



Preparatory: LISTENING

Listening	Level 1	Level 2	Level 3	Level 4	Level 5
<p>Vocabulary: 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"> • Show me your hands. • Sit on your chair, please. • Let's jump! 	<p>For example:</p> <ul style="list-style-type: none"> • Let's go to the park. • Are you at school or at home? • Do you like dogs? 	<p>For example:</p> <ul style="list-style-type: none"> • Put your shoes under your table and then hang your coat on the hook. • Why is the brown dog on the chair? 	<p>For example:</p> <ul style="list-style-type: none"> • Can you give me an example of something that is loud and something that is quiet? • The boy was small, but the dog was big. The boy was scared. That's why he cried. 	<p>For example:</p> <ul style="list-style-type: none"> • First, the small dog barked. Next, the big dog started to bark. Then the boy got scared and ran away.



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Syntax: 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"> Boots on tray. Come here. 	For example: <ul style="list-style-type: none"> Circle time. Go to the carpet. Bring your cup to the table. 	For example: <ul style="list-style-type: none"> Put the blocks in the box. Where is the lion? 	For example: <ul style="list-style-type: none"> Work with your friend to build a tower with all of the red blocks. 	For example: <ul style="list-style-type: none"> Use all of the blocks on your table to build either a tower or a bridge.



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Strategic Questioning: 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"> • “What ...” • “When ...” • “Where ...” • “Who ...” • “How many ...” 	I can understand questions that start with <ul style="list-style-type: none"> • “Why ...” • “How ...” • “Can you tell me about ...” 	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"> • Do you have your snack? • Are you feeling cold? 	For example: <ul style="list-style-type: none"> • Do you want to use a pen or a pencil? • Is this a cow or a horse? 	For example: <ul style="list-style-type: none"> • Who was Frog’s friend? • Where did they go? • What did they do? 	For example: <ul style="list-style-type: none"> • Why is Frog sad? • How did Toad get stuck? • Can you tell me about the difference between summer and winter? 	For example: <ul style="list-style-type: none"> • What if it started to rain? • If you were Peter in this story, what would you do?



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Strategic Clarification: 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"> • pictures • the expressions on people's faces • what people show with their hands 	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"> • asking people to repeat what they said • repeating what I understood • asking questions
	For example: <ul style="list-style-type: none"> • When the teacher talks, I look at friends and do exactly what they do. 	For example: <ul style="list-style-type: none"> • I hear the teacher say, "Clean up," and then I copy what my friends do. 	For example: <ul style="list-style-type: none"> • I understand what "fin" means by looking at the picture of a fish in the book my teacher is reading. • I understand that when people hold their hand out with the palm facing up, they want me to give them something. 	For example: <ul style="list-style-type: none"> • What did you say? • Can you tell me again? • What is that animal? 	For example: <ul style="list-style-type: none"> • I look at books. • I ask questions. • I look at pictures and objects.



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<p>Socio-Linguistic: 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 tell me to give them something or they might ask 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"> • Hello. • See ya later. • Bye. 	<p>For example:</p> <ul style="list-style-type: none"> • Want to play? • How are you? • My friend waves for me to come with him and says, “Follow me. Let’s go outside.” 	<p>For example:</p> <ul style="list-style-type: none"> • It’s time to clean up. • We are going to the park tomorrow. • Trees have bark. • Dogs bark. • The runners in the race all had new runners. 	<p>For example:</p> <ul style="list-style-type: none"> • I would like to have the book. • Get the book, please. • Can you bring me the book? • My teacher holds out her hand and says, “The book, please.” 	<p>For example:</p> <ul style="list-style-type: none"> • Rachel, let’s play in the hospital centre. • Dr. Kuan, I’m very sick and I need medicine. • Mr. Okelu said we should go inside now.



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Discourse: 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"> • Stop. • Sit down. • Come here. 	For example: <ul style="list-style-type: none"> • Show me your shoes. • Go to the carpet. 	For example: <ul style="list-style-type: none"> • Put your blocks away, and then come to the carpet. 	For example: <ul style="list-style-type: none"> • Draw a picture, cut it out, and glue it into your journal. 	For example: <ul style="list-style-type: none"> • Put your boots on the tray, hang your coat on the hook, and put your indoor shoes on.



