

Alberta K–12 ESL Proficiency Benchmarks With Examples

Kindergarten



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The *Alberta K–12 ESL Proficiency Benchmarks* provide descriptions of language proficiency organized around seven communicative competencies and four language skills (Listening, Speaking, Reading and Writing) for Kindergarten, Grades 1 to 3, Grades 4 to 6, Grades 7 to 9 and Grades 10 to 12. In the Kindergarten benchmarks, each descriptor identifies the discrete elements of language that the child is able to use when speaking, or understands when listening, at each benchmark proficiency level. The examples are intended to complement the descriptors and assist teachers by providing additional information that illustrates the language that children learning English would be able to understand and use in the classroom. Each example lists words, utterances and/or sentences that are representative of the kind of language children in Kindergarten understand and use at each proficiency level.

Listening

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
Linguistic: Vocabulary (knowledge of words and their meaning)				
<p>Note: The number of words acquired by the end of each level provides educators with an appreciation of the amount of vocabulary development from one level to the next. Teachers are neither expected nor encouraged to complete word counts in order to measure language proficiency.</p>				
<p>Understands a few words (approximately 500), including:</p> <ul style="list-style-type: none"> utility words words of personal importance <p>for:</p> <ul style="list-style-type: none"> identifying objects and actions social greetings participating in classroom routines <p>with visual support.</p>	<p>Understands some words (approximately 1500), including:</p> <ul style="list-style-type: none"> utility words descriptive words <p>for:</p> <ul style="list-style-type: none"> expressing feelings interacting socially following simple directions with visual support. 	<p>Understands more words (approximately 2000), including:</p> <ul style="list-style-type: none"> utility words descriptive words <p>for:</p> <ul style="list-style-type: none"> locating categorizing listing <p>with visual support.</p>	<p>Understands a range of words (approximately 3000), including:</p> <ul style="list-style-type: none"> utility words descriptive words subject-specific words <p>for:</p> <ul style="list-style-type: none"> describing comparing classifying. 	<p>Understands a broad range of words (approximately 5000) for:</p> <ul style="list-style-type: none"> explaining retelling connecting sequencing.
<p>Child understands a few words, including:</p> <ul style="list-style-type: none"> utility words, such as “hand,” “head,” “shirt,” “chair” words of personal importance, such as “dad,” “soccer,” and names of favourite activities and foods. <p>Child claps hands when the teacher says, “Clap your hands.” as part of a classroom routine.</p>	<p>Child understands some words, including:</p> <ul style="list-style-type: none"> utility words, such as “knee,” “foot,” “pocket,” “desk” descriptive words, such as “large,” “little,” “hurt.” <p>Child points to the big ball when the teacher asks, “Point to the large ball” when reading a story.</p>	<p>Child understands more words, including:</p> <ul style="list-style-type: none"> utility words, such as “toes,” “zipper,” “easel” descriptive words, such as “huge,” “tiny,” “upset.” <p>Child does up the zipper when the teacher says, “Zip your zipper on your coats! Recess time is cold today.”</p>	<p>Child understands a range of words, including:</p> <ul style="list-style-type: none"> utility words, such as “waist,” “hips,” “bookcase” descriptive words, such as “giant,” “teeny,” “disappointed” subject-specific words, such as “building,” “sea,” “pond.” <p>Child points to the sea and says, “It’s the sea.” when the teacher reads a fishing story and asks, “Where is the stormy sea?”</p>	<p>Child understands a broad range of words and demonstrates understanding by:</p> <ul style="list-style-type: none"> retelling a story in sequence when the teacher uses prompts, such as “What happened first?” and “What happened next?” <p>Child says, “First, the man was fishing in the boat. Next the sky got dark and then the waves got big.”</p>

Linguistic: Syntax (knowledge of word order and sentence structure)

