Alberta K–12 ESL Proficiency Benchmarks
With Examples
Kindergarten
Kindergarten

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. In the Kindergarten benchmarks, each descriptor identifies the discrete elements of language that the child is able to use when speaking, or understands when listening, 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 children 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 children in Kindergarten understand and use at each proficiency level.
## Listening

### Level 1: Beginning

**Linguistic: Vocabulary** (knowledge of words and their meaning)

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.

<table>
<thead>
<tr>
<th>Level 1</th>
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<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>Developing</td>
<td>Expanding</td>
<td>Bridging</td>
<td>Extending</td>
</tr>
</tbody>
</table>

#### Level 1: Beginning

- **End-of-year proficiency: EAL proficiency level 1**
- **Total vocabulary:** approximately 500

**Utility words:**
- Hand, foot, chair, head, shirt, book, teacher, play, clap, game, under

**Descriptive words:**
- More, down, colour, above, less, small

**Subject-specific words:**
- Food: cheese, nuts, apple, pie, pizza, bread, juice

**Note:** This level focuses on the development of basic communication skills and the ability to use words to describe actions, objects, and emotions in the classroom environment.

**Examples of achievement at this level:***

- *Child claps hands when the teacher says, “Clap your hands.” as part of a classroom routine.*

### Level 2: Developing

**End-of-year proficiency: EAL proficiency level 2**

- **Total vocabulary:** approximately 1500

**Utility words:**
- Head, shirt, teacher, play, game, book

**Descriptive words:**
- More, small, less, bigger, smaller

**Subject-specific words:**
- Food: vegetables, fruit, pizza, popcorn, sandwich

**Note:** At this level, children are expected to expand their vocabulary and use more descriptive words to express their ideas and needs.

**Examples of achievement at this level:***

- *Child points to the big ball when the teacher asks, “Point to the large ball” when reading a story.*

### Level 3: Expanding

**End-of-year proficiency: EAL proficiency level 3**

- **Total vocabulary:** approximately 2000

**Utility words:**
- Shirt, teacher, play, game, book

**Descriptive words:**
- More, small, less, bigger, smaller

**Subject-specific words:**
- Food: sandwiches, pizza, vegetables, fruit

**Note:** This level focuses on the development of more complex sentences and the ability to use descriptive words to express feelings and needs.

**Examples of achievement at this level:***

- *Child does up the zipper when the teacher says, “Zip your zipper on your coats! Recess time is cold today.”*

### Level 4: Bridging

**End-of-year proficiency: EAL proficiency level 4**

- **Total vocabulary:** approximately 3000

**Utility words:**
- Shirt, teacher, play, game, book

**Descriptive words:**
- More, small, less, bigger, smaller

**Subject-specific words:**
- Food: sandwiches, pizza, vegetables, fruit

**Note:** At this level, children are expected to use a wider range of vocabulary and to express more complex ideas and emotions.

**Examples of achievement at this level:***

- *Child does up the zipper when the teacher says, “Zip your zipper on your coats! Recess time is cold today.”*

### Level 5: Extending

**End-of-year proficiency: EAL proficiency level 5**

- **Total vocabulary:** approximately 5000

**Utility words:**
- Shirt, teacher, play, game, book

**Descriptive words:**
- More, small, less, bigger, smaller

**Subject-specific words:**
- Food: sandwiches, pizza, vegetables, fruit

**Note:** At this level, children are expected to use a wide range of vocabulary and to express ideas and emotions in more complex sentences.

