

# Alberta K–12 ESL Proficiency Benchmarks With Examples

## Grades 7–9



**we** educate

Government  
of Alberta ■

Alberta ■



# Grade 7 to Grade 9

The *Alberta K–12 ESL Proficiency Benchmarks* provide descriptions of language proficiency organized around seven communicative competencies and four language skills (Listening, Speaking, Reading and Writing) for Kindergarten, Grades 1 to 3, Grades 4 to 6, Grades 7 to 9 and Grades 10 to 12. Each descriptor identifies the discrete elements of language that the student is able to use when speaking and writing, or understand when listening and reading, at each benchmark proficiency level. The examples are intended to complement the descriptors and assist teachers by providing additional information that illustrates the language that students learning English would be able to understand and use in the classroom. Each example lists words, utterances and/or sentences that are representative of the kind of language students understand and use at each grade-level division and proficiency level.

## Listening

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<b>Linguistic: Vocabulary (knowledge of words and their meaning)</b>				
<p><b>Note:</b> The number of words acquired by the end of each level provides educators with an appreciation of the amount of vocabulary development from one level to the next. Teachers are neither expected nor encouraged to complete word counts in order to measure language proficiency.</p>				
<p>Understands some words (approximately 5000), including:</p> <ul style="list-style-type: none"> <li>• utility words</li> <li>• descriptive words</li> <li>• subject-specific words supported by visuals, nonverbal cues and repetition.</li> </ul>	<p>Understands more words (approximately 7500), including:</p> <ul style="list-style-type: none"> <li>• utility words</li> <li>• descriptive words</li> <li>• subject-specific words and some:</li> <li>• academic words with visual support.</li> </ul>	<p>Understands a range of words (approximately 15,000), including:</p> <ul style="list-style-type: none"> <li>• utility words</li> <li>• descriptive words</li> <li>• subject-specific words</li> <li>• academic words.</li> </ul>	<p>Understands a greater range of words (approximately 25,000), including:</p> <ul style="list-style-type: none"> <li>• synonyms</li> <li>• antonyms</li> <li>• adjectives</li> <li>• adverbs</li> <li>• words with multiple meanings.</li> </ul>	<p>Understands a broad range of words (approximately 40,000), including:</p> <ul style="list-style-type: none"> <li>• synonyms</li> <li>• antonyms</li> <li>• adjectives</li> <li>• adverbs</li> <li>• words with multiple meanings in a variety of contexts.</li> </ul>
<p>Student understands some words, including:</p> <ul style="list-style-type: none"> <li>• <b>utility words</b>, such as “pencil,” “book,” “door”</li> <li>• <b>descriptive words</b>, such as “simple,” “slow,” “sharp”</li> <li>• <b>subject-specific words</b>, such as “calculator,” “triangle.”</li> </ul>	<p>Student understands more words, including:</p> <ul style="list-style-type: none"> <li>• <b>utility words</b>, such as “handle,” “lock,” “key”</li> <li>• <b>descriptive words</b>, such as “basic,” “lengthy,” “pointed”</li> <li>• <b>subject-specific words</b>, such as “math textbook,” “prism,” “pyramid”</li> <li>• <b>academic words</b>, such as “encourage,” “conclude,” “combine.”</li> </ul>	<p>Student understands a range of words, including:</p> <ul style="list-style-type: none"> <li>• <b>utility words</b>, such as “keyhole,” “hinge,” “knob”</li> <li>• <b>descriptive words</b>, such as “pure,” “gradual,” “angular”</li> <li>• <b>subject-specific words</b>, such as “vertices,” “hexagonal prism,” “polyhedron”</li> <li>• <b>academic words</b>, such as “assist,” “suppose,” “relate.”</li> </ul>	<p>Student understands a greater range of words, including:</p> <ul style="list-style-type: none"> <li>• <b>synonyms</b>, such as faces/sides</li> <li>• <b>antonyms</b>, such as on the surface/underneath</li> <li>• <b>adjectives</b>, such as “flat,” “parallel”</li> <li>• <b>adverbs</b>, such as “very,” “too,” “firmly”</li> <li>• <b>words with multiple meanings</b>, such as “point,” “balance,” “base.”</li> </ul>	<p>Student understands a broad range of words, including:</p> <ul style="list-style-type: none"> <li>• <b>synonyms</b>, such as less/fewer, more/greater, points/vertices, base/bottom/end</li> <li>• <b>antonyms</b>, such as ascend/descend</li> <li>• <b>adjectives</b>, such as “sluggish,” “exhaustive”</li> <li>• <b>adverbs</b>, such as “well,” “easily”</li> <li>• <b>words with multiple meanings</b>, such as “edge,” “test,” “face.”</li> </ul>

**Linguistic: Syntax (knowledge of word order and sentence structure)**

<p>Understands:</p> <ul style="list-style-type: none"> <li>familiar commands</li> <li>simple sentences on familiar topics.</li> </ul>	<p>Understands:</p> <ul style="list-style-type: none"> <li>subject–verb–object sentence structure</li> <li>simple detailed sentences on familiar topics.</li> </ul>	<p>Understands:</p> <ul style="list-style-type: none"> <li>compound sentences</li> <li>complex sentences on familiar topics.</li> </ul>	<p>Understands:</p> <ul style="list-style-type: none"> <li>compound sentences</li> <li>complex sentences on unfamiliar topics.</li> </ul>	<p>Understands:</p> <ul style="list-style-type: none"> <li>compound-complex sentences</li> <li>conditional sentences on unfamiliar topics.</li> </ul>
<p>Student follows routine instructions provided orally, in the form of:</p> <ul style="list-style-type: none"> <li><b>familiar commands</b>, such as: <ul style="list-style-type: none"> <li>“Read pages ____ and ____.”</li> <li>“Watch the demonstration.”</li> <li>“Label the timeline.”</li> <li>“Take notes.”</li> </ul> </li> <li><b>simple sentences</b>, such as: “Talk to your partner about the questions.”</li> </ul> <p>After a lesson given with simple phrases and visuals, student demonstrates understanding by completing a timeline with relevant events of the Renaissance.</p>	<p>Student understands sentences, including:</p> <ul style="list-style-type: none"> <li><b>subject–verb–object sentences</b>, such as: <ul style="list-style-type: none"> <li>“Hakim is working in the library.”</li> <li>“The teacher is explaining the fur trade.”</li> </ul> </li> <li><b>simple detailed sentences</b>, such as: <ul style="list-style-type: none"> <li>“You can work with Hakim in the library.”</li> <li>“The teacher is explaining the different trade routes used.”</li> </ul> </li> </ul> <p>After a lesson or video, student explains how the physical geography affected trade between European countries and may say:</p> <ul style="list-style-type: none"> <li>“Trade was best by boat. The mountains and rivers make (made) it hard to go on (by) land.”</li> </ul>	<p>Student understands sentences, including:</p> <ul style="list-style-type: none"> <li><b>compound sentences</b>, such as “The weather was harsh and the terrain was challenging for the Europeans.”</li> <li><b>complex sentences</b>, such as “The conditions were challenging for the Europeans because so much of the terrain was wilderness.”</li> </ul> <p>After a lesson or video, student may say:</p> <ul style="list-style-type: none"> <li>“The seasons and weather made travelling in the new world difficult any time in the year.”</li> </ul>	<p>Student understands sentences, including:</p> <ul style="list-style-type: none"> <li><b>compound sentences</b>, such as “The Europeans had to be tough sailors, yet they also had to be able to hunt.”</li> <li><b>complex sentences</b>, such as “Trading vessels were built to carry large cargos of fur; therefore, the sailors often had cramped, unsanitary living conditions.”</li> </ul> <p>After a lesson or video, student may say:</p> <ul style="list-style-type: none"> <li>“Traders would travel when the climatic conditions were the best to ensure a safer and shorter journey.”</li> </ul>	<p>Student understands sentences, including:</p> <ul style="list-style-type: none"> <li><b>compound-complex sentences</b>, such as “Not only was the new world rough and rugged, the voyage to and from the new world was often perilous as the traders navigated new passages.”</li> <li><b>conditional sentences</b>, such as “If the seas were too rough and the passages treacherous, the voyage could be delayed for months, leaving sailors to endure the harsh winters unprepared.”</li> </ul> <p>After a presentation, lesson, video or class discussion, student may say:</p> <ul style="list-style-type: none"> <li>“Traders would travel according to the best time, climate and conditions for their particular cargo.”</li> </ul>

## Listening (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<b>Strategic: Questioning (knowledge of ways to seek information)</b>				
<p>Responds to:</p> <ul style="list-style-type: none"> <li>short, simple questions on familiar topics.</li> </ul>	<p>Responds to:</p> <ul style="list-style-type: none"> <li>literal questions using “what,” “where,” “when,” “who” and “how many.”</li> </ul>	<p>Responds to:</p> <ul style="list-style-type: none"> <li>open-ended questions.</li> </ul>	<p>Responds to:</p> <ul style="list-style-type: none"> <li>hypothetical questions.</li> </ul>	<p>Responds to:</p> <ul style="list-style-type: none"> <li>inferential questions</li> <li>the implied meaning of questions and statements.</li> </ul>
<p>Student is able to respond (by doing, writing or speaking) when asked <b>simple questions</b>, such as:</p> <ul style="list-style-type: none"> <li>“Where is your calculator?”</li> <li>“Do you want to make a line or bar graph?”</li> </ul>	<p>Student is able to respond appropriately (by doing, writing or speaking) when asked <b>literal questions</b>, such as:</p> <ul style="list-style-type: none"> <li>“Where is the x-axis?”</li> <li>“What number represents the base?”</li> <li>“Which number represents the power?”</li> <li>“How many points are there on this graph...?”</li> </ul>	<p>Student is able to respond appropriately (by doing, writing or speaking) when asked <b>open-ended questions</b>, such as:</p> <ul style="list-style-type: none"> <li>“In what other ways can this problem be solved?”</li> <li>“How is ... different from ...?”</li> </ul>	<p>Student is able to respond appropriately (by doing, writing or speaking) when asked <b>hypothetical questions</b>, such as:</p> <ul style="list-style-type: none"> <li>“If you were to change ‘n’ to another number, what would the solution to the equation be?”</li> </ul>	<p>Student is able to respond appropriately (by doing, writing or speaking) when asked:</p> <ul style="list-style-type: none"> <li><b>inferential questions</b>, such as “In this problem there are several possible answers. Which would be most plausible in real life?”</li> <li><b>implied meaning questions</b>, such as “He did the right thing, didn’t he?” when it was obvious he did not.</li> </ul>

**Strategic: Clarification (knowledge of ways to confirm understanding)**

<p>Requests clarification by using:</p> <ul style="list-style-type: none"> <li>• survival words and expressions</li> </ul> <p>sometimes accompanied by gestures and facial expressions.</p>	<p>Demonstrates listening for:</p> <ul style="list-style-type: none"> <li>• key words</li> </ul> <p>by asking:</p> <ul style="list-style-type: none"> <li>• familiar clarification questions.</li> </ul>	<p>Demonstrates listening for:</p> <ul style="list-style-type: none"> <li>• key concepts</li> </ul> <p>by asking:</p> <ul style="list-style-type: none"> <li>• a range of clarification questions.</li> </ul>	<p>Demonstrates listening for:</p> <ul style="list-style-type: none"> <li>• details related to curricular concepts</li> </ul> <p>by asking:</p> <ul style="list-style-type: none"> <li>• specific questions.</li> </ul>	<p>Demonstrates listening for:</p> <ul style="list-style-type: none"> <li>• abstract information</li> </ul> <p>by asking:</p> <ul style="list-style-type: none"> <li>• specific questions.</li> </ul>
<p>Student seeks clarification by using expressions and gestures and may:</p> <ul style="list-style-type: none"> <li>• say, “Help.”</li> <li>• say, “Don’t know.”</li> <li>• use gestures, such as putting hand up or having a confused look.</li> </ul>	<p>Student seeks clarification of key words by asking questions, such as:</p> <ul style="list-style-type: none"> <li>• “What does this mean?”</li> <li>• “What do I do?”</li> </ul>	<p>Following a conversation, demonstration or lecture, student seeks clarification by stating what he or she understands about the concept and waiting for confirmation or correction, such as:</p> <ul style="list-style-type: none"> <li>• “This is _____ and it is the same as _____.”</li> <li>• “They are different because _____.”</li> </ul> <p>Student asks questions, such as:</p> <ul style="list-style-type: none"> <li>• “Does this mean _____?”</li> <li>• “If _____, does that mean that _____?”</li> <li>• “How does that work?”</li> </ul>	<p>Following a conversation, demonstration or lecture, student demonstrates listening for curricular concepts by asking questions, such as:</p> <ul style="list-style-type: none"> <li>• “When this happens, what happens to _____?”</li> <li>• “What is the difference between _____ and _____?”</li> </ul>	<p>Following a conversation, demonstration or lecture, student demonstrates listening for abstract information by asking questions, such as:</p> <ul style="list-style-type: none"> <li>• “Why would you say that _____ is better than _____?”</li> <li>• “What is your opinion on the effects of _____?”</li> <li>• “Why would _____ be affected by _____?”</li> </ul>