<p>Understands:</p> <ul style="list-style-type: none"> one- to three-word phrases with gestures and visual support. 	<p>Understands:</p> <ul style="list-style-type: none"> familiar phrases with visual support. 	<p>Understands:</p> <ul style="list-style-type: none"> simple sentences on familiar topics with visual support. 	<p>Understands</p> <ul style="list-style-type: none"> detailed sentences on familiar topics with visual support. 	<p>Understands:</p> <ul style="list-style-type: none"> complex sentence structures in texts on familiar topics.
<p>Child follows the directions for putting away belongings when the teacher points to the boot rack and says:</p> <ul style="list-style-type: none"> “Boots on tray.” 	<p>Child joins other children in the circle when the teacher holds up a symbol card and says:</p> <ul style="list-style-type: none"> “Circle time. Go to the carpet.” 	<p>Child puts the blocks away when the teacher gestures “into the box” and says:</p> <ul style="list-style-type: none"> “Put the blocks in the box.” 	<p>Child begins to build the tower with a classmate when the teacher points to the blocks on the table and says:</p> <ul style="list-style-type: none"> “Work with your friend to build a tower with all of the red blocks.” 	<p>Child begins to build a bridge when the teacher says:</p> <ul style="list-style-type: none"> “Please use all the blocks on your table to build either a tower or a bridge.”

Strategic: Questioning (knowledge of ways to seek information)

<p>Understands:</p> <ul style="list-style-type: none"> “yes/no” questions. 	<p>Understands:</p> <ul style="list-style-type: none"> “either/or” questions questions requiring a one-word response. 	<p>Understands:</p> <ul style="list-style-type: none"> “what” questions “when” questions “where” questions “who” questions. 	<p>Understands open-ended questions, such as:</p> <ul style="list-style-type: none"> “why” “how” “tell me about” 	<p>Understands hypothetical questions, such as:</p> <ul style="list-style-type: none"> “What if ...?” “If ... then what ...?”
<p>Child nods yes when the teacher asks:</p> <ul style="list-style-type: none"> “Do you have your snack?” 	<p>Child may respond, “green” when the teacher asks:</p> <ul style="list-style-type: none"> “Is Frog red or green?” 	<p>Child may respond, “Toads him friend” when the teacher asks:</p> <ul style="list-style-type: none"> “Who was Frog’s friend?” <p>Child understands when the teacher asks:</p> <ul style="list-style-type: none"> “When did they go for a walk?” “Where did they go?” “What did they do?” 	<p>Child may respond, “Because Toad is mad.” when the teacher asks:</p> <ul style="list-style-type: none"> “Why is Frog sad?” <p>Child understands when the teacher asks:</p> <ul style="list-style-type: none"> “How did Toad get stuck?” “Tell me about a time that you got stuck.” 	<p>Child may respond, “I would go to his house and talk.” when the teacher asks:</p> <ul style="list-style-type: none"> “If you were Frog what would you do?” <p>Child understands when the teacher asks:</p> <ul style="list-style-type: none"> “What if it rained instead of snowed?”

Listening (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
Strategic: Clarification (knowledge of ways to confirm understanding)				
Engages in classroom routines and activities through: <ul style="list-style-type: none"> observing imitating others using visual supports. 	Engages in classroom routines and activities by: <ul style="list-style-type: none"> listening for key words imitating others using visual supports. 	Participates in classroom activities and discussions by: <ul style="list-style-type: none"> listening for known words predicting meaning of unknown words through context and visual supports. 	Seeks clarification using: <ul style="list-style-type: none"> visual cues familiar expressions questions. 	Confirms understanding using: <ul style="list-style-type: none"> a variety of strategies.
Child can participate in centre time, circle time and snack time by: <ul style="list-style-type: none"> watching peers rather than relying on teacher guidance. 	Child can focus on key words, such as: <ul style="list-style-type: none"> “clean-up time” that signal transitions and changes in routines. 	Child can predict the meaning of a new word heard during a circle time discussion by: <ul style="list-style-type: none"> looking at the picture on the display board. 	Child can seek clarification by: <ul style="list-style-type: none"> referring to labelled pictures and wall charts using expression, such as: <ul style="list-style-type: none"> “I did not hear what you said.” asking questions, such as: <ul style="list-style-type: none"> “What did you say?” “Can you tell me again?” “What is that animal?” 	Child can confirm understanding about new words, such as “engine,” by: <ul style="list-style-type: none"> looking at books on cars and trucks asking peers, “Is this a kind of motor?” examining a toy model of a truck or train.

