

Alberta K–12 ESL Proficiency Benchmarks With Examples

Grades 1–3



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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
<p>Linguistic: Vocabulary (knowledge of words and their meaning)</p>				
<p>Note: 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 a few words (i.e., approximately 1500), including:</p> <ul style="list-style-type: none"> utility words related to familiar objects with visual support. 	<p>Understands some words (i.e., approximately 2000), including:</p> <ul style="list-style-type: none"> utility words descriptive words with visual support. 	<p>Understands more words (i.e., approximately 4000), including:</p> <ul style="list-style-type: none"> utility words descriptive words subject-specific words. 	<p>Understands a range of words (i.e., approximately 7500), including:</p> <ul style="list-style-type: none"> utility words descriptive words subject-specific words. academic words. 	<p>Understands a broad range of words (i.e., approximately 10,000), including:</p> <ul style="list-style-type: none"> utility words descriptive words subject-specific words. academic words.
<p>Student understands a few words, including:</p> <ul style="list-style-type: none"> utility words, such as “banana,” “apple,” “meat,” “potato,” “shirt,” “shoes,” “socks,” “home,” “house,” “apartment,” “arm,” “face,” “head,” “family,” “mom,” “dad,” “sister,” “brother,” “school.” <p>Student points to the square when the teacher says:</p> <ul style="list-style-type: none"> “Show me the square.” 	<p>Student understands some words, including:</p> <ul style="list-style-type: none"> utility words, such as “boots,” “shoulder,” “bookshelf” descriptive words, such as “rough,” “even,” “horrible.” <p>Student is able to choose the correct shape during a mathematics lesson when the teacher shows several shapes and says:</p> <ul style="list-style-type: none"> “Show me the small green triangle.” 	<p>Student understands more words, including:</p> <ul style="list-style-type: none"> utility words, such as “elbow,” “drawer,” “vegetable” descriptive words, such as “height,” “level,” “handsome” subject-specific words, such as “stone,” “symbols,” “quality of life.” <p>Student may say, “three” when the teacher asks:</p> <ul style="list-style-type: none"> “How many sides of the thick, green triangle are the same lengths?” 	<p>Student understands a range of words, including:</p> <ul style="list-style-type: none"> utility words, such as “buckle,” “lamp,” “ambulance” descriptive words, such as “soar above,” “stunted,” “thoughtful” subject-specific words, such as “gravel,” “responsibility,” “geography” academic words, such as “identify,” “enter,” “decide.” <p>Gr. 1 student responds correctly with “three” when the teacher asks:</p> <ul style="list-style-type: none"> “How many sides are on this shape?” (triangle) <p>Gr. 2 student may say, “four” when the teacher asks:</p> <ul style="list-style-type: none"> “How many edges are on each shape?” (squares and 	<p>Student understands a broad range of words, including:</p> <ul style="list-style-type: none"> utility words, such as “microscope,” “wardrobe,” “switch” descriptive words, such as “enormous,” “plain,” “unattractive” subject-specific words, such as “cement,” “resources,” “climate” academic words, such as “express,” “select,” “categorize.” <p>Gr. 1 student may say, “The square.” when the teacher asks:</p> <ul style="list-style-type: none"> “Which shape is green and has four sides of the same length?” <p>Gr. 2 student may say, “This one has five.” when the teacher says:</p>

			<p>rectangles)</p> <p>Gr. 3 student may say, “four” or “There are four.” when the teacher asks:</p> <ul style="list-style-type: none"> “How many vertices does the thick red rhombus have?” 	<ul style="list-style-type: none"> “Show me the number of edges on the largest shape on the table.” <p>Gr.3 student may say, “The square.” when the teacher asks:</p> <ul style="list-style-type: none"> “Which shape has four vertices and has parallel and perpendicular lines?”
Linguistic: Syntax (knowledge of word order and sentence structure)				
<p>Understands:</p> <ul style="list-style-type: none"> commands simple phrases associated with familiar routines with visual support. 	<p>Understands:</p> <ul style="list-style-type: none"> two-step commands two-step phrases simple sentences on familiar topics with visual support. 	<p>Understands:</p> <ul style="list-style-type: none"> three-step commands detailed sentences on familiar topics with visual support. 	<p>Understands:</p> <ul style="list-style-type: none"> multi-step directions complex sentences on familiar topics with minimal support. 	<p>Understands:</p> <ul style="list-style-type: none"> multi-step directions complex sentences compound sentences on unfamiliar topics with minimal support.
<p>Student can:</p> <ul style="list-style-type: none"> follow routine instructions provided orally gather materials necessary to begin to draw a story outline after a lesson given with simple phrases and visuals. <p>Student demonstrates understanding through appropriate actions in response to the teacher saying:</p> <ul style="list-style-type: none"> “Use the puppets and draw a picture.” 	<p>Student can:</p> <ul style="list-style-type: none"> perform a simple task by using written instructions following a lesson given with simple sentence instructions, using supports provided in the lesson. <p>Student carries out instructions, such as:</p> <ul style="list-style-type: none"> “Use the puppets and then write your ideas.” 	<p>Student can:</p> <ul style="list-style-type: none"> perform a task by using written instructions following a short lesson, video or presentation, using supports as needed. <p>Student carries out instructions, such as:</p> <ul style="list-style-type: none"> “Talk to your partner about your ideas, use the stick puppets to act out the story, and then write out your plan using the story planner.” 	<p>Student can:</p> <ul style="list-style-type: none"> perform a task following a lengthy and detailed demonstration, using supports as needed. <p>Student carries out instructions and provides suitable evidence, examples and opinions in response to the teacher saying:</p> <ul style="list-style-type: none"> “Tell your partner what you think about one of the characters. How do you think the character would feel? What should this character say or do?” 	<p>Student can:</p> <ul style="list-style-type: none"> demonstrate understanding after a lengthy and detailed lesson, demonstration, video or presentation by recalling relevant details in class discussions, or by answering written or oral questions. <p>Student provides a well-considered response to questions, such as:</p> <ul style="list-style-type: none"> “What were some of the things that the hero did in this story that showed she was a brave and confident person?”

Listening (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
Strategic: Questioning (knowledge of ways to seek information)				
<p>Understands:</p> <ul style="list-style-type: none"> • simple directives • “yes/no” questions • “either/or” questions accompanied by visual support. 	<p>Understands literal questions using:</p> <ul style="list-style-type: none"> • “what” • “when” • “where” • “who” • “how many.” 	<p>Understands critical thinking questions using:</p> <ul style="list-style-type: none"> • “what” • “when” • “where” • “who” • “how many.” 	<p>Understands open-ended questions requiring:</p> <ul style="list-style-type: none"> • explanation • elaboration • comparison. 	<p>Understands hypothetical questions using:</p> <ul style="list-style-type: none"> • “If ...?” • “What if ...?” • “Would you ...?” • “How ...?”
<p>Student points to the correct object when teacher says:</p> <ul style="list-style-type: none"> • “Point to” • “Show me” <p>Student may say, “crayon” when the teacher asks:</p> <ul style="list-style-type: none"> • “Is this a crayon or pencil?” 	<p>Student points to each egg, counts and says, “Three eggs.” when teacher asks:</p> <ul style="list-style-type: none"> • “How many eggs are in the nest?” 	<p>Student responds appropriately (verbally or in writing) when the teacher asks:</p> <ul style="list-style-type: none"> • “What do you do when you are cold?” • “Who helps you when you lose something?” • “When do you use a calculator?” 	<p>Student responds appropriately (verbally or in writing) when the teacher asks:</p> <ul style="list-style-type: none"> • “Tell me more about the difference between” • “Why do you think ...?” • “How do you know that this is a good example of ...?” 	<p>Student responds appropriately (verbally or in writing) when the teacher asks:</p> <ul style="list-style-type: none"> • “If you were the main character of the story, what would you have done?”
Strategic: Clarification (knowledge of ways to confirm understanding)				
<p>Requests clarification using:</p> <ul style="list-style-type: none"> • gesturing • mimicking • single words. 	<p>Requests clarification using:</p> <ul style="list-style-type: none"> • familiar phrases. 	<p>Requests clarification using:</p> <ul style="list-style-type: none"> • simple questions. 	<p>Clarifies understanding by asking:</p> <ul style="list-style-type: none"> • specific questions. 	<p>Asks questions to get:</p> <ul style="list-style-type: none"> • more information to extend knowledge during a class discussion.
<p>Student:</p> <ul style="list-style-type: none"> • shrugs shoulders • shakes head • raises eyebrows • responds with one-word questions, such as “What?” 	<p>Student may say:</p> <ul style="list-style-type: none"> • “I need help.” • “I don’t understand.” • “Can you help me?” • “What did you say?” 	<p>Gr. 1–2 student asks questions during a lesson, such as:</p> <ul style="list-style-type: none"> • “What does ____ mean?” <p>Gr. 3 student asks questions during a lesson on wants and needs in social studies, such as:</p>	<p>Gr. 1–2 student asks questions during a lesson, such as:</p> <ul style="list-style-type: none"> • “Is ____ the same as ____?” • “Do we talk and then answer the questions?” 	<p>Gr. 1–2 student asks questions during a lesson, such as:</p> <ul style="list-style-type: none"> • “I wonder why it does that. Do you know?” <p>Gr. 3 student asks questions during a lesson on wants and needs in</p>

