Alberta K–12 ESL Proficiency Benchmarks
With Examples

Grades 4–6
Grade 4 to Grade 6

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

<table>
<thead>
<tr>
<th>Level 1</th>
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</tr>
</thead>
<tbody>
<tr>
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</tbody>
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### Linguistic: Vocabulary (knowledge of words and their meaning)

**Note:** The number of words acquired by the end of each level provides educators with an appreciation of the amount of vocabulary development from one level to the next. Teachers are neither expected nor encouraged to complete word counts in order to measure language proficiency.

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</table>

#### Understanding a few words
- **Utility words**
- **Descriptive words**

Student understands a few words, including:
- utility words, such as “pencil,” “book,” “chair”
- descriptive words, such as “green,” “long,” “nice.”

#### Understanding some words
- **Utility words**
- **Descriptive words**
- **Subject-specific words**

Student understands some words, including:
- utility words, such as “eraser,” “ruler,” “stapler”
- descriptive words, such as “dark green,” “fine,” “kind”
- subject-specific words, such as “measure,” “triangle,” “angle,” “degrees.”

#### Understanding more words
- **Utility words**
- **Descriptive words**
- **Subject-specific words**
- **Academic words**

Student understands more words, including:
- utility words, such as “hole punch,” “calculator,” “Duo-Tang”
- descriptive words, such as “navy blue,” “amusing,” “helpful”
- subject-specific words, such as “greater than,” “less than,” “vertices,” “ecosystem,” “scalene triangle,” “reflex angle”
- academic words, such as “design,” “rewrite,” “enter,” “put.”

#### Understanding a range of words
- **Utility words**
- **Descriptive words**
- **Subject-specific words**
- **Academic words**
- **Synonyms and antonyms**

Student understands a range of words, including:
- utility words, such as “paper clip,” “staple remover,” “divder”
- descriptive words, such as “reduce,” “spacious,” “tender”
- subject-specific words, such as “polyhedron,” “triangular prism,” “hexagonal pyramid”
- academic words, such as “construct,” “categorize,” “improve”
- synonyms, such as “less than/fewer than, shape/form/structure”
- antonyms, such as “less than/greater than, shape/shapecless.”

#### Understanding a broad range of words
- **Synonyms**
- **Antonyms**
- **Adjectives**
- **Adverbs**
- **Words with multiple meanings**

Student understands a broad range of words, including:
- synonyms, such as base/bottom/end
- antonyms, such as stop/start
- adjectives, such as “flat,” “angled,” “pointed”
- adverbs, such as “carefully,” “accurately”
- words with multiple meanings, such as “play,” “pitch,” “base,” “plot.”
## Linguistic: Syntax (knowledge of word order and sentence structure)

<table>
<thead>
<tr>
<th>Understands:</th>
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<th>Understands:</th>
<th>Understands:</th>
<th>Understands:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• simple commands and phrases with visual support and demonstrations.</td>
<td>• three-step commands and phrases on familiar topics, with visual support.</td>
<td>• multi-step instructions in texts on familiar topics, with visual support.</td>
<td>• multi-step instructions in texts on familiar topics, with minimal support.</td>
<td>• detailed instructions in texts on unfamiliar topics, independently.</td>
</tr>
<tr>
<td>Student follows:</td>
<td>Student follows:</td>
<td>Student follows:</td>
<td>Student follows:</td>
<td>Student follows:</td>
</tr>
<tr>
<td>• school routines</td>
<td>simple commands and instructions, such as:</td>
<td>multi-step instructions with supports, such as:</td>
<td>detailed instructions, such as:</td>
<td>detailed instructions, such as:</td>
</tr>
<tr>
<td>Student can:</td>
<td>“Please turn on the computer, log in and open your folder.”</td>
<td>written instructions accompanying oral instructions</td>
<td>“After you are done reading the experiment in the textbook, pick a partner, discuss what kind of closed circuit you are going to build, gather all of your materials and construct your own closed circuit.”</td>
<td></td>
</tr>
<tr>
<td>• label a diagram with the parts of a tree following a lesson presented with simple phrases and visuals.</td>
<td>Student can describe the concept explained in a lesson using sentence frames, such as:</td>
<td>• visuals, diagrams and anchor charts.</td>
<td>Student may demonstrate understanding about how to classify and compare deciduous and coniferous trees following a lesson by using complex sentences, such as:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• “A deciduous tree is _____.”</td>
<td>• “The tree rings are closer together because of a drought.”</td>
<td>• “Deciduous trees have leaves and shed them in the fall, but coniferous trees have needles and keep them all year long.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• “A coniferous tree is _____.”</td>
<td></td>
<td></td>
<td>Student can:</td>
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<td></td>
<td></td>
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<td></td>
<td>• use some of the sentence structures heard during a presentation to summarize key points, make comments or ask questions.</td>
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</tbody>
</table>

K–12 English as a Second Language Proficiency Benchmarks with Examples
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### Listening (continued)

<table>
<thead>
<tr>
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<td>Expanding</td>
<td>Bridging</td>
<td>Extending</td>
</tr>
<tr>
<td>Strategic: Questioning (knowledge of ways to seek information)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responds to:</td>
<td>• short, simple questions on familiar topics.</td>
<td>Responds to literal questions using:</td>
<td>Responds to:</td>
<td>Responds to:</td>
<td>Responds to:</td>
</tr>
<tr>
<td></td>
<td>• &quot;Point to ___.&quot;</td>
<td>• &quot;what&quot;</td>
<td>• open-ended questions on familiar topics.</td>
<td>• open-ended questions on unfamiliar topics.</td>
<td>• hypothetical questions</td>
</tr>
<tr>
<td></td>
<td>• &quot;Show me ___.&quot;</td>
<td>• &quot;where&quot;</td>
<td>on familiar topics.</td>
<td>• inferential questions on unfamiliar topics.</td>
<td>and inferential questions on unfamiliar topics.</td>
</tr>
<tr>
<td></td>
<td>or asks simple questions, such as:</td>
<td>• &quot;when&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• &quot;Where is your book?&quot;</td>
<td>• &quot;who&quot;</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• &quot;Do you want the crayon or pencil?&quot;</td>
<td>• &quot;how many&quot;</td>
<td></td>
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</tr>
<tr>
<td>Student is able to respond verbally, in writing or through actions when the teacher says:</td>
<td>Student responds verbally, in writing or through actions when the teacher asks literal questions, such as:</td>
<td>Student responds verbally or in writing when the teacher asks open-ended questions on familiar topics, such as:</td>
<td>Student responds verbally or in writing when the teacher asks open-ended questions on unfamiliar topics, such as:</td>
<td>Student responds verbally or in writing when the teacher asks:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• &quot;Point to ___.&quot;</td>
<td>• &quot;What is democracy?&quot;</td>
<td>• &quot;Tell me more about what happened in the election.&quot;</td>
<td>• hypothetical questions, such as &quot;If you were a member of the Conservative Party, how would you respond to that bylaw?&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• &quot;Show me ___.&quot;</td>
<td>• &quot;Where is the Legislative Assembly?&quot;</td>
<td>• &quot;How is … different from …?&quot;</td>
<td>• inferential questions, such as &quot;What was it about the candidate that you think the voters liked?&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or asks simple questions, such as:</td>
<td>• &quot;When are elections?&quot;</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• &quot;Where is your book?&quot;</td>
<td>• &quot;How many seats are in the Senate?&quot;</td>
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</tr>
<tr>
<td><strong>Strategic: Clarification (knowledge of ways to confirm understanding)</strong></td>
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<tr>
<td>---------------------------------------------------------------</td>
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</tr>
</tbody>
</table>
| **Communicates:**  
| • understanding or misunderstanding using:  
| • familiar expressions. |
| **Demonstrates listening for:** |
| • new words using:  
| • familiar clarification phrases. |
| **Demonstrates listening for:** |
| • key words by asking:  
| • familiar clarification questions. |
| **Demonstrates listening for:** |
| • key concepts by asking:  
| • a range of clarification questions. |
| **Demonstrates listening for:** |
| • important information by asking:  
| • specific questions. |

**Student may say:**
- “I know.”
- “No understand.”
- “Okay.”
- “I don’t know.”
- “I don’t get it.”
- “Help me.”

**Student seeks clarification by asking questions, such as:**
- “What is floating zone?”
- “This is an insect, right?”
- “Is insect part of the floating zone?”
- “Do all eggs float?”
- “How is the floating zone different than the emergent zone?”
- “Are the zones different because of how deep the water is?”

