Grades K-3 Limited Formal Schooling Benchmarks

Listening

Early	Emerging
Linguistic: Vocabulary (knowledge of words and their meaning)	
Understands: • simple vocabulary with gestures and visual support. e.g. repeats single words "*Hi*" "*Name*" "*Two*"	Understands: • newly learned words related to familiar objects and actions. e.g. points to pictures or objects when asked to identify: "*Paper*" "*toilet*"
Linguistic: Syntax (knowledge of word order and sentence structure)	
Understands: • simple commands, visuals, gestures. e.g. enters the room when motioned to do so by the teacher, responds to the 'ssshh' and 'listen' gestures	Understands: • simple commands and phrases. e.g. "*Sit here." Draw a face.*"
Understands: • simple questions by giving one word responses. e.g. "What is this?" "*Water.*" "Do you want this?" "*Yes.*"	Understands: • simple who, what, when, where questions by giving replies in simple phrases. e.g. "Where is your jacket?" "*there, on hook*"
Strategic: Questioning (knowledge of ways to seek information)	
Understands: • cueing gestures and words through gestures and mimicking. e.g. shakes head; points	Understands: • cueing words by using clarification questions. e.g. "*This one?" "Mine?*"
Sociolinguistic (awareness of social and cultural factors influencing the way language is used)	
Understands: • familiar gestures and social expressions e.g. understands gestures of greeting and leave-taking, nods and smiles, replies "fine" to "how are you?"	Understands: • behaviours associated with listening e.g. moves in time to songs and chants, watches speakers' mouth
Discourse (knowledge of how ideas are organized and connected)	
Understands: • simple classroom instructions.	Understands: • common basic requests.

e.g. *"line up" "raise your hand"*	e.g. tells name when asked, puts objects in requested places

Auditory Discrimination (ability to hear differences in the sounds of letters and letter combinations)	
Recognizes: • the onset of simple words by repeating the sound. e.g. "d" of dog, "bl" of black	Recognizes: • the rime of simple words by repeating the sound. e.g. "og" of dog, "ack" of black.

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Speaking

Early	Emerging
Linguistic: Vocabulary (knowledge of words and their meaning)	
Uses: • gestures and newly learned vocabulary limited to one word. e.g. Student points to his lunch bag to demonstrate that he wants a snack.	Uses: • newly learned utility words in phrases with support. e.g. *"I eat now."*
Linguistic: Grammar (ability to form sentences conforming to the rules of English)	
Uses: • nouns when the teacher uses a simple command, visual prompt, or gesture. e.g. Teachers asks students to take out their journal. Student repeats, "*journal*."	Uses: • simple phrasal forms with models for support. e.g. Teachers asks, "Where is your backpack?" Student responds, "*Here is backpack.*"
Linguistic: Syntax (knowledge of word order and sentence structure)	
Uses: • newly learned vocabulary in one word utterances. e.g. Student names simple real objects or photographs in pictures: *book, dog, brother, bus*	Uses: • newly learned vocabulary in patterned sentences with sentence frames. e.g. *"I like to play <u>soccer</u>.* *I like to play <u>drums</u>."*
Strategic (knowledge of techniques to overcome language gaps)	
Uses: • gestures, pictures and one word	Uses: • modeled sentence patterns to

utterances to communicate. e.g. Student shrugs shoulders and says "no" to communicate he doesn't know.	communicate with peers and teachers. e.g. *"I need a <u>pencil</u>!"* *"Get a <u>drink, please</u>?"*

Socio-Linguistic (awareness of social and cultural factors influencing the way language is used

Uses: • gestures in response to commands, greetings and expressions. e.g. Teacher says, "Hello," and the student waves.	Uses: • modeled greetings and expressions. e.g. *"How are you*?" *"See you later*."

