

Name:

## COMPETENCY 4 Communicates Using the Resources of Language

Acquired

### Demonstrates an interest in communication

<p><i>Second language learner. For example</i></p> <ul style="list-style-type: none"><li>-Looks at person who is speaking</li><li>-Participates in songs, poems, chants and finger plays</li><li>-Asks to repeat or clarify what was said</li><li>-Asks how to say something in second language</li><li>-Makes attempts to communicate in second language</li></ul>	<p><b>Teacher Intervention</b></p>
<p><i>Shows interest in oral communication</i></p> <ul style="list-style-type: none"><li>-Spontaneously tells a story/experience</li><li>-Asks questions</li><li>-Looks at person to whom he/she is speaking</li><li>-Looks at person who is speaking</li><li>-Listens in on another conversation</li><li>-Responds to the speaker non-verbally</li><li>-Responds to the speaker verbally</li><li>-initiates conversations with peers and adults</li><li>-Engages in small or large group conversations</li></ul> <p><b>Comments</b></p>	

<p><i>Shows interest in written communication</i></p> <ul style="list-style-type: none"><li>-Views books with pleasure</li><li>-Listens to stories attentively</li><li>-Uses pictures or diagrams to communicate an idea</li><li>-Reads or pretends to read messages</li><li>-Writes or imitates writing</li><li>-Asks what is written/Inquires about text</li><li>-Asks for messages received in class to be read (i.e. morning message, e-mail, pen pals, class mail box)</li><li>-Asks how to write something</li><li>-Proposes to write or respond to messages</li></ul> <p><b>Comments</b></p>	<p><b>Teacher Intervention</b></p>

**Name:**

*Shows interest in information and communication technologies*

**Teacher Intervention**

- Observes peers or teacher at the computer/interactive white board/tablet
- Asks to use the computer/interactive white board/tablet
- Asks to use listening media centre materials
- Suggests using technology (camera, phone, computer, video, IWB, etc.)
- Through talking or sharing, makes links between daily activities and use of technologies

**Comments**

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**Demonstrates understanding of the message**

*Second language learner. For example:*

**Teacher Intervention**

- Responds non-verbally or verbally to simple familiar phrases
- Follows simple or basic instructions
- Answers simple questions

*Demonstrates understanding of oral communication. For example:*

- Responds to the topic by reacting non-verbally: nods, shakes head, points
- Participates in a conversation and stays on topic
- Responds to the topic by relating a similar experience
- Responds to the topic by asking a question
- Follows a simple instruction
- Follows multi-stepped instructions (e.g.: morning routine, activity instructions)

**Comments**

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**Name:**

*Demonstrates understanding of written communication. For example*

**Teacher Intervention**

- Simulates reading a message
- Uses the illustrations to read/retell a story
- Makes predictions
- Recites familiar patterns of speech from predictable texts (rhymes, repetitions, etc.)
- Views a book sequentially from the beginning
- Attempts to track print from left to right
- Understands the message in pictograms, logos, symbols, or computer icons
- Interprets graphs, charts, simple maps, diagrams
- Asks adult or peers to scribe a message
- Recognises some letters of the alphabet
- Recognises some numbers
- Associates some letters with their sounds
- Recognises own name in writing
- Recognises some words in writing

**Comments**

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## **Produces messages**

*Second language learners. For example:*

**Teacher Intervention**

- Uses one word to convey message
- Uses two to three word phrases
- Uses familiar sentences
- Engages in simple conversations
- Engages in complex conversations

*Produces oral messages. For example:*

- Uses gestures to communicate
- Uses two to three word phrases
- Uses complete sentences
- Uses appropriate pronouns and tenses when speaking
- Uses appropriate vocabulary
- Participates in conversations with peers and/or adults
- Speaks clearly
- Gives clear messages
- Communicates thoughts and ideas in an organised manner
- Adjusts speech to audience and situations (adult, peers, role play, formal, informal)

**Name:**

**Comments**

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*Produces written messages. For example:*

**Teacher Intervention**

- Uses pictures or pictograms to communicate an idea
- Imitates writing
- Produces letter-like or number-like forms to represent writing
- Asks adult or peer to scribe a message
- Copies print from the environment
- Encodes. i.e. sounds out the letters, when trying to communicate
- Writes own name
- Asks how to spell words
- Uses initial consonant to represent a word (invented spelling)
- Uses initial and final consonant to represent a word (invented spelling)
- Uses initial, final consonant and middle vowel (invented spelling)
- Mimics different types of writing (letters, notes, lists, stories, etc.)
- Creates a map, diagram, chart or graph to communicate

**Comments**

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*Uses ICT to produce multimedia messages. For example:*

**Teacher Intervention**

- With help, explores different media tools to produce messages
- Records voice (cassette, computer, tablet apps)
- Records video or takes pictures (camera, smart phone, tablet apps)
- Uses the interactive white board
- Creates pictures (scanner, draw programs, tablet apps)
- Creates books, posters, postcards, etc. (scanner, printer, draw programs, tablet apps)
- Produces and sends messages electronically: (scanner, draw programs, tablet apps, email)

**Comments**

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