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



Preparatory: SPEAKING

Speaking	Level 1	Level 2	Level 3	Level 4	Level 5
Vocabulary: 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"> • Water. • Eat. • Stop. • Bike. • Ball. 	For example: <ul style="list-style-type: none"> • It's my turn. • I like orange juice. • I run fast. 	For example: <ul style="list-style-type: none"> • It's in my pocket. • Can I have glue, please? • Get the other one. 	For example: <ul style="list-style-type: none"> • My zipper is stuck. • Today the weather is cold and windy. • My mom is a nurse. 	For example: <ul style="list-style-type: none"> • I went to the office because I was sick. • When we take turns, everybody gets to play. • After we visit my relatives, we are going to go camping.



Speaking	Level 1	Level 2	Level 3	Level 4	Level 5
Grammar: 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"> • Shoes. • Eat. • Run. • Blue. • Big. 	For example: <ul style="list-style-type: none"> • I have a big dog. • I am at school. • We like recess. 	For example: <ul style="list-style-type: none"> • My friends play with me. • I jumped in the water. • We looked at the birds. 	For example: <ul style="list-style-type: none"> • She is my friend. • We are playing outside. • My dog is friendly. 	For example: <ul style="list-style-type: none"> • 1 foot/2 feet • 1 man/2 men • 1 mouse/2 mice • There are two toys on the table. • I thought the dog was in the park.



Speaking	Level 1	Level 2	Level 3	Level 4	Level 5
Syntax: 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"> • Go home. • Over there. 	For example: <ul style="list-style-type: none"> • I have long hair. • I like ice cream. • I like recess. 	For example: <ul style="list-style-type: none"> • We play together. • She is my friend. 	For example: <ul style="list-style-type: none"> • I like the big elephant. • I do not like the lion’s teeth. • Don’t feed candy to the ducks. 	For example: <ul style="list-style-type: none"> • Let’s go see the tigers over there! • Don’t stand too close to the cage.



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Strategic: 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"> • taking turns with my friends • asking questions when I don't know the right word to say • listening to others to help me think about what to say
	For example: <ul style="list-style-type: none"> • nodding or pointing • saying words like "yes," "no," "washroom," or "water" 	For example: <ul style="list-style-type: none"> • Tidy up, tidy up, everybody, tidy up. • Circle time. 	For example: <ul style="list-style-type: none"> • Sure, let's go over there. 	For example: <ul style="list-style-type: none"> • Do you like this book? • I like the funny giraffe. 	For example: <ul style="list-style-type: none"> • You can have the black paint. • Can I use the blue paint first?



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<p>Socio-Linguistic: 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"> • pick up • watch out • get up • run out • take off • switch on 	<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 showed up” 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"> • Hello. • Hi. • Please. • Thanks. • Goodbye. <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"> • Yes, please. • No, thank you. • How are you? • I am fine. • Can I have this? 	<p>For example:</p> <ul style="list-style-type: none"> • You are nice. • Thanks for coming over. • Can I sit here? • “How’s it going?” when I speak to my friends, but “How are you?” when speaking to my teacher. 	<p>For example:</p> <ul style="list-style-type: none"> • My dad is picking me up after school. • Can I give out the crayons? • I sorted them out into groups. 	<p>For example:</p> <ul style="list-style-type: none"> • To a friend, I might say, “Want to paint with me?” • To a teacher, I might say, “Can I please paint now?”



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Discourse: 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"> • Play now? 	For example: <ul style="list-style-type: none"> • Boots and mitts. • Snack and play time? 	For example: <ul style="list-style-type: none"> • I draw a picture. Then I draw dad. Then I draw mom and baby. 	For example: <ul style="list-style-type: none"> • I love red because I love fire trucks. 	For example: <ul style="list-style-type: none"> • First, I make a picture of my house. Then I make the Sun. It is sunny outside.



Speaking	Level 1	Level 2	Level 3	Level 4	Level 5
Pronunciation: 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"> • "Cat." • "Hello." • "Ball." 	For example: People usually understand me when I say: <ul style="list-style-type: none"> • "Good morning." • "I like winter time." 	For example: People can understand me when I say: <ul style="list-style-type: none"> • "How are you today?" • "I am five." • "Let's sit on the floor." • "Elephant." • "Telephone." 	For example: People can tell the difference when I say: <ul style="list-style-type: none"> • "sue" or "shoe" • "fries" or "flies" • "pig" or "big" • "sit" or "seat" 	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"> • that • both • look • ruler