



Preparatory: LISTENING

Listening	Level 1	Level 2	Level 3	Level 4	Level 5
<p><b>Vocabulary:</b> Understanding words and what they mean</p>	<p>I can understand a few words about things that are important to me.</p> <p>I need people to show me pictures and use their hands to help me understand.</p>	<p>I can understand some words that help me talk to my friends.</p> <p>I can also understand when my teachers ask me to do something if they show me pictures to help me.</p>	<p>I can understand words that help me understand where things are or what kinds of things they are.</p>	<p>I can understand words that describe and compare things.</p>	<p>I can understand many words that help explain ideas.</p> <p>I can understand enough words to understand stories by knowing what things happen first and what things happen next.</p>
	<p>For example:</p> <ul style="list-style-type: none"> <li>• Show me your hands.</li> <li>• Sit on your chair, please.</li> <li>• Let's jump!</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>• Let's go to the park.</li> <li>• Are you at school or at home?</li> <li>• Do you like dogs?</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>• Put your shoes under your table and then hang your coat on the hook.</li> <li>• Why is the brown dog on the chair?</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>• Can you give me an example of something that is loud and something that is quiet?</li> <li>• The boy was small, but the dog was big. The boy was scared. That's why he cried.</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>• <b>First</b>, the small dog barked. <b>Next</b>, the big dog started to bark. <b>Then</b> the boy got scared and ran away.</li> </ul>



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<b>Syntax:</b> Understanding sentences and how they are made	I can understand when people say one to three words at a time if they use their hands or show me pictures to help me understand.	I can understand when people say four to six words together about things I know.  It helps me understand when people use their hands and show me pictures.	I can understand simple sentences about things I know.  It helps me understand when people use their hands and show me pictures.	I can understand longer sentences about topics I know.  It helps me understand when people use their hands and show me pictures.	I can understand what people are saying even when they use different kinds of sentences or when the sentences are long and have many details.
	For example: <ul style="list-style-type: none"> <li>Boots on tray.</li> <li>Come here.</li> </ul>	For example: <ul style="list-style-type: none"> <li>Circle time. Go to the carpet.</li> <li>Bring your cup to the table.</li> </ul>	For example: <ul style="list-style-type: none"> <li>Put the blocks in the box.</li> <li>Where is the lion?</li> </ul>	For example: <ul style="list-style-type: none"> <li>Work with your friend to build a tower with all of the red blocks.</li> </ul>	For example: <ul style="list-style-type: none"> <li>Use all of the blocks on your table to build either a tower or a bridge.</li> </ul>



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<b>Strategic Questioning:</b> Knowing how to find information	I can understand questions that let me choose “yes” or “no” for an answer.	I can understand questions that let me choose one answer or another.	I can understand questions about things I know when they start with <ul style="list-style-type: none"> <li>• “What ...”</li> <li>• “When ...”</li> <li>• “Where ...”</li> <li>• “Who ...”</li> <li>• “How many ...”</li> </ul>	I can understand questions that start with <ul style="list-style-type: none"> <li>• “Why ...”</li> <li>• “How ...”</li> <li>• “Can you tell me about ...”</li> </ul>	I can understand questions that ask me to think about how things might be different, especially questions that start with “What if ...” or “If ... what ...”
	For example: <ul style="list-style-type: none"> <li>• Do you have your snack?</li> <li>• Are you feeling cold?</li> </ul>	For example: <ul style="list-style-type: none"> <li>• Do you want to use a pen or a pencil?</li> <li>• Is this a cow or a horse?</li> </ul>	For example: <ul style="list-style-type: none"> <li>• Who was Frog’s friend?</li> <li>• Where did they go?</li> <li>• What did they do?</li> </ul>	For example: <ul style="list-style-type: none"> <li>• Why is Frog sad?</li> <li>• How did Toad get stuck?</li> <li>• Can you tell me about the difference between summer and winter?</li> </ul>	For example: <ul style="list-style-type: none"> <li>• What if it started to rain?</li> <li>• If you were Peter in this story, what would you do?</li> </ul>