**Student clarifies understanding following a conversation, demonstration or explanation by asking specific questions, such as:**
- “How come some insects lay their eggs in the submergent zone but the larvae need to live in the floating zone?”

<table>
<thead>
<tr>
<th><strong>Socio-Linguistic (awareness of social and cultural factors influencing the way language is used)</strong></th>
</tr>
</thead>
</table>
| **Understands:**  
| • familiar greetings  
| • known gestures  
| • tone of voice. |
| **Understands** |
| • familiar social expressions. |
| **Understands a variety of:** |
| • social expressions  
| • slang. |
| **Understands common:** |
| • colloquial expressions  
| • idiomatic expressions. |
| **Understands:** |
| • idiomatic expressions  
| • humour  
| • cultural references. |

**Student responds appropriately to:**
- **greetings**, such as “hello,” “good-bye”
- **known gestures**, such as a waved hand indicating greeting
- a raised hand and a change in the **tone of voice** when told, “Just a minute.” (Student waits in response.)

**Student responds appropriately to:**
- **familiar social expressions**, such as:
  - “How’s it going?”
  - “How was your day?”
  - “Are you being picked up after school?”

**Student responds appropriately to:**
- **social expressions**, such as:
  - “What’s bothering him?”
  - **intonation**, such as “You like that?” or “You like that?”
- **slang expressions**, such as:
  - “What’s bugging him?”
  - “Wazz up?” (What’s up?)
  - “Later!” (See you later!)

**Student responds appropriately to:**
- **colloquial expressions**, such as:
  - “That’s great!”
  - “Give me a minute.”
  - “I don’t feel like it.”
- **idiomatic expressions**, such as:
  - “Are you feeling a bit under the weather?”
  - “It’s fair and square.”
  - “Keep your chin up!”

**Student responds appropriately to:**
- “Remember to **dress sharp** for the presentation tomorrow.”
- “Do you celebrate a harvest festival similar to Thanksgiving?”
## Listening (continued)

<table>
<thead>
<tr>
<th>Discourse (knowledge of how ideas are organized and connected)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
</tr>
<tr>
<td><strong>Beginning</strong></td>
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</table>

**Level 1: Beginning**

- **Familiar commands**
- **The gist of conversations**
- **Short phrases connected with “and” and “then”**

In familiar social interactions and classroom routines.

**Level 2: Developing**

- **Main ideas of simple sentences**
- **Common conjunctions**
- **Time markers**
- **Sequence markers**

On familiar topics.

**Level 3: Expanding**

- **Main ideas**
- **Some details**
- **Clauses in related sentences**
- **Common conjunctions**
- **Time markers**
- **Sequence markers**

On unfamiliar topics.

**Level 4: Bridging**

- **Main ideas**
- **Specific details**
- **Clauses and sentences in paragraphs**
- **Common conjunctions**
- **Time markers**
- **Sequence markers**

On unfamiliar topics.

**Level 5: Extending**

- **Main ideas**
- **Specific details**
- **Complex sentences in related paragraphs**
- **Cohesive devices**

In academic explanations.

### Examples

**Student understands:**

- **Conjunctions**, such as “and,” “then.”

Following a lesson on nutrition, student can identify food, such as:
- Fruits: e.g., apple, banana, blueberry, orange
- Vegetables: e.g., carrots, celery, potato, yams.

**Student understands:**

- **Conjunctions**, such as “or,” “but,” “because”
- **Time markers**, such as “today,” “yesterday”
- **Sequence markers**, such as “first,” “next.”

Following a series of health lessons on nutrition, student may say:
- “Today, I eat banana and apple but not vegetable. Tomorrow, I will eat vegetables, too.”

**Student understands:**

- **Conjunctions**, such as “for,” “before,” “so”
- **Time markers**, such as “Monday,” “on the weekend,” “last night”
- **Sequence markers**, such as “now,” “last.”

Following a chapter of a novel, student can:
- **Recall details**
- **Connect events**
- **Share relevant information and opinions in class discussions using own notes and class-created visuals or charts.**

**Student understands:**

- **Cohesive devices**, such as “therefore,” “for example,” “if… then,” “which means,” “caused by.”

### Following a lesson on nutrition,

**Student understands:**

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### After listening to a chapter of a novel,

**Student understands:**

- **Conjunctions**, such as “yet,” “even though,” “although”
- **Time markers**, such as “in 2012,” “next month,” “during the afternoon”
- **Sequence markers**, such as “after,” “second,” “third,” “finally.”

After listening to a chapter of a novel, student can:
- **Recall details**
- **Connect events**
- **Share relevant information and opinions in class discussions using own notes and class-created visuals or charts.**

**Student understands:**

- **Cohesive devices**, such as “therefore,” “for example,” “if… then,” “which means,” “caused by.”

### Following a lesson on nutrition,

**Student understands:**

- **Conjunctions**, such as “and,” “then.”

Following a lesson on nutrition, student can identify food, such as:
- Fruits: e.g., apple, banana, blueberry, orange
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**Student understands:**

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Following a series of health lessons on nutrition, student may say:
- “Today, I eat banana and apple but not vegetable. Tomorrow, I will eat vegetables, too.”

**Student understands:**

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Following a chapter of a novel, student can:
- **Recall details**
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After listening to a chapter of a novel, student can:
- **Recall details**
- **Connect events**
- **Share relevant information and opinions in class discussions using own notes and class-created visuals or charts.**

**Student understands:**

- **Cohesive devices**, such as “therefore,” “for example,” “if… then,” “which means,” “caused by.”
Auditory Discrimination (ability to hear differences in the sounds of letters and letter combinations)

<table>
<thead>
<tr>
<th>Identifies the initial sounds in:</th>
<th>Recognizes:</th>
<th>Recognizes:</th>
<th>Responds to:</th>
<th>Responds to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• words</td>
<td>• impact of tone on speech in familiar social interactions and classroom routines.</td>
<td>• rhymes</td>
<td>• reduced speech</td>
<td>• rapid speech in texts on familiar topics.</td>
</tr>
<tr>
<td>• word boundaries in familiar social interactions and classroom routines.</td>
<td></td>
<td>• cognates</td>
<td>• contractions in texts on familiar topics.</td>
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<td></td>
<td></td>
<td>• minimal pairs</td>
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<td></td>
<td></td>
<td>• common contractions in texts on familiar topics.</td>
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</table>

**Student can:**
- speak or write using the correct consonants in words such as “bad,” “dad,” “pet,” “pen”
- hear “Come to the carpet,” as four words
- repeat the sounds of English words orally and approximate the sounds in writing.

**Student recognizes:**
- when the voice rises at the end of an utterance and understand that it means a question
- changes in tone that indicate contentment, surprise, concern, urgency or frustration.

**Student recognizes:**
- **rhymes**, such as make, cake, snake, sake
- **cognates**, such as “Hand” (German) and “hand” (English); “intelligente” (French) and “intelligent” (English)
- **minimal pairs**, such as sheep/ship, fifteen/fifty, he’s/his/her’s, ketchup/catch up
- **contractions**, such as can’t, didn’t.

**Student responds appropriately to peers and adults using:**
- **reduced speech**, such as “didja,” “howr’ya,” “wanna,” “gonna,” “gotta”
- **contractions**, such as “can’t,” “would’ve,” “I’m,” “you’d.”

**Student can:**
- listen actively and participate in class discussions
- understand when a guest speaker talks at a quick rate without having to ask for repetition or for the rate to slow down.
### Speaking

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

**Note:** The number of words acquired by the end of each level provides educators with an appreciation of the amount of vocabulary development from one level to the next. Teachers are neither expected nor encouraged to complete word counts in order to measure language proficiency.

*Uses a few words (approximately 4000), including:*
- utility words
- descriptive words
to express basic understanding or communicate immediate needs and preferences.

*Uses some words (approximately 6000), including:*
- utility words
- descriptive words
- subject-specific words
to convey understanding of familiar topics.

*Uses more words (approximately 7500), including:*
- utility words
- descriptive words
- subject-specific words
- academic words
to convey understanding of curricular concepts.

*Uses a range of words (approximately 15,000), including:*
- utility words
- descriptive words
- subject-specific words
- academic words
to convey understanding of curricular concepts.

*Uses a broad range of words (approximately 25,000), including:*
- utility words
- descriptive words
- subject-specific words
- academic words
to convey understanding of abstract concepts.

**Student uses:**
- **utility words**, such as “head,” “computer,” “hat”
- **descriptive words**, such as “plain,” “funny,” “loud.”