		<ul style="list-style-type: none"> “What does ‘shelter’ mean?” 	<p>Gr. 3 student asks questions during a lesson on wants and needs in social studies, such as:</p> <ul style="list-style-type: none"> “Is my toy a want, then?” “So, having mittens is a need, right?” 	<p>social studies, such as:</p> <ul style="list-style-type: none"> “So what happens when they don’t get their needs met?”
Socio-Linguistic (awareness of social and cultural factors influencing the way language is used)				
<p>Understands:</p> <ul style="list-style-type: none"> familiar social expressions. 	<p>Understands:</p> <ul style="list-style-type: none"> familiar language expressions used in classroom and school contexts. 	<p>Recognizes:</p> <ul style="list-style-type: none"> differences in formality of speech in familiar contexts. 	<p>Recognizes:</p> <ul style="list-style-type: none"> differences in formality of speech in unfamiliar contexts. 	<p>Understands:</p> <ul style="list-style-type: none"> common idioms cultural references.
<p>Student responds appropriately when teacher and peers say:</p> <ul style="list-style-type: none"> “Hey!” “See ya later!” “Hi.” or “Hello.” and “Bye.” 	<p>Student responds appropriately when teacher says:</p> <ul style="list-style-type: none"> “Line up.” “Hang on for a minute.” “And ... freeze!” 	<p>Student understands the difference between informal playground and formal classroom speech, such as:</p> <ul style="list-style-type: none"> “Hey, let’s play tag.” “Will you be my partner in math?” 	<p>Student understands how speaking to siblings and friends is different from speaking to new peers and adults in the community or school, such as:</p> <ul style="list-style-type: none"> “Where’s the library?” is appropriate when talking to a peer. “Excuse me, can you help me find the library?” is appropriate when talking to an adult. 	<p>Student understands:</p> <ul style="list-style-type: none"> common idioms, such as “Farid, did you bite off more than you could chew?” meaning that Farid took on a task or project that may be too large or complex for him to complete without help cultural references, such as “nursery rhyme” when teacher is comparing styles of poetry.

Listening (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
Discourse (knowledge of how ideas are organized and connected)				
<p>Understands:</p> <ul style="list-style-type: none"> a few words in related sentences about familiar topics with visual support. 	<p>Understands:</p> <ul style="list-style-type: none"> the gist of sentences and phrases connected with: “and” and “then” with visual support. 	<p>Understands:</p> <ul style="list-style-type: none"> main ideas in texts on unfamiliar topics connected with: common conjunctions time markers sequence markers. 	<p>Understands:</p> <ul style="list-style-type: none"> main ideas some details of texts on unfamiliar topics connected with: common conjunctions time markers sequence markers. 	<p>Understands:</p> <ul style="list-style-type: none"> detailed explanations of unfamiliar topics connected with a variety of: conjunctions time markers sequence markers.
<p>Student identifies:</p> <ul style="list-style-type: none"> key words. <p>Student listens for words such as “blue,” “red” and “yellow” while teacher demonstrates the mixing of primary colours to make tertiary colours.</p>	<p>Student understands:</p> <ul style="list-style-type: none"> conjunctions, such as “and,” “then.” <p>Student follows instructions about which colours to mix together by listening for the conjunction “and.” Student attends to the order by listening for the conjunction “then.”</p>	<p>Student understands:</p> <ul style="list-style-type: none"> common conjunctions, such as “but,” “so,” “or” time markers, such as “today,” “tomorrow,” “yesterday” sequence markers, such as “first,” “next.” <p>Student understands the main idea about mixing colours and distinguishes between “and” and “or” when following the instructions.</p>	<p>Student understands:</p> <ul style="list-style-type: none"> common conjunctions, such as “for,” “because” time markers, such as “in the morning,” “at lunch” sequence markers, such as “second,” “last.” <p>Student follows a lesson on mixing primary and secondary colours and listens for words, such as “first,” “second,” “next,” and “last,” which signal individual steps of the process and their sequence.</p>	<p>Student understands:</p> <ul style="list-style-type: none"> conjunctions, such as “yet,” “although” time markers, such as “last year,” “next month,” “during the afternoon” sequence markers, such as “before,” “after,” “third,” “finally.” <p>Student follows a lesson on mixing primary, secondary and tertiary colours and understands, “Before you mix the secondary colours again to get a tertiary colour, you paint the colour in the colour wheel.”</p>

Auditory Discrimination (ability to hear differences in the sounds of letters and letter combinations)				
<p>Recognizes:</p> <ul style="list-style-type: none"> most English phonemes (sounds). <p>Listens for:</p> <ul style="list-style-type: none"> recognizable words. 	<p>Identifies:</p> <ul style="list-style-type: none"> initial sounds in words. <p>Distinguishes:</p> <ul style="list-style-type: none"> word boundaries. 	<p>Understands:</p> <ul style="list-style-type: none"> familiar reduced speech. <p>Distinguishes:</p> <ul style="list-style-type: none"> minimal pairs. 	<p>Understands:</p> <ul style="list-style-type: none"> familiar rapid speech. <p>Distinguishes:</p> <ul style="list-style-type: none"> words that rhyme. 	<p>Understands:</p> <ul style="list-style-type: none"> rapid speech from unfamiliar speakers. <p>Distinguishes:</p> <ul style="list-style-type: none"> word forms.
<p>Student:</p> <ul style="list-style-type: none"> understands the sounds of English can echo and repeat sounds and words may require support to imitate sounds, which are different from their first language. <p>Student recognizes the word “come” when the teacher says:</p> <ul style="list-style-type: none"> “Come to the carpet.” 	<p>Student demonstrates ability to hear:</p> <ul style="list-style-type: none"> initial sounds in words by replying “buh” when teacher asks, “What is the first sound in bat?” word boundaries by recognizing each separate word when teacher says, “Talk with your partner.” 	<p>Student understands:</p> <ul style="list-style-type: none"> reduced speech, such as “didja,” “cuz,” “howr’ya,” “wanna,” “can’t.” <p>Student is able to hear the difference in:</p> <ul style="list-style-type: none"> minimal pairs, such as ship/sip, ship/sheep, fifteen/fifty. 	<p>Student can:</p> <ul style="list-style-type: none"> follow and understand conversations and discussions involving familiar vocabulary and expressions spoken at a rapid rate identify the rhyming words “snake” and “rake” when teacher asks: “Which words rhyme—rake, snake, rain?” 	<p>Student can:</p> <ul style="list-style-type: none"> follow and understand rapid speech from unfamiliar speakers, such as when listening to a guest speaker or keeping up with the flow of information in a science video recognize that “knowing,” “knew,” “known,” “unknown” and “knowledge” are related to the word “know.”