**Examples of achievement at this level:***

- *Child says, “First, the man was fishing in the boat. Next the sky got dark and then the waves got big.”*
### Linguistic: Syntax (knowledge of word order and sentence structure)

<table>
<thead>
<tr>
<th>Understands:</th>
<th>Understands:</th>
<th>Understands:</th>
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<th>Understands:</th>
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</thead>
<tbody>
<tr>
<td>• one- to three-word phrases with gestures and visual support.</td>
<td>• familiar phrases with visual support.</td>
<td>• simple sentences on familiar topics with visual support.</td>
<td>• detailed sentences on familiar topics with visual support.</td>
<td>• complex sentence structures in texts on familiar topics.</td>
</tr>
<tr>
<td>Child follows the directions for putting away belongings when the teacher points to the boot rack and says:</td>
<td>Child joins other children in the circle when the teacher holds up a symbol card and says:</td>
<td>Child puts the blocks away when the teacher gestures “into the box” and says:</td>
<td>Child begins to build the tower with a classmate when the teacher points to the blocks on the table and says:</td>
<td>Child begins to build a bridge when the teacher says:</td>
</tr>
<tr>
<td>• “Boots on tray.”</td>
<td>• “Circle time. Go to the carpet.”</td>
<td>• “Put the blocks in the box.”</td>
<td>• “Work with your friend to build a tower with all of the red blocks.”</td>
<td>• “Please use all the blocks on your table to build either a tower or a bridge.”</td>
</tr>
</tbody>
</table>

### Strategic: Questioning (knowledge of ways to seek information)

<table>
<thead>
<tr>
<th>Understands:</th>
<th>Understands:</th>
<th>Understands:</th>
<th>Understands open-ended questions, such as:</th>
<th>Understands hypothetical questions, such as:</th>
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<tbody>
<tr>
<td>• “yes/no” questions.</td>
<td>• “either/or” questions</td>
<td>• “what” questions</td>
<td>• “why”</td>
<td>• “What if …?”</td>
</tr>
<tr>
<td>• questions requiring a one-word response.</td>
<td>• “when” questions</td>
<td>• “how”</td>
<td>• “If … then what …?”</td>
<td></td>
</tr>
<tr>
<td>Child nods yes when the teacher asks:</td>
<td>Child may respond, “green” when the teacher asks:</td>
<td>Child may respond, “Toads him friend” when the teacher asks:</td>
<td>Child may respond, “Because Toad is mad.” when the teacher asks:</td>
<td>Child may respond, “I would go to his house and talk.” when the teacher asks:</td>
</tr>
<tr>
<td>• “Do you have your snack?”</td>
<td>• “Is Frog red or green?”</td>
<td>• “Who was Frog’s friend?”</td>
<td>• “Why is Frog sad?”</td>
<td>• “If you were Frog what would you do?”</td>
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<tr>
<td>Child understands when the teacher asks:</td>
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<td>Child understands when the teacher asks:</td>
<td>Child understands when the teacher asks:</td>
<td>Child understands when the teacher asks:</td>
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<tr>
<td>• “When did they go for a walk?”</td>
<td></td>
<td>• “How did Toad get stuck?”</td>
<td>• “Tell me about a time that you got stuck.”</td>
<td>• “What if it rained instead of snowed?”</td>
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</table>
## Kindergarten: Listening (continued)

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<thead>
<tr>
<th>Level 1</th>
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</tbody>
</table>

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

- **Level 1**
  - Engages in classroom routines and activities through:
    - observing
    - imitating others
    - using visual supports.

- **Level 2**
  - Engages in classroom routines and activities by:
    - listening for key words
    - imitating others
    - using visual supports.

- **Level 3**
  - Participates in classroom activities and discussions by:
    - predicting meaning of unknown words through context and visual supports.

- **Level 4**
  - Seeks clarification using:
    - visual cues
    - familiar expressions
    - questions.

- **Level 5**
  - Confirms understanding using:
    - a variety of strategies.

### Child can participate in centre time, circle time and snack time by:
- watching peers rather than relying on teacher guidance.

### Child can focus on key words, such as:
- “clean-up time” that signal transitions and changes in routines.

### Child can predict the meaning of a new word heard during a circle time discussion by:
- looking at the picture on the display board.

