on occasion)</li> </ul>	<ul style="list-style-type: none"> <li>takes turns in conversations without interrupting others</li> </ul>	<ul style="list-style-type: none"> <li>effectively takes turns in conversations and discussions</li> </ul>
<ul style="list-style-type: none"> <li>begins to recognize when something heard does not make sense</li> </ul>	<ul style="list-style-type: none"> <li>recognizes when something heard does not make sense</li> </ul>	<ul style="list-style-type: none"> <li>begins to ask for clarification/help (e.g., “What does that mean?”)</li> </ul>	<ul style="list-style-type: none"> <li>asks for clarification/help more consistently</li> </ul>
<ul style="list-style-type: none"> <li>uses generally appropriate behaviours during conversations, although needs support at times (e.g., looks at the speaker, waits for a speaker to finish, and says, “Excuse me” when seeking to gain access to talk to others)</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>uses appropriate non-verbal behaviours when listening and speaking (e.g., turns towards the speaker, makes eye contact in conversations, and does not put off a speaker with inappropriate facial expressions)</li> </ul>	<ul style="list-style-type: none"> <li>uses appropriate non-verbal behaviours when listening and speaking (turns to the speaker, avoids distracting the speaker and matches own verbal tones with appropriate non-verbal body language)</li> </ul>
<ul style="list-style-type: none"> <li>is learning how to join in with discussions in a whole-class setting</li> <li>is learning how to join in with discussions in small groups</li> </ul>	<ul style="list-style-type: none"> <li>joins in with whole-class discussions</li> <li>joins in with small-group discussions</li> </ul>	<ul style="list-style-type: none"> <li>joins in appropriately in small-group and whole-class discussions</li> </ul>	<ul style="list-style-type: none"> <li>joins in confidently in small-group and whole-class discussions</li> </ul>
<ul style="list-style-type: none"> <li>beginning to sustain extended conversations with teacher support; topic may change frequently</li> </ul>	<ul style="list-style-type: none"> <li>sustains extended conversations, although the topic may change several times</li> </ul>	<ul style="list-style-type: none"> <li>sustains extended conversations on a topic</li> </ul>	<ul style="list-style-type: none"> <li>sustains extended conversations on a topic and accommodates when another person joins the conversation</li> </ul>
<ul style="list-style-type: none"> <li>is learning how to disagree appropriately (may make mistakes at times and raise his/her voice or make a statement that affirms, “I’m doing it my way”)</li> </ul>	<ul style="list-style-type: none"> <li>disagrees without raising his or her voice too loudly and without starting an argument (makes mistakes at times)</li> </ul>	<ul style="list-style-type: none"> <li>disagrees without inciting arguments</li> </ul>	<ul style="list-style-type: none"> <li>disagrees appropriately and sometimes acknowledges another’s viewpoint</li> </ul>

## Oral Language Continuum (continued)

<b>Language for Social Relationships (continued)</b>			
<b>Kindergarten</b>	<b>Grade One</b>	<b>Grade Two</b>	<b>Grade Three</b>
<ul style="list-style-type: none"> <li>uses appropriate social registers (tone, intonation, and volume) for the playground and classroom (may make mistakes at times)</li> </ul>	<ul style="list-style-type: none"> <li>uses appropriate social registers (tone, intonation, and volume) for the playground and classroom (may make occasional mistakes)</li> </ul>	<ul style="list-style-type: none"> <li>uses appropriate social register (tone, intonation, and volume) for the playground and classroom</li> </ul>	<ul style="list-style-type: none"> <li>transfers easily from the social register of the playground to that of the classroom (tone, intonation, and volume)</li> </ul>
<ul style="list-style-type: none"> <li>expresses feelings in words; begins to use language rather than actions to solve social conflicts</li> </ul>	<ul style="list-style-type: none"> <li>uses language rather than actions to problem-solve social conflicts</li> </ul>	<ul style="list-style-type: none"> <li>uses language to help to diffuse conflict and to think of solutions</li> </ul>	<ul style="list-style-type: none"> <li>uses language for resolving conflicts and generates possible alternatives and solutions</li> </ul>
<ul style="list-style-type: none"> <li>uses social conventions (e.g., <i>please</i> and <i>thank you</i>); may need reminders</li> </ul>	<ul style="list-style-type: none"> <li>requests information appropriately with appropriate tone (e.g., <i>please</i> and <i>thank you</i>)</li> </ul>	<ul style="list-style-type: none"> <li>uses social language conventions (e.g., <i>please</i>, <i>thank you</i>, <i>excuse me</i>, <i>could we...</i>, <i>sorry...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>confidently uses social language conventions (e.g., <i>Excuse me</i>, and <i>Please could we...</i>)</li> </ul>
<ul style="list-style-type: none"> <li>is becoming aware of language that is hurtful or unfair to others</li> </ul>	<ul style="list-style-type: none"> <li>is aware of language that is hurtful or unfair to others</li> </ul>	<ul style="list-style-type: none"> <li>begins to use language that is sensitive to the feelings of others</li> </ul>	<ul style="list-style-type: none"> <li>uses language that is sensitive to the feelings of others more consistently</li> </ul>