Discourse (knowledge of how ideas are organized and connected)

Uses: • one word in isolation. e.g. *"Cold!"* *"Bathroom*."	Uses: • short phrases to connect newly learned vocabulary. e.g. *"Is cold out!"*

Pronunciation (ability to produce comprehensible speech)

Uses: • beginning and ending phonemes, for the onset and rime of simple words e.g. "h" for hat, "at" for hat (recognizable but affected by accented speech)	Uses: • basic intonation patterns of 2-3 word phrasal utterances. e.g. inserts breaks between words, uses rising tone for question

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Reading

Early	Emerging
Linguistic: Vocabulary (knowledge of words and their meaning)	
Recognizes: • letters of the alphabet, common classroom words and associated visual labels. e.g. student uses visual wall agenda to know what the next activity is; student points to letters when sound is said	Recognizes: • upper and lower case letters; identifies letter sounds and reads pre-primer high frequency words previously taught. e.g. Student reads words from repetitive classroom poems and songs

Linguistic: Grammar/Syntax (knowledge of word order and sentence structure)	
Identifies and sorts: • common words into letter patterns or basic categories. e.g. *Red*, *blue* and *green* are color words; *ball, boy* and *box* start with the same sound.	Distinguishes: • common singular and plural nouns; common verbs; common adjectives by position and form. e.g. "*s*" "*ing*" endings; adjectives before nouns, "*green apple, red apple*."

Strategic: Decoding (ability to read words by sounding them out)	
Uses: • finger to track word by word when reading. e.g. Student points to each word and follows along as the class reads a simple sentence together.	Finds: • words in patterned sentences. e.g. Student matches the pictures to the words "*A big dog*" "*A small cat*"

Socio-Linguistic (awareness of social and cultural factors influencing the way language is used)	
Identifies: • a feeling associated with a story read aloud. e.g. "*She sad*."	Expresses: • what is liked/disliked about a book, using sentence frames provided. e.g. "*I like the boy*."

Discourse (knowledge of how ideas are organized and connected)	
Understands: • concepts of print e.g. responds when teacher asks "Point to the end of the story." "Show me letter 's'."	Understands: • simple patterned sentences e.g. Student reads a repetitive story and retells it. "*He catch fish. He cook fish, He eat fish.*"

Fluency (ability to read aloud smoothly, accurately and with appropriate expression)	
Recognizes: • High frequency pre-primer words in isolation e.g. *we, up, my*	Reads: • Letters and blends to phonetically sound out high-frequency words and phrases e.g. *keep it, come here, her name is*

Phonological Awareness	
Uses: • phonemic awareness to identify the beginning and ending sounds in one syllable words.	Uses: • phonemic awareness to blend and segment simple words

e.g. What sound do you hear at the beginning of bug? "*b*" at the end? "*g*"	e.g. What do these sounds make? "*M-oo-n*" What words sound the same at the beginning, at the end, in, the middle ?

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Writing

Early	**Emerging**
Linguistic: Vocabulary (knowledge of words and their meaning)	
Copies: • letters and numerals e.g. copies words in the preprimer high frequency word list	Writes: • high frequency words in context. e.g. Independently produces words in the preprimer high frequency word list.
Linguistic: Grammar (ability to form sentences conforming to the rules of English)	
Represents: • Ideas through drawing	Copies: • common nouns, verbs and adjectives e.g. (*I, ball, help*)
Linguistic: Syntax (knowledge of word order and sentence structure)	
Copies: • words and phrases in repetitive patterns e.g. listing related items, rhymes	Uses: • words in common combinations e.g. verb-preposition: *stand up, sit down* pronoun-verb: *I like, you like*
Strategic: (knowledge of techniques to overcome language gaps)	
Writes: • invented spelling e.g. uses single letters to represent words, sounds and syllables, writes beginning and end sounds	Spells: • sight words with increasing accuracy. e.g. *come, one, yellow*
Uses: • environmental print to produce words. e.g. checks the classroom word wall	Re-reads: • writing to check and correct spelling. e.g. uses groups of letters to represent sounds and attempts to apply generalized rules about word structure.

Socio-linguistic (awareness of social and cultural factors influencing the way language is used)	
Copies: • common text features in own print. e.g. Forms letters and numbers with attention to spacing, line, and directions when copying text	Copies: • text with some understanding of audience and purpose. e.g. writes "*Love (name)*" on a mother's day card; puts titles on stories
Discourse (knowledge of how ideas are organized and connected)	
Uses: • conventions of print. e.g. prints simple words that are spoken and repeated e.g. Matches pictures and labels in a pocket chart	Writes: • common utility texts. e.g. names of friends and family, simple lists e.g. Writes labels for objects, pictures, and graphic representations.