**Student may point to a picture of a tree during science class, and say:**
- “tree”
- “tree green.”

**Student may say:**
- “Washroom?”
- “I go _____?”

**Student uses:**
- **utility words**, such as “head,” “computer,” “hat”
- **descriptive words**, such as “plain,” “funny,” “loud.”

**Student may say:**
- “The tree is tall and have big leaves.”

**Student uses:**
- **utility words**, such as “thigh,” “computer monitor,” “scarf”
- **descriptive words**, such as “texture,” “hilarious,” “booming”
- **subject-specific words**, such as “resources,” “confederation,” “storm”
- **academic words**, such as “communicate,” “receive,” “finish.”

**Student may say:**
- “The maple tree is deciduous.”

**Student uses:**
- **utility words**, such as “calf,” “projector,” “shades”
- **descriptive words**, such as “plaid,” “amusing,” “piercing”
- **subject-specific words**, such as “adaptation,” “urban,” “herbivore”
- **academic words**, such as “note,” “review,” “combine”
- **synonyms**, such as less than/fewer than, shape/form/structure
- **antonyms**, such as more than/greater than, formed/shapless.

**Student may say:**
- “The branching pattern of the maple tree is alternating.”

**Student uses:**
- **synonyms**, such as base/bottom/end
- **antonyms**, such as top/bottom, start/finish
- **adjectives**, such as “flat,” “angled,” “pointed”
- **adverbs**, such as “carefully,” “accurately”
- **words with multiple meanings**, such as “play,” “pitch,” “base,” “plot.”

**Student may say:**
- “The palmate leaf pattern is compound. Leaflets are joined in the middle and spread out like fingers on an outstretched palm.”
## Linguistic: Grammar (ability to form sentences conforming to the rules of English)

<table>
<thead>
<tr>
<th>Uses</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• nouns</td>
<td>• subject pronouns</td>
<td>• object pronouns</td>
<td>• possessive pronouns</td>
<td>• a variety of verb tenses</td>
</tr>
<tr>
<td>• simple present tense verbs</td>
<td>• present and regular past tense verbs</td>
<td>• irregular verb tenses</td>
<td>• irregular verb tenses</td>
<td>• subject–verb agreement</td>
</tr>
<tr>
<td>• some plurals</td>
<td>• plurals</td>
<td>• irregular plurals</td>
<td>• irregular plurals</td>
<td>• a variety of word forms with increasing accuracy</td>
</tr>
<tr>
<td>with errors and omissions</td>
<td>• prepositions</td>
<td>• prepositions</td>
<td>• prepositions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• adjectives</td>
<td>• adverbs</td>
<td>• word forms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• adverbs</td>
<td>with word-choice and word-placement errors.</td>
<td>with occasional errors.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student uses:</td>
<td>Student uses:</td>
<td>Student uses:</td>
<td>Student uses:</td>
<td>Student uses:</td>
</tr>
<tr>
<td>• nouns, such as “people,” “home,” “thing”</td>
<td>• subject pronouns, such as “I,” “you,” “he,” “she,” “it,” “we,” “they”</td>
<td>• object pronouns, such as “me,” “you,” “him,” “her,” “it,” “us,” “you,” “them”</td>
<td>• possessive pronouns, such as “mine,” “yours,” “his,” “hers,” “its,” “ours,” “theirs”</td>
<td>• verb tenses, such as go/will go/will be going/went/did go</td>
</tr>
<tr>
<td>• simple present tense verbs, such as “walk,” “sit,” “eat,” “sleep”</td>
<td>• present and regular past tense verbs, such as like/liked, watch/watched</td>
<td>• irregular verb tenses, such as see/saw, come/came, go/went, do/did</td>
<td>• irregular verb tenses, such as eat/ate, buy/bought, teach/taught</td>
<td>• subject–verb agreement, such as she is walking/they are walking, she has gone/they have gone</td>
</tr>
<tr>
<td>• plurals, such as “students,” “books,” “pens.”</td>
<td>• plurals, such as “wishes,” “berries”</td>
<td>• irregular plurals, such as mouse/mice, foot/feet</td>
<td>• irregular plurals, such as goose/geese, woman/women, child/children</td>
<td>• word forms, such as complete/incomplete/completion/completed/completing.</td>
</tr>
<tr>
<td>Student may say:</td>
<td>• prepositions, such as “in,” “out,” “off”</td>
<td>• prepositions, such as “above,” “below,” “between,” “among,” “beside.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• “The books is here.” (“is” should be “are”)</td>
<td>• adjectives, such as “tight,” “rude,” “stupid”</td>
<td>Student may say:</td>
<td>Student may say:</td>
<td>Student may say:</td>
</tr>
<tr>
<td></td>
<td>• adverbs, such as “slowly,” “hardly,” “nicely.”</td>
<td>• “I sold the books about mice over the weekend.” (“should be bought” and “mice”)</td>
<td>• “She bought these books about mice for me. She thought of me and decided to buy them because she knew I like the mice.”</td>
<td>• “Those books about mice weren’t where they were supposed to be. I found them near the books about rhinoceros instead of by the lions.”</td>
</tr>
</tbody>
</table>

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**Grades 4–6 K–12 English as a Second Language Proficiency Benchmarks with Examples**

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## Speaking (continued)

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td><strong>Developing</strong></td>
<td><strong>Expanding</strong></td>
<td><strong>Bridging</strong></td>
<td><strong>Extending</strong></td>
</tr>
<tr>
<td><strong>Linguistic: Syntax (knowledge of word order and sentence structure)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses:</td>
<td>Forms positive and negative:</td>
<td>Adds detail to positive and negative:</td>
<td>Creates longer detailed sentences with clauses.</td>
<td>Varies sentence structures.</td>
</tr>
<tr>
<td>• familiar patterned phrases</td>
<td>• statements</td>
<td>• statements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• familiar patterned sentences.</td>
<td>• questions</td>
<td>• questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• commands.</td>
<td>• commands.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student uses:</strong></td>
<td><strong>Student uses:</strong></td>
<td><strong>Student uses:</strong></td>
<td><strong>Student uses:</strong></td>
<td><strong>Student may say:</strong></td>
</tr>
<tr>
<td>• <strong>phrases</strong>, such as “It Jupiter,” “has moon”</td>
<td>• <strong>statements</strong>, such as “Saturn has rings.”</td>
<td>• <strong>statements</strong>, such as:</td>
<td>• <strong>sentences with clauses</strong>, such as “It is impossible to land on Jupiter since it is made of gas. There are many storms on Jupiter, which also makes it difficult to explore.”</td>
<td></td>
</tr>
<tr>
<td>• <strong>sentences</strong>, such as “Jupiter has moon. Jupiter is my favourite planet.”</td>
<td>• <strong>questions</strong>, such as “Pluto not a planet anymore?”</td>
<td>• “Saturn has many rings with rocks in it.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>commands</strong>, such as “Paint the planet blue.”</td>
<td>• “I’m going to do my report on Venus.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>questions</strong>, such as “Why isn’t Pluto a planet any longer?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>commands</strong>, such as “Make a chart first, then put on the labels.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Strategic (knowledge of techniques to overcome language gaps)