<b>Language for Learning</b>			
<b>Kindergarten</b>	<b>Grade One</b>	<b>Grade Two</b>	<b>Grade Three</b>
<ul style="list-style-type: none"> <li>listens attentively when books are read aloud</li> <li>enjoys favourite stories and joins in with repeated refrains</li> <li>enjoys listening to informational text read aloud</li> </ul>	<ul style="list-style-type: none"> <li>listens attentively to stories, poetry, and informational text being read aloud</li> </ul>	<ul style="list-style-type: none"> <li>listens attentively when a wide range of texts of increasing length and complexity is read aloud (e.g., books, poetry, newspaper articles, directions, letters, and flyers)</li> </ul>	<ul style="list-style-type: none"> <li>listens attentively when a wide range of texts of increasing length and complexity is read aloud (e.g., books, poetry, newspaper articles, directions, letters, and flyers)</li> </ul>
<ul style="list-style-type: none"> <li>pretends to read books (uses the lyrical rhythm of book language)</li> <li>uses phrases and vocabulary from books read aloud or used in shared reading</li> </ul>	<ul style="list-style-type: none"> <li>uses phrases and vocabulary from stories read aloud, shared reading, and guided reading books</li> </ul>	<ul style="list-style-type: none"> <li>uses phrases and vocabulary from stories read aloud, shared reading, guided reading, and independent books</li> </ul>	<ul style="list-style-type: none"> <li>uses vocabulary from stories read aloud, shared reading, guided reading, and independent books</li> </ul>
<ul style="list-style-type: none"> <li>uses ideas from books and links them to personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>uses ideas from books and links them to personal experiences, concepts from other curriculum areas, and other texts, including favourite movies and TV shows</li> </ul>	<ul style="list-style-type: none"> <li>uses ideas from books and links them to personal experiences, other curriculum areas, and other texts, including media (e.g., favourite movies and TV shows)</li> </ul>	<ul style="list-style-type: none"> <li>uses ideas from print materials and links them to personal experience, other curriculum areas, other print materials, and media</li> </ul>
<ul style="list-style-type: none"> <li>retells stories by including three to four ideas</li> </ul>	<ul style="list-style-type: none"> <li>retells the main elements in stories</li> </ul>	<ul style="list-style-type: none"> <li>retells stories maintaining a clear sequence of ideas</li> </ul>	<ul style="list-style-type: none"> <li>retells stories, sequencing events appropriately and succinctly</li> </ul>