## Listening (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<b>Socio-Linguistic (awareness of social and cultural factors influencing the way language is used)</b>				
<p>Responds appropriately to:</p> <ul style="list-style-type: none"> <li>everyday greetings</li> <li>known gestures</li> <li>tone of voice.</li> </ul>	<p>Responds appropriately to:</p> <ul style="list-style-type: none"> <li>common social expressions in formal and informal contexts.</li> </ul>	<p>Responds appropriately to:</p> <ul style="list-style-type: none"> <li>common social expressions</li> <li>intonation</li> <li>idiomatic expressions in formal and informal contexts.</li> </ul>	<p>Responds appropriately to:</p> <ul style="list-style-type: none"> <li>slang</li> <li>humour</li> <li>common idioms</li> <li>social expressions</li> <li>intonation</li> </ul> <p>in a variety of contexts.</p>	<p>Responds appropriately to:</p> <ul style="list-style-type: none"> <li>a range of idiomatic expressions</li> <li>slang</li> <li>sarcasm</li> <li>innuendo, indicated by subtle changes in:               <ul style="list-style-type: none"> <li>tone</li> <li>volume</li> <li>speed</li> <li>intonation.</li> </ul> </li> </ul>
<p>Student responds appropriately to:</p> <ul style="list-style-type: none"> <li><b>everyday greetings</b>, such as “hello,” “goodbye”</li> <li><b>known gestures</b>, such as a shoulder shrug (meaning “I don’t know”) or a hand motioning direction</li> <li><b>tone of voice</b>, such as hurrying when a peer says quickly, “The bell rang. Let’s go.”</li> </ul>	<p>Student responds appropriately to:</p> <ul style="list-style-type: none"> <li><b>informal expressions</b>, such as:               <ul style="list-style-type: none"> <li>“Hey!”</li> <li>“Hi.”</li> <li>“Bye.”</li> <li>“See ya later!”</li> <li>“Ya.”</li> </ul> </li> <li><b>formal expressions</b>, such as:               <ul style="list-style-type: none"> <li>“How are you?”</li> <li>“Hello.”</li> <li>“Goodbye.”</li> <li>“Yes, please.”</li> </ul> </li> </ul>	<p>Student responds appropriately to:</p> <ul style="list-style-type: none"> <li><b>informal expressions</b>, such as “Hey you, come here!” (to a peer)</li> <li><b>formal expressions</b>, such as “Mr. Lee, please come here.” (to a teacher)</li> <li><b>intonation</b>, that changes the meaning of otherwise identical utterances, such as in:               <ul style="list-style-type: none"> <li>“He’s <b>kidding!</b>”</li> <li>“<b>He’s</b> kidding!”</li> <li>“He’s kidding?”</li> </ul> </li> <li><b>idiomatic expressions</b>, such as “Break a leg!” (before a performance).</li> </ul>	<p>Student responds appropriately to:</p> <ul style="list-style-type: none"> <li><b>slang</b>, such as “That’s so sick.” (impressive/good)</li> <li><b>humour</b> in context</li> <li><b>idioms</b>, such as “What’s the inside story?”</li> <li><b>social expressions</b>, such as “Let’s get a move on.”</li> <li><b>Intonation</b>, such as “You <i>rocked</i> it!”</li> </ul>	<p>Student understands:</p> <ul style="list-style-type: none"> <li><b>idioms</b>, such as “It’s your turn to <i>pay it forward</i>.”</li> <li><b>slang</b>, such as “textrovert”</li> <li><b>sarcasm</b>, such as in “Yeah that’s how you do it.” (meaning that’s not how you do it)</li> <li><b>innuendo</b>, such as in “Are you really signing up for that?” (meaning, “I wouldn’t if I were you.”)</li> </ul>



**Discourse (knowledge of how ideas are organized and connected)**

<p>Understands:</p> <ul style="list-style-type: none"> <li>familiar commands</li> <li>one-step instructions</li> <li>basic facts</li> <li>literal descriptions</li> <li>the gist of clauses and sentences connected with:             <ul style="list-style-type: none"> <li>“and” and “then”</li> </ul> </li> </ul> <p>with visual support.</p>	<p>Understands:</p> <ul style="list-style-type: none"> <li>familiar commands</li> <li>two-step instructions</li> <li>the gist of discussions and presentations on familiar topics containing phrases and simple related sentences connected with:             <ul style="list-style-type: none"> <li>common conjunctions</li> <li>time markers</li> <li>sequence markers</li> </ul> </li> </ul> <p>with visual support.</p>	<p>Understands:</p> <ul style="list-style-type: none"> <li>main ideas of discussions and presentations on familiar and unfamiliar topics</li> <li>clauses and sentences connected with:             <ul style="list-style-type: none"> <li>common conjunctions</li> <li>time markers</li> <li>sequence markers.</li> </ul> </li> </ul>	<p>Understands:</p> <ul style="list-style-type: none"> <li>main ideas of academic explanations</li> <li>examples</li> <li>clauses and sentences connected with:             <ul style="list-style-type: none"> <li>common cohesive devices.</li> </ul> </li> </ul>	<p>Understands:</p> <ul style="list-style-type: none"> <li>main ideas of academic texts</li> <li>supporting details</li> <li>clauses and sentences connected with a variety of:             <ul style="list-style-type: none"> <li>cohesive devices</li> <li>transition words.</li> </ul> </li> </ul>
<p>Student responds appropriately when teacher uses:</p> <ul style="list-style-type: none"> <li><b>conjunctions</b> in sentences, such as “Take out book <b>and</b> turn to page 56.”</li> <li><b>sequence markers</b> in sentences, such as “Read your book. <b>Then</b> answer the questions.”</li> </ul>	<p>Student understands:</p> <ul style="list-style-type: none"> <li><b>conjunctions</b>, such as “or,” “but,” “because”</li> <li><b>time markers</b>, such as “today,” “yesterday,” “Monday,” “last night”</li> <li><b>sequence markers</b>, such as “first,” “next.”</li> </ul> <p>Student carries out tasks in the proper sequence in a multi-step science experiment.</p>	<p>Student understands:</p> <ul style="list-style-type: none"> <li><b>conjunctions</b>, such as “yet,” “even though,” “although”</li> <li><b>time markers</b>, such as “before,” “after that,” “in 2012,” “next month,” “during the afternoon”</li> <li><b>sequence markers</b>, such as “after,” “second,” “third,” “finally.”</li> </ul> <p>Student follows a series of complex and detailed instructions of a science experiment in the appropriate sequence.</p>	<p>Student understands:</p> <ul style="list-style-type: none"> <li><b>cohesive devices</b>, such as “therefore,” “for example,” “I ... then,” “which means,” “caused by.”</li> </ul> <p>During a lecture and demonstration about the effects of one variable on another in a science experiment, student is able to complete a graphic organizer or answer questions.</p>	<p>Student understands:</p> <ul style="list-style-type: none"> <li><b>cohesive devices</b>, such as “whereas,” “so ... that,” “in spite of,” “as a result of”</li> <li><b>transition words</b>, such as “moreover,” “conversely,” “regardless,” “despite.”</li> </ul> <p>Following a presentation by a guest speaker on a science topic, student is able to take notes, re-state the speaker’s message and answer questions.</p>

## Listening (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<b>Auditory Discrimination (ability to hear differences in the sounds of letters and letter combinations)</b>				
<p>Recognizes:</p> <ul style="list-style-type: none"> <li>English phonemes</li> <li>word boundaries</li> <li>impact of tone on speech.</li> </ul>	<p>Recognizes:</p> <ul style="list-style-type: none"> <li>common contractions</li> <li>rhymes</li> <li>cognates</li> <li>minimal pairs.</li> </ul>	<p>Understands:</p> <ul style="list-style-type: none"> <li>familiar reduced speech</li> <li>contractions.</li> </ul>	<p>Understands:</p> <ul style="list-style-type: none"> <li>rapid speech on familiar topics.</li> </ul>	<p>Understands:</p> <ul style="list-style-type: none"> <li>rapid speech on familiar and unfamiliar topics.</li> </ul>
<p>Student:</p> <ul style="list-style-type: none"> <li>demonstrates the ability to hear the sounds of English words by repeating them orally or approximating the sounds in writing</li> <li>understands that raising the pitch of the voice at the end of a sentence indicates a question</li> <li>understands that tone can indicate contentment, surprise, concern, urgency or frustration.</li> </ul>	<p>Student hears:</p> <ul style="list-style-type: none"> <li><b>rhymes</b>, such as make/cake/snake/sake</li> <li><b>cognates</b>, such as Hand (German)/hand (English), intelligente (French)/intelligent (English)</li> <li><b>minimal pairs</b>, such as sheep/ship, fifteen/fifty, he’s/his/here’s, ketchup/catch up</li> <li><b>contractions</b>, such as can’t, didn’t.</li> </ul>	<p>Student responds appropriately to peers and adults using:</p> <ul style="list-style-type: none"> <li><b>reduced speech</b>, such as: <ul style="list-style-type: none"> <li>“Didja” (Did you?)</li> <li>“Howr’ya” (How are you?)</li> <li>“Uwanna” (Do you want to?)</li> <li>“gonna” (going to)</li> </ul> </li> <li><b>contractions</b>, such as “I’d” in place of “I would have.”</li> </ul>	<p>Student understands:</p> <ul style="list-style-type: none"> <li>the natural flow of dialogue between peers</li> <li>the teacher’s explanation of known concepts.</li> </ul>	<p>Student understands speech spoken at an increased rate in:</p> <ul style="list-style-type: none"> <li>dialogue between peers</li> <li>the teacher’s explanation of new concepts.</li> </ul>