<table>
<thead>
<tr>
<th>Participates in familiar classroom routines using:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• repeated words</td>
</tr>
<tr>
<td>• familiar phrases and questions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communicates with peers and teachers using:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• known phrases</td>
</tr>
<tr>
<td>• simple routine questions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interacts using:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• known expressions</td>
</tr>
<tr>
<td>• message replacement</td>
</tr>
<tr>
<td>• questions to confirm understanding.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interacts using:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• circumlocution</td>
</tr>
<tr>
<td>• personal connections</td>
</tr>
<tr>
<td>• questions to gather more information.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiates and sustains communicative tasks by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• elaborating</td>
</tr>
<tr>
<td>• commenting</td>
</tr>
<tr>
<td>• restating</td>
</tr>
<tr>
<td>• asking clarifying questions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student uses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• familiar phrases, such as “I need pencil.”</td>
</tr>
<tr>
<td>• familiar questions, such as “You my partner?”</td>
</tr>
<tr>
<td>or “You help me?”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student overcomes language gaps by using:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• known expressions, such as “I need help,” or</td>
</tr>
<tr>
<td>“I don’t get it.”</td>
</tr>
<tr>
<td>• simple routine questions, such as “What do I</td>
</tr>
<tr>
<td>do?” (which could mean “What do I do next?” or</td>
</tr>
<tr>
<td>“What should I be doing?” or “What did I do</td>
</tr>
<tr>
<td>wrong?”)</td>
</tr>
<tr>
<td>• questions to confirm understanding, such as “</td>
</tr>
<tr>
<td>“What does this mean?” or “Can you explain it</td>
</tr>
<tr>
<td>again, please?”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student overcomes language gaps by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• using circumlocution, such as when the student</td>
</tr>
<tr>
<td>doesn’t have the word “time capsule,” he or</td>
</tr>
<tr>
<td>she describes it as, “The thing like a box where</td>
</tr>
<tr>
<td>you put things in and then people find it later.”</td>
</tr>
<tr>
<td>• making a personal connection, such as when the</td>
</tr>
<tr>
<td>student shares stories and ideas related to the</td>
</tr>
<tr>
<td>topic of discussion</td>
</tr>
<tr>
<td>• using questions to gather more information,</td>
</tr>
<tr>
<td>such as “Why …?”, “When …?”, “Where …?”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student overcomes language gaps by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• elaborating, such as “I really like planes and</td>
</tr>
<tr>
<td>especially the planes used in the wars. Once I</td>
</tr>
<tr>
<td>got to sit in the cockpit of a fighter jet.”</td>
</tr>
<tr>
<td>• commenting, such as “Did you see the</td>
</tr>
<tr>
<td>helicopter? It was really cool.”</td>
</tr>
<tr>
<td>• restating, such as “When you said you went to</td>
</tr>
<tr>
<td>the museum, you said that you thought the</td>
</tr>
<tr>
<td>veteran that gave the tour was really</td>
</tr>
<tr>
<td>interesting.”</td>
</tr>
<tr>
<td>• asking clarifying questions, such as “Did he</td>
</tr>
<tr>
<td>say his secret missions to drop paratroopers</td>
</tr>
<tr>
<td>and supplies behind enemy lines?”</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Student may have a conversation with a peer</th>
</tr>
</thead>
<tbody>
<tr>
<td>about a trip to the aerospace museum, using</td>
</tr>
<tr>
<td>strategies such as:</td>
</tr>
<tr>
<td>• elaborating, such as “I really like planes</td>
</tr>
<tr>
<td>and especially the planes used in the wars.</td>
</tr>
<tr>
<td>Once I got to sit in the cockpit of a fighter</td>
</tr>
<tr>
<td>jet.”</td>
</tr>
<tr>
<td>• commenting, such as “Did you see the</td>
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<tr>
<td>helicopter? It was really cool.”</td>
</tr>
<tr>
<td>• restating, such as “When you said you went to</td>
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<td>the museum, you said that you thought the</td>
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<td>veteran that gave the tour was really</td>
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<td>interesting.”</td>
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<td>• asking clarifying questions, such as “Did he</td>
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<tr>
<td>say his secret missions to drop paratroopers</td>
</tr>
<tr>
<td>and supplies behind enemy lines?”</td>
</tr>
</tbody>
</table>
### Speaking (continued)

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td><strong>Developing</strong></td>
<td><strong>Expanding</strong></td>
<td><strong>Bridging</strong></td>
<td><strong>Extending</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Uses familiar:</th>
<th>Uses common:</th>
<th>Uses:</th>
<th>Adjusts speech:</th>
<th>Uses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• expressions</td>
<td>• expressions</td>
<td>• familiar slang</td>
<td>• in formal and informal situations</td>
<td>• culturally based idioms</td>
</tr>
<tr>
<td>• gestures</td>
<td>• slang</td>
<td>• phrasal verbs in appropriate contexts</td>
<td>when interacting with peers and adults.</td>
<td>appropriately</td>
</tr>
<tr>
<td>to interact in familiar social and classroom contexts.</td>
<td>• idioms when interacting with peers and adults.</td>
<td></td>
<td>when engaging in a range of conversational situations.</td>
<td></td>
</tr>
</tbody>
</table>

**Student may say:**
- “How are you?”
- “I’m fine, and you?”

**Student may say:**
- “What’s up?”
- “Just kidding.”
- “Move over.”
- “Excuse me, please.”

**Student may say,**
- “My mom will pick me up after school, so I don’t need a ride.”

**Student may address:**
- a friend saying, “Hey, Jasdeep! I need a lift.”
- an adult saying, “Mrs. Chen, may I get a ride please?”

**Student may say:**
- “Break a leg!” to a peer in a play
- “It isn’t a bed of roses.” when talking about something uncomfortable.

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

<table>
<thead>
<tr>
<th>Connects words in phrases and/or short simple sentences with:</th>
<th>Connects ideas in sentences with:</th>
<th>Connects ideas in related sentences using a variety of:</th>
<th>Connects ideas in more complex sentences with:</th>
<th>Connects ideas on the same topic to create a logical flow using:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• “and” and “then.”</td>
<td>• conjunctions</td>
<td>• conjunctions, such as “but,” “for,” “because”</td>
<td>• a variety of cohesive devices.</td>
<td>• transition words.</td>
</tr>
<tr>
<td></td>
<td>• time markers</td>
<td>• time markers, such as “today,” “yesterday,” “Tuesday”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• sequence markers, such as “first,” “next,” “last.”</td>
<td>• sequence markers, such as “next Monday,” “on the weekend,” “last night”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student may say:**
- “It red and blue.”
- “Then we go science.”

**Student uses:**
- **conjunctions**, such as “but,” “for,” “because”
- **time markers**, such as “today,” “yesterday,” “Tuesday”
- **sequence markers**, such as “first,” “next,” “last.”

**Student uses:**
- **conjunctions**, such as “so,” “or,” “when”
- **time markers**, such as “next Monday,” “on the weekend,” “last night”
- **sequence markers**, such as “finally,” “after that.”

**Student uses:**
- **cohesive devices**, such as “since,” “while,” “until,” “about.”

**Student may say:**
- “In the morning it snowed a lot. We stayed inside while the snow came down. We stayed

**Student uses:**
- **transition words**, such as “in conclusion,” “however,” “in summary,” “therefore,” “eventually.”

**Student may say:**
- “So far, the weather this week has been strange. At the
### Pronunciation (ability to produce comprehensible speech)

<table>
<thead>
<tr>
<th>Imitates some:</th>
<th>Approximates:</th>
<th>Uses:</th>
<th>Uses:</th>
<th>Uses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- English sounds in:</td>
<td>- English rhythm</td>
<td>- comprehensible pronunciation</td>
<td>- comprehensible pronunciation</td>
<td>- comprehensible pronunciation</td>
</tr>
<tr>
<td>- familiar routines although pronunciation errors may interfere with meaning.</td>
<td>- stress</td>
<td>- appropriate rhythm</td>
<td>- appropriate intonation</td>
<td>- intonation with increasing accuracy in:</td>
</tr>
<tr>
<td>- although pronunciation errors may interfere with meaning.</td>
<td>- intonation in:</td>
<td>- appropriate intonation in:</td>
<td>- familiar and rehearsed activities with occasional errors.</td>
<td>- unrehearsed situations where dialogue is spontaneous (accented speech is expected and accepted).</td>
</tr>
<tr>
<td>- familiar social and classroom routines</td>
<td>- familiar social and classroom routines although pronunciation errors may interfere with meaning.</td>
<td>- familiar and rehearsed activities although errors may still occur.</td>
<td>- familiar and rehearsed activities with occasional errors.</td>
<td>- cooperative learning activities</td>
</tr>
<tr>
<td>Student may speak haltingly, with word and word-ending omissions and pauses and may say:</td>
<td>Student experiments with the placement of emphasis in words and syllables and may say:</td>
<td>Student is mostly understood and may say:</td>
<td>Student is understood when speaking in a variety of contexts, such as:</td>
<td>Student is easily understood by others in:</td>
</tr>
<tr>
<td>- “da” for “the”</td>
<td>- “reading” rather than “rea-ding,” putting the emphasis on the incorrect syllable</td>
<td>- “so” for “show”</td>
<td>- Readers’ Theatre</td>
<td>- cooperative learning activities</td>
</tr>
<tr>
<td>- “pease” for “please”</td>
<td>- “wea wenta to the–a library” (we went to the library), adding extra syllables.</td>
<td>- “fries” for “flies”</td>
<td>- drama</td>
<td>- conversations in which dialogue is spontaneous.</td>
</tr>
<tr>
<td>- “tanksu berryma” for “thank you very much.”</td>
<td></td>
<td>- “fifteen” for “fifty.”</td>
<td>- practiced oral presentations</td>
<td></td>
</tr>
</tbody>
</table>

Student may say:
- “The weather today is snow and rain.”
- “First I eat. Then I go outside.”

