

Language of the Elementary Aged Student

Language skills applied to classroom learning

Skills typically acquired from Kindergarten through Second grade:

- Engages in conversation by taking at least 2 turns on topic
- Understands and uses facial expressions, body language, and prosody to enhance communication
- Requests things needed to complete a task
- Identifies objects from oral description
- Follows 2-3 part directions
- Distinguishes reality from fantasy
- Responds to unfamiliar stories read aloud (by stating main characters/events, answering questions, understanding cause/effect, predicting, and making inferences)
- Makes predictions and draws conclusions from situations
- Asks and answers who, what, when, where, questions
- Retells stories
- Understands basic concepts (over, middle, left, right, whole, half, zero, some, few, many)
- Names colors and shapes
- Identifies 5 senses by their function
- Classifies and categorizes objects
- Describes objects with at least 3 attributes
- Compares and contrasts
- Names synonyms and antonyms for grade appropriate vocabulary
- Understands temporal concepts (can answers questions related to the past/present/future, names days of the week, months, holidays, seasons)
- Completes simple analogies
- Sequences 3-4 steps to tell a story
- Grammar contains few errors (errors in complex clauses and irregular forms can still occur)

Skills typically acquired from Third grade through Fifth grade:

- Relates personal information fluently (birth date, address, phone, teachers)
- Relates events or personal experience by applying logical sequence, telling who, when, and where, and providing a creditable story
- Engages in conversation by initiating topic, maintaining interactions, following changes in topic, signaling a change in topic, closing the topic, and repairing conversation
- Describes at least 3 rules for good listening and speaking
- Responds to unfamiliar story by sequencing events, identifying story construction, answering when, how, which and why questions, drawing conclusions, telling cause and effect with varied responses, discriminating

- fact and opinion, identifying main idea, characters and problem, and explaining figurative language
- Retells familiar story by using story components (setting, problem, solution, and outcome), sequencing events, using time words (first, then, next, last), and stating main idea of story
 - Follows directions by completing multi-step classroom directions, understanding exclusionary directions, and requests clarification when given imprecise directions
 - Gives clear, precise directions
 - Uses describing concepts to define concepts (using category, distinctive features, and specific examples)
 - Elaborates simple sentences using synonyms, adverbs, and adjectives
 - Classifies and categorizes by comparing and contrasting concepts, and identifying the category from a list of members
 - Completes analogies using synonyms, antonyms, category, function, location, attribute, and part/whole
 - Understands and uses multiple meaning words
 - Oral grammar should virtually be error-free by fifth grade

**excerpt from the Language Curriculum Referenced Assessment, Plano Independent School District, Copyright 1999*