

Oral Language Development Checklist (Grade Three)

Language for Social Relationships

• listens and responds appropriately in a wide range of social settings (e.g., conversations with friends, classmates, and adults, and small-group and whole-class discussions)	
• initiates appropriate conversations with people in the school and community	
• confidently joins in with conversations initiated by others	
• effectively takes turns in conversations and discussions	
• asks for clarification/help more consistently	
• uses appropriate non-verbal behaviours when listening and speaking (turns to the speaker, avoids distracting the speaker and matches own verbal tones with appropriate non-verbal body language)	
• joins in confidently in small-group and whole-class discussions	
• sustains extended conversations on a topic and accommodates when another person joins the conversation	
• disagrees appropriately and sometimes acknowledges another's viewpoint	
• transfers easily from the social register of the playground to that of the classroom (tone, intonation, and volume)	
• uses language for resolving conflicts and generates possible alternatives and solutions	
• confidently uses social language conventions (e.g., <i>Excuse me</i> , and <i>Please could we...</i>)	
• uses language that is sensitive to the feelings of others more consistently	

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Language for Learning

<ul style="list-style-type: none"> • listens attentively when a wide range of texts of increasing length and complexity is read aloud (e.g., books, poetry, newspaper articles, directions, letters, and flyers) 	
<ul style="list-style-type: none"> • uses vocabulary from stories read aloud, shared reading, guided reading, and independent books 	
<ul style="list-style-type: none"> • uses ideas from print materials and links them to personal experience, other curriculum areas, other print materials, and media 	
<ul style="list-style-type: none"> • retells stories, sequencing events appropriately and succinctly 	
<ul style="list-style-type: none"> • retells factual materials from non-fiction materials, prefacing with a main idea to orient the listener (e.g., “I am reading a book about how birds after oil slicks...”) 	
<ul style="list-style-type: none"> • asks questions to request information, clarify details, or extend thinking (e.g., “What do you think about...?”) 	
<ul style="list-style-type: none"> • responds to questions by providing appropriately supported information (e.g., “The book says..., I watched a film and saw..., I think this because...”) 	
<ul style="list-style-type: none"> • listens attentively in a variety of familiar and unfamiliar settings 	
<ul style="list-style-type: none"> • explains a variety of events and actions experienced in different time settings (past, present, and future) 	
<ul style="list-style-type: none"> • problem solving more internal but uses self-talk when encounters difficulty 	
<ul style="list-style-type: none"> • understands humour and jokes 	
<ul style="list-style-type: none"> • is beginning to understand figurative and multiple-meaning language 	
<ul style="list-style-type: none"> • follows complex directions 	
<ul style="list-style-type: none"> • provides clear, well-sequenced directions for others to follow 	
<ul style="list-style-type: none"> • compares people, objects, and events but sometimes in parallel ways 	

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Language for Learning (cont'd)

- compares people, objects, and events and uses appropriate vocabulary (e.g., *similar*, *the same as*, *different from*, *but*)

Language Structures

- uses speech that is understood by most children and adults
- has clear speech that is readily understandable and generally no articulation errors, although difficulty may still occur with the later developing sound r
- uses a variety of simple, compound and complex sentences and monitors their use for different purposes (e.g., short, clear sentences to give a quick response and more complex, extended structures in discussions)
- uses a wide range of vocabulary; learns new word concepts from classroom content and integrates them into conversations and discussions
- controls verb tenses including irregular past tenses (e.g., “He ran home” instead of “He runned home.”)
- controls plural forms, including those with irregular structures (e.g., *mice*, *sheep*)
- uses a variety of connectives to explain causal and sequential relationships