

# Alberta K–12 ESL Proficiency Benchmarks With Examples

Grades 10–12



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# Grade 10 to Grade 12

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

## Listening

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<b>Linguistic: Vocabulary (knowledge of words and their meaning)</b>				
<p><b>Note:</b> The number of words acquired by the end of each level provides educators with an appreciation of the amount of vocabulary development from one level to the next. Teachers are neither expected nor encouraged to complete word counts in order to measure language proficiency.</p>				
Understands some words (approximately 5000), including: <ul style="list-style-type: none"> <li>utility words</li> <li>descriptive words</li> <li>subject-specific words</li> <li>academic words with visual support.</li> </ul>	Understands more words (approximately 15,000), including: <ul style="list-style-type: none"> <li>utility words</li> <li>descriptive words</li> <li>subject-specific words</li> <li>academic words.</li> </ul>	Understands a range of words (approximately 25,000), including: <ul style="list-style-type: none"> <li>utility words</li> <li>descriptive words</li> <li>subject-specific words</li> <li>academic words</li> <li>words with multiple meanings.</li> </ul>	Understands a greater range of words (approximately 40,000), including: <ul style="list-style-type: none"> <li>synonyms</li> <li>antonyms</li> <li>adjectives</li> <li>adverbs</li> <li>words with multiple meanings related to academic topics.</li> </ul>	Understands a broad range of words (approximately 85,000), including: <ul style="list-style-type: none"> <li>vocabulary in a variety of contexts.</li> </ul>
Student understands some words, including: <ul style="list-style-type: none"> <li><b>utility words</b>, such as “walk,” “run,” “play”</li> <li><b>descriptive words</b>, such as “big,” “small,” “happy”</li> <li><b>subject-specific words</b>, such as “health,” “needs,” “nature”</li> <li><b>academic words</b>, such as “label,” “describe,” “write.”</li> </ul>	Student understands more words, including: <ul style="list-style-type: none"> <li><b>utility words</b>, such as “jog,” “hurry,” “march”</li> <li><b>descriptive words</b>, such as “tiny,” “huge,” “kind”</li> <li><b>subject-specific words</b>, such as “rights,” “fitness,” “environment”</li> <li><b>academic words</b>, such as “mark,” “explain,” “note.”</li> </ul>	Student understands a range of words, including: <ul style="list-style-type: none"> <li><b>utility words</b>, such as “dash,” “sprint,” “stroll”</li> <li><b>descriptive words</b>, such as “petite,” “enormous,” “calm”</li> <li><b>subject-specific words</b>, such as “privilege,” “condition,” “ecosystem”</li> <li><b>academic words</b>, such as “class,” “compose,” “reason”</li> <li><b>words with multiple meanings</b>, such as “brand,” “shift,” “express,” “shade” (e.g., “shade” can mean “to protect from the sun,” “a window covering,” or to describe a colour of paint”).</li> </ul>	Student understands a greater range of words, including: <ul style="list-style-type: none"> <li><b>synonyms</b>, such as element/part/aspect/factor</li> <li><b>antonyms</b>, such as proportionate/disproportionate</li> <li><b>adjectives</b>, such as “eccentric,” “annoyed,” “agreeable”</li> <li><b>adverbs</b>, such as “furiously,” “tenderly,” “cautiously”</li> <li><b>words with multiple meanings</b>, such as “document,” “order,” “flag,” “medium” (e.g., “medium” can be used to compare relative sizes of objects or to refer to the material used by an artist).</li> </ul>	Student understands a broad range of words, including: <ul style="list-style-type: none"> <li>“saunter, avail, exploit, inscribe, ecstatic, reckon, vigour, imperceptible.”</li> </ul>

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

Understands: • subject–verb–object sentence structure in familiar contexts.	Understands: • compound sentences in familiar contexts.	Understands: • compound sentences • complex sentences in unfamiliar contexts.	Understands: • compound-complex sentences • conditional sentences • a variety of sentence structures.	Understands: • embedded clauses • ellipses • subtle differences in sentence structures that can affect tone or emphasis.
<p>Student understands sentences, such as:</p> <ul style="list-style-type: none"> <li>“Canada’s flag is red and white. It has a maple leaf in the middle.”</li> </ul> <p>Student shows understanding by writing in notebook:</p> <ul style="list-style-type: none"> <li>“Canada flag red and white. Maple leaf on it.”</li> </ul>	<p>Student understands:</p> <ul style="list-style-type: none"> <li><b>compound sentences</b>, such as “The maple leaf is the symbol for Canada because it represents the natural environment of Canada.”</li> </ul> <p>Student shows understanding through discussion with peer and may say:</p> <ul style="list-style-type: none"> <li>“Canada so much nature. Maple leaf is nature. Good symbol of Canada.”</li> </ul>	<p>Student understands:</p> <ul style="list-style-type: none"> <li><b>compound sentences</b>, such as “Canada has one of the best health care systems but there is a shortage of doctors.”</li> <li><b>complex sentences</b>, such as “Even though Canada has one of the best health care systems in the world, there are long waits in emergency rooms due to a shortage of doctors.”</li> </ul> <p>Student shows understanding by writing a response, such as:</p> <ul style="list-style-type: none"> <li>“Canada’s health care is very good. Sometimes there is long waits for doctors. There is not enough doctors, this is called a shortage.”</li> </ul>	<p>Student understands:</p> <ul style="list-style-type: none"> <li><b>compound-complex sentences</b>, such as “I had no interest in seeing another movie about aliens from outer space, but my friends, who are science-fiction fans, talked me into watching the movie with them.”</li> <li><b>conditional sentences</b>, such as “If Canada allowed qualified immigrants to work as doctors, then Canada would no longer have a shortage of doctors.”</li> </ul> <p>Student shows understanding through a discussion with peer and may say:</p> <ul style="list-style-type: none"> <li>“My friend’s dad is a doctor. He worked in a hospital for many years as a surgeon. When he came to Canada, he could only get a job as an orderly. It’s too bad he can’t take a test or something to show that he is a good doctor. Canada needs doctors and isn’t using the doctor’s that are living here.”</li> </ul>	<p>Student understands:</p> <ul style="list-style-type: none"> <li><b>sentences with embedded clauses</b>, such as “Canada should allow qualified immigrants, those having graduated from medical school in their country of origin, to practise as doctors. This would alleviate the strain on the health care system.”</li> <li><b>ellipses</b>, such as in “I walked our dog in the morning before school, my sister at lunchtime and my mother in the evening.” (The words “walked our dog” in reference to “my sister” and “my mother” are implied but have been omitted because the missing words are not essential for the comprehension of the sentence.)</li> <li><b>the difference in tone between</b> “A monument to his success stands here” and “Here stands a monument to his success.”</li> </ul> <p>Student shows understanding by writing a position paper or participating in a debate.</p>

## Listening (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<b>Strategic: Questioning (knowledge of ways to seek information)</b>				
Responds to: <ul style="list-style-type: none"><li>literal questions with “what,” “where,” “when,” “who” and “how many.”</li></ul>	Responds to: <ul style="list-style-type: none"><li>open-ended questions.</li></ul>	Responds to: <ul style="list-style-type: none"><li>hypothetical questions.</li></ul>	Responds to: <ul style="list-style-type: none"><li>inferential questions</li><li>implied meaning of questions.</li></ul>	Responds to: <ul style="list-style-type: none"><li>information-gap questions.</li></ul>
Student demonstrates understanding by responding appropriately (verbally, in writing or through gestures or action) when asked <b>literal questions</b> , such as: <ul style="list-style-type: none"><li>“Where is your homework?”</li><li>“Where is the Legislative Assembly?”</li><li>“How many seats are in the Senate?”</li></ul> Student responds appropriately in a small group discussion or in writing.	Student demonstrates understanding by responding appropriately (verbally or in writing) to <b>open-ended questions</b> and requests for information, such as: <ul style="list-style-type: none"><li>“How is ... different from ....”</li><li>“Tell me more about what happened.”</li></ul> Student responds in a group discussion or in writing by: <ul style="list-style-type: none"><li>describing</li><li>explaining.</li></ul>	Student demonstrates understanding by responding appropriately (verbally or in writing) when asked <b>hypothetical questions</b> , such as: <ul style="list-style-type: none"><li>“If you were a member of the Conservative Party, how would you respond to that bylaw?”</li></ul> Student responds in a group discussion or in writing by: <ul style="list-style-type: none"><li>elaborating</li><li>stating personal opinion</li><li>connecting known information to own experience and/or point of view.</li></ul>	Student demonstrates ability to infer by responding appropriately to <b>inferential questions</b> , such as: <ul style="list-style-type: none"><li>“Based on the Prime Minister’s past actions, what would his view be on that issue?”</li></ul> Student realizes that to answer this question, he or she needs to connect information from a variety of sources stating differing points of view.	Student must provide additional information in order to respond to the question. Student is able to respond (verbally or in writing) when asked questions, such as: <ul style="list-style-type: none"><li>“What bylaws would be the most important to keep, change or shelf?”</li></ul> Student realizes that it may be necessary to do some research before attempting to develop a thoughtful response to the question. Student’s response is based on the newly discovered information and the student’s own rationale.
<b>Strategic: Clarification (knowledge of ways to confirm understanding)</b>				
Seeks clarification by: <ul style="list-style-type: none"><li>using familiar expressions.</li></ul>	Seeks clarification by: <ul style="list-style-type: none"><li>restating</li><li>paraphrasing.</li></ul>	Seeks clarification by: <ul style="list-style-type: none"><li>asking questions.</li></ul>	Seeks additional information by: <ul style="list-style-type: none"><li>asking specific questions.</li></ul>	Seeks elaboration of others’ ideas by: <ul style="list-style-type: none"><li>asking open-ended questions.</li></ul>
When student does not understand, the student may use familiar expressions, such as: <ul style="list-style-type: none"><li>“Can you help me?”</li><li>“Huh?”</li></ul>	Following a conversation, demonstration or lecture, the student may seek clarification by: <ul style="list-style-type: none"><li>restating, such as in:<ul style="list-style-type: none"><li>“This is _____ and it is the</li></ul></li></ul>	Student seeks clarification by asking questions, such as: <ul style="list-style-type: none"><li>“Did you mean x or y?”</li><li>“When this happens, what happens to _____?”</li></ul>	Student gathers more information by asking questions, such as: <ul style="list-style-type: none"><li>“What do I do after that?”</li><li>“Does the word ancient mean the same as old?”</li></ul>	To gain insight into others’ perspectives, gather additional information or inquire about an area of interest, student may ask open-ended questions and make requests