Speaking

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
Linguistic: Vocabulary (knowledge of words and their meaning)				
<p>Note: 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 a few words (i.e., approximately 1500), including:</p> <ul style="list-style-type: none"> • utility words • descriptive words • encountered in class. 	<p>Uses some words (i.e., approximately 2000), including:</p> <ul style="list-style-type: none"> • utility words • descriptive words. 	<p>Uses more words (i.e., approximately 4000), including:</p> <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words. 	<p>Uses a range of words (i.e., approximately 7500), including:</p> <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words. 	<p>Uses a broad range of words (i.e., approximately 10,000), including:</p> <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words as an understanding of concepts expands.
<p>Student uses:</p> <ul style="list-style-type: none"> • utility words, such as “desk,” “chair,” “door,” “playground,” “school,” “lunch,” “recess,” “library,” “gym,” “numbers” • descriptive words, such as “smooth,” “pretty,” “ugly.” <p>Student may say “banana” while pointing to a picture of a banana plant during science class.</p>	<p>Student uses:</p> <ul style="list-style-type: none"> • utility words, such as “finger,” “pet,” “journal” • descriptive words, such as “giant,” “cute,” “mean.” <p>Student may say:</p> <ul style="list-style-type: none"> • “I eat banana. Banana is plant. The plant is big.” 	<p>Student uses:</p> <ul style="list-style-type: none"> • utility words, such as “fingernail,” “paw,” “dictionary” • descriptive words, such as “gentle,” “nasty,” “friendly” • subject-specific words, such as “prairie,” “global,” “heat.” <p>Student may say:</p> <ul style="list-style-type: none"> • “The plants is very high. It is dark green. The leaves are like a circle.” 	<p>Student uses:</p> <ul style="list-style-type: none"> • utility words, such as “wrist,” “claw,” “globe” • descriptive words, such as “sweet,” “cruel,” “bouncy” • subject-specific words, such as “boulder,” “climate,” “resources.” <p>Student may say:</p> <ul style="list-style-type: none"> • “The plant are a seed first. The seed grows into small stem. The stem goes taller. Then the leaves grow on the stem. Next, buds grow on the stem. The flowers open.” 	<p>Student uses:</p> <ul style="list-style-type: none"> • utility words, such as “knuckles,” “leash,” “atlas” • descriptive words, such as “uncomfortable,” “vicious,” “massive” • subject-specific words, such as “mineral,” “absorb,” “monument.” <p>Student may say:</p> <ul style="list-style-type: none"> • “The plant have a long and fuzzy stem with the sharp thorns. The roots spread deep under the ground. The flowers on the plant is blooming.”

Linguistic: Grammar (ability to form sentences conforming to the rules of English)

<p>Uses:</p> <ul style="list-style-type: none"> pronouns adjectives adverbs nouns verbs <p>with word-order errors and word-ending omissions.</p>	<p>Uses:</p> <ul style="list-style-type: none"> pronouns plurals nouns verbs <p>with overgeneralization of:</p> <ul style="list-style-type: none"> -s endings -ed endings. 	<p>Uses:</p> <ul style="list-style-type: none"> pronouns adjectives adverbs nouns irregular verbs <p>with some agreement and tense errors.</p>	<p>Uses:</p> <ul style="list-style-type: none"> irregular plurals nouns verb-word forms <p>with occasional errors.</p>	<p>Adjusts word forms for:</p> <ul style="list-style-type: none"> appropriate tense agreement <p>with increasing accuracy.</p>
<p>Student uses:</p> <ul style="list-style-type: none"> pronouns, such as “I,” “me,” “you,” “it” adjectives, such as “big,” “little,” “red,” “green” adverbs, such as “fast,” “slow,” “loud,” “quiet” nouns, such as “people,” “home,” “thing” simple present tense verbs, such as “walk,” “sit,” “eat,” “sleep.” <p>Student may say:</p> <ul style="list-style-type: none"> “He running fast.” “Book small ... table.” 	<p>Student uses:</p> <ul style="list-style-type: none"> pronouns, such as “he,” “she,” “we,” “they” plurals, such as “pens,” “students,” “books” nouns, such as “family,” “boy,” “girl” verbs, such as like/liked, watch/watched. <p>Student may say:</p> <ul style="list-style-type: none"> “The books is here.” (either “is” should be “are” or “books” should be “book”) “Hers friends goed there.” 	<p>Student uses:</p> <ul style="list-style-type: none"> object pronouns, such as “me,” “you,” “him,” “her,” “it,” “us,” “you,” “them” adjectives, such as “huge,” “sharp,” “rough” adverbs, such as “quickly,” “carefully” nouns, such as “brother,” “sister” irregular verb tenses, such as see/saw, come/came, go/went, do/did. <p>Student may say:</p> <ul style="list-style-type: none"> “The books are in the shelf.” (“in” should be “on”) “Him looking at the book.” 	<p>Student uses:</p> <ul style="list-style-type: none"> irregular plurals, such as mouse/mice, foot/feet nouns, such as “parent,” “cousin,” “aunt” verb-word forms, such as tie/untie/tied/tying/will tie. <p>Student may say:</p> <ul style="list-style-type: none"> “I buyed the books about mouses over the weekend.” (should be “bought” and “mice”) 	<p>Student uses appropriate:</p> <ul style="list-style-type: none"> tense, such as see, saw, will see, have seen subject-verb agreement, such as he is, we are, I have, she has word order, such as “The big beautiful butterfly flew away.” <p>Student may say:</p> <ul style="list-style-type: none"> “She bought these books about mice for me over the weekend.”

Speaking (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
Linguistic: Syntax (knowledge of word order and sentence structure)				
<p>Uses:</p> <ul style="list-style-type: none"> one or more words memorized phrases. 	<p>Uses:</p> <ul style="list-style-type: none"> simple sentences. 	<p>Uses positive and negative:</p> <ul style="list-style-type: none"> questions statements commands. 	<p>Adds more detail to:</p> <ul style="list-style-type: none"> questions statements commands. 	<p>Uses:</p> <ul style="list-style-type: none"> simple compound complex sentence structures.
<p>Student may say:</p> <ul style="list-style-type: none"> “Go pool.” “Summer time.” “No dark there?” “How are you today?” 	<p>Student may say:</p> <ul style="list-style-type: none"> “I like the pool.” “It is cold at the water.” “It not nice out.” 	<p>Student may form:</p> <ul style="list-style-type: none"> questions, such as “Where we going?” statements, such as “Outside, it’s light. Because they (Nunavut) have no dark in summer.” commands, such as “Let’s go outside!” 	<p>Student may form:</p> <ul style="list-style-type: none"> questions, such as “Where are we going tomorrow after school?” statements, such as “In Nunavut in the summer it’s light all the time because the sun is out at night, too.” commands, such as “Come over to my house after school.” 	<p>Student may form:</p> <ul style="list-style-type: none"> simple sentences, such as “We are swimming tomorrow at the pool.” compound sentences, such as “If it’s nice tomorrow, we’re going to the outdoor swimming pool but if it’s not nice, we’re going swimming.” complex sentences, such as “It’s always light in Nunavut in the summer because the sun is out for most of the night.”

Strategic (knowledge of techniques to overcome language gaps)				
<p>Interacts using:</p> <ul style="list-style-type: none"> • first language • memorized phrases • copied phrases. <p>Relies on:</p> <ul style="list-style-type: none"> • visual prompts • gestures. 	<p>Interacts spontaneously with peers and adults using:</p> <ul style="list-style-type: none"> • familiar phrases. 	<p>Communicates using strategies, such as:</p> <ul style="list-style-type: none"> • circumlocution • providing examples • providing opposites. 	<p>Initiates and sustains a conversation with peers and adults by:</p> <ul style="list-style-type: none"> • commenting • making a personal connection • questioning. 	<p>Initiates and sustains communicative tasks by:</p> <ul style="list-style-type: none"> • paraphrasing • commenting • making a personal connection • questioning.
<p>Student uses strategies, such as:</p> <ul style="list-style-type: none"> • using first language and gestures by saying “Oui,” “Si” or “Da” and nodding head to indicate “yes” • using memorized phrases by saying “I am fine” or “How are you?” • adopting phrases used by peers, such as “Play?” “Help me.” or “Pencil, please.” <p>Student may say:</p> <ul style="list-style-type: none"> • “Yes, please.” • “Don’t know.” 	<p>Student uses strategies, such as:</p> <ul style="list-style-type: none"> • repeating familiar phrases, such as “Want to play?”, “Can you help me?” or “I need a pencil.” <p>Student may say:</p> <ul style="list-style-type: none"> • “I like” • “I don’t like” • “I can” • “Do you ...?” 	<p>Student uses strategies, such as:</p> <ul style="list-style-type: none"> • using circumlocution, such as when the student doesn’t have the word “float,” he or she describes it as “It stays on the water, it does not go down.” • providing examples, such as “You know, like the boat.” • providing opposites, such as “not the rock” or “not the money.” <p>Student may say to the librarian:</p> <ul style="list-style-type: none"> • “Hi, Ms. Chu. Can I get the um ... thing that is round and has places in the world?” (globe). 	<p>Student uses strategies, such as:</p> <ul style="list-style-type: none"> • commenting, such as saying “I like that too.” “You looked scared.” • making a personal connection, such as when the student shares an anecdote when he or she can relate to the topic • questioning, using words, such as “Why ...?”, “When ...?”, “Where ...?” <p>Student may say:</p> <ul style="list-style-type: none"> • “Hey, I went to the zoo, too! Did you see the baby giraffe? It couldn’t walk very good.” 	<p>Student uses strategies, such as:</p> <ul style="list-style-type: none"> • paraphrasing, such as when the student restates important words or ideas to confirm understanding and show interest • commenting, such as when the student makes remarks to show active listening • making a personal connection, such as when the student shares an anecdote when he or she can relate to the topic • questioning, such as asking questions out of interest or to clarify. <p>Student may say:</p> <ul style="list-style-type: none"> • “The baby tiger was jumping on his mom and play fighting with her? I like to wrestle too. What do you mean she was swatting him?”