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

<p>Responds to:</p> <ul style="list-style-type: none"> greetings <p>either:</p> <ul style="list-style-type: none"> nonverbally verbally <p>in familiar social contexts</p>	<p>Responds to:</p> <ul style="list-style-type: none"> familiar social conventions <p>either:</p> <ul style="list-style-type: none"> nonverbally verbally <p>in familiar social contexts.</p>	<p>Responds to:</p> <ul style="list-style-type: none"> familiar language familiar expressions <p>either:</p> <ul style="list-style-type: none"> nonverbally verbally <p>in familiar school and social contexts.</p>	<p>Responds to:</p> <ul style="list-style-type: none"> the intent of messages <p>either:</p> <ul style="list-style-type: none"> nonverbally verbally <p>in familiar school and social contexts.</p>	<p>Recognizes:</p> <ul style="list-style-type: none"> differences in formality of speech <p>in a variety of contexts.</p>
<p>Child waves hello or says, "Hi." in response to teacher saying:</p> <ul style="list-style-type: none"> "Good morning." 	<p>Child responds:</p> <ul style="list-style-type: none"> either "yes" or "no" or nods "yes" or "no" when asked, "Want to play?" "Fine." when asked, "How are you?" 	<p>Child can distinguish between meanings of the word "play" as in:</p> <ul style="list-style-type: none"> "Let's play blocks." <i>versus</i> "Push play to turn on the DVD." 	<p>Child:</p> <ul style="list-style-type: none"> smiles when peer helps him or her says, "Thank you." when complimented. 	<p>Child:</p> <ul style="list-style-type: none"> calls other children "doctor," "nurse" or "patient" when they are playing in the hospital centre calls the same children by their first names when they move to the block table.

Discourse (knowledge of how ideas are organized and connected)

<p>Follows:</p> <ul style="list-style-type: none"> familiar one- or two-word commands <p>paired with gestures.</p>	<p>Follows:</p> <ul style="list-style-type: none"> familiar one-step commands familiar one-step instructions <p>paired with gestures.</p>	<p>Follows:</p> <ul style="list-style-type: none"> familiar two-step commands familiar two-step instructions <p>with visual support.</p>	<p>Follows:</p> <ul style="list-style-type: none"> three-step commands three-step instructions <p>with visual support.</p>	<p>Follows:</p> <ul style="list-style-type: none"> three-step commands three-step instructions <p>without visual support.</p>
<p>Child carries out the instruction when the teacher tells and gestures for the child to:</p> <ul style="list-style-type: none"> "Stop." "Sit down." "Come here." 	<p>Child carries out the instruction when the teacher tells and gestures for the child to:</p> <ul style="list-style-type: none"> "Show me your shoes." "Go to the carpet." 	<p>Child carries out the instruction when the teacher points to the carpet and tells the child to:</p> <ul style="list-style-type: none"> "Put your blocks away, and then come to the carpet." 	<p>Child carries out the instruction when the teacher visually demonstrates and says:</p> <ul style="list-style-type: none"> "Draw a picture, cut it out and glue it in your journal." 	<p>Child carries out the instruction without visual supports when the teacher says:</p> <ul style="list-style-type: none"> "Draw a picture, cut it out and glue it in your journal."