<ul style="list-style-type: none"> <li>“I no understand.”</li> </ul>	<ul style="list-style-type: none"> <li>same as ____.”</li> <li>— “They are different because ____.”</li> <li>• paraphrasing, such as in:           <ul style="list-style-type: none"> <li>— “These two are the same because ____.”</li> <li>— “The difference is ____.”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>“Does this mean ____?”</li> <li>“What is the difference between ____ and ____?”</li> </ul>	<ul style="list-style-type: none"> <li>“Can you tell me more about ____?”</li> </ul>	for information, such as: <ul style="list-style-type: none"> <li>“Why did you select that research topic?”</li> <li>“Explain how you ____.”</li> </ul>
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### Socio-Linguistic (awareness of social and cultural factors influencing the way language is used)

Responds appropriately to: <ul style="list-style-type: none"> <li>common social expressions in formal and informal contexts.</li> </ul>	Responds appropriately to: <ul style="list-style-type: none"> <li>common social expressions</li> <li>intonation</li> <li>idiomatic expressions in formal and informal contexts.</li> </ul>	Responds appropriately to: <ul style="list-style-type: none"> <li>slang</li> <li>humour</li> <li>common idioms</li> <li>common social expressions.</li> </ul> <p>Recognizes:</p> <ul style="list-style-type: none"> <li>register</li> <li>intonation</li> </ul> in a variety of contexts.	Responds appropriately to a broad range of: <ul style="list-style-type: none"> <li>idiomatic expressions</li> <li>slang</li> <li>sarcasm</li> <li>innuendo</li> </ul> indicated by subtle changes in: <ul style="list-style-type: none"> <li>tone</li> <li>volume</li> <li>speed</li> <li>intonation.</li> </ul>	Responds appropriately to: <ul style="list-style-type: none"> <li>subtle social references</li> <li>subtle cultural references.</li> </ul>
Student responds appropriately to: <ul style="list-style-type: none"> <li><b>informal expressions</b>, such as:           <ul style="list-style-type: none"> <li>Hey!”</li> <li>“Hi.”</li> <li>“Bye.”</li> <li>“See ya later!”</li> <li>“Ya.”</li> </ul> </li> <li><b>formal expressions</b>, such as:           <ul style="list-style-type: none"> <li>“How are you?”</li> <li>“Hello.”</li> <li>“Goodbye.”</li> <li>“Yes, please.”</li> </ul> </li> </ul>	Student responds appropriately to: <ul style="list-style-type: none"> <li><b>informal expressions</b>, such as “Hey you, come here!” (to a peer)</li> <li><b>formal expressions</b>, such as “Mr. Lee, please come here.” (to a teacher)</li> <li><b>idiomatic expressions</b>, such as “Break a leg!” (before a performance).</li> </ul>	Student understands: <ul style="list-style-type: none"> <li><b>slang</b>, such as:           <ul style="list-style-type: none"> <li>— “Wazzup?”</li> <li>— “Kick it.”</li> </ul> </li> <li><b>humour</b> in context</li> <li><b>idioms</b>, such as “Take it up a notch.”</li> <li><b>social expressions</b>, such as “Take it easy.”</li> </ul>	Student understands: <ul style="list-style-type: none"> <li><b>idioms</b>, such as “He’s a <i>wolf in sheep’s clothing</i>.” (meaning to beware of that person because he is known to deceive and betray others)</li> <li><b>slang</b>, such as “gamer” (a person who plays video games)</li> <li><b>sarcasm</b>, such as in “Could you move a little faster?” (meaning that the request is to go <i>a lot faster</i> and that the speaker is exasperated)</li> <li><b>innuendo</b>, such as in “You serious?” (expressing disbelief; meaning, “I hope you aren’t serious” or “You’ve got to be kidding” or “Really, is that true?”).</li> </ul>	Student understands: <ul style="list-style-type: none"> <li><b>subtle social references</b>, such as in “It’s the difference between attending a college and a university.” (implying that one institution is superior to the other)</li> <li><b>subtle cultural references</b>, such as in “For a woman from that country, she sure has a lot of influence.” (suggesting that women typically do not have influence in that country).</li> </ul>

## Listening (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<b>Discourse (knowledge of how ideas are organized and connected)</b>				
<p>Understands:</p> <ul style="list-style-type: none"> <li>familiar commands</li> <li>two-step instructions</li> <li>the gist of discussions and presentations containing simple related sentences connected with:           <ul style="list-style-type: none"> <li>“and” and “then”</li> </ul> </li> </ul> <p>on familiar topics with visual support.</p>	<p>Understands:</p> <ul style="list-style-type: none"> <li>the gist of discussions and presentations containing simple related sentences connected with:           <ul style="list-style-type: none"> <li>common conjunctions</li> <li>time markers</li> <li>sequence markers</li> </ul> </li> </ul> <p>on familiar topics.</p>	<p>Understands:</p> <ul style="list-style-type: none"> <li>main ideas</li> <li>examples</li> <li>clauses in detailed paragraphs connected with:           <ul style="list-style-type: none"> <li>common cohesive devices</li> </ul> </li> </ul> <p>in academic explanations.</p>	<p>Understands:</p> <ul style="list-style-type: none"> <li>main ideas</li> <li>supporting details</li> <li>related paragraphs connected with a variety of:           <ul style="list-style-type: none"> <li>cohesive devices</li> <li>transition words</li> </ul> </li> </ul> <p>in academic texts.</p>	<p>Understands:</p> <ul style="list-style-type: none"> <li>subtle nuances that cohesive devices impart on meaning in academic discourse.</li> </ul>
<p>Student understands:</p> <ul style="list-style-type: none"> <li><b>two-step instructions</b>, such as “Finish answering questions 1–10 and then hand them in.”</li> <li><b>the gist of discussions</b> and, when supported by visuals and gestures, student can carry out the tasks related to the discussions</li> <li><b>the conjunctions</b> “and” and “then” in sentences, such as “Get your notebook and your pen and then come back.”</li> </ul>	<p>Student understands:</p> <ul style="list-style-type: none"> <li><b>common conjunctions</b>, such as “and,” “but,” “or,” “then,” “because”</li> <li><b>time markers</b>, such as “before,” “after that,” “yesterday”</li> <li><b>sequence markers</b>, such as “first,” “second,” “next.”</li> </ul> <p>Following a class discussion and demonstration of safety procedures in the food lab, student demonstrates the skills.</p>	<p>Student understands:</p> <ul style="list-style-type: none"> <li><b>cohesive devices</b>, such as “however,” “while,” “therefore,” “since.”</li> </ul> <p>After listening to an explanation about the three classes of levers, student can complete a Venn diagram comparing levers.</p>	<p>Student understands:</p> <ul style="list-style-type: none"> <li><b>cohesive devices</b>, such as “if … then,” and “so … that”</li> <li><b>transition words</b>, such as “regardless,” “despite.”</li> </ul> <p>After listening to a lecture on the effects of economic globalization, student can explain the advantages and disadvantages.</p>	<p>Student understands:</p> <ul style="list-style-type: none"> <li><b>cohesive devices</b>, such as “whereas,” “unless,” “whether”</li> <li><b>transition words</b>, such as “moreover,” “conversely.”</li> </ul> <p>After listening to a discussion/debate, student distinguishes different points of view and supports an opinion.</p>

## Listening (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<b>Auditory Discrimination (ability to hear differences in the sounds of letters and letter combinations)</b>				
<p>Recognizes:</p> <ul style="list-style-type: none"> <li>common contractions.</li> </ul> <p>Distinguishes:</p> <ul style="list-style-type: none"> <li>minimal pairs in speech spoken at a slower rate.</li> </ul>	<p>Understands:</p> <ul style="list-style-type: none"> <li>contractions</li> <li>familiar reduced speech.</li> </ul>	<p>Understands:</p> <ul style="list-style-type: none"> <li>rapid speech on familiar topics.</li> </ul>	<p>Understands:</p> <ul style="list-style-type: none"> <li>rapid speech on familiar and unfamiliar topics.</li> </ul>	<p>Understands:</p> <ul style="list-style-type: none"> <li>a variety of types and styles of speech on familiar and unfamiliar topics.</li> </ul>
<p>Student can hear the critical sounds that distinguish:</p> <ul style="list-style-type: none"> <li><b>contractions</b>, such as he's, it's, can't, didn't</li> <li><b>minimal pairs</b>, such as sheep/ship, fifteen/fifty, he's/his/her'e's, ketchup/catch up.</li> </ul>	<p>Student understands:</p> <ul style="list-style-type: none"> <li><b>contractions</b>, such as "would've," "she'd," "we're," "I'm," "they'll"</li> <li><b>reduced speech</b>, such as <ul style="list-style-type: none"> <li>"gonna" (going to)</li> <li>"Didja?" (Did you?)</li> <li>"Howr'ya?" (How are you?)</li> <li>"Uwanna?" (Do you want to?).</li> </ul> </li> </ul>	<p>Student understands:</p> <ul style="list-style-type: none"> <li>the natural flow of dialogue between peers</li> <li>the teacher's explanation of known concepts.</li> </ul>	<p>Student understands speech spoken at an increased rate in:</p> <ul style="list-style-type: none"> <li>dialogue between peers</li> <li>the teacher's explanation of new concepts.</li> </ul>	<p>Student understands:</p> <ul style="list-style-type: none"> <li>presentations by guest speakers</li> <li>audio clips and/or video voice track.</li> </ul>