## Oral Language Continuum (continued)

<b>Language for Learning (continued)</b>			
<b>Kindergarten</b>	<b>Grade One</b>	<b>Grade Two</b>	<b>Grade Three</b>
<ul style="list-style-type: none"> <li>relates own ideas to concepts learned in class</li> </ul>	<ul style="list-style-type: none"> <li>relates factual information obtained from non-fiction materials</li> </ul>	<ul style="list-style-type: none"> <li>tells factual materials from non-fiction books and links details to the main topic (e.g., “Some of the things it says about crocodiles are...”)</li> </ul>	<ul style="list-style-type: none"> <li>retells factual materials from non-fiction materials, prefacing with a main idea to orient the listener (e.g., “I am reading a book about how birds after oil slicks...”)</li> </ul>
<ul style="list-style-type: none"> <li>asks simple questions; may not always be on topic</li> <li>asks relevant questions</li> </ul>	<ul style="list-style-type: none"> <li>asks simple questions; may not always be on topic</li> <li>asks relevant questions</li> </ul>	<ul style="list-style-type: none"> <li>asks questions to request information and clarify details</li> </ul>	<ul style="list-style-type: none"> <li>asks questions to request information, clarify details, or extend thinking (e.g., “What do you think about...?”)</li> </ul>
<ul style="list-style-type: none"> <li>responds to simple questions</li> </ul>	<ul style="list-style-type: none"> <li>responds to questions with on-topic answers</li> </ul>	<ul style="list-style-type: none"> <li>responds to questions by providing appropriate details</li> </ul>	<ul style="list-style-type: none"> <li>responds to questions by providing appropriately supported information (e.g., “The book says..., I watched a film and saw..., I think this because...”)</li> </ul>
<ul style="list-style-type: none"> <li>listens attentively for short periods in familiar whole-class and small-group settings</li> </ul>	<ul style="list-style-type: none"> <li>listens attentively for longer periods in familiar whole-class and small-group settings</li> </ul>	<ul style="list-style-type: none"> <li>listens attentively in familiar whole-class and small-group settings</li> </ul>	<ul style="list-style-type: none"> <li>listens attentively in a variety of familiar and unfamiliar settings</li> </ul>
<ul style="list-style-type: none"> <li>explains a school experience that has happened recently</li> <li>explains an event or object that is distant in time and place</li> </ul>	<ul style="list-style-type: none"> <li>explains events and actions that occurred in school</li> <li>explains events and actions that occurred in the past in different locations</li> </ul>	<ul style="list-style-type: none"> <li>explains events and actions experienced in present and past experiences</li> </ul>	<ul style="list-style-type: none"> <li>explains a variety of events and actions experienced in different time settings (past, present, and future)</li> </ul>
<ul style="list-style-type: none"> <li>tries to solve problems with talk (e.g., repeats the steps for making something as he or she follows through with the steps)</li> </ul>	<ul style="list-style-type: none"> <li>solves problems with self-talk</li> </ul>	<ul style="list-style-type: none"> <li>problem solving becoming more internal but uses self-talk when encounters difficulty</li> </ul>	<ul style="list-style-type: none"> <li>problem solving more internal but uses self-talk when encounters difficulty</li> </ul>
<ul style="list-style-type: none"> <li>is beginning to understand humour and jokes</li> </ul>	<ul style="list-style-type: none"> <li>is beginning to understand humour and jokes</li> </ul>	<ul style="list-style-type: none"> <li>understands concrete humour and jokes</li> </ul>	<ul style="list-style-type: none"> <li>understands humour and jokes</li> </ul>
<ul style="list-style-type: none"> <li>often interprets figurative language literally</li> </ul>	<ul style="list-style-type: none"> <li>often interprets figurative language literally</li> </ul>	<ul style="list-style-type: none"> <li>is more aware that words and expressions may mean more than one thing</li> </ul>	<ul style="list-style-type: none"> <li>is beginning to understand figurative and multiple-meaning language</li> </ul>
<ul style="list-style-type: none"> <li>understands and follows brief directions</li> </ul>	<ul style="list-style-type: none"> <li>understands and follows two to three directions</li> </ul>	<ul style="list-style-type: none"> <li>follows directions involving several steps</li> </ul>	<ul style="list-style-type: none"> <li>follows complex directions</li> </ul>
<ul style="list-style-type: none"> <li>provides directions for others to follow, although all steps may not be included, clear, or in order</li> </ul>	<ul style="list-style-type: none"> <li>provides directions for others to follow, although all steps may not be included</li> </ul>	<ul style="list-style-type: none"> <li>provides directions for others in games, projects, and other classroom activities (may need prompts to clarify steps)</li> </ul>	<ul style="list-style-type: none"> <li>provides clear, well-sequenced directions for others to follow</li> </ul>
		<ul style="list-style-type: none"> <li>talks about cause-and-effect relationships (e.g., “It happened because...”)</li> </ul>	<ul style="list-style-type: none"> <li>compares people, objects, and events but sometimes in parallel ways</li> </ul>
		<ul style="list-style-type: none"> <li>talks about cause-and-effect relationships (e.g., “It happened because...”)</li> <li>sometimes offers more than one cause and outcome</li> </ul>	<ul style="list-style-type: none"> <li>compares people, objects, and events and uses appropriate vocabulary (e.g., <i>similar</i>, <i>the same as</i>, <i>different from</i>, <i>but</i>)</li> </ul>