Speaking (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
Socio-Linguistic (awareness of social and cultural factors influencing the way language is used)				
<p>Uses familiar:</p> <ul style="list-style-type: none"> greetings courtesy phrases gestures <p>to interact in familiar social contexts.</p>	<p>Uses some common:</p> <ul style="list-style-type: none"> expressions gestures <p>to interact in familiar social and classroom contexts.</p>	<p>Uses common:</p> <ul style="list-style-type: none"> expressions slang idioms <p>when interacting with peers and adults.</p>	<p>Uses:</p> <ul style="list-style-type: none"> common phrasal verbs in appropriate contexts. 	<p>Adjusts speech:</p> <ul style="list-style-type: none"> in formal and informal situations when interacting with peers and adults.
<p>Student uses:</p> <ul style="list-style-type: none"> greetings, such as “hello,” “hi,” “good-bye,” “bye” courtesy phrases, such as “please,” “thanks,” “sorry” gestures, such as waving hello, waving goodbye. 	<p>Student uses:</p> <ul style="list-style-type: none"> expressions, such as “I dunno!” or “See ya later!” or “Next goal is tie breaker.” gestures, such as “I have no idea” while shrugging shoulder. 	<p>Student uses:</p> <ul style="list-style-type: none"> expressions, such as “What’s up?” or “Just kiddin’!” or “She’s bugging me!” slang, such as “Sweet!” or “Whatever!” or “Dude!” idioms, such as “A piece of cake.” or “He’s bananas!” <p>Student uses slang more often with peers than adults.</p>	<p>Student uses:</p> <ul style="list-style-type: none"> phrasal verbs, such as “drop off,” “pick up,” “get along.” <p>Student may say:</p> <ul style="list-style-type: none"> “I’m going to get picked up after lunch because I have a doctor’s appointment.” 	<p>Student may say to an adult:</p> <ul style="list-style-type: none"> “Mrs. Chen, could you come here please?” “See you tomorrow morning.” “It is cold here. Can we go inside and get warm?” <p>Student may say to a peer:</p> <ul style="list-style-type: none"> “Hey, Jasdeep. Come here!” “See you later alligator!” “I’m freezing ... my teeth are chattering.”

Discourse (knowledge of how ideas are organized and connected)				
<p>Combines one or more words and connects words with:</p> <ul style="list-style-type: none"> • “and.” 	<p>Connects words in phrases and/or short simple sentences with:</p> <ul style="list-style-type: none"> • common conjunctions. 	<p>Connects ideas in sentences with:</p> <ul style="list-style-type: none"> • conjunctions • time markers. 	<p>Connects ideas in related sentences with:</p> <ul style="list-style-type: none"> • conjunctions • time markers • sequence markers. 	<p>Connects ideas in more complex sentences with:</p> <ul style="list-style-type: none"> • a variety of cohesive devices.
<p>Student may say:</p> <ul style="list-style-type: none"> • “Yes.” and “No.” • “Thank you.” • “Good-bye.” • “Hat and mitts?” • “Pencil and book.” 	<p>Student uses:</p> <ul style="list-style-type: none"> • conjunctions, such as “and,” “then.” <p>Student may say:</p> <ul style="list-style-type: none"> • “I play ball. And we win. Then we eat ice cream.” 	<p>Student uses:</p> <ul style="list-style-type: none"> • conjunctions, such as “and,” “or,” “but,” “so,” “because” • time markers, such as “yesterday,” “before,” “Monday.” <p>Student may say:</p> <ul style="list-style-type: none"> • “Today, I play at the climber and the swings.” 	<p>Student uses:</p> <ul style="list-style-type: none"> • conjunctions, such as “for,” “when” • time markers, such as “on the weekend,” “last night,” “this morning” • sequence markers, such as “first,” “next,” “then,” “finally.” <p>Student may say:</p> <ul style="list-style-type: none"> • “This morning I brang/bringed this drum from my country for Show and Tell. I like this drum and my uncle showed me how to play it. Next my cousin came to my house. I will play for you now.” 	<p>Student uses:</p> <ul style="list-style-type: none"> • cohesive devices, such as “since,” “meanwhile,” “usually,” “during,” “suddenly.” <p>Student may say during magnet centre time in science:</p> <ul style="list-style-type: none"> • “During science, we put a paper clip on a piece of paper. Then we put a magnet under the paper and moved the magnet around. Since it’s magnetic, the paper clip moved. After [that], we tried to do it with wood but it didn’t work.” (Student omitted the word “that.”)

Speaking (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
Pronunciation (ability to produce comprehensible speech)				
<p>Imitates some:</p> <ul style="list-style-type: none"> English sounds <p>in:</p> <ul style="list-style-type: none"> familiar routines <p>although pronunciation errors may interfere with meaning.</p>	<p>Approximates:</p> <ul style="list-style-type: none"> English rhythm stress intonation <p>in:</p> <ul style="list-style-type: none"> familiar social and classroom routines <p>although pronunciation errors may interfere with meaning.</p>	<p>Uses:</p> <ul style="list-style-type: none"> comprehensible pronunciation appropriate rhythm appropriate intonation <p>in:</p> <ul style="list-style-type: none"> familiar and rehearsed activities <p>although errors may still occur.</p>	<p>Uses:</p> <ul style="list-style-type: none"> comprehensible pronunciation appropriate intonation <p>in:</p> <ul style="list-style-type: none"> familiar and rehearsed activities <p>with occasional errors.</p>	<p>Uses:</p> <ul style="list-style-type: none"> comprehensible pronunciation intonation <p>with increasing accuracy in:</p> <ul style="list-style-type: none"> unrehearsed situations where dialogue is spontaneous <p>(accented speech is expected and accepted).</p>
<p>Student may speak haltingly, with word and word-ending omissions and pauses.</p> <p>Student may say:</p> <ul style="list-style-type: none"> “show” for “shoe” “da” for “the” “pease” for “please” “tanksu” for “thank you.” 	<p>Student experiments with the placement of emphasis in words and syllables and may say:</p> <ul style="list-style-type: none"> “rea-ding” rather than “rea-ding,” putting the emphasis on the incorrect syllable “wea wenta to the-a library” (we went to the library), adding extra syllables. 	<p>Student is mostly understood but may say:</p> <ul style="list-style-type: none"> “so” for “show” “fries” for “flies” “fifteen” for “fifty.” 	<p>Student is understood in activities, such as:</p> <ul style="list-style-type: none"> Readers’ Theatre drama practiced oral presentations shared reading. 	<p>Student is easily understood by others in:</p> <ul style="list-style-type: none"> cooperative learning activities conversations.