## Speaking

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<b>Linguistic: Vocabulary (knowledge of words and their meaning)</b>				
<b>Note:</b> The number of words acquired by the end of each level provides educators with an appreciation of the amount of vocabulary development from one level to the next. Teachers are neither expected nor encouraged to complete word counts in order to measure language proficiency.				
<p>Uses some words (approximately 5000), including:</p> <ul style="list-style-type: none"> <li>utility words</li> <li>descriptive words</li> <li>subject-specific words</li> </ul> <p>to:</p> <ul style="list-style-type: none"> <li>express needs</li> <li>express feelings</li> <li>express preferences</li> <li>respond to questions.</li> </ul>	<p>Uses more words (approximately 15,000), including:</p> <ul style="list-style-type: none"> <li>utility words</li> <li>descriptive words</li> <li>subject-specific words</li> </ul> <p>to:</p> <ul style="list-style-type: none"> <li>express ideas</li> <li>ask and answers questions</li> <li>make statements.</li> </ul>	<p>Uses a range of words (approximately 25,000), including:</p> <ul style="list-style-type: none"> <li>utility words</li> <li>descriptive words</li> <li>subject-specific words</li> <li>academic words</li> </ul> <p>to:</p> <ul style="list-style-type: none"> <li>comment</li> <li>state opinions</li> <li>clarify</li> <li>express agreement or disagreement.</li> </ul>	<p>Selects from a greater range of words (approximately 40,000), including:</p> <ul style="list-style-type: none"> <li>utility words</li> <li>descriptive words</li> <li>subject-specific words</li> <li>academic words</li> <li>words with multiple meanings</li> </ul> <p>to:</p> <ul style="list-style-type: none"> <li>discuss topics</li> <li>state opinions</li> <li>inquire</li> <li>persuade.</li> </ul>	<p>Selects from a broad range of words (approximately 85,000), including:</p> <ul style="list-style-type: none"> <li>utility words</li> <li>descriptive words</li> <li>subject-specific words</li> <li>academic words</li> <li>words with multiple meanings</li> </ul> <p>to:</p> <ul style="list-style-type: none"> <li>communicate effectively on practical, social and academic topics.</li> </ul>
<p>Student uses:</p> <ul style="list-style-type: none"> <li><b>utility words</b>, such as: “desk,” “chair,” “hand”</li> <li><b>descriptive words</b>, such as: “big,” “tall,” “small”</li> <li><b>subject-specific words</b>, such as: “Canada,” “lake,” “ocean,” “river,” “country.”</li> </ul> <p>Student may say:</p> <ul style="list-style-type: none"> <li>“Canada is big country.”</li> <li>“Canada have ocean and lake and river.”</li> <li>“Pacific Ocean is west.”</li> <li>“Rocky Mountains is west.”</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li><b>utility words</b>, such as “bench,” “seat,” “finger”</li> <li><b>descriptive words</b>, such as “huge,” “giant,” “tiny”</li> <li><b>subject-specific words</b>, such as “leader,” “prime minister,” “government.”</li> </ul> <p>Student may say:</p> <ul style="list-style-type: none"> <li>“The parliament building has a House of Commons.”</li> <li>“The prime minister is the leader of the Canadian government.”</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li><b>utility words</b>, such as “stool,” “ottoman,” “wrist”</li> <li><b>descriptive words</b>, such as “enormous,” “massive,” “petite”</li> <li><b>subject-specific words</b>, such as “voter,” “elect,” “members,” “Commons”</li> <li><b>academic words</b>, such as “summation,” “deduce,” “request.”</li> </ul> <p>Student may say:</p> <ul style="list-style-type: none"> <li>“Voters elect Members of Parliament to the House of</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li><b>utility words</b>, such as “wingchair,” “armchair,” “knuckle”</li> <li><b>descriptive words</b>, such as “immense,” “vast,” “slight”</li> <li><b>subject-specific words</b>, such as “conserve,” “benefit,” “exploit,” “natural resources”</li> <li><b>academic words</b>, such as “synopsis,” “infer,” “query”</li> <li><b>words with multiple meanings</b>, such as “tender” (gentle/easily chewed), “flag” (symbol of a nation printed on cloth/to mark something for future consideration), “order” (sequence or arrangement/command).</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li><b>utility words</b>, such as “lounger,” “palm,” “cuticle”</li> <li><b>descriptive words</b>, such as “substantial,” “cumbersome,” “diminutive”</li> <li><b>subject-specific words</b>, such as “economy,” “dependence,” “attrition,” “renewable”</li> <li><b>academic words</b>, such as “digest,” “construe,” “rejoin”</li> <li><b>words with multiple meanings</b>, such as “mate” (a sailor’s rank on a ship/spouse), “engage” (promise of marriage/to hold someone’s interest).</li> </ul>

		Commons."	Student may say: • “The Canadian government exploits/conserves/benefits from our natural resources.”	Student may say: • “The Canadian economy is heavily dependent on the appropriate use of our natural resources.”
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## Linguistic: Grammar (ability to form sentences conforming to the rules of English)

Uses: • common pronouns • adjectives • adverbs • nouns • verbs in present tense with errors and omissions.	Uses: • regular plurals • possessives • prepositions • verbs in continuous and simple past tenses with agreement and tense errors.	Uses: • negatives • noun phrases • adjective phrases • irregular plurals • possessives • prepositions • verbs in future continuous and irregular past tenses with some usage errors.	Uses: • phrasal expressions • conditional structures • a range of past, present, future and perfect tenses in active and passive voice with occasional errors.	Uses: • many grammar features in abstract structures, such as: ○ conditional structures ○ passive voice ○ relative clauses with increasing accuracy.
Student uses: • <b>common pronouns</b> , such as “I,” “he,” “she,” “we,” “you” • <b>adjectives</b> , such as “big,” “little,” “short,” “long,” “tall” • <b>nouns</b> , such as “student,” “friend,” “binder,” “paper,” “shelf” • <b>verbs in present tense</b> , such as “walk,” “run,” “talk,” “speak,” “give.”  Student may say: • “I study English, in day.”	Student uses: • <b>regular plurals</b> , such as “-s, -es, -ies” • <b>possessive pronouns</b> , such as “hers,” “his,” “mine,” “yours,” “theirs,” “ours” • <b>prepositions</b> , such as “near,” “past,” “under,” “with” • <b>verbs in continuous and simple past tenses</b> , such as “-ing, -ed.”  Student may say: • “Last year, at China we studied English five hour for week.”	Student uses: • <b>negatives</b> , such as “not,” “no” • <b>noun phrases</b> , such as “the rich and famous,” “the stronger of the two” • <b>adjective phrases</b> , such as “the very young boy” • <b>irregular plurals</b> , such as foot/feet, tooth/teeth, mouse/mice • <b>possessive nouns</b> , such as “boy’s,” “Haley’s,” “dog’s” • <b>prepositions</b> , such as “beneath,” “among,” “within” • <b>future continuous tense</b> , such as “will be ____ing” • <b>irregular past tenses</b> , such as buy/bought, teach/taught, keep/kept.  Student may say: • “I will be studying engineering at university in a few years.”	Student uses: • <b>phrasal expressions</b> , such as “worn out,” “get rid of” • <b>conditional structures</b> , such as “If there is a test, I will study.” • <b>active voice</b> , such as “She will present the project to the class.” • <b>passive voice</b> , such as “The project will be presented by her in class.”	Student uses: • <b>conditional structures</b> , such as “I’ll be late for class if I miss the bus.” • <b>passive voice</b> , such as “The text is being studied by most of the class.” • <b>relative clauses</b> , such as “The textbooks, which students find overwhelming, are difficult to use.”

## Speaking (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<b>Linguistic: Syntax (knowledge of word order and sentence structure)</b>				
Follows: <ul style="list-style-type: none"> <li>patterned sentences</li> <li>phrases</li> <li>subject–verb–object sentences.</li> </ul>	Uses patterned and predictable affirmative and negative: <ul style="list-style-type: none"> <li>statements</li> <li>questions</li> <li>commands.</li> </ul>	Adds detail to affirmative and negative: <ul style="list-style-type: none"> <li>statements</li> <li>questions</li> <li>commands.</li> </ul>	Uses: <ul style="list-style-type: none"> <li>compound sentence structures</li> <li>complex sentence structures</li> <li>conditional sentence structures.</li> </ul>	Manipulates word order to convey precise meaning in: <ul style="list-style-type: none"> <li>complex sentence structures.</li> </ul>
Student uses: <ul style="list-style-type: none"> <li><b>phrases</b>, such as: <ul style="list-style-type: none"> <li>“Used sail ship.”</li> <li>“Boat canoe, no ship.”</li> </ul> </li> <li><b>subject–verb–object</b> sentences, such as: <ul style="list-style-type: none"> <li>“The settlers used a ship.”</li> <li>“The First Nations people used a canoe.”</li> <li>“The settlers learned to hunt.”</li> <li>“The settlers learned to canoe.”</li> </ul> </li> </ul>	Student uses: <ul style="list-style-type: none"> <li><b>affirmative statements</b>, such as “Life was hard for the settler.”</li> <li><b>negative statements</b>, such as “The settlers were not used to the new land and weather.”</li> <li><b>questions</b>, such as “Why did so many settlers want to come to the new land?”</li> <li><b>commands</b>, such as “Label this timeline with the dates.”</li> </ul>	Student uses: <ul style="list-style-type: none"> <li><b>affirmative statements</b>, such as “Buffalo hides and meat were wasted.”</li> <li><b>negative statements</b>, such as “The over hunting of buffalo wasn’t necessary.”</li> <li><b>questions</b>, such as “Why did the European settlers think it was necessary to eliminate the buffalo?”</li> <li><b>commands</b>, such as “Put the picture of the buffalo on the second slide in the presentation.”</li> </ul>	Student uses: <ul style="list-style-type: none"> <li><b>compound sentences</b>, such as “Preparing an animal hide requires precision, and hunting requires patience.”</li> <li><b>complex sentences</b>, such as “Preparing an animal hide is a necessary skill, although few are proficient at it.”</li> <li><b>conditional sentences</b>, such as “If the buffalo was not over hunted, they would not be an endangered species.”</li> </ul>	Student manipulates word order in <b>compound sentences</b> , such as: <ul style="list-style-type: none"> <li>“Where conditions are suitable to produce healthy crops, prairie farmers grow wheat.”</li> <li>“Prairie farmers grow wheat where conditions are suitable to produce healthy crops.”</li> <li>“Wheat is grown by prairie farmers where conditions are suitable to produce healthy crops.”</li> </ul>