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<b>Strategic Clarification:</b> Knowing how to check my own understanding	I can understand in class by watching and copying my friends.	I can understand by listening for important words and copying what others do.	I can understand new words I have heard by looking at <ul style="list-style-type: none"> <li>• pictures</li> <li>• the expressions on people's faces</li> <li>• what people show with their hands</li> </ul>	I can ask questions to help me understand.	I can use many different strategies to help me understand, like <ul style="list-style-type: none"> <li>• asking people to repeat what they said</li> <li>• repeating what I understood</li> <li>• asking questions</li> </ul>
	For example: <ul style="list-style-type: none"> <li>• When the teacher talks, I look at friends and do exactly what they do.</li> </ul>	For example: <ul style="list-style-type: none"> <li>• I hear the teacher say, "Clean up," and then I copy what my friends do.</li> </ul>	For example: <ul style="list-style-type: none"> <li>• I understand what "fin" means by looking at the picture of a fish in the book my teacher is reading.</li> <li>• I understand that when people hold their hand out with the palm facing up, they want me to give them something.</li> </ul>	For example: <ul style="list-style-type: none"> <li>• What did you say?</li> <li>• Can you tell me again?</li> <li>• What is that animal?</li> </ul>	For example: <ul style="list-style-type: none"> <li>• I look at books.</li> <li>• I ask questions.</li> <li>• I look at pictures and objects.</li> </ul>



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<p><b>Socio-Linguistic:</b> Knowing that people choose different words and ways of talking in different situations and with different people</p>	<p>I can understand when people say “hello” or “goodbye.”</p> <p>I also notice that people will sometimes wave when they say “hello” and “goodbye.”</p>	<p>I can understand words my friends say when they want to know how I feel and when they invite me to do something.</p> <p>It helps me to understand what people are saying when I notice the expressions on their faces and the way they move their hands while they talk.</p>	<p>I can understand instructions in class about things we will be doing.</p> <p>I can hear words that might have more than one meaning.</p>	<p>I can understand different ways my friends and teachers tell me to do something.</p> <p>For example, they might <b>tell</b> me to give them something or they might <b>ask</b> me to give them something.</p>	<p>I can understand that children use words like “Mr.” and “Mrs.” when they talk to adults who are not part of their family.</p>
	<p>For example:</p> <ul style="list-style-type: none"> <li>Hello.</li> <li>See ya later.</li> <li>Bye.</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>Want to play?</li> <li>How are you?</li> <li>My friend waves for me to come with him and says, “Follow me. Let’s go outside.”</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>It’s time to clean up.</li> <li>We are going to the park tomorrow.</li> <li>Trees have bark.</li> <li>Dogs bark.</li> <li>The runners in the race all had new runners.</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>I would like to have the book.</li> <li>Get the book, please.</li> <li>Can you bring me the book?</li> <li>My teacher holds out her hand and says, “The book, please.”</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>Rachel, let’s play in the hospital centre.</li> <li><b>Dr.</b> Kuan, I’m very sick and I need medicine.</li> <li><b>Mr.</b> Okelu said we should go inside now.</li> </ul>



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<b>Discourse:</b> Knowing how ideas are connected	I can understand one or two words when people show me pictures or when they use their hands to show me what they mean.	I can understand when people tell me to do one thing, but I need them to use their hands to help me understand.	I can understand when people tell me to do two things and then show me pictures or use their hands to help me understand.	I can understand when people tell me to do three things and then show me pictures or use their hands to help me understand.	I can understand when people tell me to do three things without showing me any pictures or using their hands to help me understand.
	For example: <ul style="list-style-type: none"> <li>• Stop.</li> <li>• Sit down.</li> <li>• Come here.</li> </ul>	For example: <ul style="list-style-type: none"> <li>• Show me your shoes.</li> <li>• Go to the carpet.</li> </ul>	For example: <ul style="list-style-type: none"> <li>• Put your blocks away, and then come to the carpet.</li> </ul>	For example: <ul style="list-style-type: none"> <li>• Draw a picture, cut it out, and glue it into your journal.</li> </ul>	For example: <ul style="list-style-type: none"> <li>• Put your boots on the tray, hang your coat on the hook, and put your indoor shoes on.</li> </ul>



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<b>Auditory Discrimination:</b> Hearing all the different sounds in words	I can recognize different sounds in English words.	I know some of the words when someone talks to me about things I know.	I can hear each of the different words in a sentence.	I can hear the difference between words that sound almost the same but are different.	I can hear when words rhyme.  I can also understand words even when people speak quickly.
	For example: <ul style="list-style-type: none"> <li>I can hear that the “buh” sound at the start of the word “bike” is different from the “luh” sound in the word “like.”</li> </ul>	For example: <ul style="list-style-type: none"> <li>I can recognize the words “shoe” and “rack” when the teacher says, “Please put your <b>shoes</b> on the shoe <b>rack</b>.”</li> </ul>	For example: <ul style="list-style-type: none"> <li>When the teacher says, “Sit at the table,” I know she said four words.</li> </ul>	For example: <ul style="list-style-type: none"> <li>I can hear the difference between “rake/lake,” “mat/mad,” “he’s/his,” and “pig/big.”</li> <li>When I hear “cuz” and “because,” I know they mean the same thing.</li> </ul>	For example: <ul style="list-style-type: none"> <li>I can hear words that rhyme, like “snake/rake” or “red/head.”</li> <li>I can understand when the teacher quickly says, “It’s time for the story. Grab your cushion and have a seat.”</li> </ul>