Speaking

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<b>Linguistic: Vocabulary (knowledge of words and their meaning)</b>				
<p><b>Note:</b> The number of words acquired by the end of each level provides educators with an appreciation of the amount of vocabulary development from one level to the next. Teachers are neither expected nor encouraged to complete word counts in order to measure language proficiency.</p>				
<p>Uses some words (approximately 5000), including:</p> <ul style="list-style-type: none"> <li>• utility words</li> <li>• descriptive words</li> </ul> <p>to express basic needs.</p> <p>Responds:</p> <ul style="list-style-type: none"> <li>• to simple questions using two- or three-word utterances.</li> </ul>	<p>Uses more words (approximately 7500), including:</p> <ul style="list-style-type: none"> <li>• utility words</li> <li>• descriptive words</li> <li>• subject-specific words</li> </ul> <p>to:</p> <ul style="list-style-type: none"> <li>• express needs</li> <li>• express feelings</li> <li>• express preferences</li> <li>• respond to questions.</li> </ul>	<p>Uses a range of words (approximately 15,000), including:</p> <ul style="list-style-type: none"> <li>• utility words</li> <li>• descriptive words</li> <li>• subject-specific words</li> <li>• academic words</li> </ul> <p>to:</p> <ul style="list-style-type: none"> <li>• express ideas</li> <li>• ask and answers questions</li> <li>• make statements.</li> </ul>	<p>Uses a greater range of words (approximately 25,000), including:</p> <ul style="list-style-type: none"> <li>• utility words</li> <li>• descriptive words</li> <li>• subject-specific words</li> <li>• academic words</li> </ul> <p>to:</p> <ul style="list-style-type: none"> <li>• comment</li> <li>• state opinions</li> <li>• clarify</li> <li>• express agreement or disagreement.</li> </ul>	<p>Selects from a broad range of words (approximately 40,000), including:</p> <ul style="list-style-type: none"> <li>• utility words</li> <li>• descriptive words</li> <li>• subject-specific words</li> <li>• academic words</li> </ul> <p>words with multiple meanings to:</p> <ul style="list-style-type: none"> <li>• discuss topics</li> <li>• state opinions</li> <li>• inquire</li> <li>• persuade.</li> </ul>
<p>Student uses:</p> <ul style="list-style-type: none"> <li>• <b>utility words</b>, such as “desk,” “chair,” “pencil”</li> <li>• <b>descriptive words</b>, such as “big,” “tall,” “small.”</li> </ul> <p>Student may say:</p> <ul style="list-style-type: none"> <li>• “Canada have 10 provinces.”</li> <li>• “Canada have three territories.”</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li>• <b>utility words</b>, such as “shelf,” “binder,” “eraser”</li> <li>• <b>descriptive words</b>, such as “large,” “wide,” “little”</li> <li>• <b>subject-specific words</b>, such as “southern,” “coast,” “mountain range.”</li> </ul> <p>Student may say:</p> <ul style="list-style-type: none"> <li>• “The Pacific Ocean is on west coast.”</li> <li>• “That mountain range is the Rocky Mountains.”</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li>• <b>utility words</b>, such as “bench,” “seat,” “stapler”</li> <li>• <b>descriptive words</b>, such as “huge,” “giant,” “tiny”</li> <li>• <b>subject-specific words</b>, such as “prime minister,” “government,” “leader”</li> <li>• <b>academic words</b>, such as “consider,” “investigate,” “contribute.”</li> </ul> <p>Student may say:</p> <ul style="list-style-type: none"> <li>• “The parliament building has a House of Commons.”</li> <li>• “The prime minister is the leader of the Canadian government.”</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li>• <b>utility words</b>, such as “stool,” “filing cabinet,” “documents”</li> <li>• <b>descriptive words</b>, such as “enormous,” “massive,” “petite”</li> <li>• <b>subject-specific words</b>, such as “voter,” “elect,” “House of Commons”</li> <li>• <b>academic words</b>, such as “summation,” “infer,” “request.”</li> </ul> <p>Student may say:</p> <ul style="list-style-type: none"> <li>• “Voters elect Members of Parliament to the House of Commons.”</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li>• <b>utility words</b>, such as “stall,” “latch,” “application”</li> <li>• <b>descriptive words</b>, such as “immense,” “vast,” “slight”</li> <li>• <b>subject-specific words</b>, such as “conserve,” “exploit,” “natural resources”</li> <li>• <b>academic words</b>, such as “synopsis,” “deduce,” “query.”</li> </ul> <p>Student may say:</p> <ul style="list-style-type: none"> <li>• “The Canadian government exploits/conserves/ benefits from our natural resources.”</li> </ul>

Speaking (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<b>Linguistic: Grammar (ability to form sentences conforming to the rules of English)</b>				
<p>Uses:</p> <ul style="list-style-type: none"> <li>• common pronouns</li> <li>• adjectives</li> <li>• adverbs</li> <li>• nouns</li> <li>• verbs in present tense with errors and omissions.</li> </ul>	<p>Uses:</p> <ul style="list-style-type: none"> <li>• common pronouns</li> <li>• adjectives</li> <li>• nouns</li> <li>• verbs in present tense</li> <li>• adverbs</li> <li>• regular plurals</li> <li>• prepositions</li> </ul> <p>with some overgeneralization and verb agreement and tense errors.</p>	<p>Uses:</p> <ul style="list-style-type: none"> <li>• plurals</li> <li>• possessive pronouns</li> <li>• prepositions</li> <li>• verbs in continuous and simple past tenses</li> </ul> <p>with verb agreement and tense errors.</p>	<p>Uses:</p> <ul style="list-style-type: none"> <li>• negatives</li> <li>• noun phrases</li> <li>• adjective phrases</li> <li>• irregular plurals</li> <li>• possessives</li> <li>• prepositions</li> <li>• verbs in future continuous and irregular past tenses</li> </ul> <p>with some usage errors.</p>	<p>Uses:</p> <ul style="list-style-type: none"> <li>• phrasal expressions</li> <li>• conditional structures</li> <li>• a range of past, present, future and perfect tenses in active and passive voice</li> </ul> <p>with occasional errors.</p>
<p>Student uses:</p> <ul style="list-style-type: none"> <li>• <b>subject pronouns</b>, such as “I,” “you,” “he,” “she,” “it,” “we,” “they”</li> <li>• <b>adjectives</b>, such as “young,” “old,” “tall,” “short”</li> <li>• <b>adverbs</b>, such as “loudly,” “quietly,” “softly”</li> <li>• <b>nouns</b>, such as “people,” “home,” “thing”</li> <li>• <b>verbs</b>, such as “walk,” “sit,” “eat,” “sleep.”</li> </ul> <p>Student may say:</p> <ul style="list-style-type: none"> <li>• “There are many First Nations.”</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li>• <b>object pronouns</b>, such as “me,” “you,” “him,” “her,” “it,” “us,” “you,” “them”</li> <li>• <b>adjectives</b>, such as “noisy,” “full,” “unclear”</li> <li>• <b>nouns</b>, such as “face,” “herd,” “engine”</li> <li>• <b>verbs in present tense</b>, such as “climb,” “solve,” “return”</li> <li>• <b>adverbs</b>, such as “fast” “silently,” “quickly”</li> <li>• <b>regular plurals</b>, such as “-s, -ies”</li> <li>• <b>prepositions</b>, such as “beside,” “above,” “under”</li> <li>• <b>overgeneralization</b>, such as applying a grammatical rule in all situations (e.g., using “runned” instead of “ran,” or saying, “That is shes” instead</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li>• <b>regular plurals</b>, such as “-s, -es, -ies”</li> <li>• <b>possessive pronouns</b>, such as “mine,” “yours,” “his,” “hers,” “its,” “ours,” “theirs”</li> <li>• <b>prepositions</b>, such as “on,” “at,” “by”</li> <li>• verbs in <b>continuous tense</b>, such as “-ing”</li> <li>• verbs in <b>simple past tense</b>, such as “-ed.”</li> </ul> <p>Student may say:</p> <ul style="list-style-type: none"> <li>• “There were many animals in Canada. The fur trade made people come from all over the world.”</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li>• <b>negatives</b>, such as “cannot,” “will not”</li> <li>• <b>noun phrases</b>, such as “Indigenous peoples,” “all of the Europeans”</li> <li>• <b>adjective phrases</b>, such as “big, heavy boats ...,” “wise, courageous leader of the First Nations people”</li> <li>• <b>irregular plurals</b>, such as changing ‘f’ to ‘v’ and add ‘-es’ (e.g., “knives,” “lives”)</li> <li>• <b>possessives</b>, such as “the settler’s, the settlers”</li> <li>• <b>possessive pronouns</b>, such as “hers,” “his,” “mine,” “yours,” “theirs,” “ours”</li> <li>• <b>prepositions</b>, such as “near,” “past,” “under,” “with”</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li>• <b>phrasal expressions</b>, such as “count me in,” “count to 20,” “coming to school,” “coming down with a cold.”</li> </ul> <p>Student uses:</p> <ul style="list-style-type: none"> <li>• <b>conditional structures</b>, such as: <ul style="list-style-type: none"> <li>– “If there was [were] a drought, the animals will [would] migrate.”</li> <li>– “He would be happy if he snared a rabbit.”</li> <li>– “If we had not hunted the buffalo, the people would have starved.”</li> </ul> </li> </ul> <p>Student uses:</p> <ul style="list-style-type: none"> <li>• <b>tenses in active voice</b>, such as: <ul style="list-style-type: none"> <li>– “The settlers will hunt and trap the animals.”</li> <li>– “They traded their pelts in Europe.”</li> </ul> </li> </ul>

	<p>of “That is hers”).</p> <p>Student may say:</p> <ul style="list-style-type: none"> <li>• “Shanawdithit was the last Beothuk in Canada.”</li> </ul>		<ul style="list-style-type: none"> <li>• <b>verbs in continuous and simple past tenses</b>, such as “-ing,” “-ed.”</li> </ul> <p>Student may say:</p> <ul style="list-style-type: none"> <li>• “What if during the fur trade with the Europeans, the First Nations people weren’t given weapons for their beaver pelts?”</li> <li>• “The European’s ships could not sail to some of their trading posts during winter.”</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li>• <b>tenses in passive voice</b>, such as:             <ul style="list-style-type: none"> <li>– “Animals will be hunted by the settlers.”</li> <li>– “The pelts were traded by them in Europe.”</li> </ul> </li> </ul> <p>Student may say:</p> <ul style="list-style-type: none"> <li>• “It is in my opinion that the fur trade had an immense impact on the Europeans and the First Nations people. The course of their history and culture was affected.”</li> </ul>
--	---	--	--	--

**Linguistic: Syntax (knowledge of word order and sentence structure)**

<p>Uses:</p> <ul style="list-style-type: none"> <li>• two- or three-word utterances</li> <li>• familiar patterned phrases</li> <li>• simple patterned sentences</li> <li>• simple patterned questions.</li> </ul>	<p>Uses affirmative and negative:</p> <ul style="list-style-type: none"> <li>• simple detailed sentences</li> <li>• compound sentences</li> <li>• questions</li> <li>• commands.</li> </ul>	<p>Uses:</p> <ul style="list-style-type: none"> <li>• complex sentences</li> <li>• varied word order.</li> </ul>	<p>Adds detail to a variety of:</p> <ul style="list-style-type: none"> <li>• complex sentences</li> <li>• compound sentences.</li> </ul>	<p>Uses a variety of sentence structures, including:</p> <ul style="list-style-type: none"> <li>• complex</li> <li>• compound</li> <li>• conditional.</li> </ul>
<p>Student forms:</p> <ul style="list-style-type: none"> <li>• <b>two-word utterances</b>, such as “charter rights.”</li> <li>• <b>simple patterned sentences</b>, such as “Canada is democracy.”</li> <li>• <b>simple patterned questions</b>, such as “Canada has president?”</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li>• <b>affirmative sentences</b>, such as “Canada has the Charter of Rights.”</li> <li>• <b>negative sentences</b>, such as “Canada does not have the Bill of Rights.”</li> <li>• <b>questions</b>, such as “Does Canada have the Charter of Rights?”</li> <li>• <b>commands</b>, such as “Sign the declaration!”</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li>• <b>complex sentences</b>, such as “Many Canadians voted in this election because of the many political issues.”</li> <li>• <b>sentences with varied word order</b>, such as “It is hard to understand why many Canadian don’t vote, even though they have a right to.” <i>versus</i> “Many Canadians don’t vote even though they have the right to, which is hard to understand.”</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li>• <b>complex sentences</b>, such as “Despite the warm weather, the voter turnout was low.”</li> <li>• <b>compound sentences</b>, such as “The <i>Canadian Charter of Rights and Freedoms</i> guarantees that every Canadian citizen has the right to vote in an election, but not everyone participates.”</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li>• <b>complex sentences</b>, such as “In Canada, the <i>Canadian Charter of Rights and Freedoms</i> protects a variety of individual rights and freedoms, including freedom of expression.”</li> <li>• <b>compound sentences</b>, such as “The laws and bills are in place to protect people’s rights, and they also help to ensure people are treated with equality and equity.”</li> <li>• <b>conditional sentences</b>, such as “If there were no laws in place to protect people’s rights, there would be more chaos and anarchy in this country.”</li> </ul>