### Child can seek clarification by:
- referring to labelled pictures and wall charts
- using expression, such as:
  - “I did not hear what you said.”
  - asking questions, such as:
    - “What did you say?”
    - “Can you tell me again?”
    - “What is that animal?”

### Child can confirm understanding about new words, such as “engine,” by:
- looking at books on cars and trucks
- asking peers, “Is this a kind of motor?”
- examining a toy model of a truck or train.

- Child can participate in centre time, circle time and snack time by:
  - watching peers rather than relying on teacher guidance.

- Child can focus on key words, such as:
  - “clean-up time” that signal transitions and changes in routines.

- Child can predict the meaning of a new word heard during a circle time discussion by:
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- Child can seek clarification by:
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  - using expression, such as:
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- Child can confirm understanding about new words, such as “engine,” by:
  - looking at books on cars and trucks
  - asking peers, “Is this a kind of motor?”
  - examining a toy model of a truck or train.
## Socio-Linguistic (awareness of social and cultural factors influencing the way language is used)

<table>
<thead>
<tr>
<th>Responds to:</th>
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<th>Responds to:</th>
<th>Responds to:</th>
<th>Recognizes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• greetings either:</td>
<td>• familiar social conventions either:</td>
<td>• familiar language</td>
<td>• the intent of messages either:</td>
<td>• differences in formality of speech in a variety of contexts.</td>
</tr>
<tr>
<td>• nonverbally</td>
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<td>• familiar expressions either:</td>
<td>• nonverbally</td>
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<tr>
<td>• verbally</td>
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<td>• verbally</td>
<td>in familiar school and social contexts.</td>
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### Child waves hello or says, “Hi.” in response to teacher saying: “Good morning.”

- Child responds:
  - either “yes” or “no” or nods “yes” or “no” when asked, “Want to play?”
  - “Fine.” when asked, “How are you?”

### Child can distinguish between meanings of the word “play” as in:

- “Let’s play blocks.” 
- “Push play to turn on the DVD.”

### child:

- smiles when peer helps him or her
- says, “Thank you.” when complimented.

### Child:

- calls other children “doctor,” “nurse” or “patient” when they are playing in the hospital centre
- calls the same children by their first names when they move to the block table.

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

<table>
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<th>Follows:</th>
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<td>• familiar one- or two-word commands paired with gestures.</td>
<td>• familiar one-step commands familiar one-step instructions paired with gestures.</td>
<td>• familiar two-step commands familiar two-step instructions with visual support.</td>
<td>• three-step commands three-step instructions with visual support.</td>
<td>• three-step commands three-step instructions without visual support.</td>
</tr>
</tbody>
</table>

### Child carries out the instruction when the teacher tells and gestures for the child to:

- “Stop.”
- “Sit down.”
- “Come here.”

### Child carries out the instruction when the teacher tells and gestures for the child to:

- “Show me your shoes.”
- “Go to the carpet.”

### Child can distinguish between meanings of the word “play” as in:

- “Let’s play blocks.” (versus)
- “Push play to turn on the DVD.”

### Child carries out the instruction when the teacher points to the carpet and tells the child to:

- “Put your blocks away, and then come to the carpet.”

### Child carries out the instruction when the teacher visually demonstrates and says:

- “Draw a picture, cut it out and glue it in your journal.”

### Child carries out the instruction without visual supports when the teacher says:

- “Draw a picture, cut it out and glue it in your journal.”
## Listening (continued)

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### Auditory Discrimination (ability to hear differences in the sounds of letters and letter combinations)

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**Distinguishes:**
- sounds.
- the initial sounds in words.
- minimal pairs
- syllables in words.
- rhymes.
- familiar reduced speech.

**Listens for:**
- recognizable words in familiar phrases.
- recognizable words in familiar sentences.
- familiar words in familiar phrases.
- rapid speech from familiar speakers.

