

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

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