Preparatory: SPEAKING

Speaking	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Vocabulary:</b> Understanding words and what they mean	I can use a few words that help me get what I need.	I can use words to answer simple questions and to do everyday things in class with my friends.	I can use new words to share ideas and talk with my friends and teachers.	I can use words I have learned at school that help me describe, explain things, and tell others what I have learned about school topics.	I can use many different words that help me to compare, connect, and put ideas in order.
	For example: <ul style="list-style-type: none"> <li>• Water.</li> <li>• Eat.</li> <li>• Stop.</li> <li>• Bike.</li> <li>• Ball.</li> </ul>	For example: <ul style="list-style-type: none"> <li>• It's my turn.</li> <li>• I like orange juice.</li> <li>• I run fast.</li> </ul>	For example: <ul style="list-style-type: none"> <li>• It's in my pocket.</li> <li>• Can I have glue, please?</li> <li>• Get the other one.</li> </ul>	For example: <ul style="list-style-type: none"> <li>• My zipper is stuck.</li> <li>• Today the weather is cold and windy.</li> <li>• My mom is a nurse.</li> </ul>	For example: <ul style="list-style-type: none"> <li>• I went to the office because I was sick.</li> <li>• When we take turns, everybody gets to play.</li> <li>• After we visit my relatives, we are going to go camping.</li> </ul>



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<b>Grammar:</b> Using sentences that follow the rules of English	I can use one word at a time.	I can use a few words together. I can talk about myself and other people.	I can change words to tell when there is more than one of something or when something happened before.	I can use “is” and “are” to talk about other people.	I can use the right words to say “more than one,” like saying “feet” instead of “foots.”  I can use the right action words and endings when I talk about things that happened before.
	For example: <ul style="list-style-type: none"> <li>Shoes.</li> <li>Eat.</li> <li>Run.</li> <li>Blue.</li> <li>Big.</li> </ul>	For example: <ul style="list-style-type: none"> <li>I have a big dog.</li> <li>I am at school.</li> <li>We like recess.</li> </ul>	For example: <ul style="list-style-type: none"> <li>My friends play with me.</li> <li>I jumped in the water.</li> <li>We looked at the birds.</li> </ul>	For example: <ul style="list-style-type: none"> <li>She is my friend.</li> <li>We are playing outside.</li> <li>My dog is friendly.</li> </ul>	For example: <ul style="list-style-type: none"> <li>1 foot/2 feet</li> <li>1 man/2 men</li> <li>1 mouse/2 mice</li> <li>There are two toys on the table.</li> <li>I thought the dog was in the park.</li> </ul>



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<b>Syntax:</b> Combining words to make sentences	I can use one or two words.	I can make short sentences by using sentences I have heard at school.	I can make simple sentences on my own.	I can make sentences that tell something, ask a question, or use the word “not.”	I can make sentences that are longer and have more detail.
	For example: <ul style="list-style-type: none"> <li>• Go home.</li> <li>• Over there.</li> </ul>	For example: <ul style="list-style-type: none"> <li>• I have long hair.</li> <li>• I like ice cream.</li> <li>• I like recess.</li> </ul>	For example: <ul style="list-style-type: none"> <li>• We play together.</li> <li>• She is my friend.</li> </ul>	For example: <ul style="list-style-type: none"> <li>• I like the big elephant.</li> <li>• I do <b>not</b> like the lion’s teeth.</li> <li>• <b>Don’t</b> feed candy to the ducks.</li> </ul>	For example: <ul style="list-style-type: none"> <li>• Let’s go see the tigers over there!</li> <li>• Don’t stand too close to the cage.</li> </ul>



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<b>Strategic:</b> Using strategies to communicate with others	I can use words and actions to show what I need.	I can copy others to do everyday things in class.	I can use words and phrases I have heard others say.	I can ask and answer questions.	I can ask and answer questions using different strategies, like <ul style="list-style-type: none"> <li>• taking turns with my friends</li> <li>• asking questions when I don't know the right word to say</li> <li>• listening to others to help me think about what to say</li> </ul>
	For example: <ul style="list-style-type: none"> <li>• nodding or pointing</li> <li>• saying words like "yes," "no," "washroom," or "water"</li> </ul>	For example: <ul style="list-style-type: none"> <li>• Tidy up, tidy up, everybody, tidy up.</li> <li>• Circle time.</li> </ul>	For example: <ul style="list-style-type: none"> <li>• Sure, let's go over there.</li> </ul>	For example: <ul style="list-style-type: none"> <li>• Do you like this book?</li> <li>• I like the funny giraffe.</li> </ul>	For example: <ul style="list-style-type: none"> <li>• You can have the black paint.</li> <li>• Can I use the blue paint first?</li> </ul>