## Oral Language Continuum (continued)

<b>Language Structures</b>			
<b>Kindergarten</b>	<b>Grade One</b>	<b>Grade Two</b>	<b>Grade Three</b>
<ul style="list-style-type: none"> <li>uses speech that is understood by most children and adults</li> </ul>	<ul style="list-style-type: none"> <li>uses speech that is understood by most children and adults</li> </ul>	<ul style="list-style-type: none"> <li>uses speech that is understood by most children and adults</li> </ul>	<ul style="list-style-type: none"> <li>uses speech that is understood by most children and adults</li> </ul>
<ul style="list-style-type: none"> <li>has clear articulation, although some later developing sounds may still need to refine (e.g., <i>s, z, th, sh, ch, j, r, l</i>)</li> </ul>	<ul style="list-style-type: none"> <li>articulation errors may still occur, especially those related to later developing sounds (e.g., <i>s, z, th, sh, ch, j, r, l</i>)</li> </ul>	<ul style="list-style-type: none"> <li>has clear speech that is readily understandable, with only occasional articulation errors related to later developing sounds (e.g., <i>s, z, th, sh, ch, j, r, l</i>)</li> </ul>	<ul style="list-style-type: none"> <li>has clear speech that is readily understandable and generally no articulation errors, although difficulty may still occur with the later developing sound <i>r</i></li> </ul>
<ul style="list-style-type: none"> <li>uses simple sentences</li> <li>uses compound and some complex sentences, although may over-rely on connecting ideas with <i>and</i> and <i>then</i></li> </ul>	<ul style="list-style-type: none"> <li>uses a variety of simple, compound, and complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>uses a variety of simple, compound, and complex sentences and is learning to monitor their use for different purposes (e.g., short, clear sentences to give a quick response and more complex structures in discussions)</li> </ul>	<ul style="list-style-type: none"> <li>uses a variety of simple, compound and complex sentences and monitors their use for different purposes (e.g., short, clear sentences to give a quick response and more complex, extended structures in discussions)</li> </ul>
<ul style="list-style-type: none"> <li>uses appropriate vocabulary, although may overuse words (e.g., <i>big</i> and <i>got</i>)</li> </ul>	<ul style="list-style-type: none"> <li>uses appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary and learns new word concepts from classroom content</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary; learns new word concepts from classroom content and integrates them into conversations and discussions</li> </ul>
<ul style="list-style-type: none"> <li>controls regular past tenses but irregular past tenses are still developing (e.g., “She <i>knowed</i> it.”)</li> </ul>	<ul style="list-style-type: none"> <li>controls regular past tenses and is learning irregular past tenses but may still overgeneralize at times (e.g., “I <i>seen</i> the cat.”)</li> </ul>	<ul style="list-style-type: none"> <li>controls most verb tenses, with only occasional errors for irregular past tenses (e.g., “I <i>seen</i> it.”)</li> </ul>	<ul style="list-style-type: none"> <li>controls verb tenses including irregular past tenses (e.g., “He <i>ran</i> home” instead of “He <i>runned</i> home.”)</li> </ul>
<ul style="list-style-type: none"> <li>uses personal pronouns appropriately (e.g., <i>he, she, I, me, they, we</i>)</li> </ul>	<ul style="list-style-type: none"> <li>controls most plurals but may make some overgeneralizations (e.g., <i>sheeps</i>)</li> </ul>	<ul style="list-style-type: none"> <li>controls plural forms with only occasional overgeneralizations (e.g., <i>sheeps</i>)</li> </ul>	<ul style="list-style-type: none"> <li>controls plural forms, including those with irregular structures (e.g., <i>mice, sheep</i>)</li> </ul>
<ul style="list-style-type: none"> <li>understands and uses appropriate relational concepts (e.g., <i>over, under, next to, behind, in front of</i>)</li> </ul>	<ul style="list-style-type: none"> <li>begins to use connectives to explain relationships between ideas (e.g., <i>and, because, but</i>)</li> </ul>	<ul style="list-style-type: none"> <li>uses connectives to explain relationships between ideas (e.g., <i>so, when, next, before</i>)</li> </ul>	<ul style="list-style-type: none"> <li>uses a variety of connectives to explain causal and sequential relationships</li> </ul>