Listening (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
Auditory Discrimination (ability to hear differences in the sounds of letters and letter combinations)				
Distinguishes: <ul style="list-style-type: none"> • sounds. Listens for: <ul style="list-style-type: none"> • recognizable words in familiar phrases. 	Distinguishes: <ul style="list-style-type: none"> • the initial sounds in words. Listens for: <ul style="list-style-type: none"> • recognizable words in familiar sentences. 	Distinguishes: <ul style="list-style-type: none"> • word boundaries in short familiar phrases. Recognizes: <ul style="list-style-type: none"> • most English phonemes. 	Distinguishes: <ul style="list-style-type: none"> • minimal pairs • syllables in words. Understands: <ul style="list-style-type: none"> • familiar reduced speech. 	Distinguishes: <ul style="list-style-type: none"> • rhymes. Understands: <ul style="list-style-type: none"> • rapid speech from familiar speakers.
Child can distinguish that “buh” in “bike” is different from “luh” in “like.” Child can recognize the word “come” when the teacher says: <ul style="list-style-type: none"> • “Come here, please.” 	Child can say say “buh” when teacher asks: <ul style="list-style-type: none"> • “What is the first sound in ‘bat’?” Child can recognize the words “shoes” and “rack” when teacher says: <ul style="list-style-type: none"> • “Please, put your shoes on the shoe rack.” 	Child can hear and understand three separate words when teacher says: <ul style="list-style-type: none"> • “at the table.” Child can say, “buh, aah, tuh” when teacher asks: <ul style="list-style-type: none"> • “What sounds do you hear when I say the word bat?” 	Child can: <ul style="list-style-type: none"> • hear the difference in minimal pairs, such as bat/back, mat/mad, pig/big • clap to show syllable segmentation, such as “happy” and “di-no-saur” • understand reduced speech, such as “didja” (did you), “cuz” (because), “wanna” (want to), “can’t” and “he’s.” 	Child can respond with “snake and rake” when teacher asks: <ul style="list-style-type: none"> • “Which words rhyme—rake, snake, rain?” Child can follow a conversation in circle time about plans for an upcoming field trip, including information shared by teacher and questions and comments from peers.

Speaking

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
Linguistic: Vocabulary (knowledge of words and their meaning)				
<p>Note: The number of words acquired by the end of each level provides educators with an appreciation of the amount of vocabulary development from one level to the next. Teachers are neither expected nor encouraged to complete word counts in order to measure language proficiency.</p>				
<p>Uses a few words (i.e., approximately 500), including:</p> <ul style="list-style-type: none"> • utility words • words of personal importance and interest <p>to:</p> <ul style="list-style-type: none"> • express immediate needs. 	<p>Uses some words (i.e., approximately 1500), including:</p> <ul style="list-style-type: none"> • utility words • descriptive words <p>to:</p> <ul style="list-style-type: none"> • respond to simple questions • participate in classroom routines and activities. 	<p>Uses more words (i.e., approximately 2000), including:</p> <ul style="list-style-type: none"> • utility words • descriptive words <p>to:</p> <ul style="list-style-type: none"> • answer questions • share ideas • interact with others. 	<p>Uses a range of words (i.e., approximately 3000), including:</p> <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words <p>to:</p> <ul style="list-style-type: none"> • describe • explain • retell. 	<p>Uses a variety of words (i.e., approximately 5000), including:</p> <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words • academic words <p>to:</p> <ul style="list-style-type: none"> • compare • connect ideas • sequence ideas.
<p>Child uses:</p> <ul style="list-style-type: none"> • utility words, such as “water,” “eat,” “washroom,” “stop,” “help” • personally important words, such as “bike,” “ball,” and names of favourite activities and foods. <p>Child may say:</p> <ul style="list-style-type: none"> • “Eat banana.” • “Play ball.” 	<p>Child uses:</p> <ul style="list-style-type: none"> • utility words, such as “crayons,” “bucket,” “my turn,” “juice,” “backpack” • descriptive words, such as “large,” “more colours,” “go fast,” “hurt.” <p>Child may say:</p> <ul style="list-style-type: none"> • “Car go fast.” • “It’s my turn now.” 	<p>Child uses:</p> <ul style="list-style-type: none"> • utility words, such as “pocket,” “glue,” “purse” • descriptive words, such as “purple,” “another,” “I,” “glad.” <p>Child may say:</p> <ul style="list-style-type: none"> • “Can I have glue, please?” • “It’s in my pocket.” • “Get the other one.” 	<p>Child uses:</p> <ul style="list-style-type: none"> • utility words, such as “zipper,” “paper clip,” “sack” • descriptive words, such as “sunny,” “windy,” “excellent” • subject-specific words, such as “uncle,” “nurse,” “mountain.” <p>Child may say:</p> <ul style="list-style-type: none"> • “My zipper is stuck. Can you fix it?” • “The lake is under that mountain.” 	<p>Child uses:</p> <ul style="list-style-type: none"> • utility words, such as “button hole,” “stapler,” “suitcase” • descriptive words, such as “enormous,” “latest,” “bothered” • subject-specific words, such as “relatives,” “dentist,” “valley” • academic words, such as “frustrated,” “cheerful.” <p>Child may say:</p> <ul style="list-style-type: none"> • “That’s an enormous dog. He was frustrated when he couldn’t chase the cat.”