**Recognizes:**
- most English phonemes.
- syllables in words.
- syllable segmentation, such as “hap-py” and “di-no-saur”
- reduced speech, such as “didja” (did you), “cuz” (because), “wanna” (want to), “can’t” and “he’s.”

**Understands:**
- familiar reduced speech.
- reduced speech, such as “didja” (did you), “cuz” (because), “wanna” (want to), “can’t” and “he’s.”

**Children can:**
- child can distinguish that “buh” in “bike” is different from “luh” in “like.”
- child can recognize the word “come” when the teacher says: “Come here, please.”
- child can say “buh” when teacher asks: “What is the first sound in ‘bat’?”
- child can recognize the words “shoes” and “rack” when teacher says: “Please, put your shoes on the shoe rack.”
- child can say “buh, aah, tuh” when teacher asks: “What sounds do you hear when I say the word bat?”
- child can hear and understand three separate words when teacher says: “at the table.”
- child can say, “buh, aah, tuh” when teacher asks: “What sounds do you hear when I say the word bat?”
- child can hear the difference in minimal pairs, such as bat/back, mat/mad, pig/big
- child can respond with “snake and rake” when teacher asks: “Which words rhyme—rake, snake, rain?”
- child can follow a conversation in circle time about plans for an upcoming field trip, including information shared by teacher and questions and comments from peers.

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Kindergarten: Listening

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### Speaking

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#### Linguistic: Vocabulary (knowledge of words and their meaning)

**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.

- **Level 1**
  - Beginning
  - Uses a few words (i.e., approximately 500), including:
    - utility words
    - words of personal importance and interest
  - Child uses:
    - utility words, such as “water,” “eat,” “washroom,” “stop,” “help”
    - personally important words, such as “bike,” “ball,” and names of favourite activities and foods.
  - Child may say:
    - “Eat banana.”
    - “Play ball.”

- **Level 2**
  - Developing
  - Uses some words (i.e., approximately 1500), including:
    - utility words
    - descriptive words
  - Child uses:
    - utility words, such as “crayons,” “bucket,” “my turn,” “juice,” “backpack”
    - descriptive words, such as “large,” “more colours,” “go fast,” “hurt.”
  - Child may say:
    - “Can I have glue, please?”
    - “It’s in my pocket.”
    - “Get the other one.”

- **Level 3**
  - Expanding
  - Uses more words (i.e., approximately 2000), including:
    - utility words
    - descriptive words
  - Child uses:
    - utility words, such as “pocket,” “glue,” “purse”
    - descriptive words, such as “purple,” “another,” “i,” “glad.”
  - Child may say:
    - “My zipper is stuck. Can you fix it?”
    - “It’s in my pocket.”
    - “Get the other one.”

- **Level 4**
  - Bridging
  - Uses a range of words (i.e., approximately 3000), including:
    - utility words
    - descriptive words
    - subject-specific words
  - Child uses:
    - utility words, such as “zipper,” “paper clip,” “sack”
    - descriptive words, such as “sunny,” “windy,” “excellent”
    - subject-specific words, such as “uncle,” “nurse,” “mountain.”
  - Child may say:
    - “My zipper is stuck. Can you fix it?”
    - “The lake is under that mountain.”

- **Level 5**
  - Extending
  - Uses a variety of words (i.e., approximately 5000), including:
    - utility words
    - descriptive words
    - subject-specific words
    - academic words
  - Child uses:
    - utility words, such as “button hole,” “stapler,” “suitcase”
    - descriptive words, such as “enormous,” “latest,” “bothered”
    - subject-specific words, such as “relatives,” “dentist,” “valley”
    - academic words, such as “frustrated,” “cheerful.”
  - Child may say:
    - “That’s an enormous dog. He was frustrated when he couldn’t chase the cat.”
### Speaking (continued)