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

Uses: <ul style="list-style-type: none"><li>known phrases</li><li>simple questions</li><li>first-language translation.</li></ul>	Uses: <ul style="list-style-type: none"><li>message replacement</li><li>everyday expressions</li><li>everyday questions.</li></ul>	Uses: <ul style="list-style-type: none"><li>circumlocution</li><li>clarifying questions.</li></ul>	Uses a variety of techniques, such as: <ul style="list-style-type: none"><li>elaborating</li><li>commenting</li><li>restating</li><li>questioning.</li></ul>	Seeks elaboration of someone else's ideas by: <ul style="list-style-type: none"><li>paraphrasing</li><li>clarifying</li><li>redirecting</li><li>asking rhetorical questions.</li></ul>
Student overcomes language gaps by using: <ul style="list-style-type: none"><li><b>known phrases</b>, such as “Like this?” or “I got it”</li><li><b>simple questions</b>, such as “How was your weekend?”</li><li><b>first language translation</b>, such as translating unknown words using dictionaries or translation devices or by asking peers who speak the same first language.</li></ul>	Student overcomes language gaps by using: <ul style="list-style-type: none"><li><b>message replacement</b> (replacing words with known words when the most precise word is not known), such as “The man came out of the <i>building</i>.” when the student should have said <i>factory</i>, but couldn’t remember the word.</li><li><b>everyday expressions</b>, such as “I need help.” or “I don’t get it.”</li><li><b>everyday questions</b>, such as “What is …?” or “Where is …?”</li></ul>	Student overcomes language gaps by: <ul style="list-style-type: none"><li><b>using circumlocution</b> (using other words to describe a word or idea when the precise word is not known or cannot be remembered), such as when the student knows the word <i>gloves</i> but not <i>mittens</i>, he or she may say, “They are like gloves, you know, without fingers.”</li><li><b>asking clarifying questions</b>, such as “Can you explain _____?”</li></ul>	Student overcomes language gaps by: <ul style="list-style-type: none"><li><b>elaborating</b>, such as “Yes, I agree. I think that maintaining animal habitats within the city limits is important; and, as much as possible, we need to plan for maintaining animal habitats within new suburbs.”</li><li><b>commenting</b>, such as “That is really interesting. I hadn’t thought of it like that before.”</li><li><b>restating</b>, such as after hearing a description of the food chain, the student says, “So, we shouldn’t destroy plant habitats because we need plants to survive. Right?”</li><li><b>questioning</b>, such as “How is that related to _____?”</li></ul>	Student overcomes language gaps by: <ul style="list-style-type: none"><li><b>paraphrasing</b>, such as “You discussed the concerns of animal and plant habitats within cities ....”</li><li><b>asking clarifying questions</b>, such as “Would a persuasive essay be the same as an opinion essay?”</li><li><b>redirecting</b>, such as “Are you saying all animal habitats should be restored or just the ones that aren’t dangerous for humans?”</li><li><b>asking rhetorical questions</b>, such as “Why me?” or “Well, who wouldn’t?”</li></ul>

## Speaking (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<b>Socio-Linguistic (awareness of social and cultural factors influencing the way language is used)</b>				
<p>Uses:</p> <ul style="list-style-type: none"> <li>• greetings</li> <li>• common courtesy expressions</li> <li>• familiar social expressions to participate in social and classroom situations.</li> </ul>	<p>Uses :</p> <ul style="list-style-type: none"> <li>• common expressions</li> <li>• slang</li> <li>• idioms</li> <li>• gestures</li> </ul> <p>to communicate with peers.</p>	<p>Uses:</p> <ul style="list-style-type: none"> <li>• expressions</li> <li>• idioms</li> <li>• common social references in appropriate contexts.</li> </ul>	<p>Uses</p> <ul style="list-style-type: none"> <li>• humour</li> <li>• sarcasm</li> </ul> <p>appropriate to context and formality.</p>	<p>Adapts:</p> <ul style="list-style-type: none"> <li>• speech and gestures to context, audience and purpose.</li> </ul>
<p>Student uses:</p> <ul style="list-style-type: none"> <li>• <b>greetings</b>, such as “hi,” “hello,” “bye”</li> <li>• <b>common courtesy expressions</b>, such as “Please pass the book.” or “Excuse me.” or “Thank you.”</li> <li>• <b>social expressions</b>, such as “cool,” “great,” “All right!”</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li>• <b>common expressions</b>, such as “whatever,” “no way,” “ya right”</li> <li>• <b>slang</b>, such as “easy,” “awesome”</li> <li>• <b>idioms</b>, such as “easy as pie,” “horse around,” “hang on”</li> <li>• <b>gestures</b>, such as shrugging, nodding, various handshakes.</li> </ul>	<p>Student understands where and when it is appropriate to use:</p> <ul style="list-style-type: none"> <li>• <b>expressions</b>, such as “chill,” “you’re kidding,” “as if,” “unbelievable”</li> <li>• <b>slang</b>, such as “tight,” “way,” “-ite”</li> <li>• <b>idioms</b>, such as “in over your head,” “on the edge,” “pulling your leg”</li> <li>• <b>gestures</b>, such as shrug, nod, various handshakes.</li> </ul>	<p>Student creates humour through:</p> <ul style="list-style-type: none"> <li>• word play</li> <li>• reframing a situation or event</li> <li>• hyperbole (exaggeration)</li> <li>• timing.</li> </ul> <p>Student uses sarcasm, such as saying, “Of course!” to a friend when obviously meaning “Of course not!”</p> <p>Student understands where, when and with whom it is appropriate to use humour and sarcasm.</p>	<p>Student adjusts communication for:</p> <ul style="list-style-type: none"> <li>• occasion or event</li> <li>• audience’s emotion, tone or role</li> <li>• reasons for communicating, such as to entertain, to inform, to persuade, to discuss or to inquire.</li> </ul>

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

<p>Connects familiar phrases and simple sentences with:</p> <ul style="list-style-type: none"> <li>“and”</li> </ul> <p>to express:</p> <ul style="list-style-type: none"> <li>needs</li> <li>feelings</li> <li>opinions.</li> </ul>	<p>Connects ideas using:</p> <ul style="list-style-type: none"> <li>common conjunctions</li> <li>time markers</li> <li>sequence markers</li> </ul> <p>to:</p> <ul style="list-style-type: none"> <li>share ideas</li> <li>ask questions</li> <li>describe</li> <li>explain.</li> </ul>	<p>Connects ideas using:</p> <ul style="list-style-type: none"> <li>conjunctions</li> <li>prepositional phrases</li> </ul> <p>to:</p> <ul style="list-style-type: none"> <li>elaborate</li> <li>describe</li> <li>sequence</li> <li>explain.</li> </ul>	<p>Connects ideas using:</p> <ul style="list-style-type: none"> <li>a variety of cohesive devices</li> </ul> <p>to:</p> <ul style="list-style-type: none"> <li>compare</li> <li>contrast</li> <li>persuade</li> <li>conclude</li> <li>show cause and effect.</li> </ul>	<p>Organizes and connects ideas in logical, coherent patterns to:</p> <ul style="list-style-type: none"> <li>recount</li> <li>explain</li> <li>report</li> <li>debate.</li> </ul>
<p>Student may say:</p> <ul style="list-style-type: none"> <li>“I like _____ and _____.”</li> <li>“It is hot, <b>and</b> it is sunny.”</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li><b>conjunctions</b>, such as “and,” “or,” “but,” “so”</li> <li><b>time markers</b>, such as “today,” “yesterday”</li> <li><b>sequence markers</b>, such as “then,” “next,” “first.”</li> </ul> <p>Student may say:</p> <ul style="list-style-type: none"> <li>“<b>Yesterday</b>, we took the train to the zoo. <b>Then</b>, we observed an animal.”</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li><b>conjunctions</b>, such as “when,” “as soon as,” “sooner,” “later,” “before,” “later,” “after,” “initially,” “finally”</li> <li><b>prepositional phrases</b>, such as “at …,” “by …,” “for …,” “in …”</li> </ul> <p>Student may list steps in an experiment and then say:</p> <ul style="list-style-type: none"> <li>“We measured the temperature of the water when it started to boil.”</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li><b>cohesive devices</b>, such as “like,” “however,” “whereas,” “further,” “after,” “all,” “specifically,” “given that.”</li> </ul> <p>Student may say:</p> <ul style="list-style-type: none"> <li>“As we added more salt to the ice, the temperature decreased; therefore, salt lowers the melting point of ice.”</li> </ul>	<p>Student may say:</p> <ul style="list-style-type: none"> <li>“Despite the fact that salt corrodes vehicles and is harmful to the environment, we should use it on roads in winter because it improves driving conditions.”</li> </ul>

## Speaking (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<b>Pronunciation (ability to produce comprehensible speech)</b>				
<p>Approximates:</p> <ul style="list-style-type: none"> <li>• English rhythm</li> <li>• intonation</li> </ul> <p>in familiar and rehearsed activities, although pronunciation errors may interfere with meaning.</p>	<p>Demonstrates:</p> <ul style="list-style-type: none"> <li>• comprehensible pronunciation</li> <li>• appropriate intonation in familiar and rehearsed activities, although pronunciation errors may still occur.</li> </ul>	<p>Demonstrates:</p> <ul style="list-style-type: none"> <li>• comprehensible pronunciation</li> <li>• appropriate intonation in unfamiliar and unrehearsed activities, with occasional errors.</li> </ul>	<p>Demonstrates:</p> <ul style="list-style-type: none"> <li>• appropriate expression</li> <li>• appropriate inflection in a variety of contexts with increasing accuracy.</li> </ul>	<p>Demonstrates:</p> <ul style="list-style-type: none"> <li>• appropriate expression</li> <li>• appropriate inflection in a variety of contexts consistently and accurately (accented speech is expected and accepted).</li> </ul>
<p>Student speaks with some pronunciation errors during rehearsed activities, such as:</p> <ul style="list-style-type: none"> <li>• choral speaking</li> <li>• Readers' Theatre</li> <li>• rehearsed and scripted oral presentations.</li> </ul>	<p>Student is mostly understood in rehearsed activities, such as:</p> <ul style="list-style-type: none"> <li>• choral speaking</li> <li>• Readers' Theatre</li> <li>• skits</li> <li>• plays</li> <li>• oral presentations.</li> </ul>	<p>Student is mostly understood in unrehearsed activities, such as:</p> <ul style="list-style-type: none"> <li>• drama games</li> <li>• group work</li> <li>• cooperative learning activities</li> <li>• questions and answers</li> <li>• discussions.</li> </ul>	<p>Student is understood in a variety of contexts, such as:</p> <ul style="list-style-type: none"> <li>• storytelling</li> <li>• role-plays</li> <li>• presentations</li> <li>• explanations</li> <li>• debates</li> <li>• discussions</li> <li>• choral speaking.</li> </ul>	<p>Student is easily understood in a variety of contexts, such as:</p> <ul style="list-style-type: none"> <li>• storytelling</li> <li>• role-plays</li> <li>• presentations</li> <li>• explanations</li> <li>• debates</li> <li>• discussions</li> <li>• choral speaking</li> <li>• interviews</li> <li>• speeches.</li> </ul>