Speaking (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
Linguistic: Grammar (ability to form sentences conforming to the rules of English)				
<p>Uses:</p> <ul style="list-style-type: none"> nouns verbs adjectives <p>in isolation.</p>	<p>Uses:</p> <ul style="list-style-type: none"> nouns verbs pronouns adjectives adverbs <p>with frequent:</p> <ul style="list-style-type: none"> word-order errors word-ending omissions. 	<p>Uses:</p> <ul style="list-style-type: none"> nouns verbs pronouns adjectives adverbs plurals <p>with some:</p> <ul style="list-style-type: none"> word-order errors overgeneralization of -s endings overgeneralization of -ed endings. 	<p>Uses:</p> <ul style="list-style-type: none"> nouns verbs pronouns adjectives adverbs <p>with occasional:</p> <ul style="list-style-type: none"> word-order errors subject-verb agreement errors word-form errors. 	<p>Uses:</p> <ul style="list-style-type: none"> irregular plurals irregular verb forms <p>with increasing accuracy in:</p> <ul style="list-style-type: none"> word order subject-verb agreement word form.
<p>Child can make one-word statements, such as:</p> <ul style="list-style-type: none"> nouns, such as “shoes,” “pencil” verbs, such as “eat,” “run,” “come” adjectives, such as “happy,” “blue,” “big.” 	<p>Child uses:</p> <ul style="list-style-type: none"> nouns, such as “book,” “recess,” “chair” verbs, such as “like,” “walk” pronouns, such as “she,” “we” adjectives, such as “big,” “small,” “funny” adverbs, such as “fast,” “slow,” “very.” <p>Child can make simple statements, such as:</p> <ul style="list-style-type: none"> “Me no recess.” “I like funny book.” “Shes walk fast.” 	<p>Child uses:</p> <ul style="list-style-type: none"> nouns, such as “park,” “shelf,” “computer” verbs, such as “put,” “going” pronouns, such as “her,” “him,” “them” adjectives, such as “large,” “little,” “silly” adverbs, such as “quickly,” “always,” “really.” <p>Child can form simple sentences, such as:</p> <ul style="list-style-type: none"> “I runned to him.” “You had the cats.” “She going parks.” 	<p>Child uses:</p> <ul style="list-style-type: none"> nouns, such as “brother” verbs, such as “went,” “push” pronouns, such as “mine,” “his,” “hers” adjectives, such as “excited,” “lucky,” “wise” adverbs, such as “friendly,” “quietly,” “soon.” <p>Child can use a variety of word types within a simple sentence, such as:</p> <ul style="list-style-type: none"> “I’m excited I went to hers house.” “His brother is soon coming.” 	<p>Child can form sentences using irregular plural forms, such as:</p> <ul style="list-style-type: none"> “The mans are fixing the broken window!” <p>Child can form sentences using irregular verb forms, such as:</p> <ul style="list-style-type: none"> “There is many big kids on the playground.” “Did you went to soccer last night?”

