

FEATURES (ORAL LANGUAGE)

General Learning Expectation: Students use the features and conventions of oral language to express themselves clearly and fluently, and recognize and use the patterns and structures of oral language to make meaning.

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
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| <p><i>It is expected that students will:</i></p> | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 2, students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>A11 use the features of oral language to convey and derive meaning, including</p> <ul style="list-style-type: none"> – text structure – grammar and usage – enunciation – receptive listening posture | <ul style="list-style-type: none"> <input type="checkbox"/> sequence ideas logically when speaking <input type="checkbox"/> stay focussed on the topic <input type="checkbox"/> use statements, commands, and questions; may occasionally make some errors in syntax or word choice <input type="checkbox"/> express ideas in sentences that make sense, and use simple connecting words to link ideas in speech (e.g., and, then, so) <input type="checkbox"/> use pronouns appropriately (errors do not interfere with meaning) <input type="checkbox"/> present ideas clearly (e.g., speak loudly enough, face audience) <input type="checkbox"/> focus on the speaker when listening |
| <p>A12 recognize the structures and patterns of language in oral texts, including</p> <ul style="list-style-type: none"> – word families – root words – rhyme – structural sequencing cues | <ul style="list-style-type: none"> <input type="checkbox"/> identify words they know that fall into the same word family or root word as a new word they encounter <input type="checkbox"/> identify common word endings, onsets, and rimes <input type="checkbox"/> auditorily discriminate and orally manipulate sounds to decode unknown words (e.g., isolating, blending, and segmenting, including substituting, deleting, and adding sounds) <input type="checkbox"/> identify rhyming words in simple poems or songs <input type="checkbox"/> identify story openings (e.g., “Once upon a time...”) and endings (e.g., “...and they lived happily ever after.”) |
| <p>Suggested Questions/Prompts to Scaffold Learning</p> <ul style="list-style-type: none"> • Using complete sentences, tell us the three steps you took to complete this task. • What do you notice about the way this author/poet has put the words together? • How could you turn your idea (<i>expressed as a statement</i>) into a question? • Think about three or four important ideas from this talk and be prepared to share them. • Find some words that _____ (<i>have prefixes, have suffixes, are compound words</i>). What do you notice about the word patterns? • Clap the parts (syllables) of this long word as you say it slowly. | |

Oral language, reading, and writing need to be taught and learned in an integrated way.