## Speaking (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<b>Strategic (knowledge of techniques to overcome language gaps)</b>				
<p>Uses strategies, such as:</p> <ul style="list-style-type: none"> <li>familiar phrases</li> <li>simple questions</li> <li>first-language translation modelled by peers.</li> </ul>	<p>Uses techniques, such as:</p> <ul style="list-style-type: none"> <li>cognates</li> <li>making personal connections.</li> </ul>	<p>Uses techniques, such as:</p> <ul style="list-style-type: none"> <li>message replacement</li> <li>everyday expressions</li> <li>everyday questions.</li> </ul>	<p>Uses techniques, such as:</p> <ul style="list-style-type: none"> <li>circumlocution</li> <li>clarifying questions.</li> </ul>	<p>Uses a variety of techniques, such as:</p> <ul style="list-style-type: none"> <li>approximation</li> <li>elaborating</li> <li>commenting</li> <li>restating</li> <li>questioning.</li> </ul>
<p>Student uses,</p> <ul style="list-style-type: none"> <li><b>familiar phrases</b>, such as “I need help.” or “I don’t get it.”</li> <li><b>simple questions</b>, such as “Can you help?” or “This is _____, right?”</li> </ul>	<p>Student recognizes <b>cognates</b>, such as one of the following cognates for the English word “night”:</p> <ul style="list-style-type: none"> <li>noc (Czech, Slovak)</li> <li>ночь, noch (Russian)</li> <li>natë (Albanian)</li> <li>noche (Spanish)</li> <li>nuit (French)</li> <li>Nacht (German).</li> </ul> <p>Student uses language for making <b>personal connections</b>, such as:</p> <ul style="list-style-type: none"> <li>“Oh yeah, I’ve seen that before.”</li> <li>“I know to sing that song in my language.”</li> </ul>	<p>Student overcomes language gaps by using:</p> <ul style="list-style-type: none"> <li><b>message replacement</b> (replacing words with known words when the most precise word is not known), such as in “Plants use <b>this process</b> to make their own food.” (photosynthesis)</li> <li>common, <b>everyday expressions</b> and everyday questions, such as “I understand that _____ means _____.” or “The sun makes plant food?”</li> </ul>	<p>Student overcomes language gaps by:</p> <ul style="list-style-type: none"> <li><b>using circumlocution</b> (using other words to describe a word or idea when the precise word is not known or cannot be remembered), such as in “Plants make their own food. They use energy from the sun and take nutrients from the soil. They use carbon dioxide . . . . You know this process?” (photosynthesis)</li> <li><b>asking clarifying questions</b>, such as “How exactly does the exchange of gases work in photosynthesis?”</li> </ul>	<p>Student overcomes language gaps by:</p> <ul style="list-style-type: none"> <li><b>approximating</b> (making a close guess when searching for just the right word), such as using: <ul style="list-style-type: none"> <li>“affect” for “effect”</li> <li>“borrow” for “lend”</li> <li>“advise” for “advise”</li> </ul> </li> <li><b>elaborating</b>, such as in “Oh I get it, the carbon dioxide combines with water to create oxygen and organic matter.”</li> <li><b>commenting</b>, such as in “That is what I noticed, as well.”</li> <li><b>restating</b>, such as in “Plants use the sun—I mean solar energy—in order to engage in the process of photosynthesis.”</li> <li><b>questioning</b>, such as in “How does the process of photosynthesis connect to global warming?”</li> </ul>

**Socio-Linguistic (awareness of social and cultural factors influencing the way language is used)**

<p>Uses:</p> <ul style="list-style-type: none"> <li>greetings</li> <li>familiar courtesy expressions</li> </ul> <p>to participate in familiar social and classroom routines.</p>	<p>Uses:</p> <ul style="list-style-type: none"> <li>common courtesy expressions</li> <li>familiar social expressions</li> <li>awareness of register to participate in social and classroom situations.</li> </ul>	<p>Uses:</p> <ul style="list-style-type: none"> <li>common expressions</li> <li>slang</li> <li>idioms</li> <li>gestures</li> </ul> <p>used by peers.</p>	<p>Uses:</p> <ul style="list-style-type: none"> <li>expressions</li> <li>idioms</li> <li>common social references</li> </ul> <p>in appropriate contexts.</p>	<p>Uses:</p> <ul style="list-style-type: none"> <li>humour</li> <li>sarcasm</li> </ul> <p>appropriate to context and formality.</p>
<p>Student may use:</p> <ul style="list-style-type: none"> <li><b>greetings</b>, such as “hello,” “goodbye”</li> <li><b>familiar courtesy expressions</b>, such as:             <ul style="list-style-type: none"> <li>“Thank you.”</li> <li>“You’re welcome.”</li> <li>“How are you?”</li> <li>“I’m fine.”</li> </ul> </li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li><b>common courtesy expressions</b>, such as:             <ul style="list-style-type: none"> <li>“Please pass the book.”</li> <li>“Excuse me.”</li> <li>“Thanks for your help.”</li> </ul> </li> <li><b>familiar social expressions</b>, such as “What’s up?” or “Just kidding.”</li> <li><b>awareness of register</b> to adjust speech to formal and informal situations and between peers and adults.</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li><b>common expressions</b>, such as “whatever,” “no way,” “ya, right”</li> <li><b>slang</b>, such as sweet, awesome, chill</li> <li><b>idioms</b>, such as “easy as pie,” “on the edge,” “all ears”</li> <li><b>gestures</b>, such as shrugging, nodding, various handshakes.</li> </ul>	<p>Student understands where and when it is appropriate to use:</p> <ul style="list-style-type: none"> <li><b>informal expressions and youth slang</b>, such as “gimme a hand,” “I’m chillin’,” “as if,” “sup?” “whatever,” “no way” and “you’re kidding” when talking with peers</li> <li><b>formal expressions</b>, such as “Excuse me, can I help you?” when talking to a stranger or adult appearing to need assistance or says, “May I ask a question?” to a teacher.</li> <li><b>idioms</b>, such as “Break a leg!” when talking to a peer in a play</li> <li><b>common social references</b>, such as:             <ul style="list-style-type: none"> <li>“My phone has Wi-Fi and Bluetooth.”</li> <li>“They act like they’re married!”</li> <li>“He’s like family.”</li> </ul> </li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li><b>humour</b>, as in:             <ul style="list-style-type: none"> <li>“Yeah, like that’s what I meant!” (to peer)</li> <li>“It’s not luck that I need!” (to a teacher when wished good luck for a sports event)</li> </ul> </li> <li><b>sarcasm</b>, such as saying, “Of course!” to a friend when obviously meaning “Of course not!”</li> </ul>

Speaking (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<b>Discourse (knowledge of how ideas are organized and connected)</b>				
<p>Connects words and familiar phrases with:</p> <ul style="list-style-type: none"> <li>“and”</li> </ul> <p>to express:</p> <ul style="list-style-type: none"> <li>needs</li> <li>preferences.</li> </ul>	<p>Connects familiar phrases and simple sentences with:</p> <ul style="list-style-type: none"> <li>common conjunctions</li> <li>time markers</li> <li>sequence markers</li> </ul> <p>to express:</p> <ul style="list-style-type: none"> <li>needs</li> <li>feelings</li> <li>opinions.</li> </ul>	<p>Connects ideas using:</p> <ul style="list-style-type: none"> <li>common conjunctions</li> <li>time markers</li> <li>sequence markers</li> <li>prepositional phrases</li> </ul> <p>to:</p> <ul style="list-style-type: none"> <li>share ideas</li> <li>ask questions</li> <li>describe</li> <li>explain.</li> </ul>	<p>Connects ideas using:</p> <ul style="list-style-type: none"> <li>conjunctions</li> <li>prepositional phrases</li> </ul> <p>to:</p> <ul style="list-style-type: none"> <li>elaborate</li> <li>describe</li> <li>sequence</li> <li>explain.</li> </ul>	<p>Connects ideas using:</p> <ul style="list-style-type: none"> <li>a variety of cohesive devices to:</li> <li>compare</li> <li>contrast</li> <li>persuade</li> <li>conclude</li> <li>show cause and effect.</li> </ul>
<p>Student may say:</p> <ul style="list-style-type: none"> <li>“In my country, it war and fighting.”</li> <li>“Canada people has freedom and rights.”</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li><b>conjunctions</b>, such as “and, or, but, because”</li> <li><b>time markers</b>, such as “today,” “yesterday,” “on Thursday”</li> <li><b>sequence markers</b>, such as “then,” “next,” “first.”</li> </ul> <p>With a sentence frame as support, student may say:</p> <ul style="list-style-type: none"> <li>“Canada has the <i>Canadian Charter of Rights and Freedoms</i> but the United States has the <i>Bill of Rights</i>.”</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li><b>conjunctions</b>, such as “for,” “so,” “yet,” “like”</li> <li><b>time markers</b>, such as “when,” “while,” “until,” “during”</li> <li><b>sequence markers</b>, such as “finally,” “after that,” “before”</li> <li><b>prepositional phrases</b>, such as “on the ...,” “at the ...,” “around the ...,” “in a ...”</li> </ul> <p>Student may say:</p> <ul style="list-style-type: none"> <li>“The <i>Canadian Charter of Rights and Freedoms</i> gives rights and freedoms to all Canadian citizens, while in some countries, citizens are not free. Some citizens are fighting in a war for their freedom.”</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li><b>conjunctions</b>, such as “when,” “as soon as,” “sooner,” “later,” “before,” “later,” “after,” “initially,” “finally”</li> <li><b>prepositional phrases</b>, such as “at ...,” “by ...,” “for ...,” “in ...”</li> </ul> <p>Student may say:</p> <ul style="list-style-type: none"> <li>“The <i>Canadian Charter of Rights and Freedoms</i> guarantees that every Canadian citizen has the right to vote in an election. <b>Yet</b>, not everyone votes. <b>When</b> citizens do not vote, democracy suffers. <b>As soon as</b> you turn 18, you should make the decision to vote in the next election. <b>After that</b>, you need to learn about</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li><b>cohesive devices</b>, such as “if ... then,” “although,” “so that,” “on the other hand,” “in contrast,” “whereas,” “for example,” “as a result,” “further,” “instantly,” “after all,” “specifically,” “given that.”</li> </ul> <p>Student may say:</p> <ul style="list-style-type: none"> <li>“The <i>Canadian Charter of Rights and Freedoms</i> protects a variety of individual rights and freedoms, <b>whereas</b> in the United States, it is the <i>Bill of Rights</i>. <b>Although</b> there are similarities between these two documents, the cultural differences are significant.”</li> </ul>



			the issues and the candidates. <b>Later</b> , you must make the effort to go to the polling station on election day. <b>Finally</b> , candidate that you think will make the best decisions.”	
<b>Pronunciation (ability to produce comprehensible speech)</b>				
<p>Approximates:</p> <ul style="list-style-type: none"> <li>English rhythm</li> <li>intonation</li> </ul> <p>in familiar and rehearsed activities, although pronunciation errors may interfere with meaning.</p>	<p>Demonstrates:</p> <ul style="list-style-type: none"> <li>comprehensible pronunciation</li> <li>appropriate intonation</li> </ul> <p>in familiar and rehearsed activities, although pronunciation errors may still occur.</p>	<p>Demonstrates:</p> <ul style="list-style-type: none"> <li>comprehensible pronunciation</li> <li>appropriate intonation</li> </ul> <p>in unfamiliar and unrehearsed activities, with occasional errors.</p>	<p>Demonstrates:</p> <ul style="list-style-type: none"> <li>appropriate expression</li> <li>appropriate inflection</li> </ul> <p>in a variety of contexts with increasing accuracy.</p>	<p>Demonstrates:</p> <ul style="list-style-type: none"> <li>appropriate expression</li> <li>appropriate inflection</li> </ul> <p>in a variety of contexts consistently and accurately (accented speech is expected and accepted).</p>
<p>Student speaks with some pronunciation errors in rehearsed activities, such as:</p> <ul style="list-style-type: none"> <li>choral speaking</li> <li>Readers’ Theatre</li> <li>rehearsed and scripted oral presentations.</li> </ul>	<p>Student is mostly understood in rehearsed activities, such as:</p> <ul style="list-style-type: none"> <li>choral speaking</li> <li>Readers’ Theatre</li> <li>skits</li> <li>plays</li> <li>oral presentations.</li> </ul>	<p>Student is mostly understood in unrehearsed activities, such as:</p> <ul style="list-style-type: none"> <li>drama games</li> <li>group work</li> <li>cooperative learning activities</li> <li>questions and answers</li> <li>discussions.</li> </ul>	<p>Student is understood in a variety of contexts, such as:</p> <ul style="list-style-type: none"> <li>storytelling</li> <li>role-plays</li> <li>presentations</li> <li>explanations</li> <li>debates</li> <li>discussions</li> <li>choral speaking.</li> </ul>	<p>Student is easily understood in a variety of contexts, such as:</p> <ul style="list-style-type: none"> <li>storytelling</li> <li>role-plays</li> <li>presentations</li> <li>explanations</li> <li>debates</li> <li>discussions</li> <li>choral speaking</li> <li>interviews</li> <li>speeches.</li> </ul>

