Language at ISUtrecht

Written language

The Role Play phase can span from kindergarten to grade 2. A student is in the Role play reading and writing phase when the student displays any of these indicators:

- Assigns a message to own written and drawn symbols.
- Demonstrates awareness that writing and drawing are different.
- Uses known letters or approximations of letters to represent writing.
- Listens to and demonstrates comprehension by talking about significant ideas from the text.
- Displays reading-like behaviour, e.g. holds book right way up, clicks mouse to see new window.
- Selects texts primarily for enjoyment, e.g. uses cover and illustrations.
- Identifies and talks about familiar characters or people from texts.
- Recognises own name, or part of it, in print.

The Experimental phase can span from kindergarten to grade 2. In the Experimental reading and writing phase, the student demonstrates all the following indicators:
- Demonstrates awareness that print contains a constant message.
- Talks about how characters, ideas and events are represented.
- Demonstrates one-to-one correspondence between written and spoken word, e.g. word-pointing when reading back own writing.
- Uses a limited range of strategies to spell, e.g. sounding out.
- Reads and demonstrates comprehension of texts by:
    - recalling some ideas explicit in a text
    - identifying the topic of a text
    - selecting a limited number of explicit events to retell a text
    - linking two ideas explicit in a text, e.g. an action and its result.
- Recognises a small bank of known words.
- Identifies the letters of the alphabet by name or sound.
- Demonstrates understanding of the concepts and conventions of print, e.g. left to right, top to bottom, capital letters.

The Early phase can span from grade 1 to grade 4. In the Early reading and writing phase, the student demonstrates all the following indicators:

- Explains the purpose of a small range of texts, e.g. jokes are to entertain.
- Explains why characters, ideas or events are represented in a particular way when composing texts.
- Spells and uses a small bank of known words correctly.
- Knows all letters by name, and their common sounds. and simple letter patterns and the sounds they represent. , e.g. sh, ch, ee.
- Writes simple sentences using correct punctuation.
- Uses a small range of strategies to spell unknown words, e.g. chunking, sounding out.
- Reads and demonstrates comprehension of texts by:
    - recalling key information explicit in a text
    - identifying the main idea explicit in a text
    - selecting events to retell a text, sometimes including unnecessary events or
        information
    - linking explicit ideas in a text, e.g. comparing a character at different points in the text.
- Recognises how characters, people and events are represented, and offers suggestions for alternatives.
- Recognises a bank of frequently used words in different contexts, e.g. high frequency words, personally significant words.
- Explains how known text forms vary, by stating:
    - purpose, e.g. procedures instruct
    - some elements of organisation, e.g. procedures have headings
    - some elements of structure, e.g. procedures list materials and steps.
- Draws upon a small knowledge base to comprehend, e.g. sight vocabulary, concept and text-structure knowledge.
- Uses a small range of strategies to comprehend, e.g. self-questioning, adjusting reading rate.

The <u>Transitional</u> phase can span from grade 2 to grade 5. In the Transitional reading and writing phase, the student demonstrates all the following indicators:

- Composes texts by finding, recording, and organising appropriate information.
- Discusses alternatives about how to represent characters, ideas and events when composing texts.
- Varies vocabulary to add interest.
- Spells and uses an increasing bank of known words correctly.
- Knows less common letter patterns and the sounds they represent, e.g. tion, ph.
- Writes a variety of simple and compound sentences, using correct punctuation.
- determining importance.
- Uses an increasing range of strategies to spell unknown words, e.g. using visual memory.
- Proofreads, edits and revises own writing when directed.
- Plans for and create a text that reflects the intended purpose and needs of the audience.
- Reads and demonstrates comprehension of texts by:
  - identifying the main idea(s), citing supporting detail
  - selecting events from a text to suit a specific purpose
  - linking ideas, both explicit and implicit, in a text, e.g. cause and effect.
- Locates and selects texts appropriate to purpose and audience, e.g. uses search engines, checks currency of information.
- Uses an increasing range of strategies to comprehend, e.g. creating images, determining importance.

The <u>Conventional</u> phase can span from grade 4 into secondary. In the Conventional reading and writing phase, the student demonstrates all the following indicators:

- Reads and demonstrates comprehension of texts by:
    - explaining how the main idea and supporting information relate to the author's purpose and the intended audience
    - selecting events from a text to suit a specific audience
    - linking ideas, both explicit and implicit, in a text, e.g. thesis and supporting arguments.
- Composes texts by retrieving, recording and organising information appropriate to purpose and audience.
- Explains why a particular text form may be more appropriate to achieve a purpose for an intended audience.
- Selects ways to represent characters, ideas and events to create specific effects in texts.
- Uses devices when attempting to influence the reader, e.g. flattery, humour.
- Selects vocabulary to create precise meaning.
- Spells and uses a large bank of known words correctly.
- Writes a variety of simple, compound and complex sentences using correct punctuation.
- Develops a paragraph by writing a topic sentence and including supporting information.
- Selects appropriate strategies from a wide range to comprehend.
- Determines unknown words by selecting appropriate word-identification strategies.
- Selects appropriate strategies to use throughout the writing process.
- Plans for writing in a range of ways, e.g. graphic organisers, storyboard.
- Independently proofreads, edits and revises own writing.