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Level 1</th>
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<tr>
<td>Linguistic: Grammar (ability to form sentences conforming to the rules of English)</td>
<td>Uses:</td>
<td>Uses:</td>
<td>Uses:</td>
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<td>Uses:</td>
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<tr>
<td></td>
<td><strong>nouns</strong></td>
<td><strong>verbs</strong></td>
<td><strong>pronouns</strong></td>
<td><strong>adjectives</strong></td>
<td><strong>adverbs</strong></td>
</tr>
<tr>
<td></td>
<td><strong>in isolation.</strong></td>
<td><strong>with frequent:</strong></td>
<td><strong>with some:</strong></td>
<td><strong>with occasional:</strong></td>
<td><strong>with increasing accuracy in:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>word-order errors</strong></td>
<td><strong>word-ending omissions.</strong></td>
<td><strong>overgeneralization of -s endings</strong></td>
<td><strong>subject–verb agreement errors</strong></td>
<td><strong>word form.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>word-ending omissions.</strong></td>
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<tr>
<td>Child can make one-word statements, such as:</td>
<td>Child uses:</td>
<td>Child uses:</td>
<td>Child uses:</td>
<td>Child uses:</td>
<td>Child can form sentences using <strong>irregular plural forms</strong>, such as:</td>
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<tr>
<td></td>
<td><strong>nouns</strong>, such as “shoes,” “pencil”</td>
<td><strong>nouns</strong>, such as “book,” “recess,” “chair”</td>
<td><strong>nouns</strong>, such as “park,” “shelf,” “computer”</td>
<td><strong>nouns</strong>, such as “brother”</td>
<td>“The mans are fixing the broken window!”</td>
</tr>
<tr>
<td></td>
<td><strong>verbs</strong>, such as “eat,” “run,” “come”</td>
<td><strong>verbs</strong>, such as “like,” “walk”</td>
<td><strong>verbs</strong>, such as “put,” “going”</td>
<td><strong>verbs</strong>, such as “went,” “push”</td>
<td>“There is many big kids on the playground.”</td>
</tr>
<tr>
<td></td>
<td><strong>adjectives</strong>, such as “happy,” “blue,” “big.”</td>
<td><strong>adjectives</strong>, such as “big,” “small,” “funny”</td>
<td><strong>adjectives</strong>, such as “large,” “little,” “silly”</td>
<td><strong>adjectives</strong>, such as “excited,” “lucky,” “wise”</td>
<td>“Did you went to soccer last night?”</td>
</tr>
<tr>
<td></td>
<td><strong>adverbs</strong>, such as “fast,” “slow,” “very.”</td>
<td><strong>adverbs</strong>, such as “quickly,” “always,” “really.”</td>
<td></td>
<td><strong>adverbs</strong>, such as “friendly,” “quietly,” “soon.”</td>
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<tr>
<td>Child can make simple statements, such as:</td>
<td>Child can use a variety of word types within a simple sentence, such as:</td>
<td>Child can form simple sentences, such as:</td>
<td>Child can form sentences using <strong>irregular verb forms</strong>, such as:</td>
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</tbody>
</table>
### Linguistic: Syntax (knowledge of word order and sentence structure)

<table>
<thead>
<tr>
<th>Forms:</th>
<th>Forms:</th>
<th>Forms:</th>
<th>Manipulates:</th>
<th>Adds:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• one- to two-word utterances&lt;br&gt;• memorized phrases.</td>
<td>• familiar phrases&lt;br&gt; • simple patterned sentences.</td>
<td>• simple sentences containing:&lt;br&gt; • subject&lt;br&gt; • verb&lt;br&gt; • object.</td>
<td>• word order to create positive and negative:&lt;br&gt; • statements&lt;br&gt; • commands&lt;br&gt; • questions.</td>
<td>• detail to positive and negative:&lt;br&gt; • statements&lt;br&gt; • commands&lt;br&gt; • questions.</td>
</tr>
</tbody>
</table>

**Child uses one-word statements**, such as:  
- “eat,” “run,” “come,” “zoo,” “animal,” “lion.”

**Child uses two-word statements**, such as:  
- “Go zoo.”
- “Over there.”

**Child uses simple phrases** and **patterned sentences**, such as:  
- “Me no recess.”
- “I like book.”
- “Elephants is big.”
- “Lions got big teeth.”
- “Teeth is sharp!”