## Reading

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<b>Linguistic: Vocabulary (knowledge of words and their meaning)</b>				
<p><b>Note:</b> The number of words acquired by the end of each level provides educators with an appreciation of the amount of vocabulary development from one level to the next. Teachers are neither expected nor encouraged to complete word counts in order to measure language proficiency.</p>				
Understands some words (approximately 5000), including: <ul style="list-style-type: none"> <li>utility words</li> <li>descriptive words</li> <li>subject-specific words.</li> </ul>	Understands more words (approximately 15,000), including: <ul style="list-style-type: none"> <li>utility words</li> <li>descriptive words</li> <li>subject-specific words.</li> </ul>	Understands a range of words (approximately 25,000), through: <ul style="list-style-type: none"> <li>contextual cues.</li> </ul>	Understands a greater range of words (approximately 40,000), including: <ul style="list-style-type: none"> <li>word analysis.</li> </ul>	Understands a broad range of words (approximately 85,000), through: <ul style="list-style-type: none"> <li>word connotations</li> <li>idioms</li> <li>metaphors</li> <li>subtle differences between synonyms and words with multiple meanings.</li> </ul>
Student understands: <ul style="list-style-type: none"> <li><b>utility words</b>, such as “day,” “walk,” “run”</li> <li><b>descriptive words</b>, such as “good,” “fine,” “happy”</li> <li><b>subject-specific words</b>, such as “health,” “nature,” “material.”</li> </ul>	Student understands: <ul style="list-style-type: none"> <li><b>utility words</b>, such as “date,” “march,” “jog”</li> <li><b>descriptive words</b>, such as “nice,” “lovely,” “glad”</li> <li><b>subject-specific words</b>, such as “fitness,” “environment,” “purpose.”</li> </ul>	Student understands: <ul style="list-style-type: none"> <li><b>contextual cues</b>, such as reading, “Juanita took her serape off and laid it on the ground to sit on” and figuring out that a <i>serape</i> must be something she wears that also can be used like a blanket.</li> </ul>	Student understands: <ul style="list-style-type: none"> <li><b>prefixes</b>, such as “re-,” “un-”</li> <li><b>suffixes</b>, such as “-tion,” “-able”</li> <li><b>roots</b>, such as in <b>know/known/unknown/knowledge/knowledgeable</b></li> <li><b>noun clusters</b>, such as “water cycle,” “economic system”</li> <li>finding known words within unknown words, such as “freedom,” “unavoidable.”</li> </ul>	Student understands a broad range of words and the figurative meaning of words and phrases, including: <ul style="list-style-type: none"> <li><b>idioms</b>, such as “A leopard can’t change its spots.” (You can’t change who you are.)</li> <li><b>metaphors</b>, such as reading, “There is a fork in the road.” and understanding it can mean that a choice must be made.</li> </ul> <p>Student understands that although they are synonyms, “slim” has a more positive connotation than “skinny.”</p>

## Reading (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<b>Linguistic: Syntax (knowledge of word order and sentence structure)</b>				
Understands: <ul style="list-style-type: none"><li>simple sentences.</li></ul>	Understands: <ul style="list-style-type: none"><li>compound sentences</li><li>simple detailed sentences.</li></ul>	Understands: <ul style="list-style-type: none"><li>complex sentences containing:<ul style="list-style-type: none"><li>subordinate clauses</li><li>relative clauses</li><li>conditional clauses.</li></ul></li></ul>	Understands: <ul style="list-style-type: none"><li>a range of sentence structures containing:<ul style="list-style-type: none"><li>various types of phrases and clauses.</li></ul></li></ul>	Understands texts with: <ul style="list-style-type: none"><li>sophisticated sentence structures</li><li>sophisticated grammatical forms including:<ul style="list-style-type: none"><li>embedded clauses</li><li>ellipses</li><li>passive voice.</li></ul></li></ul>
Student reads and understands: <ul style="list-style-type: none"><li><b>simple sentences</b>, such as “This is a scale. Find the balance point.”</li></ul>	Student reads and understands: <ul style="list-style-type: none"><li><b>compound sentences</b>, such as “Weigh substance ‘A’ on the scale and record the weight on the chart.”</li><li><b>simple detailed sentences</b>, such as “We weigh each of the chemicals with the scale.”</li></ul>	Student reads and understands sentences containing: <ul style="list-style-type: none"><li><b>subordinate clauses</b>, such as “While her partner weighed the items, she retrieved the other materials.”</li><li><b>relative clauses</b>, such as “She gave the substance to her lab partner, who weighed it.”</li><li><b>conditional clauses</b>, such as “A triple beam balance is used if the item is small enough.” “A scale is used to weigh small amounts of chemicals.”</li></ul>	Student reads and understands sentences containing <b>phrases and clauses</b> , such as: <ul style="list-style-type: none"><li>“The balance beam must be calibrated regularly in order to be accurate. If it isn’t, the experiments won’t work.”</li><li>“Since the experiment distinguishes evaporation rates, the accuracy of initial measurements are critical.”</li></ul>	Student reads and understands texts containing: <ul style="list-style-type: none"><li><b>embedded clauses</b>, such as “To avoid inaccurate measurement, the scale must be calibrated precisely using the appropriate tool.”</li><li><b>ellipsis</b>, such as “The scale tipped when (it was) bumped, (and as a result) the liquid spilled over the rim of the beaker.”</li><li><b>passive voice</b>, such as “The substances were weighed, mixed, heated and observed by the lab partners.”</li></ul>

## Strategic: Decoding (ability to read words by sounding them out)

Decodes: <ul style="list-style-type: none"><li>• familiar words</li><li>• sight words.</li></ul>	Decodes: <ul style="list-style-type: none"><li>• word families</li><li>• consonant blends</li><li>• long- and short-vowel sounds.</li></ul>	Decodes: <ul style="list-style-type: none"><li>• root words</li><li>• prefixes</li><li>• suffixes</li><li>• vowel digraphs.</li></ul>	Decodes: <ul style="list-style-type: none"><li>• multi-syllabic words</li><li>• complex letter combinations.</li></ul>	Decodes: <ul style="list-style-type: none"><li>• words with unique spelling patterns.</li></ul>
Student decodes: <ul style="list-style-type: none"><li>• <b>familiar words</b>, such as “tall,” “red,” “big”</li><li>• <b>sight words</b>, such as “the,” “as,” “or.”</li></ul>	Student decodes: <ul style="list-style-type: none"><li>• <b>word families</b>, such as right/night, pack/stack, blink/drink</li><li>• <b>consonant blends</b>, such as “as,” “br,” “st,” “nd,” “th”</li><li>• <b>long and short vowels</b>, such as bit/bite, mat/mate.</li></ul>	Student decodes: <ul style="list-style-type: none"><li>• <b>root words</b>, such as “read,” “honour,” “elect”</li><li>• <b>prefixes</b>, such as “unread,” “dishonour,” “re-elect”</li><li>• <b>suffixes</b>, such as “reader,” “honourable,” “election”</li><li>• <b>vowel digraphs</b>, such as “ea,” “ou,” “ee,” “ie.”</li></ul>	Student decodes: <ul style="list-style-type: none"><li>• <b>multi-syllabic words</b>, such as “photosynthesis,” “metamorphosis,” “disintegration”</li><li>• <b>complex letter combinations</b>, such as in the words: “privilege,” “cough,” “atmosphere,” “psychology,” “liaison,” “miscellaneous.”</li></ul>	Student decodes: <ul style="list-style-type: none"><li>• <b>unique spelling patterns</b>, such as in the words “chateaux,” “island,” “bouquet,” “colonel.”</li></ul>

## Reading (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<b>Strategic: Comprehension (ability to apply techniques and tools to construct meaning)</b>				
<p>Relies on:</p> <ul style="list-style-type: none"> <li>• pictures</li> <li>• familiar phrases</li> <li>• patterned sentences</li> <li>• context</li> <li>• shared experiences</li> <li>• first language and culture</li> </ul> <p>to comprehend simple texts on familiar topics.</p>	<p>Uses:</p> <ul style="list-style-type: none"> <li>• rereading</li> <li>• reading on</li> <li>• contextual cues</li> <li>• root-word recognition</li> </ul> <p>to comprehend texts on familiar topics.</p>	<p>Uses:</p> <ul style="list-style-type: none"> <li>• predicting</li> <li>• inferencing</li> <li>• contextual cues</li> <li>• affix analysis</li> </ul> <p>to understand texts on unfamiliar topics.</p>	<p>Uses:</p> <ul style="list-style-type: none"> <li>• synthesizing</li> <li>• summarizing</li> <li>• drawing conclusions</li> <li>• contextual cues</li> <li>• word analysis</li> </ul> <p>to understand a variety of texts on unfamiliar topics.</p>	Interprets and applies textual information to new situations.
<p>Student uses strategies, such as:</p> <ul style="list-style-type: none"> <li>• <b>relying on diagrams, charts and visuals</b> to understand new words</li> <li>• <b>looking for known phrases</b> and sentence patterns to determine meaning of unknown words</li> <li>• <b>using context</b> of classroom discussions to figure out meaning</li> <li>• <b>using prior knowledge</b> and experience to make meaning</li> <li>• <b>looking for similarities</b> in words in other known languages.</li> </ul>	<p>Student increases comprehension through:</p> <ul style="list-style-type: none"> <li>• <b>rereading</b> words, phrases or sentences carefully to understand new words</li> <li>• <b>reading past unknown parts</b> to see if the explanation or cues are available later in the text</li> <li>• <b>using the context</b> of the situation or event in the reading to determine meaning and make connections about new words</li> <li>• <b>looking for known words</b> within new words to determine meaning.</li> </ul>	<p>Student increases comprehension through:</p> <ul style="list-style-type: none"> <li>• <b>predicting meaning</b> based on experience, prior knowledge or context</li> <li>• <b>inferring or drawing conclusions</b> based on what has been read</li> <li>• <b>using cues</b>, such as embedded definitions, synonyms, format cues, boldface, glossary, punctuation to determine meaning</li> <li>• <b>using knowledge of prefixes and suffixes</b> to determine meaning of new words.</li> </ul>	<p>Student increases comprehension through:</p> <ul style="list-style-type: none"> <li>• <b>synthesizing</b> (pulling together relevant and significant information from text)</li> <li>• <b>summarizing</b> (reducing overall information into most important points or findings)</li> <li>• <b>drawing conclusions</b> (evaluating all information and determining the purpose of the text)</li> <li>• <b>analyzing words</b> (looking at the root word, affixes and other forms of the words to understand the meaning of words).</li> </ul>	<p>Student reads a variety of texts and uses information to:</p> <ul style="list-style-type: none"> <li>• conduct research</li> <li>• design a multimedia presentation</li> <li>• write an essay</li> <li>• write a journal entry</li> <li>• write a persuasive essay</li> <li>• draft a position paper.</li> </ul>