Linguistic: Syntax (knowledge of word order and sentence structure)				
<p>Forms:</p> <ul style="list-style-type: none"> one- to two-word utterances memorized phrases. 	<p>Forms:</p> <ul style="list-style-type: none"> familiar phrases simple patterned sentences. 	<p>Forms:</p> <ul style="list-style-type: none"> simple sentences containing: <ul style="list-style-type: none"> subject verb object. 	<p>Manipulates:</p> <ul style="list-style-type: none"> word order to create positive and negative: <ul style="list-style-type: none"> statements commands questions. 	<p>Adds:</p> <ul style="list-style-type: none"> detail to positive and negative: <ul style="list-style-type: none"> statements commands questions.
<p>Child uses one-word statements, such as:</p> <ul style="list-style-type: none"> “eat,” “run,” “come,” “zoo,” “animal,” “lion.” <p>Child uses two-word statements, such as:</p> <ul style="list-style-type: none"> “Go zoo.” “Over there.” 	<p>Child uses simple phrases and patterned sentences, such as:</p> <ul style="list-style-type: none"> “Me no recess.” “I like book.” 	<p>Child forms simple sentences, such as:</p> <ul style="list-style-type: none"> “Elephants is big.” “Lions got big teeth.” “Teeth is sharp!” 	<p>Child forms sentences, including:</p> <ul style="list-style-type: none"> positive statements, such as “I like the big elephant.” negative statements, such as “I don’t like the lion’s teeth.” negative commands, such as “Don’t feed candy to the ducks.” positive questions, such as “Do you like the elephant?” 	<p>Child forms detailed sentences, such as:</p> <ul style="list-style-type: none"> “Let’s go see the tigers over there!” “Don’t stand too close to the cage.” “The giraffes is too tall for their house.” “Does it hurts their necks?”
Strategic (knowledge of techniques to overcome language gaps)				
<p>Uses:</p> <ul style="list-style-type: none"> gestures single words to express immediate needs. 	<p>Uses:</p> <ul style="list-style-type: none"> repeated words repeated phrases to participate in familiar classroom routines. 	<p>Uses:</p> <ul style="list-style-type: none"> words that child has heard others say phrases that child has heard others say to interact spontaneously with peers and adults. 	<p>Uses:</p> <ul style="list-style-type: none"> question-asking techniques question-answering techniques to participate in conversations with peers. 	<p>Uses:</p> <ul style="list-style-type: none"> a range of strategies to engage effectively in communicative tasks at school.
<p>Child:</p> <ul style="list-style-type: none"> nods or points says single words, such as “yes,” “no,” “hello,” “washroom,” “water.” 	<p>Child copies and repeats:</p> <ul style="list-style-type: none"> high frequency expressions songs and chants from circle time, calendar, attendance and clean-up routine. <p>Child may say:</p> <ul style="list-style-type: none"> “Tidy up, tidy up, everybody tidy up.” 	<p>Child may say:</p> <ul style="list-style-type: none"> “Sure, let’s go over there.” “We’re not suposta (supposed to) ...” 	<p>Child asks peer:</p> <ul style="list-style-type: none"> “Do you like the picture on this book?” <p>Child responds to peer:</p> <ul style="list-style-type: none"> “I like the funny giraffe in this story.” 	<p>Child interacts at centres and contributes to class discussions using strategies, such as:</p> <ul style="list-style-type: none"> turn-taking negotiating problem solving. <p>Child may ask peer:</p> <ul style="list-style-type: none"> “Do you want to use the scissors first?”

Speaking (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
Socio-Linguistic (awareness of social and cultural factors influencing the way language is used)				
<p>Uses:</p> <ul style="list-style-type: none"> gestures one- to two-word utterances to express: greetings social politeness. 	<p>Uses:</p> <ul style="list-style-type: none"> common courtesy phrases to express: greetings or leave taking agreement or disagreement preferences. 	<p>Uses:</p> <ul style="list-style-type: none"> common social expressions to: compliment apologize show appreciation interact with peers and adults. 	<p>Uses:</p> <ul style="list-style-type: none"> phrasal verbs to: describe explain compare. 	<p>Uses:</p> <ul style="list-style-type: none"> appropriate register to: engage in conversations with peers and adults show humour.
<p>Child:</p> <ul style="list-style-type: none"> waves “hello” when greeted says, “good-bye,” “thank you,” “please.” 	<p>Child says:</p> <ul style="list-style-type: none"> “How are you?” “I am fine.” “My turn now?” “Yes, please.” “No, thank you.” 	<p>Child uses common social expressions, such as:</p> <ul style="list-style-type: none"> “You are nice!” “I’m sorry.” “Thank you for coming over.” <p>Child says:</p> <ul style="list-style-type: none"> “Please, move over.” with peers “Excuse me, can I sit here?” with adults. 	<p>Child uses phrasal verbs, such as:</p> <ul style="list-style-type: none"> “The truck broke down.” “My dad is picking me up.” “Can I give out the crayons?” “I sorted them out into groups.” 	<p>Child says to a peer:</p> <ul style="list-style-type: none"> “Want to paint with me?” “How’s it going?” “You’re so silly. That made me fall over laughing!” <p>Child says to the teacher:</p> <ul style="list-style-type: none"> “Can I please paint now?” “How are you today?” “That story was very funny.”