**Child forms simple sentences**, such as:  
- “I like the big elephant.”
- “I don’t like the lion’s teeth.”
- “Don’t feed candy to the ducks.”
- “Do you like the elephant?”

**Child forms detailed sentences**, such as:  
- “Let’s go see the tigers over there!”
- “Don’t stand too close to the cage.”
- “The giraffes is too tall for their house.”
- “Does it hurts their necks?”

### Strategic (knowledge of techniques to overcome language gaps)

<table>
<thead>
<tr>
<th>Uses:</th>
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<th>Uses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• gestures&lt;br&gt; • single words to express immediate needs.</td>
<td>• repeated words&lt;br&gt; • repeated phrases to participate in familiar classroom routines.</td>
<td>• words that child has heard others say&lt;br&gt; • phrases that child has heard others say to interact spontaneously with peers and adults.</td>
<td>• question-asking techniques&lt;br&gt; • question-answering techniques to participate in conversations with peers.</td>
<td>• a range of strategies to engage effectively in communicative tasks at school.</td>
</tr>
</tbody>
</table>

**Child:**  
- nods or points  
- says single words, such as “yes,” “no,” “hello,” “washroom,” “water.”

**Child copies and repeats:**  
- high frequency expressions  
- songs and chants from circle time, calendar, attendance and clean-up routine.

**Child may say:**  
- “Sure, let’s go over there.”
- “We’re not suposta (supposed to) …”
- “Do you like the picture on this book?”
- “I like the funny giraffe in this story.”

**Child interacts at centres and contributes to class discussions using strategies, such as:**  
- turn-taking  
- negotiating  
- problem solving.

**Child may ask peer:**  
- “Do you want to use the scissors first?”

**Child responds to peer:**  
- “I like the funny giraffe in this story.”
### Speaking (continued)

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td><strong>Developing</strong></td>
<td><strong>Expanding</strong></td>
<td><strong>Bridging</strong></td>
<td><strong>Extending</strong></td>
</tr>
<tr>
<td><strong>Socio-Linguistic (awareness of social and cultural factors influencing the way language is used)</strong></td>
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<td>Uses:</td>
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</tr>
<tr>
<td>• gestures</td>
<td>• common courtesy phrases to express:</td>
<td>• common social expressions to:</td>
<td>• phrasal verbs to:</td>
<td>• appropriate register to:</td>
</tr>
<tr>
<td>• one- to two-word utterances to express:</td>
<td>• greetings or leave taking</td>
<td>• compliment</td>
<td>• describe</td>
<td>• engage in conversations with peers and adults</td>
</tr>
<tr>
<td>• greetings</td>
<td>• agreement or disagreement</td>
<td>• apologize</td>
<td>• explain</td>
<td>• show humour.</td>
</tr>
<tr>
<td>• social politeness.</td>
<td>• preferences.</td>
<td>• show appreciation</td>
<td>• compare.</td>
<td></td>
</tr>
<tr>
<td><strong>Child:</strong></td>
<td><strong>Child says:</strong></td>
<td><strong>Child uses common social expressions, such as:</strong></td>
<td><strong>Child uses phrasal verbs, such as:</strong></td>
<td><strong>Child says to a peer:</strong></td>
</tr>
<tr>
<td>• waves “hello” when greeted</td>
<td>• “How are you?”</td>
<td>• “You are nice!”</td>
<td>• “The truck broke down.”</td>
<td>• “Want to paint with me?”</td>
</tr>
<tr>
<td>• says, “good-bye,” “thank you,” “please.”</td>
<td>• “I am fine.”</td>
<td>• “I’m sorry.”</td>
<td>• “My dad is picking me up.”</td>
<td>• “How’s it going?”</td>
</tr>
<tr>
<td></td>
<td>• “My turn now?”</td>
<td>• “Thank you for coming over.”</td>
<td>• “Can I give out the crayons?”</td>
<td>• “You’re so silly. That made me fall over laughing!”</td>
</tr>
<tr>
<td></td>
<td>• “Yes, please.”</td>
<td></td>
<td>• “I sorted them out into groups.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• “No, thank you.”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Child says:</strong></td>
<td><strong>Child uses common social expressions, such as:</strong></td>
<td><strong>Child says:</strong></td>
<td><strong>Child says to the teacher:</strong></td>
<td><strong>Child says to the teacher:</strong></td>
</tr>
<tr>
<td>• “Please, move over.” with peers</td>
<td>• “Thank you for coming over.”</td>
<td>• “Excuse me, can I sit here?” with adults.</td>
<td>• “Can I please paint now?”</td>
<td>• “Can I please paint now?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “How are you today?”</td>
<td>• “How are you today?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “That story was very funny.”</td>
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</tr>
</tbody>
</table>
### Discourse (knowledge of how ideas are organized and connected)