<b>Socio-Linguistic (awareness of social and cultural factors influencing the way language is used)</b>				
Understands: <ul style="list-style-type: none"><li>the literal meaning of simple texts on familiar topics.</li></ul>	Understands: <ul style="list-style-type: none"><li>common social expressions</li><li>figurative language in texts on familiar topics.</li></ul>	Understands: <ul style="list-style-type: none"><li>explicit social references</li><li>explicit cultural references</li><li>figurative language in a variety of texts.</li></ul>	Understands implied meaning of: <ul style="list-style-type: none"><li>social references</li><li>cultural references</li><li>figurative language in context.</li></ul>	Understands: <ul style="list-style-type: none"><li>most cultural references with or without context.</li></ul>
Student identifies: <ul style="list-style-type: none"><li>main character, setting and the problem in stories</li><li>important facts in nonfiction texts.</li></ul>	Student understands: <ul style="list-style-type: none"><li><b>exclamations</b>, such as “Way to go!”</li><li><b>similes</b>, such as “as bright as the sun,” “to sparkle like a diamond”</li><li><b>simple metaphors</b>, such as “He walked down the road. It divided into two roads. He did not know which road to take.” <i>versus</i> “He approached the fork in the road with unease.”</li><li><b>overt personification</b>, such as “The lights blinked.” or “The wind howled.”</li><li><b>alliteration</b>, such as “red rocket”</li><li><b>onomatopoeia</b>, such as “bang,” “ouch,” “rip.”</li></ul>	Student understands: <ul style="list-style-type: none"><li><b>idioms</b>, such as “take it easy,” “look on the bright side”</li><li><b>verb phrases</b>, such as “look up,” “look up to,” “look over”</li><li><b>simple analogies and similes</b>, such as “A school is like a family because ____.”</li><li><b>proverbs</b>, such as “Time is money.”</li></ul>	Student understands: <ul style="list-style-type: none"><li><b>idiomatic expressions</b>, such as “butterflies in her stomach” (meaning she is nervous)</li><li><b>metaphors</b>, such as “candle in the wind” (referring to the fragility of life)</li><li><b>symbolism</b>, such as “flag at half-mast” (which is a gesture of respect for someone, who made a significant contribution to society and has now died).</li></ul>	Student understands: <ul style="list-style-type: none"><li>traditional stories</li><li>western history and personalities</li><li>national history</li><li>current events, places and personalities</li><li>sports</li><li>art forms</li><li>popular culture</li><li>humour</li><li>figurative language.</li></ul>

## Reading (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<b>Discourse (knowledge of how ideas are organized and connected)</b>				
<p>Understands:</p> <ul style="list-style-type: none"> <li>simple narratives</li> <li>descriptive texts containing:</li> <li>common conjunctions.</li> </ul>	<p>Understands ideas in:</p> <ul style="list-style-type: none"> <li>simple explanations</li> <li>procedural texts connected with:</li> <li>conjunctions</li> <li>time markers</li> <li>sequence markers.</li> </ul>	<p>Understands ideas in:</p> <ul style="list-style-type: none"> <li>related paragraphs connected with:</li> <li>cohesive devices indicating comparison and contrast</li> <li>transition words.</li> </ul>	<p>Understands ideas in:</p> <ul style="list-style-type: none"> <li>extended texts connected with:</li> <li>a range of cohesive devices</li> <li>a range of transition words.</li> </ul>	<p>Understands:</p> <ul style="list-style-type: none"> <li>a variety of genres of texts containing:</li> <li>a broad range of cohesive devices.</li> </ul>
<p>Student reads and understands levelled fiction and nonfiction texts.</p> <p>Student understands:</p> <ul style="list-style-type: none"> <li><b>conjunctions</b>, such as “and,” “or,” “but.”</li> </ul> <p>Student may read a text, such as:</p> <ul style="list-style-type: none"> <li>“It was summer time and the lake was the only cold place.”</li> </ul> <p>and then read a question, such as:</p> <ul style="list-style-type: none"> <li>“Was it hot or cold outside?”</li> </ul> <p>and answer:</p> <ul style="list-style-type: none"> <li>“It hot outside and cold lake.”</li> </ul>	<p>Student understands:</p> <ul style="list-style-type: none"> <li><b>conjunctions</b>, such as “then,” “while,” “because of,” “in conclusion”</li> <li><b>time markers</b>, such as “sooner,” “later,” “eventually”</li> <li><b>sequence markers</b>, such as “initially,” “beginning with,” “followed by.”</li> </ul> <p>Student reads and understands the sequence of an experiment, procedure or instructions, such as:</p> <ul style="list-style-type: none"> <li>“First, add salt to the ice. Then, measure its temperature.”</li> </ul>	<p>Student understands ideas connected with:</p> <ul style="list-style-type: none"> <li><b>cohesive devices for indicating comparison</b>, such as “too,” “also,” “both,” “the same as,” “likewise,” “similarly,” “similar to”</li> <li><b>cohesive devices for indicating contrast</b>, such as “yet,” “though,” “different,” “than,” “instead,” “however”</li> </ul> <p>Student reads and understands:</p> <ul style="list-style-type: none"> <li>“Both plants and animals are made up of cells. Plant cells have a rigid cell wall; however, animal cells do not.”</li> </ul>	<p>Student understands:</p> <ul style="list-style-type: none"> <li><b>cohesive devices</b>, such as “frequently,” “therefore,” “after all,” “in particular,” “instead”</li> <li><b>transition words</b>, such as “similarly,” “as well as,” “therefore.”</li> </ul> <p>Student reads editorials, film reviews, short stories, simple poetic forms and newspaper articles, and understands texts, such as:</p> <ul style="list-style-type: none"> <li>“There are many human activities that have increased the release of large quantities of greenhouse gases into the atmosphere. Carbon dioxide, in particular, is emitted by cars, heating homes and electricity generation. Therefore, there is an increase in trapped heat, which has led to global warming.”</li> </ul>	<p>Student understands:</p> <ul style="list-style-type: none"> <li><b>cohesive devices</b>, such as “accordingly,” “significantly,” “consequently,” “regardless.”</li> </ul> <p>Student reads textbooks, journal articles, novels, short stories, essays and poetry, and understands texts, such as:</p> <ul style="list-style-type: none"> <li>The widespread use of combustion engines has led to the release of large quantities of greenhouse gases into the atmosphere, causing global warming. As a consequence, the polar ice caps are melting.”</li> </ul>

## Fluency (ability to read aloud smoothly, accurately and with appropriate expression)

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

## Writing

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<b>Linguistic: Vocabulary (knowledge of words and their meaning)</b>				
<p><b>Note:</b> The number of words acquired by the end of each level provides educators with an appreciation of the amount of vocabulary development from one level to the next. Teachers are neither expected nor encouraged to complete word counts in order to measure language proficiency.</p>				
<p>Uses some words (approximately 5000), including:</p> <ul style="list-style-type: none"> <li>utility words</li> <li>descriptive words</li> <li>subject-specific words.</li> </ul>	<p>Uses more words (approximately 15,000), including:</p> <ul style="list-style-type: none"> <li>utility words</li> <li>descriptive words</li> <li>subject-specific words.</li> </ul>	<p>Uses a range of words (approximately 25,000), including:</p> <ul style="list-style-type: none"> <li>utility words</li> <li>descriptive words</li> <li>subject-specific words</li> <li>academic words.</li> </ul>	<p>Selects from a greater range of words (approximately 40,000), including:</p> <ul style="list-style-type: none"> <li>utility words</li> <li>descriptive words</li> <li>subject-specific words</li> <li>academic words</li> <li>words with multiple meanings.</li> </ul>	<p>Selects from a broad range of words (approximately 85,000) to:</p> <ul style="list-style-type: none"> <li>convey precise meaning in complex and abstract contexts.</li> </ul> <p>Acquires new vocabulary from various sources for writing.</p>
<p>Student uses:</p> <ul style="list-style-type: none"> <li><b>utility words</b>, such as “run,” “play,” “laugh”</li> <li><b>descriptive words</b>, such as “normal,” “gentle,” “mad”</li> <li><b>subject-specific words</b>, such as “needs,” “add,” “area,” “health.”</li> </ul> <p>Student writes words related to familiar objects, actions and topics.</p> <p>Student may write:</p> <ul style="list-style-type: none"> <li>“The Earth has a weather. This is climate.”</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li><b>utility words</b>, such as “hurry,” “participate,” “giggle”</li> <li><b>descriptive words</b>, such as “weird,” “kind,” “angry”</li> <li><b>subject-specific words</b>, such as “writes,” “sum,” “equation,” “fitness.”</li> </ul> <p>Student may write:</p> <ul style="list-style-type: none"> <li>“Data is information gathered by different tools. A Global Positioning System (GPS) tells information about the plates of earth.”</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li><b>utility words</b>, such as “dash,” “compete,” “chuckle”</li> <li><b>descriptive words</b>, such as “curious,” “calm,” “frustrated”</li> <li><b>subject-specific words</b>, such as “privilege,” “calculate,” “condition”</li> <li><b>academic words</b>, such as “explain,” “summarize,” “justify.”</li> </ul> <p>Student may write:</p> <ul style="list-style-type: none"> <li>“Plate movement of the Earth is measured by seismometers, sonar mapping and global positioning devices.”</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li><b>utility words</b>, such as “scurry,” “recreate,” “cackle”</li> <li><b>descriptive words</b>, such as “bizarre,” “delicate,” “furious”</li> <li><b>subject-specific words</b>, such as “well-being,” “tally,” “healthiness”</li> <li><b>academic words</b>, such as “represent,” “classify,” “convey”</li> <li><b>words with multiple meanings</b>, such as “pitch,” “express,” “angle,” “dash.”</li> </ul> <p>Student may write:</p> <ul style="list-style-type: none"> <li>“It is important to gather a variety of data in order to find out about geologic changes. Global positioning devices and seismometers help scientists track plate movement.”</li> </ul>	<p>Student uses a broad range of words and incorporates specialized vocabulary, idioms and figures of speech in complex and abstract contexts.</p> <p>Student may write:</p> <ul style="list-style-type: none"> <li>“Technology is important in studying the movement of tectonic plates. It facilitates the gathering of accurate, timely and precise data.”</li> </ul>