Reading

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
Linguistic: Vocabulary (knowledge of words and their meaning)				
<p>Note: 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 a few words (i.e., approximately 1500), including:</p> <ul style="list-style-type: none"> • utility words • descriptive words associated with environmental print and classroom words and labels. <p>Names letters of the alphabet.</p> <p>Acquires some sight words.</p>	<p>Understands some words (i.e., approximately 2000), including:</p> <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words. 	<p>Understands more words (i.e., approximately 4000), including:</p> <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words. 	<p>Understands a range of words (i.e., approximately 7500), including:</p> <ul style="list-style-type: none"> • words with multiple meanings. <p>Applies contextual guessing to understand texts.</p>	<p>Understands a broad range of words (i.e., approximately 10,000), including:</p> <ul style="list-style-type: none"> • most subject-specific words. <p>Applies word knowledge to understand texts.</p>
<p>Student understands:</p> <ul style="list-style-type: none"> • utility words, such as “desk,” “chair,” “door,” “playground,” “school,” “lunch,” “recess,” “library,” “gym,” “numbers” • descriptive words, such as “smooth,” “pretty,” “ugly.” <p>Student reads words associated with:</p> <ul style="list-style-type: none"> • the calendar • classroom routines • pocket chart labels. 	<p>Student understands:</p> <ul style="list-style-type: none"> • utility words, such as “school,” “house,” “park” • descriptive words, such as “large,” “flat,” “round” • subject-specific words, such as “sand,” “traditions,” “weather.” <p>Student demonstrates understanding by:</p> <ul style="list-style-type: none"> • pointing to pictures or relating to personal experiences. 	<p>Student understands:</p> <ul style="list-style-type: none"> • utility words, such as “light bulb,” “closet,” “helicopter” • descriptive words, such as “high,” “giant,” “flat” • subject-specific words, such as “landmark,” “temperature,” “shelter.” <p>Student demonstrates understanding by:</p> <ul style="list-style-type: none"> • using words encountered through reading appropriately in speaking or writing situations. 	<p>Student understands:</p> <ul style="list-style-type: none"> • utility words, such as “thesaurus,” “knob,” “whiskers” • descriptive words, such as “stumpy,” “ghastly,” “wicked” • subject-specific words, such as “pebble,” “liquid,” “domestic” • words with multiple meanings, such as “right” (direction or location with respect to the position of someone’s body/correct/ a freedom protected by rules or the law). 	<p>Student understands:</p> <ul style="list-style-type: none"> • utility words, such as “knuckles,” “leash,” “atlas” • descriptive words, such as “massive,” “uncomfortable,” “vicious.” <p>Gr. 1–2 student reads:</p> <ul style="list-style-type: none"> • subject-specific words, such as “plant,” “life cycle,” “pupa,” “adult.” <p>Gr. 3 student reads:</p> <ul style="list-style-type: none"> • subject-specific words, such as “igneous,” “metamorphic,” “sedimentary.”

Reading (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
			<p>Gr. 1–2 student reads the word “play” and knows it can mean to play soccer, watch a play or be well played.</p> <p>Gr. 3 student reads the word “base” and knows it can mean bottom, a location in baseball or base 10 block in mathematics.</p> <p>The context of the text is used to determine meaning.</p>	<p>Student knows that “re-” means “again” in words, such as:</p> <ul style="list-style-type: none"> • “rewrite,” meaning to “write again” • “reuse,” meaning to “use again.”
Linguistic: Syntax (knowledge of word order and sentence structure)				
<p>Identifies:</p> <ul style="list-style-type: none"> • objects • actions <p>in simple sentences.</p>	<p>Understands elements of:</p> <ul style="list-style-type: none"> • simple sentences. 	<p>Understands:</p> <ul style="list-style-type: none"> • detailed sentences. 	<p>Understands that word order impacts:</p> <ul style="list-style-type: none"> • meaning. 	<p>Understands that word order impacts:</p> <ul style="list-style-type: none"> • tone • mood • emphasis.
<p>Student can read a simple sentence to identify:</p> <ul style="list-style-type: none"> • objects, such as a “monkey” is a thing (noun) • actions, such as “jump” and “walk” are actions (verbs). 	<p>Student understands:</p> <ul style="list-style-type: none"> • that most sentences contain a subject, verb and object • “who” is doing “what” to “what” or to “whom” in the sentence • “how,” “when” or “where” the action is taking place. 	<p>Student understands that:</p> <ul style="list-style-type: none"> • adjectives describe the noun and objects • adverbs describe the action in the sentence. 	<p>Student understands the difference between:</p> <ul style="list-style-type: none"> • “The boy and his dog lost the ball at the park.” <i>and</i> • “The boy at the park lost the ball and his dog.” 	<p>Student understands the difference between:</p> <ul style="list-style-type: none"> • “Now go to bed, dear.” <i>and</i> • “Go to bed now!” <i>and</i> • “Dear, it’s now time for bed.”

Strategic: Decoding (ability to read words by sounding them out)				
<p>Recognizes most:</p> <ul style="list-style-type: none"> • sound/symbol relationships. 	<p>Uses:</p> <ul style="list-style-type: none"> • phonemic awareness to: • identify sight words • decode using beginning sounds. 	<p>Uses:</p> <ul style="list-style-type: none"> • phonemic awareness to decode: • ending sounds • consonant blends • digraphs • simple word families. 	<p>Uses:</p> <ul style="list-style-type: none"> • phonemic awareness • chunking <p>to decode:</p> <ul style="list-style-type: none"> • long and short vowels in medial positions • more complex word families. 	<p>Uses:</p> <ul style="list-style-type: none"> • phonemic awareness • chunking <p>to decode:</p> <ul style="list-style-type: none"> • vowel blends • r-controlled vowels • two- or three-syllable words.
<p>Student:</p> <ul style="list-style-type: none"> • names letters and the sounds of the letter • reads letter-by-letter to sound out words. 	<p>Student decodes:</p> <ul style="list-style-type: none"> • beginning sounds, such as “at” (a ... t), “sit” (s ... it). <p>Student identifies:</p> <ul style="list-style-type: none"> • sight words, such as “in,” “the,” “and.” 	<p>Student decodes:</p> <ul style="list-style-type: none"> • ending sounds, such as “-t,” “-d,” “-n” • consonant blends, such as “pr,” “st,” “bl,” “tr,” “th” • digraphs, such as “ea,” “oo,” “ee” • word families, such as those ending in “-an,” “-at,” “-op.” <p>Gr. 1 student decodes words, such as:</p> <ul style="list-style-type: none"> • map/man, bat/sat/flat/chat/that. <p>Gr. 2–3 student decodes words, such as:</p> <ul style="list-style-type: none"> • “reading,” “walked,” think/sink/drink, bring/ring/thing. 	<p>Student decodes:</p> <ul style="list-style-type: none"> • long and short vowels, such as “kit/kite” • complex word families, such as “-ake,” “-ight,” “-ail.” <p>Gr. 1 student decodes:</p> <ul style="list-style-type: none"> • mat/met, mat/mate, might/tight, sound/round. <p>Gr. 2–3 student decodes:</p> <ul style="list-style-type: none"> • pal/pale/, pail/fail, mail/male. 	<p>Student decodes:</p> <ul style="list-style-type: none"> • vowel blends, such as “ou,” “ei,” “ai” • r-controlled vowels, such as “ar,” “er,” “ir,” “or,” “ur” • two- and three-syllable words, such as “beauty,” “beautiful,” “angry,” “frustrated.” <p>Gr. 1–2 student decodes words, such as:</p> <ul style="list-style-type: none"> • “meat,” “coat,” “part,” “turn,” “beautiful,” “calendar,” “cooperate.” <p>Gr. 3 student decodes words, such as:</p> <ul style="list-style-type: none"> • “virtual,” “partner,” “urgent,” “memory,” “simile,” “alliteration.”

Reading (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
Strategic: Comprehension (ability to apply techniques and tools to construct meaning)				
<p>Matches:</p> <ul style="list-style-type: none"> words pictures <p>to make meaning.</p>	<p>Relies on:</p> <ul style="list-style-type: none"> labelled diagrams illustrations <p>to understand new words.</p>	<p>Relies on:</p> <ul style="list-style-type: none"> familiar phrases patterned sentences shared experiences <p>to predict meaning.</p>	<p>Uses:</p> <ul style="list-style-type: none"> contextual cues visual cues <p>to comprehend texts on familiar topics.</p>	<p>Uses:</p> <ul style="list-style-type: none"> rereading self-correction prediction word analysis visual cues <p>to comprehend texts on unfamiliar topics.</p>
<p>Student relies on the picture to understand:</p> <ul style="list-style-type: none"> “The ball is in the box.” “The ball is on the box.” “The ball is under the box.” 	<p>Student increases comprehension by using:</p> <ul style="list-style-type: none"> labelled diagrams, such as the life cycle of a butterfly, birthday chart or a mathematics graph illustrations, such as photos, drawings and paintings. 	<p>Student increases comprehension by using:</p> <ul style="list-style-type: none"> familiar phrases (using what is familiar to build context to understand) patterned sentences (using repetition and known structures to understand what is different or make meaning) shared experiences (relating text to a personal or classroom experience). 	<p>Student increases comprehension by using:</p> <ul style="list-style-type: none"> contextual cues (using text before and after new words to help figure out the meaning of new words; using an understanding of a situation or time period to make sense of new events or new information) visual cues, such as pictures, photographs, diagrams, charts, graphs, bolded text, titles and captions. 	<p>Student increases comprehension through:</p> <ul style="list-style-type: none"> rereading (reading, pausing and rereading a section of text several times in order to understand the meaning) self-correction (rereading a phrase or word and self-correcting), such as in “The girl was scared she knocked over ..., the girl was sorry she knocked over ...” predicting (guessing the next word to come based on a pattern or event in the story) word analysis, as in unreachable = cannot get (un = not, reach = get, able = can) visual cues, such as pictures, photographs, diagrams, charts, graphs, bolded text, titles and captions.