Reading

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<b>Linguistic: Vocabulary (knowledge of words and their meaning)</b>				
<p><b>Note:</b> The number of words acquired by the end of each level provides educators with an appreciation of the amount of vocabulary development from one level to the next. Teachers are neither expected nor encouraged to complete word counts in order to measure language proficiency.</p>				
<p>Understands some words (approximately 5000), including:</p> <ul style="list-style-type: none"> <li>• utility words</li> <li>• descriptive words</li> <li>• subject-specific words with visual support.</li> </ul>	<p>Understands more words (approximately 7500), including:</p> <ul style="list-style-type: none"> <li>• utility words</li> <li>• descriptive words</li> <li>• subject-specific words</li> <li>• academic words.</li> </ul>	<p>Understands a range of words (approximately 15,000), including:</p> <ul style="list-style-type: none"> <li>• words with multiple meanings</li> <li>• some synonyms and antonyms</li> <li>• a variety of subject-specific words</li> <li>• a variety of academic words.</li> </ul>	<p>Understands a greater range of words (approximately 25,000), through:</p> <ul style="list-style-type: none"> <li>• context cues.</li> </ul>	<p>Understands a broad range of words (approximately 40,000), through:</p> <ul style="list-style-type: none"> <li>• word analysis.</li> </ul>
<p>Student understands:</p> <ul style="list-style-type: none"> <li>• <b>utility words</b>, such as “picture,” “earth,” “water”</li> <li>• <b>descriptive words</b>, such as “wet,” “dry,” “round”</li> <li>• <b>subject-specific words</b>, such as “lake,” “river,” “land.”</li> </ul>	<p>Student understands:</p> <ul style="list-style-type: none"> <li>• <b>utility words</b>, such as “jacket,” “muscle,” “slice”</li> <li>• <b>descriptive words</b>, such as “silent,” “natural,” “hard”</li> <li>• <b>subject-specific words</b>, such as “water cycle,” “dam,” “environment”</li> <li>• <b>academic words</b>, such as “take,” “label,” “show.”</li> </ul>	<p>Student understands:</p> <ul style="list-style-type: none"> <li>• <b>words with multiple meanings</b>, such as “reserve,” “still,” “fresh”</li> <li>• <b>synonyms</b>, such as reservoir/basin</li> <li>• <b>antonyms</b>, such as flow/dam</li> <li>• <b>subject-specific words</b>, such as “hydroelectric,” “renewable resources,” “variable”</li> <li>• <b>academic words</b>, such as “classify,” “express,” “select.”</li> </ul>	<p>Student is able to figure out the meaning of unfamiliar words or <b>words with multiple meanings</b> based on context, such as in:</p> <ul style="list-style-type: none"> <li>• “The rainfall contributed to the water level in the reservoir and almost completely filled the <b>basin.</b>” (natural depression in the surface of the land that fills with water)</li> <li>• “His hands were sticky from eating the doughnut so he used his elbows to turn the faucet to fill the <b>basin.</b>” (bathroom sink)</li> <li>• “She was stingy, barely filling the basin with pudding.” (bowl for holding foods and liquids).</li> </ul>	<p>Student understands how parts of words impact meaning, such as:</p> <ul style="list-style-type: none"> <li>• <b>prefixes</b>, such as “re-” (to go back or to do again), “un-” (to do or mean the opposite)</li> <li>• <b>suffixes</b>, such as “-tion” (indicating action, condition or process), “-able” (capable of, suitable for)</li> <li>• <b>roots</b>, such as “develop” in words like developing/development/undeveloped/ redeveloped/developer</li> <li>• <b>noun clusters</b>, such as “water cycle,” “economic system”</li> <li>• <b>known words within unknown words</b>, such as “<b>freedom,</b>” “<b>unavoidable.</b>”</li> </ul>

**Linguistic: Syntax (knowledge of word order and sentence structure)**

<p>Understands:</p> <ul style="list-style-type: none"> <li>• simple sentences</li> <li>• titles</li> <li>• headings</li> <li>• simple captions.</li> </ul>	<p>Understands:</p> <ul style="list-style-type: none"> <li>• simple detailed sentences in short paragraphs.</li> </ul>	<p>Understands:</p> <ul style="list-style-type: none"> <li>• descriptive paragraphs with:</li> <li>• varied sentence structure.</li> </ul>	<p>Understands:</p> <ul style="list-style-type: none"> <li>• related paragraphs with:</li> <li>• subordinate clauses</li> <li>• relative clauses</li> <li>• conditional clauses.</li> </ul>	<p>Understands:</p> <ul style="list-style-type: none"> <li>• a range of sentence structures containing:</li> <li>• various types of phrases and clauses.</li> </ul>
<p>Student reads and understands sentences, such as:</p> <ul style="list-style-type: none"> <li>• “Energy for food web comes from the sun.”</li> </ul>	<p>Student reads and understands <b>simple, detailed sentences in short paragraphs</b>, such as:</p> <ul style="list-style-type: none"> <li>• “The food web is a cycle. Producers are plants. They get their energy from the sun. Herbivores eat the plants. Omnivores eat plants and herbivores. Carnivores eat omnivores and herbivores. Decomposers eat dead plants and animals.”</li> </ul>	<p>Student reads and understands paragraphs with sentences having <b>varied sentence structure</b>, such as:</p> <ul style="list-style-type: none"> <li>• “The web shows the interrelationships between producers, consumers and decomposers. Producers are plants that use the sun’s energy. Small herbivores and omnivores are consumers that eat the plants. Carnivores are also consumers, which eat the herbivores and omnivores.”</li> </ul>	<p>Student reads and understands paragraphs containing <b>various types of clauses</b>, such as:</p> <ul style="list-style-type: none"> <li>• “If there was a disease in mice, then the population of foxes would be affected. This occurs because the mouse population decreases and there is not enough food for the foxes.”</li> </ul>	<p>Student reads and understands paragraphs containing <b>a range of sentence structures, phrases and clauses</b>, such as:</p> <ul style="list-style-type: none"> <li>• “The carnivore population is affected by a reduction of herbivores if there is a drought.”</li> <li>• “The carnivore population is affected by drought, as it negatively impacts the herbivore population.”</li> </ul>

Reading (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<b>Strategic: Decoding (ability to read words by sounding them out)</b>				
<p>Decodes:</p> <ul style="list-style-type: none"> <li>familiar words</li> <li>sight words.</li> </ul>	<p>Decodes:</p> <ul style="list-style-type: none"> <li>word families</li> <li>consonant blends</li> <li>long- and short-vowel sounds.</li> </ul>	<p>Decodes:</p> <ul style="list-style-type: none"> <li>root words</li> <li>prefixes</li> <li>suffixes</li> <li>vowel digraphs.</li> </ul>	<p>Decodes:</p> <ul style="list-style-type: none"> <li>multi-syllabic words</li> <li>complex letter combinations.</li> </ul>	<p>Decodes:</p> <ul style="list-style-type: none"> <li>words with unique spelling patterns.</li> </ul>
<p>Student decodes:</p> <ul style="list-style-type: none"> <li><b>familiar words</b>, such as “tall,” “red,” “big”</li> <li><b>sight words</b>, such as “the,” “as,” “or.”</li> </ul>	<p>Student decodes:</p> <ul style="list-style-type: none"> <li><b>word families</b>, such as right/night, pack/stack, blink/drink</li> <li><b>consonant blends</b>, such as “br,” “st,” “nd,” “th”</li> <li><b>long and short vowels</b>, such as bit/bite, mat/mate.</li> </ul>	<p>Student decodes:</p> <ul style="list-style-type: none"> <li><b>root words</b>, such as “know” (knowledge, unknown)</li> <li><b>prefixes</b>, in words such as “unknown,” “rebuild,” “preview”</li> <li><b>suffixes</b>, in words such as “known,” “knowledgeable,” “knowing”</li> <li><b>vowel digraphs</b>, such as “ea,” “ou,” “ee,” “ie.”</li> </ul>	<p>Student decodes:</p> <ul style="list-style-type: none"> <li><b>multi-syllabic words</b>, such as “photosynthesis, metamorphosis”</li> <li><b>complex letter combinations</b>, in words such as “privilege,” “cough,” “atmosphere,” “psychology,” “miscellaneous.”</li> </ul>	<p>Student decodes:</p> <ul style="list-style-type: none"> <li><b>words with unique spelling patterns</b>, such as “chateaux,” “island,” “bouquet,” “colonel.”</li> </ul>

**Strategic: Comprehension (ability to apply techniques and tools to construct meaning)**

<p>Relies on:</p> <ul style="list-style-type: none"> <li>• pictures</li> <li>• familiar phrases</li> <li>• patterned sentences</li> <li>• context</li> <li>• shared experiences</li> <li>• first language and culture to comprehend simple texts on familiar topics.</li> </ul>	<p>Uses:</p> <ul style="list-style-type: none"> <li>• visuals</li> <li>• rereading</li> <li>• looking for known words</li> <li>• predicting</li> </ul> <p>to comprehend texts on familiar topics.</p>	<p>Uses:</p> <ul style="list-style-type: none"> <li>• reading on</li> <li>• contextual cues</li> <li>• format cues</li> <li>• affix analysis</li> <li>• self-correction</li> </ul> <p>to comprehend texts on familiar topics.</p>	<p>Uses:</p> <ul style="list-style-type: none"> <li>• inferencing</li> <li>• revising thoughts</li> <li>• drawing conclusions</li> </ul> <p>to comprehend texts on unfamiliar topics.</p>	<p>Uses:</p> <ul style="list-style-type: none"> <li>• synthesizing</li> <li>• summarizing</li> <li>• drawing conclusions</li> <li>• a variety of contextual cues</li> <li>• word analysis</li> </ul> <p>to understand a variety of texts on unfamiliar topics.</p>
<p>Student uses strategies, such as:</p> <ul style="list-style-type: none"> <li>• using overt <b>picture and word matching</b></li> <li>• relying on <b>recognized words and phrases</b></li> <li>• seeing the <b>difference in patterned sentences</b> to understand the new word</li> <li>• experiencing an activity and then understanding the words</li> <li>• using <b>previous experience</b> and <b>first-language translation</b>.</li> </ul>	<p>Student increases comprehension through:</p> <ul style="list-style-type: none"> <li>• <b>using visuals</b>, such as charts, pictures, graphs and illustrations to help build context</li> <li>• <b>rereading</b> (reads over sentences or words carefully several times in order to understand the meaning)</li> <li>• <b>looking for known words</b> (scans for words that are known to infer meaning or guess at context)</li> <li>• <b>predicting</b> (making a guess as to what will happen next based on previous information or events).</li> </ul>	<p>Student increases comprehension through:</p> <ul style="list-style-type: none"> <li>• <b>contextual cues</b>, such as embedded definitions and synonyms</li> <li>• <b>format cues</b>, such as boldface, glossary, punctuation and translation</li> <li>• <b>affix analysis</b>, such as unreachable = cannot get (un = not, reach = get, able = can)</li> <li>• <b>self-correction</b>, such as rereading words, sentences or paragraphs to correct miscues or mispronunciation of words..</li> </ul>	<p>Student increases comprehension through:</p> <ul style="list-style-type: none"> <li>• <b>making inferences</b> (using prior knowledge, experience and text to make a logical conclusion)</li> <li>• <b>revising thoughts</b> (modifying original ideas and/or opinions based on the new information in the text)</li> <li>• <b>concluding</b> (summarizing and synthesizing the text).</li> </ul>	<p>Student increases comprehension through:</p> <ul style="list-style-type: none"> <li>• <b>synthesizing</b> (pulling together relevant and significant information from text)</li> <li>• <b>summarizing</b> (reducing overall information into most important points or findings)</li> <li>• <b>drawing conclusions</b> (evaluating all information and determining the purpose of the text)</li> <li>• <b>analyzing words</b> (looking at the root word, affixes and other forms of the words to understand the meaning of words).</li> </ul>