Student may say:
- “Last week it snowed but today it’s sunny.”

until it stopped, and then we went out.”

beginning of the week it rained and rained. Eventually, it stopped on the third day. It was supposed to be cold all week; however, it was warm today. I guess it’s true what they say—you can’t predict the weather.”

Student experiments with the placement of emphasis in words and syllables and may say:
- “reading” rather than “rea-ding,” putting the emphasis on the incorrect syllable
- “wea wenta to the-a library” (we went to the library), adding extra syllables.

Student is mostly understood and may say:
- “so” for “show”
- “fries” for “flies”
- “fifteen” for “fifty.”

Student is understood when speaking in a variety of contexts, such as:
- Readers’ Theatre
- drama
- practiced oral presentations
- shared reading.

Student is easily understood by others in:
- cooperative learning activities
- conversations in which dialogue is spontaneous.
# Reading

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Developing</td>
<td>Expanding</td>
<td>Bridging</td>
<td>Extending</td>
</tr>
</tbody>
</table>

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

**Note:** The number of words acquired by the end of each level provides educators with an appreciation of the amount of vocabulary development from one level to the next. Teachers are neither expected nor encouraged to complete word counts in order to measure language proficiency.

<table>
<thead>
<tr>
<th>Level</th>
<th>Understands a few words (approximately 4000), including:</th>
<th>Understands some words (approximately 6000), including:</th>
<th>Understands more words (approximately 7500), including:</th>
<th>Understands a range of words (approximately 15,000), including:</th>
<th>Understands a broad range of words (approximately 25,000), including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>utility words, such as “shirt,” “window,” “boat” descriptive words, such as “small,” “soft,” “smart.”</td>
<td>utility words, such as “pocket,” “glass,” “ship” descriptive words, such as “tiny,” “gentle,” “wise” subject-specific words, such as “rain,” “moon” “regions.”</td>
<td>utility words, such as “sweater,” “frame,” “canoe” descriptive words, such as “teeny,” “calm,” “sharp” subject-specific words, such as “precipitation,” “condensation,” “evaporation” academic words, such as “identify,” “explain,” “decide.”</td>
<td>words with multiple meanings synonyms, such as cloudy/overcast, weather/climate antonyms, such as damp/parched subject-specific word forms, such as form/reform/reformation/inform/uninformed/information/informant.</td>
<td>words with multiple meanings, such as “condense,” “form” synonyms, such as overcast/hazy, climate/environment antonyms, such as damp/parched subject-specific word forms, such as form/reform/reformation/inform/uninformed/information/informant.</td>
</tr>
<tr>
<td>Level 2</td>
<td>utility words, such as “shirt,” “window,” “boat” descriptive words, such as “small,” “soft,” “smart.”</td>
<td>utility words, such as “pocket,” “glass,” “ship” descriptive words, such as “tiny,” “gentle,” “wise” subject-specific words, such as “rain,” “moon” “regions.”</td>
<td>utility words, such as “sweater,” “frame,” “canoe” descriptive words, such as “teeny,” “calm,” “sharp” subject-specific words, such as “precipitation,” “condensation,” “evaporation” academic words, such as “identify,” “explain,” “decide.”</td>
<td>words with multiple meanings, such as “base,” “cool,” “sunny” synonyms, such as cloudy/overcast, weather/climate antonyms, such as cloud/clear subject-specific words, such as “forecast,” “dew,” “nimbus” academic words, such as “classify,” “select,” “express.”</td>
<td>words with multiple meanings, such as “condense,” “form” synonyms, such as overcast/hazy, climate/environment antonyms, such as damp/parched subject-specific word forms, such as form/reform/reformation/inform/uninformed/information/informant.</td>
</tr>
<tr>
<td>Level 3</td>
<td>utility words, such as “pocket,” “glass,” “ship” descriptive words, such as “tiny,” “gentle,” “wise” subject-specific words, such as “rain,” “moon” “regions.”</td>
<td>utility words, such as “sweater,” “frame,” “canoe” descriptive words, such as “teeny,” “calm,” “sharp” subject-specific words, such as “precipitation,” “condensation,” “evaporation” academic words, such as “identify,” “explain,” “decide.”</td>
<td>words with multiple meanings, such as “base,” “cool,” “sunny” synonyms, such as cloudy/overcast, weather/climate antonyms, such as cloud/clear subject-specific words, such as “forecast,” “dew,” “nimbus” academic words, such as “classify,” “select,” “express.”</td>
<td>words with multiple meanings, such as “condense,” “form” synonyms, such as overcast/hazy, climate/environment antonyms, such as damp/parched subject-specific word forms, such as form/reform/reformation/inform/uninformed/information/informant.</td>
<td>words with multiple meanings, such as “condense,” “form” synonyms, such as overcast/hazy, climate/environment antonyms, such as damp/parched subject-specific word forms, such as form/reform/reformation/inform/uninformed/information/informant.</td>
</tr>
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<td>Level 4</td>
<td>utility words, such as “pocket,” “glass,” “ship” descriptive words, such as “tiny,” “gentle,” “wise” subject-specific words, such as “rain,” “moon” “regions.”</td>
<td>utility words, such as “sweater,” “frame,” “canoe” descriptive words, such as “teeny,” “calm,” “sharp” subject-specific words, such as “precipitation,” “condensation,” “evaporation” academic words, such as “identify,” “explain,” “decide.”</td>
<td>words with multiple meanings, such as “base,” “cool,” “sunny” synonyms, such as cloudy/overcast, weather/climate antonyms, such as cloud/clear subject-specific words, such as “forecast,” “dew,” “nimbus” academic words, such as “classify,” “select,” “express.”</td>
<td>words with multiple meanings, such as “condense,” “form” synonyms, such as overcast/hazy, climate/environment antonyms, such as damp/parched subject-specific word forms, such as form/reform/reformation/inform/uninformed/information/informant.</td>
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</tr>
<tr>
<td>Level 5</td>
<td>utility words, such as “pocket,” “glass,” “ship” descriptive words, such as “tiny,” “gentle,” “wise” subject-specific words, such as “rain,” “moon” “regions.”</td>
<td>utility words, such as “sweater,” “frame,” “canoe” descriptive words, such as “teeny,” “calm,” “sharp” subject-specific words, such as “precipitation,” “condensation,” “evaporation” academic words, such as “identify,” “explain,” “decide.”</td>
<td>words with multiple meanings, such as “base,” “cool,” “sunny” synonyms, such as cloudy/overcast, weather/climate antonyms, such as cloud/clear subject-specific words, such as “forecast,” “dew,” “nimbus” academic words, such as “classify,” “select,” “express.”</td>
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</tr>
</tbody>
</table>
### Linguistic: Syntax (knowledge of word order and sentence structure)

<table>
<thead>
<tr>
<th>Understands:</th>
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<th>Understands:</th>
<th>Understands:</th>
<th>Understands:</th>
</tr>
</thead>
<tbody>
<tr>
<td>short patterned sentences on familiar topics.</td>
<td>simple sentences</td>
<td>simple detailed sentences in short paragraphs.</td>
<td>descriptive paragraphs with:</td>
<td>related paragraphs with:</td>
</tr>
<tr>
<td>Student can read patterned sentences, such as:</td>
<td>Student reads and understands short paragraphs, such as:</td>
<td>Student reads and understands descriptive paragraphs, such as:</td>
<td>Student reads and understands related paragraphs containing complex sentences, such as:</td>
<td></td>
</tr>
<tr>
<td>“Animals eat plants.” “Animals eat animals.” “Plants get energy from the sun.”</td>
<td>“The sun gives energy to plants. Plants are producers. Herbivores and omnivores eat the plants. Carnivores eat herbivores and omnivores. Decomposers eat animals and plants when they die.”</td>
<td>“The web shows the relationship between producers, consumers and decomposers. Producers get energy from the sun, which is given to consumers when they eat the plants. For example, a mouse eats grass. Sometimes a consumer gets the energy from eating another consumer. This happens when an owl or a snake eats the mouse.”</td>
<td>“If there is a disease in the population of mice, then the population of foxes would decrease.”</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Identifies:</th>
<th>Decodes:</th>
<th>Decodes:</th>
<th>Decodes:</th>
<th>Decodes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>sight words</td>
<td>word families</td>
<td>consonant clusters</td>
<td>root words</td>
<td>multi-syllabic words.</td>
</tr>
<tr>
<td>Decodes by:</td>
<td>consonant blends</td>
<td>vowel digraphs.</td>
<td>prefixes</td>
<td></td>
</tr>
<tr>
<td>chunking letters.</td>
<td>long- and short-vowel sounds.</td>
<td></td>
<td>suffixes.</td>
<td></td>
</tr>
<tr>
<td>Student decodes:</td>
<td>Student decodes:</td>
<td>Student decodes:</td>
<td>Student decodes:</td>
<td>Student decodes:</td>
</tr>
<tr>
<td>“the,” “as,” “or,” “red,” “big,” as sight words</td>
<td>words with consonant blends, such as “br,” “st,” “nd,” “th.”</td>
<td>consonant clusters, such as “str,” “spl,” “nts”</td>
<td>“know” in the words known/knowledge/knowledgeable/unknown.”</td>
<td>multisyllabic words, such as “photosynthesis” and “metamorphosis,” fluently.</td>
</tr>
<tr>
<td>“that” by chunking “th … at.”</td>
<td>vowel digraphs, such as “ea,” “ou,” “ee,” “ie.”</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
## Reading (continued)