Socio-Linguistic (awareness of social and cultural factors influencing the way language is used)				
<p>Understands</p> <ul style="list-style-type: none"> shared reading experiences. 	<p>Understands:</p> <ul style="list-style-type: none"> simple texts literally. 	<p>Understands that texts can have:</p> <ul style="list-style-type: none"> literal meaning figurative meaning. 	<p>Understands the figurative meaning of some:</p> <ul style="list-style-type: none"> simple phrasal verbs similes. 	<p>Understands simple cultural references, such as:</p> <ul style="list-style-type: none"> idioms metaphors humour.
<p>Student:</p> <ul style="list-style-type: none"> looks at the pictures and peers to make sense of the events and emotions expressed in the story. 	<p>Student:</p> <ul style="list-style-type: none"> may be thinking “Is there a lion in the truck?” when teacher reads the sentence, “The big truck roared like a lion as it drove down the street.” 	<p>Student understands:</p> <ul style="list-style-type: none"> literal meaning, such as “Lions live in Africa. Lions do not drive trucks.” figurative meaning, such as in “The big truck roared like a lion as it drove down the street.” and may use the picture to confirm that there is no lion in the truck. This cues the student that the text means something else even though he or she may not understand what it means. 	<p>Student understands:</p> <ul style="list-style-type: none"> simple phrasal verbs, such as in “My friend cheered me up.” meaning the friend helped make the person feel better similes, such as in “The big truck roared like a lion as it drove down the street.” meaning the truck was so loud it sounded like a lion’s roar. 	<p>Student understands:</p> <ul style="list-style-type: none"> idioms, such as “They were keeping an eye on the weather.” meaning they were watching for changes in the weather often metaphors, such as “It was down to the wire, but he won the race.” meaning that it was a close race.

Reading (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
Discourse (knowledge of how ideas are organized and connected)				
<p>Understands:</p> <ul style="list-style-type: none"> • simple patterned sentences on familiar topics. 	<p>Understands:</p> <ul style="list-style-type: none"> • simple sentences connected with: • common conjunctions • prepositions • time markers on familiar topics. 	<p>Understands:</p> <ul style="list-style-type: none"> • main ideas of related sentences connected with: • conjunctions • time markers on familiar topics. 	<p>Understands:</p> <ul style="list-style-type: none"> • main ideas • some details of related sentences connected with: • conjunctions • time markers • sequence markers on familiar topics. 	<p>Understands:</p> <ul style="list-style-type: none"> • main ideas • details of paragraphs connected with: • a variety of cohesive devices on unfamiliar topics.
<p>Student understands a patterned book language experience chart and text, such as:</p> <ul style="list-style-type: none"> • “This is a car. This is a book.” 	<p>Student understands levelled books and short classroom texts, containing:</p> <ul style="list-style-type: none"> • conjunctions, such as “and,” “but,” “so” • prepositions, such as “on,” “in,” “at” • time markers, such as “today,” “yesterday,” “Monday.” 	<p>Student understands levelled texts and longer classroom texts, containing:</p> <ul style="list-style-type: none"> • conjunctions, such as “because,” “or” • time markers, such as “on the weekend,” “last Saturday,” “next summer.” 	<p>Student understands levelled texts, as well as a range of texts of personal interest, containing:</p> <ul style="list-style-type: none"> • conjunctions, such as “since,” “when” • time markers, such as “long ago,” “earlier this year,” “in 1967” • sequence markers, such as “first,” “then,” “next,” “last,” “finally.” 	<p>Student understands a variety of texts, containing:</p> <ul style="list-style-type: none"> • cohesive devices, such as “until,” “instead of,” “if ... then.”

Fluency (ability to read aloud smoothly, accurately and with appropriate expression)				
<p>Reads:</p> <ul style="list-style-type: none"> letter-by-letter to sound out words. 	<p>Reads:</p> <ul style="list-style-type: none"> word-by-word with pausing to refer to visuals. 	<p>Reads:</p> <ul style="list-style-type: none"> with some phrasing with some rereading sounding out words. 	<p>Reads:</p> <ul style="list-style-type: none"> with some expression by substituting unknown words with familiar words with some self-correction. 	<p>Reads:</p> <ul style="list-style-type: none"> with expression with attention to common punctuation making meaningful substitutions.
<p>Student reads letter-by-letter, as in:</p> <ul style="list-style-type: none"> “c ... a ... t,” “p ... a ... n.” 	<p>Student may pause momentarily between words, such as in:</p> <ul style="list-style-type: none"> “The ... tree ... is ... green.” 	<p>Student may pause momentarily between groups of words and sound out words, such as in:</p> <ul style="list-style-type: none"> “The tree is tall ... and has many ... leaves.” 	<p>Student makes word substitutions, such as in:</p> <ul style="list-style-type: none"> “The tree has many ... lives (leaves). It grows because it gets food from the ... dirt (soil).” 	<p>Student reads with increased fluency but with some word substitutions, such as in:</p> <ul style="list-style-type: none"> “The leaf has many vines (veins). The end (edge) of the leaf is bumpy.”

Writing

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<p>Linguistic: Vocabulary (knowledge of words and their meaning)</p>				
<p>Note: 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 a few words (i.e., approximately 1500), including:</p> <ul style="list-style-type: none"> sight words a few utility words a few descriptive words related to familiar objects and personal experiences. 	<p>Uses some words (i.e., approximately 2000), including:</p> <ul style="list-style-type: none"> utility words descriptive words subject-specific words related to familiar objects, actions and topics. 	<p>Uses more words (i.e., approximately 4000), including:</p> <ul style="list-style-type: none"> utility words descriptive words subject-specific words related to curricular concepts. 	<p>Uses a range of words (i.e., approximately 7500), including:</p> <ul style="list-style-type: none"> synonyms words with multiple meanings related to curricular concepts. 	<p>Uses a broad range of words (i.e., approximately 10,000), including:</p> <ul style="list-style-type: none"> utility words descriptive words subject-specific words academic words related to curricular concepts.
<p>Student uses:</p> <ul style="list-style-type: none"> sight words, such as “the,” “a,” “is,” “it” utility words, such as “arm,” “hand,” “apple” descriptive words, such as “smooth,” “pretty,” “nice.” <p>Gr. 1–2 student writes:</p> <ul style="list-style-type: none"> “boat,” “ball” under a T-chart for objects that float. <p>Gr. 3 student writes:</p> <ul style="list-style-type: none"> “Alberta,” “Edmonton,” “Calgary” and “Bow River” on a map. 	<p>Student uses:</p> <ul style="list-style-type: none"> utility words, such as “shoulder,” “finger,” “lettuce” descriptive words, such as “soft,” “cute,” “caring” subject-specific words, such as “float,” “sink,” “country,” “land,” “river.” <p>Gr. 1–2 student writes:</p> <ul style="list-style-type: none"> “The boat will float. The rock will sink. It is heavy.” <p>Gr. 3 student writes:</p> <ul style="list-style-type: none"> “Edmonton is the capital of Alberta. The Rocky Mountains are tall.” 	<p>Student uses:</p> <ul style="list-style-type: none"> utility words, such as “thumb,” “elbow,” “vegetable” descriptive words, such as “level,” “handsome,” “nasty” subject-specific words, such as “cork,” “weight,” “prairie,” “global.” <p>Gr. 1–2 student writes:</p> <ul style="list-style-type: none"> “The boat and the cork float. The rock sinks because it is heavy.” <p>Gr. 3 student writes:</p> <ul style="list-style-type: none"> “The population of Calgary is larger than Edmonton.” 	<p>Student uses:</p> <ul style="list-style-type: none"> synonyms, such as big/large/huge, small/tiny, thick/wide, thin/narrow words with multiple meanings, such as “load,” “lumber,” “gas.” <p>Gr. 1–2 student writes:</p> <ul style="list-style-type: none"> “We made our own boat. We had to make it float on the water. It had to carry a load. Ours carried pennies.” <p>Gr. 3 student writes:</p> <ul style="list-style-type: none"> “There are many industries in Alberta. Some are lumber, tourism, and oil and gas.” 	<p>Student uses:</p> <ul style="list-style-type: none"> utility words, such as “knuckles,” “eggplant,” “papaya” descriptive words, such as “plane,” “attractive,” “rude” subject-specific words, such as “population,” “climate,” “transportation” academic words, such as “classify,” “express,” “select.” <p>Gr. 1–2 student writes:</p> <ul style="list-style-type: none"> “Our boat was hard to make float. At first the load was too big, so we had to take off some of the pennies.” <p>Gr. 3 student writes:</p> <ul style="list-style-type: none"> “The population is larger where there are more industries. More industries means there are more jobs for people.”

