

## **Communication – Grade 1**

*In first grade, students continue the development of their listening and observation skills and strategies, demonstrating their understanding by following directions, retelling stories, answering questions, and explaining visual information. Their conversation skills develop, and they are able to introduce and maintain conversation about a topic, speaking clearly and distinctly using adult grammar and courteous language.*

**EALR 1: The student uses listening and observation skills and strategies to gain understanding.**

**Component 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.**

**NOTES:** Listening behavior will vary according to culture, learning style, and situation. Verbal and nonverbal cues must be taught explicitly. Do not assume they are universal.

**1.1.1 Understands how to adapt attentive behavior to accommodate the listening situation.**

- With teacher prompt, adapts listening behavior to attend to a task (e.g., class discussion, small group communication, listening to a story or an oral presentation).
- Attends to the task in group activities (e.g., student is seated in a chair or on the floor, appropriate to the activity, eyes are focused on speaker, hands are still, child does not interrupt).
- Responds to verbal and nonverbal cues associated with the situation (e.g., classroom routine and/or teacher/peer interaction).
- Uses strategies for enjoyment listening and active listening with support from teacher. (See GLE 1.1.2 and 1.2.1.)

**1.1.2 Applies listening and observation skills to recall and interpret information.**

- Follows three-step oral directions for routines.
- Recalls oral multicultural stories, familiar tunes, songs, and sounds. (Note: Familiarity with a song, story, or nursery rhyme cannot be assumed.)
- Answers a variety of questions: who, what, when, where, why, whose, yes/no.
- Provides feedback pertinent to the observation or active listening situation (e.g., “In the story, Maria reminded me of my sister because she is very funny.”), or listening for enjoyment (e.g., “I liked how the music changed from loud to quiet and back to loud again.”).
- Describes and explains visual information (e.g., signs and symbols in the environment, illustrations in literary text, diagrams in expository text).

**Component 1.2: Understands, analyzes, synthesizes, or evaluates information from a variety of sources.**

### **1.2.1 Understands how to infer and make personal connections to auditory and visual information.**

- Makes simple inferences (e.g., why the principal was in the cafeteria, why Bella is absent from school).
- Listens for, identifies, and explains personal connections to events and/or one's own feelings related to an event (e.g., events in a personal story told by a peer, a video, a story on the news).

### **1.2.2 Recognizes mass media.**

- Identifies various types of mass communication (e.g., television, radio, advertisements, signs, movies, magazines).

## **EALR 2: The student uses communication skills and strategies to interact/work effectively with others.**

<b>Component 2.1: Uses language to interact effectively and responsibly in a multicultural context.</b>
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### **2.1.1 Understands that language is adjusted to the needs of the audience, situation, and setting.**

- Selects language that is courteous (e.g., please, thank you, no thank you, excuse me) and explains why it is appropriate.
- Identifies and describes different types of speech (e.g., chat, warning, sharing, discussion, and joke) and when each might be used.

<b>Component 2.2: Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.</b>
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### **2.2.1 Understands how to show respect for others' input.**

- Demonstrates when to talk and when to listen (e.g., "When someone else is talking or during a story, it is time to listen; when there is a break in the conversation, it may be time to talk.")
- Expresses support and acceptance by using positive language in response to others' communication (e.g., "You did a good job, DaVonne.")
- As a member of the audience, responds to the speaker with encouraging nonverbal communication (e.g., sitting still and watching the speaker).

### **2.2.2 Understands how to contribute responsibly in a one-to-one conversation or group setting.**

- Maintains topic introduced by teacher for three conversational turns.
- Initiates and sustains a conversation with comments and questions (e.g., responding to other's remarks, expressing feelings).
- Seeks and accepts a solution to a group problem (e.g., how to divide up supplies, playground equipment, jobs, or responsibilities).

**Component 2.3: Uses skills and strategies to communicate interculturality.**

**2.3.1 Recognizes that families have cultural practices.**

- Describes family similarities and differences (e.g., “I eat dinner with my sister and brother and my parents eat later, but in Tyrone’s family, everyone eats at the same time.”; “I live with my mom, and James lives with his aunt, uncle, and grandma.”).

**2.3.2 Understands cues that aid intercultural communication.**

- Identifies and explains verbal and nonverbal cues used by others with teacher guidance (e.g., hand gestures, facial expressions, tone of voice).

**EALR 3: The student uses communication skills and strategies to effectively present ideas and one’s self in a variety of situations.**

**Component 3.1: Uses knowledge of topic/theme, audience, and purpose to plan presentations.**

**3.1.1 Understands how to plan and organize effective oral communication and presentation.**

- Identifies the audience (e.g., friends, family, or class).
- Selects a topic to inform or tell a story, with teacher guidance.
- Selects content from personal knowledge and experience.
- Organizes information using logical sequence with teacher guidance. (Culture may influence storytelling sequence.)

**Component 3.2: Uses media and other resources to support presentations.**

**3.2.1 Understands how to use media and resources in oral presentations.**

- Uses visual aids (e.g., illustrations, photos, and other items).

**Component 3.3: Uses effective delivery.**

**3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentations.**

- Faces audience (not teacher) while speaking.
- Adapts volume of voice for size of audience depending on feedback.
- Speaks in complete sentences using compound and complex sentence structures.
- Speaks clearly and distinctly.
- Uses adult grammar and syntax appropriate to developmental level.

**EALR 4: The student analyzes and evaluates the effectiveness of communication.**

**Component 4.1: Assesses effectiveness of one's own and others' communication.**

**4.1.1 Proficiency in this GLE is expected at grade 2.**

**4.1.2 Understands how to use simple criteria to judge others' communication.**

- Identifies elements of communication based on classroom criteria, and explains with teacher guidance (e.g., "I heard you from the back of the room.").

**Component 4.2: Sets goals for improvement.**

**4.2.1 Understands how to set a communication goal.**

- Sets a goal with teacher guidance and explains why that goal is important (e.g., "I need to work on not interrupting so that everyone has a chance to talk.").