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

<p>Uses:</p> <ul style="list-style-type: none"> <li>• familiar nouns</li> <li>• pronouns</li> <li>• adjectives</li> <li>• adverbs</li> <li>• prepositions</li> <li>• articles</li> <li>• verbs</li> </ul> <p>with tense errors and omissions.</p>	<p>Uses:</p> <ul style="list-style-type: none"> <li>• regular plurals</li> <li>• possessive pronouns</li> <li>• prepositional phrases</li> <li>• regular verbs in continuous and simple past tenses</li> <li>• irregular verbs in continuous and simple past tenses with tense and usage errors.</li> </ul>	<p>Uses:</p> <ul style="list-style-type: none"> <li>• negatives</li> <li>• irregular plurals</li> <li>• object pronouns</li> <li>• prepositions</li> <li>• regular verbs in past and future continuous tenses</li> <li>• irregular verbs in past and future continuous tenses with occasional errors.</li> </ul>	<p>Uses:</p> <ul style="list-style-type: none"> <li>• phrasal expressions</li> <li>• conditional structures</li> <li>• a range of past, present, future and perfect tenses in active and passive voice with increasing accuracy.</li> </ul>	<p>Uses:</p> <ul style="list-style-type: none"> <li>• many grammar features in abstract structures, such as:</li> <li>• conditional structures</li> <li>• passive voice</li> <li>• relative clauses with accuracy.</li> </ul>
<p>Student uses the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• <b>nouns</b>, such as “boy,” “girl,” “desk”</li> <li>• <b>pronouns</b>, such as “I,” “you,” “me,” “it”</li> <li>• <b>adjectives</b>, such as “big,” “small,” “blue”</li> <li>• <b>adverbs</b>, such as “fast,” “slow,” “quiet”</li> <li>• <b>prepositions</b>, such as “on,” “in”</li> <li>• <b>articles</b>, such as “a,” “an”</li> <li>• <b>verbs</b>, such as “talk,” “sit,” “sat,” “sitted,” “talked.”</li> </ul>	<p>Student uses the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• <b>regular plurals</b>, such as “friends,” “pens,” “erasers,” “pages”</li> <li>• <b>possessive pronouns</b>, such as “his,” “hers,” “yours,” “its”</li> <li>• <b>prepositional phrases</b>, such as “on the,” “beside a,” “near the,” “at lunchtime,” “in the fall,” “during the class”</li> <li>• <b>regular verbs</b> in present tense, such as “I walk,” “he walks”</li> <li>• <b>regular verbs</b> in future tense, such as “I will walk,” “she will walk”</li> <li>• <b>regular verbs</b> in simple past tense, such as “I walked,” “they walked”</li> <li>• <b>regular verbs</b> in present and past continuous tenses, such as “I am walking,” “they were walking”</li> <li>• <b>irregular verbs</b> in continuous and simple past tenses, such as take/took, buy/bought, keep/kept, leave/left, see/saw.</li> </ul> <p>Student may write:</p> <ul style="list-style-type: none"> <li>• “Last year in China we studied English one hour a week.”</li> </ul>	<p>Student uses the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• <b>negatives</b>, such as “no,” “not,” “neither”</li> <li>• <b>irregular plurals</b>, such as “mice,” “geese,” “knives”</li> <li>• <b>object pronouns</b>, such as “that,” “these,” “those,” “her,” “my”</li> <li>• <b>prepositions</b>, such as “above,” “between,” “around”</li> <li>• <b>irregular verbs</b> in past tense and future continuous tense, such as took/will be taking, bought/will be buying, kept/will be keeping.</li> </ul>	<p>Student uses the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• <b>phrasal expressions</b>, such as “figure out,” “come up with,” “think over”</li> <li>• <b>conditionals</b>, such as “If there is a test, then I will study.”</li> <li>• <b>perfect tense active voice</b>, such as in: <ul style="list-style-type: none"> <li>— “He has studied all week.”</li> <li>— “He has just found out now.”</li> </ul> </li> </ul> <p><b>perfect tense passive voice</b>, such as in “The test had been written by the students.”</p>	<p>Student uses the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• <b>conditionals</b>, such as “If he had known, then he would have ....”</li> <li>• <b>passive voice</b>, such as “The text is being studied by most of the class.”</li> <li>• <b>relative clauses</b>, such as “The textbooks, which the students find overwhelming, are difficult to use.”</li> </ul>

## Writing (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<b>Linguistic: Syntax (knowledge of word order and sentence structure)</b>				
<p>Writes simple:</p> <ul style="list-style-type: none"> <li>declarative sentences</li> <li>negative sentences</li> <li>question sentences using sentence frames.</li> </ul>	<p>Writes:</p> <ul style="list-style-type: none"> <li>simple compound sentences</li> <li>simple detailed sentences.</li> </ul>	<p>Writes a variety of:</p> <ul style="list-style-type: none"> <li>compound sentences</li> <li>complex sentences.</li> </ul>	<p>Writes a variety of:</p> <ul style="list-style-type: none"> <li>sentence structures to express relationships of time and condition.</li> </ul>	<p>Selects:</p> <ul style="list-style-type: none"> <li>sentence structures appropriate to the purpose, audience and style of writing.</li> </ul>
<p>Student writes sentences from models, using:</p> <ul style="list-style-type: none"> <li><b>declaratives</b>, such as “The Plains Tribe hunted buffalo.”</li> <li><b>negatives</b>, such as “They did not use guns.”</li> <li><b>questions</b>, such as “Where are the buffalo now?”</li> </ul>	<p>Student writes <b>compound sentences</b>, such as:</p> <ul style="list-style-type: none"> <li>“There were many buffalo and the tribes hunted them.”</li> </ul> <p>Student adds detail to simple sentences, such as:</p> <ul style="list-style-type: none"> <li>“Buffalo lived on the prairie.” to “Millions of buffalo lived on the prairies before.”</li> </ul>	<p>Student writes <b>compound sentences</b>, such as:</p> <ul style="list-style-type: none"> <li>“The Plains Tribes hunted buffalo and they lived a traditional way of life.”</li> </ul> <p>Student writes <b>complex sentences</b>, such as:</p> <ul style="list-style-type: none"> <li>“The Plains Tribes had to give up their traditional way of life when the buffalo disappeared.”</li> </ul>	<p>Student writes <b>relative clauses</b>, such as:</p> <ul style="list-style-type: none"> <li><b>time clauses</b> using “before,” “after,” “when,” “while”</li> <li><b>conditional structures</b>, such as “if … will + verb,” “will + verb … if.”</li> </ul> <p>Student may write:</p> <ul style="list-style-type: none"> <li>“The Plains Tribes lived differently before the buffalo disappeared. If the herds were on the move, the tribes would be packing up and following them. After they hunted enough, the tribes would dry the skins, prepare the meat and salvage all the useable parts of the carcass.”</li> </ul>	<p>Student may write:</p> <ul style="list-style-type: none"> <li>“Canada, once a vast and largely unsettled land, was home to the Plains Tribes. They lived a traditional way of life, quite simply off the land using the water, natural vegetation and animal life.”</li> </ul>

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

<p>Uses:</p> <ul style="list-style-type: none"> <li>copying</li> <li>spelling from memory</li> <li>words with similar sounds</li> <li>sentence frames</li> </ul> <p>to:</p> <ul style="list-style-type: none"> <li>spell familiar words</li> <li>write ideas</li> <li>complete patterned sentences</li> <li>use basic punctuation.</li> </ul>	<p>Uses:</p> <ul style="list-style-type: none"> <li>familiar vocabulary</li> <li>known phrases</li> <li>common expressions</li> <li>cognates</li> <li>word lists</li> <li>templates and models</li> <li>personal dictionary</li> </ul> <p>to:</p> <ul style="list-style-type: none"> <li>find appropriate words</li> <li>spell irregularly spelled words</li> <li>distinguish homophones and homonyms</li> <li>increase use of punctuation.</li> </ul>	<p>Uses:</p> <ul style="list-style-type: none"> <li>circumlocution</li> <li>word substitution</li> <li>format samples</li> <li>visual dictionary</li> <li>bilingual dictionary</li> <li>punctuation modelled in books</li> </ul> <p>to:</p> <ul style="list-style-type: none"> <li>add descriptions to writing</li> <li>make better word choices</li> <li>confirm spelling</li> <li>improve accuracy of punctuation.</li> </ul>	<p>Uses:</p> <ul style="list-style-type: none"> <li>planning tools</li> <li>English dictionaries</li> <li>thesaurus</li> <li>grammar references</li> </ul> <p>to:</p> <ul style="list-style-type: none"> <li>confirm spelling</li> <li>confirm meaning of words</li> <li>make more effective word choices</li> <li>use correct punctuation.</li> </ul>	<p>Uses:</p> <ul style="list-style-type: none"> <li>various digital tools</li> <li>reference guides</li> <li>writer's handbooks</li> <li>personal grammar notes</li> </ul> <p>to:</p> <ul style="list-style-type: none"> <li>select most accurate words</li> <li>use sophisticated punctuation</li> <li>revise content for tone, voice, audience and purpose.</li> </ul>
<p>Student overcomes language gaps by:</p> <ul style="list-style-type: none"> <li>copying from environment, peers and texts, with or without understanding</li> <li>spelling from memory, with or without understanding the sound–symbol relationship</li> <li>using known letter combinations for new words, such as “sh-un” for “-tion.”</li> </ul> <p>Student:</p> <ul style="list-style-type: none"> <li>uses known words, such as “is,” “to,” “a,” “this,” “of,” “like,” “can,” “in”</li> <li>attempts to spell words phonetically, but may, for example, write “sed” for “said,” “bat” for “bad”</li> </ul>	<p>Student overcomes language gaps by using:</p> <ul style="list-style-type: none"> <li><b>known words, phrases and expressions</b>, which may or may not fit with the context of the writing</li> <li><b>cognates</b> (words that are the same or very similar in other languages), such as night/Nacht/nuit (English/German/French)</li> <li><b>word lists, templates and dictionaries</b> to find words or patterns of writing, with occasional misuse.</li> </ul> <p>Student attends to:</p> <ul style="list-style-type: none"> <li><b>capitalization of names</b>, such as River Valley School</li> <li><b>word families</b>, such as right/fight/light</li> </ul>	<p>Student overcomes language gaps by using:</p> <ul style="list-style-type: none"> <li><b>circumlocution</b> by writing about the event, object or person, what it does or looks like when the student doesn't know the precise word</li> <li><b>word substitution</b> (inserting new words into familiar sentence patterns)</li> <li><b>templates</b> to follow patterns of syntax or formats for text types</li> <li><b>dictionaries</b> to find words that match the intended meaning for words not in the student's vocabulary.</li> </ul> <p>Student attends to:</p> <ul style="list-style-type: none"> <li><b>capitalization of proper nouns</b>, such as “Uncle Pat,” “Mr. Chen,” “Ms. Chaudry”</li> </ul>	<p>Student overcomes language gaps by using:</p> <ul style="list-style-type: none"> <li><b>templates, samples and graphic organizers</b> strategically to produce well-developed text</li> <li><b>reference materials</b> such as digital translation tools, a dictionary or a thesaurus strategically to convey more precise meaning.</li> </ul> <p>Student attends to:</p> <ul style="list-style-type: none"> <li><b>punctuation</b>, such as apostrophe for possessive, colon for greetings in business letters, and commas to separate clauses</li> <li><b>irregular spelling</b>, in words such as “chateaux,” “gnu,” “cordillera”</li> <li><b>confirming the meaning of homophones</b>, such as bear/bare</li> </ul>	<p>Student uses:</p> <ul style="list-style-type: none"> <li>the most appropriate technique or tool for the writing task or phase of writing, effectively and efficiently.</li> </ul> <p>Student attends to:</p> <ul style="list-style-type: none"> <li><b>punctuation</b>, such as varied uses of colons, semicolons, hyphens and dashes in a variety of text forms and contexts.</li> </ul>