Linguistic: Grammar (ability to form sentences conforming to the rules of English)

<p>Writes:</p> <ul style="list-style-type: none"> nouns verbs in present tense prepositions <p>to complete:</p> <ul style="list-style-type: none"> sentence frames. 	<p>Writes:</p> <ul style="list-style-type: none"> nouns verbs in simple past tense prepositions plurals <p>with tense errors and omissions.</p>	<p>Writes:</p> <ul style="list-style-type: none"> nouns verbs in irregular past and continuous tenses prepositions pronouns articles adjectives adverbs <p>with usage errors.</p>	<p>Writes:</p> <ul style="list-style-type: none"> a range of grammar structures <p>demonstrating some control of:</p> <ul style="list-style-type: none"> word order plurals tenses subject–verb agreement. 	<p>Writes:</p> <ul style="list-style-type: none"> a range of grammar structures <p>demonstrating more control of:</p> <ul style="list-style-type: none"> word order plurals tenses subject–verb agreement.
<p>Student uses the following grammatical elements:</p> <ul style="list-style-type: none"> nouns, such as “egg,” “ball,” “leaf” verbs, such as “is,” “look,” “has” prepositions, such as “on,” “in.” <p>Student may write:</p> <ul style="list-style-type: none"> “It is a egg.” “Leaf eat.” “It is a butterfly.” “(The) egg (is) on (a) leaf.” “(The) Butterfly (is) in the sky.” 	<p>Student uses the following grammatical elements:</p> <ul style="list-style-type: none"> nouns, such as “caterpillar,” “tree” verbs in simple past tense, such as “walked,” “crawled” prepositions, such as “under,” “by,” “to” plurals, such as “girls,” “boys,” “dolls.” <p>Student may write:</p> <ul style="list-style-type: none"> “The egg is small.” “It is a caterpillar.” “The caterpillar hungry is.” 	<p>Student uses the following grammatical elements:</p> <ul style="list-style-type: none"> nouns, such as “cocoon,” “larva,” “branch” verbs in irregular past tense, such as make/made verbs in continuous tenses, such as “is crawling” prepositions, such as “near,” “around,” “above” pronouns, such as “I,” “you,” “he,” “she,” “it,” “we,” “they” articles, such as “a,” “an” adjectives, such as “short,” “large,” “green,” “colourful” adverbs, such as “slow,” “fast,” “quick.” <p>Gr. 1–2 student may write:</p> <ul style="list-style-type: none"> “The caterpillar the leaf it crawling (is crawling on the leaf).” “It (is) making hers (her) cocoon.” <p>Gr. 3 student may write:</p> <ul style="list-style-type: none"> “Caterpillars (is) crawling on (the) leaf.” 	<p>Student uses the following grammatical elements:</p> <ul style="list-style-type: none"> plurals, such as “legs,” “wings,” “heads” tenses with increased accuracy, such as “fly, will fly, flying, flies, flew” subject–verb agreement, such as “I am,” “she is,” “they are.” <p>Gr. 1–2 student may write:</p> <ul style="list-style-type: none"> “I want to know how a caterpillar change into a butterfly.” “How does a caterpillars change into a butterfly?” “I don’t know how a caterpillar changes into a butterfly.” <p>Gr. 3 student may write:</p> <ul style="list-style-type: none"> “What happens in the cocoon?” “I think the wing they grows after the body changes.” 	<p>Student uses the following grammatical elements with increasing accuracy:</p> <ul style="list-style-type: none"> word order, such as “The cocoon was hanging under the branch.” <i>versus</i> “The cocoons hanging by the branch.” plurals, such as tooth/teeth, foot/feet, antenna/antennae tenses, such as “has flown, had been flying, would like to fly” subject–verb agreement, such as “it has, they have it flies, they fly.” <p>Gr. 1–2 student may write:</p> <ul style="list-style-type: none"> “Caterpillars eat a lot of food. They eat leaves. When they get really fat it’s time to change. It knows they are a butterfly inside.” <p>Gr. 3 student may write:</p> <ul style="list-style-type: none"> “Butterflies lay a lot of eggs. Caterpillars eat many leaves and then make a chrysalis. Inside it change to a butterfly with wings.”

Writing (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
		<ul style="list-style-type: none"> • “It’s making a cocoons (cocoon).” • “Hers cocoons is by (under) the branch.” 		
Linguistic: Syntax (knowledge of word order and sentence structure)				
<p>Writes:</p> <ul style="list-style-type: none"> • simple phrases • patterned sentences with support. 	<p>Writes:</p> <ul style="list-style-type: none"> • simple sentences • patterned sentences independently. 	<p>Writes:</p> <ul style="list-style-type: none"> • simple detailed sentences • compound sentences. 	<p>Writes:</p> <ul style="list-style-type: none"> • complex sentences • simple paragraphs. 	<p>Writes:</p> <ul style="list-style-type: none"> • a variety of sentence types • detailed paragraphs.
<p>Student may write:</p> <ul style="list-style-type: none"> • “It is cold.” • “It is a fire.” • “It is a igloo.” • “It is a house.” 	<p>Student writes:</p> <ul style="list-style-type: none"> • simple sentences, such as: <ul style="list-style-type: none"> – “The north is cold.” – “Seals swim in cold water.” • patterned sentences, such as “The igloo is made of _____ (ice) (snow).” 	<p>Gr. 1–2 student writes:</p> <ul style="list-style-type: none"> • simple detailed sentences, such as “In the winter it is cold. People put on (wear) lots of coats (clothing).” • compound sentences, such as “They wear boots on their feet and hats on their heads. This helps people not be cold (stay warm).” <p>Gr. 3 student writes:</p> <ul style="list-style-type: none"> • simple detailed sentences, such as “People wear the coats to be warm. Because in the winter it’s very cold. People wear mittens and long scarves too.” • compound sentences, such as “In the north people use snowmobiles to get around and sometimes they use dogsleds.” 	<p>Gr. 1–2 student writes:</p> <ul style="list-style-type: none"> • complex sentences, such as “Igloos were made because they had lots of snow.” • simple paragraphs, such as “I would like to see a igloo. It is a house made from the snow and ice. It isn’t very warm inside it.” <p>Gr. 3 student writes:</p> <ul style="list-style-type: none"> • complex sentences, such as “There is not a lot of trees in the far north so the people used the snow to make homes.” • simple paragraphs, such as “It would be cool to see a real igloo. I wonder if I can make it. How long does it take to make an igloo? I won’t make a big one and I can make it fast.” 	<p>Gr. 1–2 student may write:</p> <ul style="list-style-type: none"> • “It is cold in the north. People lived in many kinds of homes. One kind of house is a igloo. Or you can have a house of wood.” <p>Gr. 3 student may write:</p> <ul style="list-style-type: none"> • “In the winter it is cold. In the north it is very cold. People live in many kinds of houses. Some people build igloos from snow and ice. Other people make houses from wood, brick or cement.”

