

FEATURES (ORAL LANGUAGE)

General Learning Expectation: Students use the features and conventions of oral language with increasing sophistication, to express ideas and information clearly and fluently. Students recognize and use the structures and patterns of language in oral texts to make meaning.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<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 4, 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 – a variety of sentence lengths, structures, and types – smooth transitions – syntax (i.e., grammar and usage) – enunciation – nonverbal communication – receptive listening posture 	<ul style="list-style-type: none"> <input type="checkbox"/> establish and sustain for the audience a sense of beginning, middle, and end; stay on topic <input type="checkbox"/> use a variety of sentence lengths, structures, and types (e.g., complete simple and compound sentences; statements, commands, questions) <input type="checkbox"/> use a variety of connecting words to link ideas in speech (e.g., but, however, on the other hand, because, who) <input type="checkbox"/> recognize awkward phrasing in speaking and self-correct by restating <input type="checkbox"/> use noun-pronoun agreement and subject-verb agreement <input type="checkbox"/> face audience and speak clearly and audibly, may stumble over newly acquired specialized words <input type="checkbox"/> use eye contact, appropriate gestures, expression, and props for emphasis or for dramatic effect when appropriate <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"> – sound devices – root words – word families – structural sequencing cues – idiomatic expressions 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate knowledge of root words, compound words, syllabication, contractions, prefixes, and suffixes <input type="checkbox"/> include or replicate the rhythmic pattern when reciting a poem (e.g., limerick, rap) <input type="checkbox"/> recognize obvious alliteration in songs, chants, stories, or poems <input type="checkbox"/> identify the language patterns heard in a poem (e.g., rhyme and repetition) <input type="checkbox"/> identify and use structural sequencing cues (e.g., because, then) <input type="checkbox"/> recognize some idiomatic expressions, their meanings, and their purposes
<p>Suggested Questions/Prompts to Scaffold Learning</p> <ul style="list-style-type: none"> • Tell me how you plan to present your key ideas. In what order will you present them? • What were some of the words you had difficulty pronouncing? • Explain the difference between a command, a statement, and a question. How does the sound of your voice change? • What kinds of body language/gestures help us to emphasize our main points? • What is the rhyming pattern in this poem? How is it different from the rhyming pattern of this other poem/song/rap? 	

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