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<p><b>Socio-Linguistic:</b> Knowing when and where it is proper to use different kinds of language with different people</p>	<p>I can use greetings as a way to begin talking with other people.</p> <p>I can use my hands to wave, point, or show what I want to say and what I need.</p>	<p>I can use words to be polite to everyone.</p>	<p>I can use many sentences that are polite and that show people that I care about them.</p> <p>I can use different expressions with adults than I use with my friends.</p>	<p>I can describe and explain things using action words that have two parts, like</p> <ul style="list-style-type: none"> <li>pick up</li> <li>watch out</li> <li>get up</li> <li>run out</li> <li>take off</li> <li>switch on</li> </ul>	<p>I can use the right way of speaking at the park with my friends and in the classroom with my teachers.</p> <p>I know that I can use everyday language like, “He finally <b>showed up</b>” when I talk to my friends, but I know it would be better to say, “He came late” to my teacher.</p>
	<p>For example:</p> <ul style="list-style-type: none"> <li>Hello.</li> <li>Hi.</li> <li>Please.</li> <li>Thanks.</li> <li>Goodbye.</li> </ul> <p>I sometimes also wave hello or goodbye or point to things I need.</p>	<p>For example:</p> <ul style="list-style-type: none"> <li>Yes, please.</li> <li>No, thank you.</li> <li>How are you?</li> <li>I am fine.</li> <li>Can I have this?</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>You are nice.</li> <li>Thanks for coming over.</li> <li>Can I sit here?</li> <li>“How’s it going?” when I speak to my friends, but “How are you?” when speaking to my teacher.</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>My dad is <b>picking me up</b> after school.</li> <li>Can I <b>give out</b> the crayons?</li> <li>I <b>sorted</b> them <b>out</b> into groups.</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>To a friend, I might say, “Want to paint with me?”</li> <li>To a teacher, I might say, “Can I please paint now?”</li> </ul>



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<b>Discourse:</b> Knowing how ideas are connected	I can connect two or three words together.	I can connect a few words together using "and."  I can also connect words into simple phrases.	I can connect ideas using "then" at the beginning of a sentence.	I can connect ideas using "because" in longer sentences.	I can use different words to show which idea comes first and which ideas come next.
	For example: <ul style="list-style-type: none"> <li>• Play now?</li> </ul>	For example: <ul style="list-style-type: none"> <li>• Boots <b>and</b> mitts.</li> <li>• Snack <b>and</b> play time?</li> </ul>	For example: <ul style="list-style-type: none"> <li>• I draw a picture. <b>Then</b> I draw dad. <b>Then</b> I draw mom and baby.</li> </ul>	For example: <ul style="list-style-type: none"> <li>• I love red <b>because</b> I love fire trucks.</li> </ul>	For example: <ul style="list-style-type: none"> <li>• <b>First</b>, I make a picture of my house. <b>Then</b> I make the Sun. It is sunny outside.</li> </ul>



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<b>Pronunciation:</b> Knowing how words are said	I can try to say English words I have heard before.	I can say English words close to the way they should sound most of the time.	I can say most English words clearly and most people understand me.	I can speak clearly and everyone understands me, especially when I've had time to practise.	I can speak clearly, and everyone understands me all the time.  I speak English with an accent, but that's totally okay. My accent is cool!
	For example: People usually understand me when I say: <ul style="list-style-type: none"> <li>• "Cat."</li> <li>• "Hello."</li> <li>• "Ball."</li> </ul>	For example: People usually understand me when I say: <ul style="list-style-type: none"> <li>• "Good morning."</li> <li>• "I like winter time."</li> </ul>	For example: People can understand me when I say: <ul style="list-style-type: none"> <li>• "How are you today?"</li> <li>• "I am five."</li> <li>• "Let's sit on the floor."</li> <li>• "Elephant."</li> <li>• "Telephone."</li> </ul>	For example: People can tell the difference when I say: <ul style="list-style-type: none"> <li>• "sue" or "shoe"</li> <li>• "fries" or "flies"</li> <li>• "pig" or "big"</li> <li>• "sit" or "seat"</li> </ul>	For example: Some English sounds that are not in my home language are still hard for me to say, like "th" and "l." <ul style="list-style-type: none"> <li>• <b>that</b></li> <li>• <b>both</b></li> <li>• <b>look</b></li> <li>• <b>ruler</b></li> </ul>