Discourse (knowledge of how ideas are organized and connected)				
<p>Connects:</p> <ul style="list-style-type: none"> two to three words. 	<p>Connects words with:</p> <ul style="list-style-type: none"> “and” in phrases. 	<p>Connects ideas with:</p> <ul style="list-style-type: none"> “then” in short sentences. 	<p>Connects ideas with:</p> <ul style="list-style-type: none"> “because” in longer detailed sentences. 	<p>Connects ideas with:</p> <ul style="list-style-type: none"> sequence markers in related sentences.
<p>Child may say:</p> <ul style="list-style-type: none"> “Me play?” 	<p>Child may say:</p> <ul style="list-style-type: none"> “Boots and mitts.” “Snack and play time?” 	<p>Child may say:</p> <ul style="list-style-type: none"> “I draw a picture. Then I draw dad. Then I make mom and baby.” 	<p>Child may say:</p> <ul style="list-style-type: none"> “I draw a nice picture of my family. My dad is the biggest. Because he is so high up. Then me ... I’m littler than he.” 	<p>Child may say:</p> <ul style="list-style-type: none"> “First I make a picture of my house. Then I make the sun. It is sunny outside. Me and daddy are going”
Pronunciation (ability to produce comprehensible speech)				
<p>Imitates:</p> <ul style="list-style-type: none"> some English sounds <p>in:</p> <ul style="list-style-type: none"> familiar routines <p>although pronunciation errors may interfere with meaning.</p>	<p>Approximates:</p> <ul style="list-style-type: none"> English rhythm intonation <p>in:</p> <ul style="list-style-type: none"> familiar social and classroom routines <p>although pronunciation errors may interfere with meaning.</p>	<p>Uses:</p> <ul style="list-style-type: none"> rhythm intonation stress <p>in:</p> <ul style="list-style-type: none"> familiar and rehearsed activities <p>although errors may still occur.</p>	<p>Uses:</p> <ul style="list-style-type: none"> comprehensible pronunciation appropriate intonation <p>in:</p> <ul style="list-style-type: none"> familiar and rehearsed activities <p>with occasional errors.</p>	<p>Uses:</p> <ul style="list-style-type: none"> comprehensible pronunciation appropriate intonation with increasing accuracy in: unrehearsed and spontaneous situations (accented speech is expected and accepted).
<p>Child copies and repeats, imitating peers and teachers.</p> <p>Child may say:</p> <ul style="list-style-type: none"> “show” for “shoe” “da” for “the” “pease” for “please” “tanksu” for “thank you.” 	<p>Child’s utterances are understood much of the time; many words and sounds are comprehensible.</p> <p>Child may:</p> <ul style="list-style-type: none"> put the emphasis on the incorrect syllable add extra syllables, such as “Wea wenta to the–a library.” (instead of “We went to the library.”) 	<p>Child is more easily understood as rhythm, intonation and stress are becoming increasingly comprehensible.</p> <p>Child may say:</p> <ul style="list-style-type: none"> “sue” for “shoe” “fries” for “flies” “hibe” for “hive.” 	<p>Child can be understood when taking part in activity centres and familiar conversations.</p> <p>Child may say:</p> <ul style="list-style-type: none"> “We sorted shapes today. There was different colours. Some big sizes and some small ones, too. Even a circle and rectang shape.” 	<p>Child is easily understood in learning activities and conversations.</p> <p>Child may say:</p> <ul style="list-style-type: none"> “We explored in our community. I learned about the fire hall and doctor’s office.”