Oral and visual language

The Role Play phase is used to describe very young children or students just beginning to learn English. A student is in the Role play phase when the student displays any of these indicators:

- Communicates in own personal way, to meet own needs.
- Understands simple and familiar questions, e.g. Are you hungry? Where would you like to play?
- Recognises meaning from familiar language, tone of voice and facial expression in familiar situations.
- Uses a small range of vocabulary.
- Makes meaning from personally significant multimodal texts, e.g. picture books, films, catalogues and television programs.
- Produces simple multimodal texts, e.g. draws, makes pictures.
- Distinguishes written words from images.
- Relies on a range of familiar strategies to make meaning, e.g. connecting, predicting.

The Experimental phase can span from kindergarten to grade 2. In the Experimental phases for speaking, listening, viewing and presenting, the student demonstrates all the following indicators:

- Recalls personally significant information from spoken texts.
- Structures simple spoken texts appropriately.
- Uses everyday terms related to their experiences and some subject-specific words.
- Interprets and uses simple statements, commands and questions.
- Makes meaning from a small range of multimodal texts by using images and print and identifying key events and supporting details.
- Produces a small range of multimodal texts to achieve a specific purpose, e.g. greeting cards, warning signs.
- Selects information in multimodal texts to achieve a simple purpose, e.g. selects clip art to make a poster, explains that this pictograph shows how students travel to school.
- Identifies the purpose of a small range of multimodal texts, e.g. email, poster, video game, factual book.
- Uses a limited range of strategies for comprehending and producing multimodal texts, e.g. inferring, comparing.
- Decides how own multimodal text will be planned.

The Early phase can span from grade 1 to grade 4. In the Early phases for speaking, listening, viewing and presenting, the student demonstrates all the following indicators:

- Presents simple spoken texts using basic text structures in logical sequence, e.g. description, instruction, recount.
- Obtains specific information from short informational and expressive spoken texts.
- Provides some background information and supporting ideas for listener, e.g. facts and personal reasons.
- Makes meaning from a range of multimodal texts by integrating knowledge of the semiotic systems, e.g. linguistic, audio, gestural.
- Produces a range of multimodal texts but may not fully control all elements.
- Explains how multimodal texts differ by identifying text features such as purpose, organisation and structure.
- Uses multimodal resources effectively to suit purpose.
- Expresses and justifies personal responses to multimodal texts.
- Recognises the different ways characters, people, events and ideas are represented.
- Identifies purpose and target audience for a range of multimodal texts, e.g. to persuade teenagers, to entertain children.
- Experiments with the use of devices, e.g. to suit the purpose of the multimodal text.
- Recognises codes and conventions of the semiotic systems used to produce multimodal texts.
- Explains how multimodal texts differ by identifying text features such as purpose, organisation and structure.
- Uses an increasing range of strategies for comprehending and producing multimodal texts, e.g. determining importance, navigating, self-questioning.

The <u>Transitional</u> phase can span from grade 3 into secondary. In the Transitional phases for speaking, listening, viewing and presenting, the student demonstrates all the following indicators:

- Listens effectively to obtain specific information from informational and expressive spoken texts.
- Composes spoken texts using most text structures and features appropriately in planned situations.
- Uses a small range of devices to enhance meaning, e.g. rephrasing, adjusting volume and speed of speech, negotiating meaning.
- Varies vocabulary to add interest or to describe with greater accuracy.
- Uses most language structures and features appropriate to purpose, e.g. indicates cause and effect, adjusts level of formality according to context.
- Produces a wide range of multimodal texts demonstrating control over most elements.
- Recognises and discusses the purpose of text features and how these frame meaning, e.g. layout favours some information implying importance.
- Selects multimodal resources appropriately to suit purpose and audience.
- Explains how the elements of a multimodal text have been deliberately selected to produce meaning for a specific purpose.
- Uses devices when attempting to influence viewers, e.g. composition, realistic style.
- Uses codes and conventions of the semiotic systems when producing multimodal texts.
- Explains similarities and differences of identifying text features such as purpose, organisation and structure.
- Selects and uses strategies appropriate to the demands of the multimodal text and purpose of viewing, e.g. scanning, summarising, synthesising.
- Draws upon an increasing knowledge from the semiotic systems when comprehending or producing multimodal texts.
- Plans and produces a multimodal text appropriate to the purpose and audience.

The <u>Conventional</u> phase spans from grade 4 into secondary. In the Conventional phases for speaking, listening, viewing and presenting, the student demonstrates all the following indicators:

- Identifies main ideas and supporting details of a range of spoken texts.
- Controls text features and structures effectively in planned and unplanned texts.
- Adjusts speaking and listening appropriately for different familiar contexts.
- Includes information and text features to maintain audience interest, e.g. choice of vocabulary, appropriate level of detail.
- Uses a range of devices when attempting to influence a listener, e.g. tone, volume, expression, choice of style.
- Draws on a range of strategies and deliberately adjusts speaking and listening to meet the needs of the task.
- Controls the crafting of a large repertoire of multimodal texts.
- Critically selects from a number of multimodal resources to suit purpose and audience.
- Makes critical choices about the way characters, people, events and ideas are represented to suit different purposes and influence audiences.
- Identifies the target audience of a multimodal text and discusses how the producer has tailored the codes and conventions to suit.
- Selects appropriate codes and conventions of the semiotic systems when producing a multimodal text.
- Evaluates the effectiveness of the choice of the codes and conventions to achieve specific effects.
- Evaluates the effectiveness of text features in framing meaning.
- Reflects on and evaluates the effectiveness of strategies used when viewing.
- Selects appropriate publication formats to enhance understanding and impact.