Reading (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<b>Socio-Linguistic (awareness of social and cultural factors influencing the way language is used)</b>				
<p>Understands:</p> <ul style="list-style-type: none"> <li>the literal meaning of simple texts on familiar topics.</li> </ul>	<p>Understands:</p> <ul style="list-style-type: none"> <li>purposes of a variety of genres.</li> </ul>	<p>Understands:</p> <ul style="list-style-type: none"> <li>common social expressions</li> <li>figurative language in texts on familiar topics.</li> </ul>	<p>Understands:</p> <ul style="list-style-type: none"> <li>explicit social references</li> <li>explicit cultural references</li> <li>figurative language in a variety of texts.</li> </ul>	<p>Understands implied meaning of:</p> <ul style="list-style-type: none"> <li>social references</li> <li>cultural references</li> <li>figurative language in context.</li> </ul>
<p>Student is able to identify:</p> <ul style="list-style-type: none"> <li>main character</li> <li>setting</li> <li>problem</li> <li>important actions and events in works of fiction.</li> </ul>	<p>Student understands that:</p> <ul style="list-style-type: none"> <li>poems are for enjoyment</li> <li>newspaper articles are to inform</li> <li>reader responses are for sharing opinions</li> <li>letters and e-mails are for personal communication to inform, request or inquire.</li> </ul>	<p>Student understands:</p> <ul style="list-style-type: none"> <li><b>exclamations</b>, such as “What a sad story!”</li> <li><b>similes</b>, such as “The truck’s motor roared like an angry lion.”</li> <li><b>simple metaphors</b>, such as “My home is my palace.”</li> <li><b>overt personification</b>, such as “The toy car was lonely and wished some child would play with him again.”</li> <li><b>alliteration</b>, such as “A sea of shimmering silvery stars.”</li> <li><b>onomatopoeia</b>, such as “splat,” “thud,” “buzz,” “growl.”</li> </ul> <p>Student reads and understands:</p> <ul style="list-style-type: none"> <li>“He walked down the road. It divided into two roads. He did not know which road to take.”</li> </ul> <p>The student would probably not understand the metaphor in:</p> <ul style="list-style-type: none"> <li>“He approached the fork in the road with unease.”</li> </ul>	<p>Student understands:</p> <ul style="list-style-type: none"> <li><b>idioms</b>, such as “take it easy,” “look on the bright side”</li> <li><b>verb phrases</b>, such as look up/look up to/look over</li> <li>simple <b>analogies</b>, such as “School is like a family because _____.”</li> <li><b>similes</b>, such as “The paper airplane soared through the air like a bird.”</li> <li><b>proverbs</b>, such as “Time is money.”</li> <li>more complex <b>metaphors</b>, such as “After having worked hard all day, he went home to recharge his batteries.” (He went home to rest.)</li> </ul>	<p>Student understands:</p> <ul style="list-style-type: none"> <li><b>idiomatic expressions</b>, such as “butterflies in her stomach” (meaning she is nervous)</li> <li><b>metaphors</b>, such as “candle in the wind” (referring to the fragility of life)</li> <li><b>symbolism</b>, such as “flag at half-mast” (which is a gesture of respect for a person, who made a significant contribution to society and has now died).</li> </ul>

**Discourse (knowledge of how ideas are organized and connected)**

<p>Understands:</p> <ul style="list-style-type: none"> <li>the gist of simple sentences connected with familiar:</li> <li>conjunctions</li> <li>time markers</li> <li>sequence markers.</li> </ul>	<p>Understands:</p> <ul style="list-style-type: none"> <li>main ideas</li> <li>details of related sentences and clauses connected with:</li> <li>conjunctions</li> <li>time markers</li> <li>sequence markers.</li> </ul>	<p>Understands:</p> <ul style="list-style-type: none"> <li>main ideas</li> <li>details of paragraphs connected with:</li> <li>conjunctions</li> <li>conjunctive adverbs</li> <li>time markers</li> <li>sequence markers.</li> </ul>	<p>Understands:</p> <ul style="list-style-type: none"> <li>related paragraphs connected with:</li> <li>cohesive devices indicating comparison and contrast</li> <li>transition words.</li> </ul>	<p>Understands:</p> <ul style="list-style-type: none"> <li>extended texts connected with:</li> <li>a range of cohesive devices</li> <li>a range of transition words.</li> </ul>
<p>Student reads and understands:</p> <ul style="list-style-type: none"> <li><b>conjunctions</b>, such as “because,” “but,” “for”</li> <li><b>time markers</b>, such as “today, Monday,” “last week”</li> <li><b>sequence markers</b>, such as “first,” “next,” “then”</li> </ul> <p>when reading levelled fiction and nonfiction texts.</p> <p>Student reads:</p> <ul style="list-style-type: none"> <li>“<b>First</b> we packed our bags. <b>Next</b>, we put them in the car. <b>Then</b> we drove to the lake. It took a long time.”</li> </ul> <p>and understands the sequence of events.</p>	<p>Student reads and understands:</p> <ul style="list-style-type: none"> <li><b>conjunctions</b>, such as “while,” “because of,” “in conclusion”</li> <li><b>time markers</b>, such as “sooner,” “later,” “eventually”</li> <li><b>sequence markers</b>, such as “initially,” “beginning with,” “followed by”</li> </ul> <p>when reading levelled fiction and nonfiction texts.</p> <p>Student can read and follow directions in recipes, game instructions and simple lab procedures.</p>	<p>Student understands:</p> <ul style="list-style-type: none"> <li><b>conjunctions</b>, such as “if,” “when,” “although,” “either ... or”</li> <li><b>conjunctive adverbs</b>, such as “again,” “additionally,” “certainly,” “similarly”</li> <li><b>time markers</b>, such as “sooner,” “later,” “eventually”</li> <li><b>sequence markers</b>, such as “initially,” “beginning with,” “followed by.”</li> </ul> <p>Student reads and understands:</p> <ul style="list-style-type: none"> <li>texts containing spatial and physical description, defined by listing of attributes and embedded definitions</li> <li>the sequence of science experiments, procedures or instructions.</li> </ul>	<p>Student understands cohesive devices for:</p> <ul style="list-style-type: none"> <li><b>comparing</b>, including words such as “too,” “also,” “both,” “the same as,” “likewise,” “similarly,” “similar to”</li> <li><b>contrasting</b>, including words such as “yet,” “though,” “different from,” “instead,” “however”</li> <li><b>making transitions</b>, including words such as “although,” “despite,” “otherwise,” “on the other hand,” “therefore.”</li> </ul> <p>Student understands an essay on the causes and effects of global warming and the different viewpoints held by different stakeholders.</p>	<p>Student understands:</p> <ul style="list-style-type: none"> <li><b>cohesive devices</b>, including words such as “frequently,” “therefore,” “after all,” “in particular,” “instead”</li> <li><b>transition words</b>, such as “similarly,” “as well as,” “therefore.”</li> </ul> <p>Student reads editorials, film reviews, short stories, simple poetic forms and newspaper articles, and understands texts, such as:</p> <ul style="list-style-type: none"> <li>“There are many human activities that have increased the release of large quantities of greenhouse gases into the atmosphere. Carbon dioxide, in particular, is emitted by cars, heating homes and electricity use. Therefore, there is an increase in trapped heat, which has led to global warming.”</li> </ul>

Reading (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<b>Fluency (ability to read aloud smoothly, accurately and with appropriate expression)</b>				
<p>Reads:</p> <ul style="list-style-type: none"> <li>word-by-word</li> <li>with some phrasing.</li> </ul>	<p>Reads with some:</p> <ul style="list-style-type: none"> <li>phrasing</li> <li>rereading</li> <li>sounding out of words</li> <li>pausing to refer to visuals</li> <li>substitution of unknown words with familiar words.</li> </ul>	<p>Reads increasingly with:</p> <ul style="list-style-type: none"> <li>expression</li> <li>attention to common punctuation</li> <li>meaningful word substitutions.</li> </ul>	<p>Reads consistently with:</p> <ul style="list-style-type: none"> <li>expression</li> <li>attention to most punctuation</li> <li>self-correction, as required.</li> </ul>	<p>Reads fluently with:</p> <ul style="list-style-type: none"> <li>expression</li> <li>appropriate intonation</li> <li>attention to all punctuation</li> <li>self-correction, as required.</li> </ul>
<p>Student may pause momentarily between words or small word clusters while reading aloud, such as in:</p> <ul style="list-style-type: none"> <li>“The heart ... pumps blood. The ... stomach ... digests ... food.”</li> </ul>	<p>Student may pause momentarily between groups of words, sound out words, reread phrases, and make word substitutions, such as in:</p> <ul style="list-style-type: none"> <li>“The heart and lugs (lungs) ... work together ... to take (transport) oxygen to the body.”</li> </ul>	<p>Student reads with increased fluency but with some word substitutions, such as in:</p> <ul style="list-style-type: none"> <li>“The heart has many chambers and veins (valves). It pumps blood and carries oxygen to the cells and picks up carbon monoxide (dioxide).”</li> </ul>	<p>Student reads with growing fluency and expression, and demonstrates self-correction, such as in:</p> <ul style="list-style-type: none"> <li>“The heart has many chambers and veins ... many chambers and valves. It pumps blood and carries oxygen to the cells and picks up carbon monoxide ... carbon dioxide.”</li> </ul>	<p>Student reads fluently, self-correcting occasional errors, such as in:</p> <ul style="list-style-type: none"> <li>“The heart has many chambers and veins ... valves. <i>(slight pause)</i> It pumps blood and carries oxygen to the cells and picks up carbon dioxide.”</li> </ul>



## Writing

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<b>Linguistic: Vocabulary (knowledge of words and their meaning)</b>				
<p><b>Note:</b> The number of words acquired by the end of each level provides educators with an appreciation of the amount of vocabulary development from one level to the next. Teachers are neither expected nor encouraged to complete word counts in order to measure language proficiency.</p>				
<p>Uses some words (approximately 5000), including:</p> <ul style="list-style-type: none"> <li>• utility words</li> <li>• descriptive words</li> <li>• subject-specific words related to familiar topics and personal experiences.</li> </ul>	<p>Uses more words (approximately 7500), including:</p> <ul style="list-style-type: none"> <li>• utility words</li> <li>• descriptive words</li> <li>• subject-specific words related to familiar objects, actions and topics.</li> </ul>	<p>Uses a range of words (approximately 15,000), including:</p> <ul style="list-style-type: none"> <li>• utility words</li> <li>• descriptive words</li> <li>• subject-specific words</li> <li>• academic words related to curricular concepts.</li> </ul>	<p>Selects from a greater range of words (approximately 25,000), including:</p> <ul style="list-style-type: none"> <li>• utility words</li> <li>• descriptive words</li> <li>• subject-specific words</li> <li>• academic words</li> <li>• words with multiple meanings with increased understanding of curricular concepts.</li> </ul>	<p>Selects from a broad range of words (approximately 40,000).  Acquires new vocabulary from various sources for writing.</p>
<p>Student uses:</p> <ul style="list-style-type: none"> <li>• <b>utility words</b>, such as “house,” “apartment,” “bridge”</li> <li>• <b>descriptive words</b>, such as “wood,” “metal,” “stone”</li> <li>• <b>subject-specific words</b>, such as “structure,” “natural,” “artificial.”</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li>• <b>utility words</b>, such as “materials,” “form,” “build”</li> <li>• <b>descriptive words</b>, such as “hard,” “cement,” “calm”</li> <li>• <b>subject-specific words</b>, such as “naturally occurring,” “human-built structures,” “ratio.”</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li>• <b>utility words</b>, such as “lumber,” “blend,” “brick”</li> <li>• <b>descriptive words</b>, such as “thorough,” “asphalt” “deafening”</li> <li>• <b>subject-specific words</b>, such as “joints,” “underground economy,” “equivalent”</li> <li>• <b>academic words</b>, such as “supply,” “support,” “link.”</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li>• <b>utility words</b>, such as “panel,” “utensil,” “frame”</li> <li>• <b>descriptive words</b>, such as “comprehensive,” “ornate,” “tranquil”</li> <li>• <b>subject-specific words</b>, such as “fasten,” “reinforce,” “congruent”</li> <li>• <b>academic words</b>, such as “analyze,” “calculate,” “infer”</li> <li>• <b>words with multiple meanings</b>, such as in “The two materials are joined by a <b>hinge</b> (noun).” “The <b>hinged</b> (adjective) joint is used to ...” “Whether this structure is stable or not <b>hinges</b> (verb) upon the following criteria ...”</li> </ul>	<p>Student uses a broad range of vocabulary and may write:</p> <ul style="list-style-type: none"> <li>• “Bridges are constructed to withstand extreme weather conditions, and, therefore, the designer must account for climate as well as landforms and the availability and appropriateness of resources and materials.”</li> </ul>