<table>
<thead>
<tr>
<th>Connects:</th>
<th>Connects words with:</th>
<th>Connects ideas with:</th>
<th>Connects ideas with:</th>
<th>Connects ideas with:</th>
</tr>
</thead>
<tbody>
<tr>
<td>two to three words.</td>
<td>“and” in phrases.</td>
<td>“then” in short sentences.</td>
<td>“because” in longer detailed sentences.</td>
<td>sequence markers in related sentences.</td>
</tr>
</tbody>
</table>

**Child may say:**
- “Me play?”
- “Boots and mitts.”
- “Snack and play time?”
- “I draw a picture. Then I draw dad. Then I make mom and baby.”
- “I draw a nice picture of my family. My dad is the biggest. Because he is so high up. Then me … I’m littler than he.”
- “First I make a picture of my house. Then I make the sun. It is sunny outside. Me and daddy are going … .”

### Pronunciation (ability to produce comprehensible speech)

<table>
<thead>
<tr>
<th>Imitates:</th>
<th>Approximates:</th>
<th>Uses:</th>
<th>Uses:</th>
<th>Uses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>some English sounds in: familiar routines although pronunciation errors may interfere with meaning.</td>
<td>English rhythm intonation in: familiar social and classroom routines although pronunciation errors may interfere with meaning.</td>
<td>rhythm intonation stress in: familiar and rehearsed activities although errors may still occur.</td>
<td>comprehensible pronunciation appropriate intonation in: familiar and rehearsed activities with occasional errors.</td>
<td>comprehensible pronunciation appropriate intonation with increasing accuracy in: unrehearsed and spontaneous situations (accented speech is expected and accepted).</td>
</tr>
</tbody>
</table>

**Child copies and repeats, imitating peers and teachers.**
- “show” for “shoe”
- “da” for “the”
- “pease” for “please”
- “tanksu” for “thank you.”

**Child’s utterances are understood much of the time; many words and sounds are comprehensible.**
- put the emphasis on the incorrect syllable
- add extra syllables, such as “Wea wenta to the–a library.” (instead of “We went to the library.”)

**Child is more easily understood as rhythm, intonation and stress are becoming increasingly comprehensible.**
- “sue” for “shoe”
- “fries” for “flies”
- “hibe” for “hive.”

**Child can be understood when taking part in activity centres and familiar conversations.**
- “We sorted shapes today. There was different colours. Some big sizes and some small ones, too. Even a circle and rectang shape.”

**Child is easily understood in learning activities and conversations.**
- “We explored in our community. I learned about the fire hall and doctor’s office.”