Strategic (knowledge of techniques to overcome language gaps)				
Copies words with increasing accuracy.	Attempts to spell familiar words.	Invents spelling that reflects learner’s own pronunciation.	Spells words according to: <ul style="list-style-type: none"> pronunciation knowledge of common spelling patterns. 	Spells challenging words using strategies, such as: <ul style="list-style-type: none"> phonic memory visual memory.
<p>Gr. 1–2 student may write:</p> <ul style="list-style-type: none"> “It is kod (cold). The dag (dog) is hug (huge).” <p>Gr. 3 student may write:</p> <ul style="list-style-type: none"> “Today is monday.” “We wint to the pool.” 	<p>Student writes:</p> <ul style="list-style-type: none"> “is,” “to,” “a,” “this,” “of,” “like,” “can,” “in,” “sed” (said). <p>Gr. 3 student writes words, such as:</p> <ul style="list-style-type: none"> “there,” “then,” “look,” “read,” “walk,” “went.” 	<p>Gr. 1–2 student may write:</p> <ul style="list-style-type: none"> “enuf” (enough) “rite” (write). <p>Gr. 3 student may write:</p> <ul style="list-style-type: none"> “preedicshun” (prediction) “nuckel” (knuckle). 	<p>Gr. 1–2 student spells:</p> <ul style="list-style-type: none"> word families, such as right/light, tough/enough plurals, such as “cherries,” “poppies” (guided by the spelling aid “change the ‘y’ to ‘i’ and add ‘es’”). <p>Gr. 3 student accurately spells words, such as:</p> <ul style="list-style-type: none"> “whether,” “weather,” “known,” “machine,” “decided.” 	<p>Gr. 1–2 student spells:</p> <ul style="list-style-type: none"> try/tries, to/two “quiet,” “special.” <p>Gr. 3 student spells:</p> <ul style="list-style-type: none"> plurals, such as “boxes,” “toes,” “berries” multi-syllabic words, such as “beautiful,” “different,” “dinosaur.”

Writing (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
Socio-Linguistic (awareness of social and cultural factors influencing the way language is used)				
<p>Copies:</p> <ul style="list-style-type: none"> group-generated texts pattern sentences with little or no understanding of audience and purpose. 	<p>Copies:</p> <ul style="list-style-type: none"> group-generated texts. <p>Completes:</p> <ul style="list-style-type: none"> pattern sentence frames with some understanding of topic, audience and purpose. 	<p>Creates texts using:</p> <ul style="list-style-type: none"> appropriate templates to express cultural norms. <p>Completes:</p> <ul style="list-style-type: none"> graphic organizers writing plan templates with support. 	<p>Creates texts on specific topics using:</p> <ul style="list-style-type: none"> templates as a guide. <p>Completes:</p> <ul style="list-style-type: none"> graphic organizers writing plan templates with some support. 	<p>Creates appropriate texts demonstrating a sense of:</p> <ul style="list-style-type: none"> topic purpose style register.
<p>Student:</p> <ul style="list-style-type: none"> observes and copies peers draws a picture on a generic invitation for parent night. 	<p>Student:</p> <ul style="list-style-type: none"> copies a group-generated invitation for a parent night understands the purpose of the invitation. 	<p>Student:</p> <ul style="list-style-type: none"> selects from a list of brainstormed sentences for an invitation for parent night draws appropriate illustrations. 	<p>Gr. 1–2 student:</p> <ul style="list-style-type: none"> creates sentences to put in an invitation for parent nights using group-generated word walls or charts as support. <p>Gr. 3 student:</p> <ul style="list-style-type: none"> writes a comparison of two communities or a folk tale. 	<p>Student:</p> <ul style="list-style-type: none"> writes an invitation note to a friend using informal language writes an invitation note to a guest speaker using formal language. <p>Gr. 3 student:</p> <ul style="list-style-type: none"> writes a journal entry from the perspective of a child in another country.

Discourse (knowledge of how ideas are organized and connected)				
<p>Connects:</p> <ul style="list-style-type: none"> two or more words. <p>Substitutes:</p> <ul style="list-style-type: none"> words in patterned sentences with support. 	<p>Connects words in simple sentences with:</p> <ul style="list-style-type: none"> “and” or “then.” 	<p>Connects ideas in short, related sentences with:</p> <ul style="list-style-type: none"> conjunctions time markers. 	<p>Connects ideas in sentences using a range of:</p> <ul style="list-style-type: none"> conjunctions time markers sequence markers. 	<p>Produces sequenced and organized texts using:</p> <ul style="list-style-type: none"> a variety of cohesive devices effectively.
<p>Student writes:</p> <ul style="list-style-type: none"> “I see a dog. I see a cat.” 	<p>Student writes:</p> <ul style="list-style-type: none"> “I see a black and white dog.” “Then the dog runned away.” 	<p>Student writes:</p> <ul style="list-style-type: none"> conjunctions, such as “and,” “because,” “but” time markers, such as “yesterday,” “today,” “tomorrow.” <p>Student may write:</p> <ul style="list-style-type: none"> “Yesterday I saw the dog but not the cat.” “The cat was scairt (scared) because the dog barkt (barked).” 	<p>Student writes:</p> <ul style="list-style-type: none"> conjunctions, such as “or,” “so,” “yet” time markers, such as “on the weekend,” “last night,” “next time” sequence markers, such as “then,” “next,” “first,” “second,” “third.” <p>Student may write:</p> <ul style="list-style-type: none"> “Last night the moon was out. So the dog was howling. Then the cat walked on the tall fence. The cat was watching him or maybe a mouse. But the dog didn’t see the cat. Next time, the dog might howl at the cat.” 	<p>Student writes:</p> <ul style="list-style-type: none"> cohesive devices, such as “after,” “if ... then,” “before,” “later,” “last,” “weekend,” “next week.” <p>Gr. 1–3 student writes:</p> <ul style="list-style-type: none"> a circle story or journal entry independently that includes a variety of connectors. <p>Gr. 3 student writes:</p> <ul style="list-style-type: none"> a short story, a summary of a story, and science instructions.

Writing (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
Editing (ability to identify and correct writing errors, improve word choice and make sentences clearer)				
<p>Edits:</p> <ul style="list-style-type: none"> sight words for spelling with direct support. 	<p>Edits for:</p> <ul style="list-style-type: none"> capitals at the beginning of sentences periods at the end of sentences spelling of familiar words with some support. 	<p>Edits for:</p> <ul style="list-style-type: none"> capitals end-of-sentence punctuation commas in a list regular spelling independently. 	<p>Edits sentences for:</p> <ul style="list-style-type: none"> common punctuation simple tenses regular spelling. 	<p>Edits sentences for:</p> <ul style="list-style-type: none"> regular punctuation a variety of tenses common irregularly spelled words.
<p>Gr. 1 student requires support to:</p> <ul style="list-style-type: none"> identify spelling errors in sight words locate resources showing the proper spelling in order to make spelling corrections. <p>Gr. 2–3 student uses:</p> <ul style="list-style-type: none"> word wall or word lists, with support, to edit words such as “the,” “at,” “red,” “tree.” 	<p>Gr. 1 student requires:</p> <ul style="list-style-type: none"> support in identifying errors in punctuation modelling of how to use words book or word wall to find the correct spelling of words. <p>Gr. 2–3 student edits for:</p> <ul style="list-style-type: none"> capitals at the beginning of sentences periods at the end of sentences. 	<p>Gr. 1 student edits for:</p> <ul style="list-style-type: none"> capitals at the beginning of familiar names punctuation, such as periods spelling (student finds spelling errors in familiar words and knows how to find correct spelling independently). <p>Gr. 2–3 student edits for:</p> <ul style="list-style-type: none"> capitals at the beginning of proper nouns punctuation, such as question marks, exclamation marks and commas in a list. 	<p>Gr. 1–3 student edits for:</p> <ul style="list-style-type: none"> articles, such as “a/an.” <p>Gr. 2–3 student edits for:</p> <ul style="list-style-type: none"> apostrophes to show possession tenses, including simple past, present and future. 	<p>Gr. 1–2 student edits for:</p> <ul style="list-style-type: none"> spelling, basic punctuation and simple tenses. <p>Gr. 3 student edits for:</p> <ul style="list-style-type: none"> punctuation, such as commas in speech, quotation marks, exclamation marks, apostrophes for contractions tenses, such as regular and irregular past tense homophones, such as there/their/they’re, here/hear, too/two/to homonyms, such as lead/lead.