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td><strong>Developing</strong></td>
<td><strong>Expanding</strong></td>
<td><strong>Bridging</strong></td>
<td><strong>Extending</strong></td>
</tr>
<tr>
<td>Relies on: • labelled diagrams • illustrations to understand new words.</td>
<td>Relies on: • pictures • familiar phrases • patterned sentences • context • shared experiences to make meaning.</td>
<td>Uses: • rereading • predicting • self-correction to comprehend texts on familiar topics.</td>
<td>Uses: • word analysis • context cues • self-monitoring to comprehend texts on familiar topics.</td>
<td>Uses: • inferencing • revising thoughts • concluding to comprehend texts on unfamiliar topics.</td>
</tr>
</tbody>
</table>

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

**Level 1: Beginning**
- Student relies on the picture to understand:
  - “The ball is in the box.”
  - “The ball is on the box.”
  - “The ball is under the box.”
- Student increases comprehension through:
  - repetition in the text
  - personal or classroom experiences.

**Level 2: Developing**
- Student increases comprehension through:
  - **rereading** (reading, pausing and rereading a section of text several times in order to understand the meaning)
  - **predicting** (guessing the next word to come based on a pattern or event in the story)
  - **self-correction** (rereading a phrase or word and self-correcting), such as in “The girl was scared she knocked over …, the girl was sorry she knocked over ….”

**Level 3: Expanding**
- Student recognizes when he or she is not comprehending a written text and stops and applies a comprehension strategy, such as:
  - **word analysis**, as in unreachable = cannot get (un = not, reach = get, able = can)
  - **contextual cues**, such as embedded definitions and synonyms, and **format cues**, such as boldface, glossary, punctuation and translation
  - **self-monitoring**, such as rereading, as needed, looking at captions or graphics, scanning and skimming text for bold and titles.

**Level 4: Bridging**
- Student increases comprehension through:
  - **making inferences** (using prior knowledge, experience and text to make a logical conclusion)
  - **revising thoughts** (modifying original ideas and/or opinions based on the new information in the text)
  - **concluding** (summarizing and synthesizing the text).
# Socio-Linguistic (awareness of social and cultural factors influencing the way language is used)

<table>
<thead>
<tr>
<th>Understands the purposes of:</th>
<th>Understands:</th>
<th>Understands:</th>
<th>Understands:</th>
<th>Understands a variety of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- fiction genre</td>
<td>- literal meaning of simple texts on familiar topics.</td>
<td>- purposes of a variety of genres.</td>
<td>- common social expressions</td>
<td>- social expressions</td>
</tr>
<tr>
<td>- nonfiction genre</td>
<td></td>
<td></td>
<td>- figurative language in texts on familiar topics.</td>
<td>- common cultural references in texts on familiar and unfamiliar topics.</td>
</tr>
</tbody>
</table>

Student understands that:
- nonfiction texts are for information and facts
- fiction texts tell a story to entertain.

Student recognizes:
- main character
- setting
- problem
- important facts or events.

Student understands that:
- poems are for enjoyment
- newspaper articles are to inform
- reader responses are for sharing opinions
- letters and e-mails are for personal communication to inform, request or inquire.

Student understands:
- figurative language
- simile
- literal metaphors
- overt personification
- alliteration
- onomatopoeia.

Student understands:
- cultural references occurring in television programs, the media, current world events and digital objects
- some metaphors
- slang
- humour.
### Reading (continued)

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>Developing</td>
<td>Expanding</td>
<td>Bridging</td>
<td>Extending</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade 4–6</th>
<th>Grade 4–6</th>
</tr>
</thead>
</table>

**Level 1: Beginning**
- Understands:
  - simple sentences and clauses on familiar topics connected with:
  - “and” and “then.”

**Level 2: Developing**
- Understands:
  - simple sentences and clauses on familiar topics connected with:
  - conjunctions
  - time markers
  - sequence markers.

**Level 3: Expanding**
- Understands:
  - main ideas
  - details of related sentences and clauses connected with:
  - conjunctions
  - time markers
  - sequence markers.

**Level 4: Bridging**
- Understands:
  - main ideas
  - details of paragraphs connected with:
  - conjunctions
  - conjunctive adverbs
  - time markers
  - sequence markers.

**Level 5: Extending**
- Understands:
  - related paragraphs connected with:
  - a variety of cohesive devices
  - devices that indicate comparison and contrast.

**Student reads:**
- “There are rabbits and cats at the animal shelter.”
  and understands that “and” means that both animals are at the shelter.

**Student understands:**
- **conjunctions**, such as “because,” “but,” “for”
- **time markers**, such as “today,” “Monday,” “weekend”
- **sequence markers**, such as “first,” “next,” “then.”

**Student reads:**
- “First we saw the rabbit pens. Then we saw the cats in cages. You can pet the cats but not the rabbits.”
  and understands the sequence of events.

**Student understands:**
- **conjunctions**, such as “so,” “yet,” “since”
- **time markers**, such as “after,” “last summer,” “this morning”
- **sequence markers**, such as “finally,” “last,” “after,” “before.”

**Student reads:**
- “Last year our class visited the animal shelter. There were many lost pets that were being taken care of.”
  and understands when the event took place.

**Student understands:**
- **conjunctions**, such as “then,” “while,” “because of,” “in conclusion”
- **conjunctive adverbs**, such as “again,” “additionally,” “certainly,” “similarly”
- **time markers**, such as “sooner,” “later,” “eventually”
- **sequence markers**, such as “initially,” “beginning with,” “followed by.”

**Student reads:**
- “Tuatara are reptiles that are only found on some small islands in New Zealand. They have hard, scaly skin for protection … However they are still prey for ….”

**Student understands:**
- **cohesive devices**, such as “although,” “despite,” “otherwise,” “on the other hand”
- **words used to compare**, such as “too,” “also,” “both,” “the same as,” “likewise,” “similarly,” “similar to”
- **words used to contrast**, such as “yet,” “though,” “different from,” “instead,” “however.”

**Student reads:**
- “The adult human usually has 32 teeth of four basic types that include … Due to the strength of the jaw ….”
## Fluency (ability to read aloud smoothly, accurately and with appropriate expression)

<table>
<thead>
<tr>
<th>Reads:</th>
<th>Reads:</th>
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<th>Reads:</th>
<th>Reads consistently:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• word-by-word</td>
<td>• with some phrasing</td>
<td>• with some expression</td>
<td>• with expression</td>
<td>• with expression</td>
</tr>
<tr>
<td>• with pausing to refer to visuals.</td>
<td>• by sounding out words, pausing to refer to visuals</td>
<td>• substituting unknown words with familiar words</td>
<td>• with attention to common punctuation</td>
<td>• with attention to most punctuation</td>
</tr>
<tr>
<td></td>
<td>• by rereading</td>
<td>• with some self-correction.</td>
<td>• making meaningful substitutions.</td>
<td>• with self-correction.</td>
</tr>
<tr>
<td>Student may pause momentarily between words, such as in:</td>
<td>Student may pause momentarily between groups of words, sound out words and reread phrases, such as in:</td>
<td>Student makes word substitutions, such as in:</td>
<td>Student reads with increased fluency but with some word substitutions, such as in:</td>
<td>Student reads with growing fluency and expression and demonstrates self-correction, such as in:</td>
</tr>
<tr>
<td>• “The … tree … is … green.”</td>
<td>• “The tree is tall … and has many … leaves.”</td>
<td>• “The tree has many … lives (leaves). It grows because it gets food from the … dirt (soil).”</td>
<td>• “The leaf has many vines (veins). The end (edge) of the leaf is bumpy.”</td>
<td>• “The leaf has many vines … veins. The end … the edge of the leaf is bumpy.”</td>
</tr>
</tbody>
</table>
# Writing

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

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

**Note:** The number of words acquired by the end of each level provides educators with an appreciation of the amount of vocabulary development from one level to the next. Teachers are neither expected nor encouraged to complete word counts in order to measure language proficiency.