## Writing (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<b>Linguistic: Grammar (ability to form sentences conforming to the rules of English)</b>				
<p>Writes:</p> <ul style="list-style-type: none"> <li>nouns</li> <li>verbs in present and simple past tenses</li> <li>pronouns</li> <li>prepositions</li> <li>articles</li> </ul> <p>with usage errors and omissions.</p>	<p>Writes:</p> <ul style="list-style-type: none"> <li>nouns</li> <li>verbs in present, past and continuous tenses</li> <li>object pronouns</li> <li>adjectives</li> <li>adverbs</li> <li>prepositions</li> </ul> <p>with agreement errors.</p>	<p>Writes:</p> <ul style="list-style-type: none"> <li>regular plurals</li> <li>possessive pronouns</li> <li>prepositional phrases</li> <li>regular verbs in continuous and simple past tenses</li> <li>irregular verbs in continuous and simple past tenses</li> </ul> <p>with more control of agreement and tense.</p>	<p>Uses:</p> <ul style="list-style-type: none"> <li>negatives</li> <li>irregular plurals</li> <li>object pronouns</li> <li>prepositions</li> <li>regular verbs in past and future continuous tenses</li> <li>irregular verbs in past and future continuous tenses</li> </ul> <p>with occasional errors.</p>	<p>Uses:</p> <ul style="list-style-type: none"> <li>phrasal expressions</li> <li>conditional structures</li> <li>a range of past, present, future and perfect tenses in active and passive voice</li> </ul> <p>with increasing accuracy.</p>
<p>Student uses the following grammatical elements:</p> <ul style="list-style-type: none"> <li><b>nouns</b>, such as “boy,” “girl,” “desk”</li> <li><b>verbs</b> (with some tense errors), such as in talk/talked, sit/sat/sitted, take/taked</li> <li><b>pronouns</b>, such as “he,” “she,” “we”</li> <li><b>prepositions</b>, such as “on,” “in,” “beside”</li> <li><b>articles</b>, such as “a,” “an,” “the.”</li> </ul>	<p>Student uses the following grammatical elements:</p> <ul style="list-style-type: none"> <li><b>nouns</b>, such as “woman,” “brother,” “drawer”</li> <li><b>verbs in present, past and continuous tenses</b>, such as talk/talked/talking, look/looked/looking, use/used/using</li> <li><b>object pronouns</b>, such as “him,” “her,” “us”</li> <li><b>adjectives</b>, such as “big,” “small,” “blue”</li> <li><b>adverbs</b>, such as “fast,” “slow,” “quiet”</li> <li><b>prepositions</b>, such as “above,” “between,” “around.”</li> </ul>	<p>Student uses the following grammatical elements:</p> <ul style="list-style-type: none"> <li><b>regular plurals</b>, such as “friends,” “pens,” “erasers,” “pages”</li> <li><b>possessive pronouns</b>, such as “his,” “hers,” “yours,” “its”</li> <li><b>prepositional phrases</b>, such as “on the,” “beside a,” “near the,” “at lunchtime,” “in the fall,” “during the class”</li> <li><b>regular verbs</b> in present tense, such as “I walk,” “he walks”</li> <li><b>regular verbs</b> in future tense, such as “I will walk,” “she will walk”</li> <li><b>regular verbs</b> in simple past tense, such as “I walked,” “they walked”</li> </ul>	<p>Student uses the following grammatical elements:</p> <ul style="list-style-type: none"> <li><b>negatives</b>, such as “no,” “not,” “neither”</li> <li><b>irregular plurals</b>, such as “mice,” “geese,” “knives,” “sheep”</li> <li><b>object pronouns</b>, such as “that,” “these,” “those”</li> <li><b>prepositions and prepositional phrases</b>, such as “instead of,” “opposite,” “on top of,” “because of,” “without”</li> <li><b>irregular verbs</b> (past and future continuous tenses), such as took/will be taking, bought/will be buying, kept/will be keeping.</li> </ul>	<p>Student uses the following grammatical elements:</p> <ul style="list-style-type: none"> <li><b>phrasal expressions</b>, such as “figure out,” “come up with,” “think over”</li> <li><b>conditionals</b>, such as “If ... then,” “when ... then” as in, “If there is a test, then I will study.”</li> <li><b>perfect tenses in active voice</b>, such as: <ul style="list-style-type: none"> <li>“He has studied.” (present perfect)</li> <li>“He had studied.” (past perfect)</li> <li>“He will have studied.” (future perfect)</li> </ul> </li> <li><b>perfect tense in passive voice</b>, such as: <ul style="list-style-type: none"> <li>“The test has been written by the students.” (present</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• <b>regular verbs</b> in present and past continuous tenses, such as “I am walking,” “they were walking”</li> <li>• <b>irregular verbs</b> in continuous and simple past tenses, such as take/took, buy/bought, keep/kept, leave/left, see/saw.</li> </ul> <p>Student may write:</p> <ul style="list-style-type: none"> <li>• “<b>Last</b> year in China we studied English one hour a week.”</li> </ul>		<p>perfect)</p> <ul style="list-style-type: none"> <li>– “The test had been written by the students.” (past perfect)</li> <li>– “The test will have been written by the students.” (future perfect)</li> </ul>
--	--	--	--	--

**Linguistic: Syntax (knowledge of word order and sentence structure)**

<p>Writes:</p> <ul style="list-style-type: none"> <li>• simple sentences</li> <li>• simple compound sentences</li> <li>• complete patterned sentences.</li> </ul>	<p>Writes:</p> <ul style="list-style-type: none"> <li>• detailed simple sentences</li> <li>• sentences with clauses.</li> </ul>	<p>Writes:</p> <ul style="list-style-type: none"> <li>• a variety of simple and compound sentences</li> <li>• complex sentences</li> <li>• ideas in logical sequence</li> <li>• detailed paragraphs.</li> </ul>	<p>Writes:</p> <ul style="list-style-type: none"> <li>• connected complex sentences</li> <li>• cohesive, well-developed texts with supporting details.</li> </ul>	<p>Writes a variety of:</p> <ul style="list-style-type: none"> <li>• sentence structures to express relationships of time and condition.</li> </ul>
<p>Student writes short, simple sentences, with errors and omissions, including:</p> <ul style="list-style-type: none"> <li>• <b>simple sentences</b>, such as “Japan island on water.”</li> <li>• <b>simple compound sentences</b>, such as “Japan and PEI is islands.”</li> <li>• <b>patterned sentences</b>, such as “The _____ is _____.”</li> </ul>	<p>Student writes simple sentences, including:</p> <ul style="list-style-type: none"> <li>• <b>detailed simple sentences</b>, such as “Japan is a small island in the North Pacific Ocean.”</li> <li>• <b>sentences with clauses</b>, such as “One of Japan’s important industries is shipbuilding because it is on the ocean.”</li> </ul>	<p>Student writes a variety of sentences, including:</p> <ul style="list-style-type: none"> <li>• <b>detailed simple sentences</b>, such as “Japan’s main industries include automobile manufacturing, consumer electronics and ship building.”</li> <li>• <b>complex sentences</b>, such as “Japan’s role in the world economy changed following the devastation of World War II.”</li> </ul>	<p>Student writes <b>complex sentences</b>, such as:</p> <ul style="list-style-type: none"> <li>• “Influencing the world economy by manufacturing reliable and affordable products, Japan is a leader in technology exports.”</li> </ul>	<p>Student writes to express relationships of:</p> <ul style="list-style-type: none"> <li>• <b>time</b>, using words such as “before,” “after,” “when,” “while”</li> <li>• <b>condition</b>, such as “If (someone or something) will + verb, then ...” or “Will (someone or something) + verb if ...?”</li> </ul> <p>Student may write:</p> <ul style="list-style-type: none"> <li>• “As a leader in world technology development, Japan has influenced the world economy by manufacturing quality products in vast quantities. Will this challenge other countries to invest in technology if Japan continues to dominate the world market?”</li> </ul>

Writing (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<b>Strategic (knowledge of techniques to overcome language gaps)</b>				
<p>Uses familiar strategies, such as:</p> <ul style="list-style-type: none"> <li>• spelling unfamiliar words, which reflect learner’s own pronunciation</li> <li>• capitalizing beginnings of sentences</li> <li>• putting periods at the end of sentences.</li> </ul>	<p>Uses familiar strategies, such as:</p> <ul style="list-style-type: none"> <li>• copying</li> <li>• spelling from memory</li> <li>• using words with similar sounds</li> <li>• using sentence frames</li> </ul> <p>to:</p> <ul style="list-style-type: none"> <li>• spell familiar words</li> <li>• write ideas</li> <li>• complete patterned sentences</li> <li>• use basic punctuation.</li> </ul>	<p>Uses common strategies, such as using:</p> <ul style="list-style-type: none"> <li>• familiar vocabulary</li> <li>• known phrases</li> <li>• common expressions</li> <li>• cognates</li> <li>• word lists</li> <li>• templates</li> <li>• a personal dictionary</li> </ul> <p>to:</p> <ul style="list-style-type: none"> <li>• find new words</li> <li>• spell irregularly spelled words</li> <li>• distinguish homophones and homonyms</li> <li>• increase use of punctuation.</li> </ul>	<p>Uses a variety of strategies, such as using:</p> <ul style="list-style-type: none"> <li>• circumlocution</li> <li>• word substitution</li> <li>• format samples</li> <li>• visual dictionary</li> <li>• bilingual dictionary</li> <li>• punctuation modelled in books</li> </ul> <p>to:</p> <ul style="list-style-type: none"> <li>• add descriptions to writing</li> <li>• make better word choices</li> <li>• confirm spelling</li> <li>• improve accuracy of punctuation.</li> </ul>	<p>Uses a variety of strategies and resources, such as using:</p> <ul style="list-style-type: none"> <li>• planning tools</li> <li>• English dictionaries</li> <li>• a thesaurus</li> <li>• grammar references</li> </ul> <p>to:</p> <ul style="list-style-type: none"> <li>• confirm spelling</li> <li>• confirm meaning of words</li> <li>• make more effective word choices</li> <li>• use correct punctuation.</li> </ul>
<p>Student overcomes language gaps by:</p> <ul style="list-style-type: none"> <li>• <b>writing short, known words</b> with accuracy, such as “is,” “to,” “a,” “this,” “of,” “like,” “can,” “in”</li> <li>• <b>attempting to spell new words phonetically</b> or based on sound–symbol relationships observed in known words, which may result in writing words, such as “sed” for “said,” “bat” for “bad.”</li> </ul>	<p>Student overcomes language gaps by:</p> <ul style="list-style-type: none"> <li>• <b>copying</b> from environment, peers and texts (with or without understanding the meaning)</li> <li>• <b>spelling from memory</b> (with or without understanding the sound–symbol relationship)</li> <li>• <b>using known letter combinations</b> for spelling new words (which may result in logical spelling errors, such as writing “sh-un” for “-tion”).</li> </ul>	<p>Student overcomes language gaps by using:</p> <ul style="list-style-type: none"> <li>• <b>known words, phrases and expressions</b> that may or may not fit with the context of the writing</li> <li>• <b>cognates</b> (words that are the same in other languages), such as night/Nacht/nuit (English/German/French)</li> <li>• <b>word lists, templates and dictionaries</b> to find words or patterns of writing, with occasional misuse.</li> </ul>	<p>Student overcomes language gaps by using:</p> <ul style="list-style-type: none"> <li>• <b>circumlocution</b> (using other words to describe a word or idea when the precise word is not known or cannot be remembered)</li> <li>• <b>word substitution</b> (inserting new words into familiar sentence patterns)</li> <li>• <b>format samples and graphic organizers</b> to produce well-developed text</li> <li>• <b>reference materials</b>, including a dictionary, to confirm the</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li>• <b>reference materials</b>, including digital translation tools, dictionaries and thesauruses, to convey more precise meaning.</li> </ul> <p>Student attends to:</p> <ul style="list-style-type: none"> <li>• <b>punctuation</b>, including varied uses of colons, semicolons, hyphens and dashes</li> <li>• <b>tone</b> for conveying emotion, humour and sarcasm</li> <li>• <b>audience</b>, including peers, teachers and formal and informal contexts</li> </ul>

