

Forms -Syntactic and discourse patterns, and grammatical aspects of language such as tense and word order to communicate meaning for different purposes (content-based language learning eg. Social Studies and Science content).

Specific Indicator (the student will)	Illustrative Examples
Understand and use present and past tense verbs for action and description	<i>E.g. be, run, have, do make, like, need, want, know, etc.</i>
Respond to questions	Simple yes or no answers; do, does, can; W5 questions Negatives; how long? <i>E.g. Do you have a brother? What is your favourite food? Where do you live? Can you play football (soccer)? I don't have any toys</i>
Use present progressive	<i>E.g. verb + gerund (ing) I am running, She is running</i>
Use imperative	<i>E.g. Stand up. Sit down. Close the door.</i>
Use auxiliary	<i>E.g. Uses 'can' in simple statements with concrete verbs: He can play soccer. Dogs can run.</i>
Use coordinate conjunctions	<i>and (to combine ideas) E.g. desk <u>and</u> chair student <u>and</u> teacher writing <u>and</u> reading</i>
Use adjective placement	<i>E.g. small baby, blue pen</i>
Use concrete, descriptive adjectives	<i>Color: pink, green, dark, etc. Size: big, large, little, etc. Number: five, thirteen, etc.</i>
Use adverbs of time	<i>E.g. today, yesterday, tomorrow, now, etc.</i>
Use common singular and plural nouns and articles	<i>E.g. a man, men, a woman, five women</i>
Use possessive adjectives	<i>E.g. my, your, his, her, etc.</i>
Use subject pronouns	<i>E.g. I, you, he, she, it, we, they</i>
Use location pronouns	<i>E.g. in, out, on, off, etc.</i>
Use direction pronouns	<i>E.g. up, down, etc.</i>
Use verb-preposition combinations (simple ; phrasal verbs)	<i>E.g. stand up, sit down, think about, etc.</i>