- **Level 1: Beginning**
  - Uses a few words (approximately 4000), including:
    - utility words
    - descriptive words related to familiar topics and personal experiences.
  - Student uses:
    - **utility words**, such as “computer,” “bird,” “bread”
    - **descriptive words**, such as “red,” “tall,” “good.”

- **Level 2: Developing**
  - Uses some words (approximately 6000), including:
    - utility words
    - descriptive words
    - subject-specific words related to familiar objects, actions and topics.
  - Student uses:
    - **utility words**, such as “backpack,” “walking,” “sky,” “fly,” “pita”
    - **descriptive words**, such as “quick/quickly,” “fast,” “slow/slowly”
    - **subject-specific words**, such as “temperature,” “wetland,” “fraction.”

- **Level 3: Expanding**
  - Uses more words (approximately 7500), including:
    - utility words
    - descriptive words
    - subject-specific words
    - academic words related to curricular concepts.
  - Student uses:
    - **utility words**, such as “flew,” “flight,” “chest”
    - **descriptive words**, such as “weird,” “metal,” “strict,” “hardened”
    - **subject-specific words**, such as “greater than,” “less than,” “vertices,” “ecosystem,” “scalene triangle,” “reflex angle”
    - **academic words**, such as “fuselage,” “gravity,” “multiple,” “aerodynamic.”

- **Level 4: Bridging**
  - Uses a range of words (approximately 15,000), including:
    - utility words
    - descriptive words
    - subject-specific words
    - academic words with increased understanding of curricular concepts.
  - Student uses:
    - **utility words**, such as “steering,” “control panel,” “runway”
    - **descriptive words**, such as “aluminum,” “steel,” “fibreglass”
    - **subject-specific words**, such as “aileron,” “pitch,” “roll,” “yaw”
    - **academic words**, such as “invent,” “declare,” “conclude.”

- **Level 5: Extending**
  - Uses a broad range of words (approximately 25,000), including:
    - words with multiple meanings
    - a variety of word forms.
  - Student uses:
    - **word forms**, such as “load, unload, re-load, load, loading, payload, load-up.”
  - Student may write:
    - “The fuselage is larger on cargo planes and the wings are wider so that it can carry a heavier load.”
### Linguistic: Grammar (ability to form sentences conforming to the rules of English)

<table>
<thead>
<tr>
<th>Grade Level: Grades 4–6</th>
<th>Writing Level: 21/26</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grades 4–6</strong></td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>Linguistic: Grammar</strong></td>
<td><strong>K–12 English as a Second Language Proficiency Benchmarks with Examples</strong></td>
</tr>
<tr>
<td><strong>Grades 4–6: Writing</strong></td>
<td><strong>©Alberta Education, Alberta, Canada November 2011</strong></td>
</tr>
</tbody>
</table>

#### Writes familiar:
- nouns
- verbs in present tense
- plurals
- prepositions with usage errors and omissions.

#### Writes:
- nouns
- verbs in present, past and continuous tenses
- pronouns
- prepositions
- articles
- adjectives
- adverbs with word-choice and word-placement errors.

#### Writes:
- a range of grammar structures demonstrating some control of:
  - word order
  - plurals
  - tenses
  - subject–verb agreement.

#### Writes:
- a range of grammar structures demonstrating more control of:
  - word order
  - plurals
  - tenses
  - subject–verb agreement.

#### Writes:
- grammatical structures such as:
  - embedded pronouns
  - irregular plurals
  - a variety of word forms
  - a variety of verb tenses with increasing accuracy.

---

**Student uses the following grammatical elements:**
- **nouns**, such as “boy,” “girl,” “desk”
- **verbs**, such as “talk,” “run,” “go,” “see”
- **plurals**, such as “dogs,” “trees,” “shoes”
- **prepositions**, such as “out,” “at,” “to.”

**Student may write:**
- “The boy big. He want friend. Boy at park.”

---

**Student uses the following grammatical elements:**
- **nouns**, such as “woman,” “brother,” “drawer”
- **verbs in present, past and continuous tenses**, such as talk/talked/talking, look/looked/looking, use/used/using
- **subject pronouns**, such as “he,” “she,” “we”
- **prepositions**, such as “in,” “before,” “outside”
- **articles**, such as “a,” “an”
- **adjectives**, such as “big,” “small,” “blue”
- **adverbs**, such as “fast,” “slow,” “quiet.”

**Student may write:**
- “He ask friend to play with he. The small girl, hers name Jenny. He and her kicking a ball. Play at the park in a afternoon.”

---

**Student uses the following grammatical elements:**
- **regular plurals**, such as “friends,” “pens,” “wishes,” “berries”
- **verb tense**, such as future (will + -ing), simple past (-ed)
- **irregular verbs**, such as will take/took, will buy/bought, will keep/kept, will leave/leaved, will see/saw.

**Student may write:**
- “Bochu was very tall and big. He wants to have friends to play. He saws Jenny at the park. She was nice in school. He ask her to play soccer. They played at the park all afternoon.”

---

**Student uses the following grammatical elements:**
- **object pronouns**, such as “that,” “these,” “those,” “her,” “my”
- **prepositions**, such as “above,” “between,” “around”
- **irregular plurals**, such as “feet,” “teeth,” “mice”
- **irregular verbs in past tense**, such as took/will be taking, bought/will be buying, kept/will be keeping
- **subject–verb agreement**, such as he is/we are, she has/they have, it does/you do.

**Student may write:**
- “Jenny saw the new boy Bochu playing at the park. She knew he was shy but he was big and tall. She was his reading partner so she knew he was nice. She said yes when he ask her to play soccer in the park.”

---

**Student uses the following grammatical elements:**
- **embedded pronouns**, such as “The wolf saw the boy. It watched him.”
- **irregular plurals**, such as “geese,” “deer,” “sheep,” “antennae”
- **word forms**, such as will/willing/unwilling/willed/wills
- **verb tenses**, such as “she has taught,” “they did go,” “he wouldn’t talk.”

**Student may write:**
- “It’s hard to make new friends when you move to a new school. Jenny was kind to Bochu. She wanted to show the other kids that even though he was big and tall he was very friendly and fun. Everyone likes to have a friend.”

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Grades 4–6: Writing 21 / 26
November 2011
## Writing (continued)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
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<td><strong>Bridging</strong></td>
<td><strong>Extending</strong></td>
</tr>
<tr>
<td><strong>Linguistic: Syntax (knowledge of word order and sentence structure)</strong></td>
<td></td>
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</tr>
<tr>
<td>Writes to:</td>
<td>Writes:</td>
<td>Writes:</td>
<td>Writes:</td>
<td>Writes:</td>
</tr>
<tr>
<td>• complete simple patterned sentences</td>
<td>• simple detailed sentences</td>
<td>• complex sentences</td>
<td>• a variety of simple and compound sentences</td>
<td></td>
</tr>
<tr>
<td>• label pictures and diagrams in response to visual cues and shared experiences.</td>
<td>• compound sentences.</td>
<td>• simple paragraphs.</td>
<td>• ideas in logical sequence</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• detailed paragraphs.</td>
<td></td>
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<tr>
<td><strong>Student:</strong></td>
<td><strong>Student writes:</strong></td>
<td><strong>Student writes:</strong></td>
<td><strong>Student writes:</strong></td>
<td><strong>Student writes:</strong></td>
</tr>
<tr>
<td>• completes patterned sentences, such as “I like ____.”</td>
<td>• simple sentences of co-created text (generated by class with teacher guidance)</td>
<td>• four-to-six related sentences about the same topic using a model as a guide.</td>
<td>• two-to-three paragraphs with topic sentences and supporting details.</td>
<td></td>
</tr>
<tr>
<td>• copies simple sentences, such as “The plains are flat. The mountains are tall.”</td>
<td>• personal response in journals.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Student may write:</strong></td>
<td><strong>Student may write:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• “The Cordillera is rows of the mountains.” (The Cordillera is a range of mountains.)</td>
<td>• “Glaciers is made from many layers of ice.” (A glacier is a large mass of ice formed by layers of snow.)</td>
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<td></td>
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<td></td>
<td></td>
<td><strong>Student may write:</strong></td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>• “The Canadian Shield is the landform that it covers most of Canada and it’s shaped like a shield.” (The Canadian Shield covers more than half of Canada and is U-shaped like a warriors shield.)</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td><strong>Student may write:</strong></td>
</tr>
<tr>
<td></td>
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<td></td>
<td>• “The Arctic Lowlands are found near the Canadian Shield. They are made up of many islands that have a rolling landscape. The Arctic Lowlands’ terrain is mostly rock, snow and ice with many marshes throughout.”</td>
</tr>
</tbody>
</table>