<p>Student uses:</p> <ul style="list-style-type: none"> <li>• <b>basic capitalization and punctuation</b> conventions, such as capitals at the beginning of sentences and periods at the end of sentences.</li> </ul>	<p>Student can:</p> <ul style="list-style-type: none"> <li>• <b>spell familiar words</b>, such as “beautiful, friend, compare, describe”</li> <li>• <b>write ideas</b> in the form of journal entries, observations and stories</li> <li>• <b>complete patterned sentences</b>, such as “The _____ is the same as _____.”</li> <li>• <b>use basic punctuation conventions</b>, such as capitals for names, commas and end-of-sentence punctuation (e.g., period, question mark, exclamation mark).</li> </ul>	<p>Student attends to:</p> <ul style="list-style-type: none"> <li>• <b>capitalization of names</b>, such as “River Valley School,” “Jasper National Park”</li> <li>• <b>spelling patterns of word families</b>, such as right/fight/light</li> <li>• <b>irregular spellings</b>, such as in chateaux, gnu, cordillera</li> <li>• rules governing the spelling of <b>plurals</b>, including changing the ‘y’ to ‘i’ and add ‘es’</li> <li>• <b>homophones</b>, such as distinguishing among night/knight, here/hear, led/lead, too/two/to, there/they’re/their</li> <li>• <b>homonyms</b>, such as distinguishing between lead/lead</li> <li>• <b>punctuation</b>, such as apostrophes in contractions and quotation marks.</li> </ul>	<p>spelling and meaning of words, a thesaurus to make more precise word choices, and grammar charts and models to attend to punctuation conventions.</p> <p>Student attends to:</p> <ul style="list-style-type: none"> <li>• <b>punctuation</b>, including apostrophe for forming the possessive, colon for salutations in business letters, and commas to separate clauses.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>purpose</b>, including to inform, persuade, describe, compare, entertain and enquire.</li> </ul>
---	---	---	---	--

Writing (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<b>Socio-Linguistic (awareness of social and cultural factors influencing the way language is used)</b>				
<p>Produces texts using:</p> <ul style="list-style-type: none"> <li>• familiar words</li> <li>• familiar phrases</li> <li>• sentence frames</li> </ul> <p>to:</p> <ul style="list-style-type: none"> <li>• complete forms</li> <li>• create graphic organizers</li> <li>• label diagrams.</li> </ul>	<p>Produces texts using:</p> <ul style="list-style-type: none"> <li>• new words</li> <li>• models</li> <li>• writing plan templates</li> </ul> <p>to:</p> <ul style="list-style-type: none"> <li>• sort relevant from irrelevant information to complete graphic organizers</li> <li>• answer questions</li> <li>• complete journals</li> <li>• write personal responses, stories, presentations, letters and experiments.</li> </ul>	<p>Produces:</p> <ul style="list-style-type: none"> <li>• text for specific purposes using:</li> <li>• templates</li> <li>• samples, story plans or graphic organizers.</li> </ul>	<p>Produces:</p> <ul style="list-style-type: none"> <li>• expository texts</li> <li>• narrative texts</li> </ul> <p>using:</p> <ul style="list-style-type: none"> <li>• knowledge of culturally appropriate forms and styles.</li> </ul>	<p>Produces:</p> <ul style="list-style-type: none"> <li>• expository texts</li> <li>• narrative texts</li> </ul> <p>with a developing sense of:</p> <ul style="list-style-type: none"> <li>• audience</li> <li>• genre</li> <li>• voice</li> <li>• degree of formality.</li> </ul>
<p>Student:</p> <ul style="list-style-type: none"> <li>• fills in agenda or field trip forms</li> <li>• responds in a journal.</li> </ul>	<p>Student writes/completes:</p> <ul style="list-style-type: none"> <li>• journal entries</li> <li>• thank-you letters</li> <li>• short stories</li> <li>• basic paragraphs</li> <li>• science experiments</li> <li>• graphic organizers using models, patterns and templates.</li> </ul>	<p>Student selects the appropriate template to write a:</p> <ul style="list-style-type: none"> <li>• report versus journal</li> <li>• personal letter versus business letter.</li> </ul> <p>Student completes:</p> <ul style="list-style-type: none"> <li>• graphic organizers</li> <li>• templates and planners.</li> </ul>	<p>Student writes:</p> <ul style="list-style-type: none"> <li>• stories</li> <li>• legends or folk tales</li> </ul> <p>from a character’s perspective, demonstrating voice.</p> <p>Student writes:</p> <ul style="list-style-type: none"> <li>• a resume</li> <li>• a cover letter directions, instructions or procedures</li> <li>• information texts using appropriate format and style.</li> </ul>	<p>Student writes:</p> <ul style="list-style-type: none"> <li>• a persuasive letter that is designed appropriately for audience of adults or peers</li> <li>• expository text to inform, state position or persuade.</li> </ul>

Discourse (knowledge of how ideas are organized and connected)				
<p>Connects ideas in:</p> <ul style="list-style-type: none"> <li>• simple sentences</li> </ul> <p>using:</p> <ul style="list-style-type: none"> <li>• familiar conjunctions</li> <li>• time markers</li> <li>• sequence markers.</li> </ul>	<p>Connects ideas in:</p> <ul style="list-style-type: none"> <li>• related sentences</li> </ul> <p>using:</p> <ul style="list-style-type: none"> <li>• common conjunctions</li> <li>• common time markers</li> <li>• common sequence markers.</li> </ul>	<p>Connects ideas in:</p> <ul style="list-style-type: none"> <li>• a basic paragraph</li> </ul> <p>using :</p> <ul style="list-style-type: none"> <li>• common conjunctions</li> <li>• time markers</li> <li>• sequence markers.</li> </ul>	<p>Connects ideas in:</p> <ul style="list-style-type: none"> <li>• a three-paragraph narrative</li> <li>• a three-paragraph descriptive composition</li> </ul> <p>using:</p> <ul style="list-style-type: none"> <li>• transition words</li> <li>• subordinate conjunctions.</li> </ul>	<p>Connects ideas in:</p> <ul style="list-style-type: none"> <li>• a cohesive, well-developed, five-paragraph academic composition</li> </ul> <p>using:</p> <ul style="list-style-type: none"> <li>• a variety of cohesive devices.</li> </ul>
<p>Student uses:</p> <ul style="list-style-type: none"> <li>• <b>conjunctions</b>, such as “and,” “or,” “but”</li> <li>• <b>time markers</b>, such as “today,” “yesterday,” “now,” “later”</li> <li>• <b>sequence markers</b>, such as “first,” “then.”</li> </ul> <p>Student copies group-generated texts, completes patterned sentences and completes cloze templates.</p> <p>Student writes simple journal entries, stories and notes.</p>	<p>Student uses:</p> <ul style="list-style-type: none"> <li>• <b>conjunctions</b>, such as “but,” “for,” “because”</li> <li>• <b>time markers</b>, such as “tomorrow,” “on Saturday,” “this afternoon”</li> <li>• <b>sequence markers</b>, such as “next,” “last.”</li> </ul> <p>Student writes language experience stories, journal entries and lengthy notes, and completes graphic organizers.</p>	<p>Student uses:</p> <ul style="list-style-type: none"> <li>• <b>conjunctions</b>, such as “or,” “so,” “yet”</li> <li>• <b>time markers</b>, such as “In January,” “next week,” “during the ice age”</li> <li>• <b>sequence markers</b>, such as “second,” “after,” “before,” “finally.”</li> </ul> <p>Student writes two-to-three paragraphs that have topic sentences, and each paragraph represents one subtopic. Paragraphs are sequenced logically.</p>	<p>Student uses:</p> <ul style="list-style-type: none"> <li>• <b>transition words</b>, such as “still,” “in fact,” “that is,” “therefore”</li> <li>• <b>subordinate conjunctions</b>, such as “although,” “since,” “even if,” “unless,” “whenever,” “while.”</li> </ul> <p>Student writes letters, journal entries, simple poetic forms, multimedia presentations and basic essays with improved internal flow.</p>	<p>Student uses appropriate <b>connectors and transitions signalling</b>:</p> <ul style="list-style-type: none"> <li>• <b>time</b>, such as “eventually,” “suddenly,” “further”</li> <li>• <b>cause/effect</b>, such as “as a result,” “therefore”</li> <li>• <b>contrast</b>, such as “besides,” “whereas,” “despite”</li> <li>• <b>condition</b>, such as “If ... , then ... ” “When ... , then ....”</li> </ul> <p>Student writes:</p> <ul style="list-style-type: none"> <li>• lab reports, business letters, detailed essays, newspaper articles, summaries of text, presentations and video scripts</li> <li>• with voice and selects transitions words, phrases and order of sentences to impact a particular meaning.</li> </ul>

Writing (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<b>Editing (ability to identify and correct writing errors, improve word choice and make sentences clearer)</b>				
<p>Edits sentences for:</p> <ul style="list-style-type: none"> <li>capitalization of names and words at beginning of sentences</li> <li>periods</li> <li>regular spelling of familiar words.</li> </ul>	<p>Edits sentences for:</p> <ul style="list-style-type: none"> <li>end punctuation</li> <li>commas separating items in a list</li> <li>simple tenses</li> <li>regular spelling</li> <li>addition of details.</li> </ul>	<p>Edits sentences for:</p> <ul style="list-style-type: none"> <li>placement of apostrophes and quotation marks</li> <li>a variety of tenses</li> <li>common irregularly spelled words.</li> </ul>	<p>Edits and revises expository and narrative texts for:</p> <ul style="list-style-type: none"> <li>capitalization of proper nouns</li> <li>apostrophes, quotation marks, hyphens, dashes and commas</li> <li>regular and irregular spelling</li> <li>spelling of homophones and homonyms</li> <li>subject–verb agreement</li> <li>appropriate word choice</li> <li>addition of supporting details.</li> </ul>	<p>Edits and revises essays for:</p> <ul style="list-style-type: none"> <li>most punctuation conventions</li> <li>appropriate word forms and word choice</li> <li>content</li> <li>organization</li> <li>verb tense</li> <li>active and passive voice.</li> </ul>
<p>Student uses supports for editing, such as:</p> <ul style="list-style-type: none"> <li>grammar notes</li> <li>classroom charts</li> <li>dictionaries.</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li>tools and references to correct punctuation, such as period, exclamation mark, question mark, commas in lists</li> <li>grammar notes and familiar text to confirm and correct verb tense</li> <li>dictionary to confirm and correct spelling.</li> </ul> <p>Student:</p> <ul style="list-style-type: none"> <li>adds more text, as required, to clarify, explain or describe while editing a piece of writing.</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li>a reference book or grammar website to correct punctuation</li> <li>grammar guides or samples to correct verb tense</li> <li>a dictionary to confirm or correct spelling.</li> </ul> <p>Student:</p> <ul style="list-style-type: none"> <li>adds more text to explain or describe when editing.</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li>a dictionary to confirm or correct spelling</li> <li>a reference book or grammar website to correct punctuation</li> <li>grammar guides or samples to correct subject–verb agreement</li> <li>a thesaurus to choose a different word, like “enormous” instead of “big” and “worried” instead of “afraid.”</li> </ul> <p>Student:</p> <ul style="list-style-type: none"> <li>adds more detail to the text, as needed, during the editing process.</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>edits for spelling, punctuation and word choice</li> <li>re-orders sentences to improve paragraph flow</li> <li>edits for appropriate verb tense usage and subject–verb agreement</li> <li>rewrites sentences to adjust for grammar changes</li> <li>edits for punctuation, including apostrophes for forming possessives; commas to separate clauses; and colons for salutations in business letters, and to separate a main title and subtitle belonging to a book or movie.</li> </ul>