## Writing (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<ul style="list-style-type: none"> <li>uses basic conventions, such as capitals at the beginning of sentences and periods at the end of sentences.</li> </ul>	<ul style="list-style-type: none"> <li><b>spelling of plurals</b>, using memorized rules such as changing the ‘y’ to ‘i’ and adding ‘-es’</li> <li><b>punctuation</b>, including question marks, exclamation marks and commas in a list</li> <li><b>homophones</b>, such as night/knight, here/hear, there/they’re/their, too/two/to</li> <li><b>homonyms</b>, such as lead (noun, a soft metal)/lead (verb, to show the way).</li> </ul>	<ul style="list-style-type: none"> <li><b>punctuation</b>, such as quotation marks, commas for use in speech and to separate clauses, and apostrophes for contractions.</li> </ul>	<ul style="list-style-type: none"> <li><b>confirming the meaning of homonyms</b>, such as bent (inclination to act in a particular way)/bent (past tense of the verb “to bend”), fluke (a coincidence)/fluke (a parasitic flatworm).</li> </ul>	

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

Produces texts using: <ul style="list-style-type: none"> <li>familiar words</li> <li>familiar phrases</li> <li>sentence frames to:</li> <li>complete forms</li> <li>create graphic organizers</li> <li>label diagrams.</li> </ul>	Produces: <ul style="list-style-type: none"> <li>texts for specific purposes using:               <ul style="list-style-type: none"> <li>templates</li> <li>samples, story plans or graphic organizers.</li> </ul> </li> </ul>	Produces: <ul style="list-style-type: none"> <li>expository texts</li> <li>narrative texts using:               <ul style="list-style-type: none"> <li>knowledge of culturally appropriate forms and styles.</li> </ul> </li> </ul>	Produces: <ul style="list-style-type: none"> <li>expository texts</li> <li>narrative texts with a developing sense of:               <ul style="list-style-type: none"> <li>audience</li> <li>genre</li> <li>voice</li> <li>degree of formality.</li> </ul> </li> </ul>	Produces: <ul style="list-style-type: none"> <li>a variety of texts appropriate to the socio-cultural context attending to:               <ul style="list-style-type: none"> <li>audience</li> <li>genre</li> <li>voice</li> <li>degree of formality.</li> </ul> </li> </ul>
Student: <ul style="list-style-type: none"> <li>fills in an agenda or field trip forms</li> <li>responds in a journal.</li> </ul>	Student uses: <ul style="list-style-type: none"> <li>a template and refers to sample thank-you letters to write a thank-you letter following a field trip</li> <li>an essay planning template to develop an outline for an essay comparing pioneer life with modern life.</li> </ul>	Student uses: <ul style="list-style-type: none"> <li>a plan or sentences from notes in a Venn diagram to write a story, with support</li> <li>templates to write a resume, a cover letter, directions, instructions, procedures, short narratives and expository texts, with support.</li> </ul>	Student: <ul style="list-style-type: none"> <li>writes short stories (narratives), essays, reports and speeches</li> <li>completes a Venn diagram, independently, using text and classroom sources, and then writes a short essay, asking for help when needed.</li> </ul>	Student uses appropriate tools and resources independently to write a variety of texts that are appropriate to the context, audience and purpose.  Student can: <ul style="list-style-type: none"> <li>write effective business letters</li> <li>present an argument from multiple perspectives.</li> </ul>

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

<p>Connects ideas in:</p> <ul style="list-style-type: none"> <li>• simple sentences using:</li> <li>• common conjunctions</li> <li>• common time markers</li> <li>• common sequence markers.</li> </ul>	<p>Connects ideas in:</p> <ul style="list-style-type: none"> <li>• a basic paragraph using:</li> <li>• common conjunctions</li> <li>• time markers</li> <li>• sequence markers.</li> </ul>	<p>Connects ideas in:</p> <ul style="list-style-type: none"> <li>• a three-paragraph narrative</li> <li>• a three-paragraph descriptive composition</li> </ul> <p>using:</p> <ul style="list-style-type: none"> <li>• transition words</li> <li>• subordinate conjunctions.</li> </ul>	<p>Connects ideas in:</p> <ul style="list-style-type: none"> <li>• a cohesive, well-developed, five-paragraph academic composition</li> </ul> <p>using:</p> <ul style="list-style-type: none"> <li>• a variety of cohesive devices.</li> </ul>	<p>Organizes ideas in:</p> <ul style="list-style-type: none"> <li>• a variety of extended texts which reiterate, emphasize and show proof and exception</li> </ul> <p>using:</p> <ul style="list-style-type: none"> <li>• transitional devices.</li> </ul>
<p><b>Student uses:</b></p> <ul style="list-style-type: none"> <li>• <b>conjunctions</b>, such as “and,” “but,” “because”</li> <li>• <b>time markers</b>, such as “today,” “yesterday,” “then”</li> <li>• <b>sequence markers</b>, such as “first,” “next.”</li> </ul> <p>Student writes language experience stories and simple student journals.</p> <p>Student may write:</p> <ul style="list-style-type: none"> <li>• “Today I come to the school and my sister go to the work.”</li> </ul>	<p><b>Student uses:</b></p> <ul style="list-style-type: none"> <li>• <b>conjunctions</b>, such as “or,” “so,” “yet”</li> <li>• <b>time markers</b>, such as “now,” “Monday,” “next week”</li> <li>• <b>sequence markers</b>, such as “then,” “second,” “last,” “finally.”</li> </ul> <p>Student creates short expository paragraphs, using a T-chart.</p> <p>Student may write:</p> <ul style="list-style-type: none"> <li>• “My friends comes here from Colombia and Sudan. They come here because of the government.”</li> </ul>	<p><b>Student uses:</b></p> <ul style="list-style-type: none"> <li>• <b>transition words</b>, such as “still,” “in fact,” “that is,” “therefore”</li> <li>• <b>subordinate conjunctions</b>, such as “although,” “since,” “even if,” “unless,” “whenever,” “while.”</li> </ul> <p>Student writes letters, journal entries, simple poetic forms, multimedia presentations and basic essays.</p> <p>Student may write:</p> <ul style="list-style-type: none"> <li>• “We went to school yesterday even though our classes were cancelled.”</li> </ul>	<p>Student uses appropriate connectors and transitions signalling:</p> <ul style="list-style-type: none"> <li>• <b>time</b>, such as “eventually,” “suddenly,” “further”</li> <li>• <b>cause/effect</b>, such as “as a result,” “therefore”</li> <li>• <b>contrast</b>, such as “besides,” “whereas,” “despite”</li> <li>• <b>condition</b>, such as “if … then,” “while.”</li> </ul> <p>Student writes text forms, such as:</p> <ul style="list-style-type: none"> <li>• lab reports, business letter, detailed essay, newspaper articles, summaries of text, presentations and videos.</li> </ul> <p>Student may write:</p> <ul style="list-style-type: none"> <li>• “Angiosperms reproduce with seeds whereas ferns reproduce with spores.”</li> </ul>	<p>Student uses transitional devices to:</p> <ul style="list-style-type: none"> <li>• <b>reiterate</b>, such as “overall,” “in summary,” “in essence”</li> <li>• <b>emphasize</b>, such as “notably,” “in fact,” “especially”</li> <li>• <b>show proof</b>, such as “obviously,” “moreover,” “likewise”</li> <li>• <b>show exception</b>, such as “however,” “despite,” “in spite of.”</li> </ul> <p>Student writes a variety of text forms, such as:</p> <ul style="list-style-type: none"> <li>• persuasive essays, speeches, literary explorations, and critical/analytical responses.</li> </ul>

## Writing (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
<b>Editing (ability to identify and correct writing errors, improve word choice and make sentences clearer)</b>				
<p>Edits sentences for:</p> <ul style="list-style-type: none"> <li>capitalization of names and words at the beginning of sentences</li> <li>periods</li> <li>regular spelling of familiar words.</li> </ul>	<p>Edits and revises paragraphs for:</p> <ul style="list-style-type: none"> <li>regular spelling</li> <li>end punctuation</li> <li>commas in lists</li> <li>addition of detail.</li> </ul>	<p>Edits and revises expository and narrative texts for:</p> <ul style="list-style-type: none"> <li>capitalization of proper nouns</li> <li>apostrophes, quotation marks, hyphens, dashes and commas</li> <li>regular and irregular spelling</li> <li>spelling of homophones and homonyms</li> <li>subject–verb agreement</li> <li>appropriate word choice</li> <li>addition of supporting details.</li> </ul>	<p>Edits and revises essays for:</p> <ul style="list-style-type: none"> <li>most punctuation conventions</li> <li>appropriate word forms and word choice</li> <li>content</li> <li>organization</li> <li>verb tense</li> <li>active and passive voice.</li> </ul>	<p>Proofreads and revises reports and extended texts for:</p> <ul style="list-style-type: none"> <li>coherence</li> <li>audience</li> <li>purpose</li> <li>voice</li> <li>standard grammatical forms.</li> </ul>
<p>Student uses supports for editing, such as:</p> <ul style="list-style-type: none"> <li>grammar notes</li> <li>classroom charts</li> <li>dictionaries.</li> </ul>	<p>Student uses supports for editing, such as:</p> <ul style="list-style-type: none"> <li>a dictionary to correct spelling</li> <li>tools and references to correct punctuation.</li> </ul> <p>Student adds more text to explain or describe when editing.</p>	<p>Student uses supports for editing, such as:</p> <ul style="list-style-type: none"> <li>a dictionary or reference tool to correct spelling and punctuation</li> <li>grammar guides or samples to correct subject–verb agreement.</li> </ul> <p>Student:</p> <ul style="list-style-type: none"> <li>chooses a different word like “enormous” instead of “big” and “worried” instead of “afraid” when editing</li> <li>adds more detail while editing</li> <li>varies word choice and uses a thesaurus or other resources.</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>edits for spelling, punctuation and word choice</li> <li>re-orders sentences for paragraph flow</li> <li>rewrites sentences to adjust for grammar changes</li> <li>attends to punctuation, including using apostrophes for possessives, colons for greetings in business letters, and commas to separate clauses.</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>adds transition words for fluency between sentences and paragraphs</li> <li>selects words that best suit audience and purpose for writing</li> <li>attends to tense and subject–verb agreement corrections when modifying sentences</li> <li>attends to punctuation, including varied uses of colons, semicolons, hyphens and dashes.</li> </ul>