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Grades 4–6: Writing 22 / 26

November 2011
## Grade 4–6: Writing

### Strategic (Knowledge of Techniques to Overcome Language Gaps)

<table>
<thead>
<tr>
<th>Uses familiar strategies, such as:</th>
<th>Uses familiar strategies, such as:</th>
<th>Uses familiar strategies, such as using:</th>
<th>Uses common strategies, such as using:</th>
<th>Uses a variety of strategies, such as using:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• copying words and phrases</td>
<td>• spelling unfamiliar words,</td>
<td>• words with similar sounds</td>
<td>• familiar vocabulary</td>
<td>• circumlocution (using other words</td>
</tr>
<tr>
<td>• spelling sight words from</td>
<td>which reflect learner’s own</td>
<td>• memory devices</td>
<td>• known phrases</td>
<td>to describe a word or idea when the</td>
</tr>
<tr>
<td>memory</td>
<td>pronunciation</td>
<td>• sentence frames</td>
<td>• common expressions</td>
<td>precise word is not known or cannot</td>
</tr>
<tr>
<td>• spelling from charts, lists</td>
<td>• capitalizing the beginnings of</td>
<td>• word lists</td>
<td>• cognates</td>
<td>be remembered)</td>
</tr>
<tr>
<td>and other visuals.</td>
<td>sentences</td>
<td>• a personal dictionary</td>
<td>• templates</td>
<td>• word substitution (inserting new</td>
</tr>
<tr>
<td></td>
<td>• putting periods at the end of</td>
<td>to:</td>
<td></td>
<td>words into familiar sentence patterns)</td>
</tr>
<tr>
<td></td>
<td>sentences</td>
<td></td>
<td></td>
<td>• templates, samples and graphic</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>organizers to strategically produce</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>well-developed text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• a thesaurus, dictionary, and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>spelling and grammar resources to</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>convey more precise meaning, confirm</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>spelling or correct punctuation.</td>
</tr>
</tbody>
</table>

### Student Overcomes Language Gaps By:

- **Writing known words from memory**, such as “is,” “to,” “a,” “this,” “of,” “like,” “can” and “in”
- **attempting to spell words**, such as “sed” for “said,” “bat” for “bad.”
- **Invented spelling**, such as “write” (rite), “enough” (enuf)
- **Mnemonics**, such as COPS to check for capitals and periods.

### Example

- Student may require support to know when to use periods instead of commas.

- **Knowledge of word families**, such as right/fight/light
- **Memory devices**, such as “change the ‘y’ to ‘i’ and add ‘es’” to write plurals
- **Sentences in texts** or sentences from the question to write a sentence
- **Word lists, templates and dictionaries** to find words or patterns of writing with occasional misuse.

- **Looking for known words, phrases and expressions**, which may or may not fit with the context of the writing
- **Cognates** (words that mean the same in other languages and have a common origin), such as night/Nacht/nuit (English/German/French)
- Using **templates** to help with formatting letters, essays, experiments and other text forms
- Using **dictionaries** to find words that match the intended meaning for writing, correct spelling and distinguish homophones, such as flour/flower.
## Writing (continued)

<table>
<thead>
<tr>
<th>Level 1: Beginning</th>
<th>Level 2: Developing</th>
<th>Level 3: Expanding</th>
<th>Level 4: Bridging</th>
<th>Level 5: Extending</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Student uses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>apostrophes</strong> to form common contractions, such as “can’t,” “I’m,” “he’s”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>commas</strong> to separate items in a list, such as “a horse, a cow and a sheep.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Writes:**
- words
- phrases
- to express:
  - ideas
  - thoughts
  - feelings and needs with support.

**Produces texts using:**
- familiar words
- familiar phrases
- sentence frames to:
  - complete forms
  - create graphic organizers
  - label diagrams.

**Produces texts using:**
- new words
- models
- writing plan templates to:
  - sort relevant from irrelevant information to complete graphic organizers
  - answer questions
  - complete journals
  - write personal responses, stories, presentations, letters and expository texts.

**Produces:**
- texts for specific purposes using:
  - templates
  - samples, story plans or graphic organizers with minimal support.

**Produces:**
- expository texts
- narrative texts using:
  - knowledge of culturally appropriate forms and styles
  - story plans or graphic organizers independently.

**Student draws/writes:**
- in a personal journal
- to complete diagrams
- patterned sentences.

**Student writes:**
- thank-you letter
- invitation
- science experiment.

**Student:**
- follows teacher-modelled templates to write a science experiment explaining question, hypothesis materials procedure, observation and conclusion
- writes (with support, as needed) paragraphs featuring topic sentence, supporting

**Student:**
- writes newspaper articles with the understanding that that are written differently from a journal entry
- understands the difference between a personal letter and business letter
- can begin writing a story from a plan

**Student demonstrates voice when writing:**
- stories, legends or folk tales from a character’s perspective.
### Discourse (knowledge of how ideas are organized and connected)

<table>
<thead>
<tr>
<th>Connects words using:</th>
<th>Connects ideas in:</th>
<th>Connects ideas in:</th>
<th>Connects sentences into:</th>
<th>Connects ideas in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“and.”</td>
<td>simple sentences</td>
<td>related sentences</td>
<td>a cohesive paragraph</td>
<td>a three-paragraph narrative</td>
</tr>
<tr>
<td>Produces:</td>
<td>using:</td>
<td>using:</td>
<td>using:</td>
<td>or expository composition</td>
</tr>
<tr>
<td>simple sentences.</td>
<td>familiar conjunctions</td>
<td>conjunctios</td>
<td>conjuctions</td>
<td>using:</td>
</tr>
<tr>
<td></td>
<td>time markers</td>
<td>time markers</td>
<td>time markers</td>
<td>a variety of cohesive devices</td>
</tr>
<tr>
<td></td>
<td>sequence markers.</td>
<td>sequence markers.</td>
<td>sequence markers.</td>
<td>some transition words.</td>
</tr>
</tbody>
</table>

**Student may write:**
- “We take the cans and bottles. We go Science Centre.”

**Student uses:**
- conjunctions, such as “and,” “because”
- time markers, such as “today,” “yesterday”
- sequence markers, such as “first,” “next,” “then.”

**Student may write:**
- “Yesterday we collect cans and bottles. First we make a poster. Next we tell the people. Then we go get them.”

**Student uses:**
- conjunctions, such as “and,” “because”
- time markers, such as “Monday,” “next week,” “last year”
- sequence markers, such as “finally,” “after,” “before,” “later.”

**Student may write:**
- “Last year, the class want to go to the Science Centre. It’s very expensive so we need to get the money. Next month we will go because we make a can collection.”

**Student uses:**
- conjunctions, such as “or,” “yet,” “when”
- time markers, such as “after a while,” “the other day”
- sequence markers, such as “second,” “third,” “lastly.”

**Student may write:**
- “First, we found out how much money we needed to go to the Science Centre. Second, we talked about ways to get money. After a lot of talking, we decided to do a bottle drive or a bake sale.”

**Student uses:**
- transition words, such as “even though,” “although,” “however,” “therefore.”

**Student may write:**
- “When we were in Grade 5, we really wanted to go to the Science Centre even though it cost a lot of money. The admission is expensive as well as the bus. Although it is a lot of work, we decided to fundraise so that we could go.”
### Writing (continued)

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td><strong>Developing</strong></td>
<td><strong>Expanding</strong></td>
<td><strong>Bridging</strong></td>
<td><strong>Extending</strong></td>
</tr>
</tbody>
</table>

**Editing** (ability to identify and correct writing errors, improve word choice and make sentences clearer)

- **Forms letters and numbers with attention to:**
  - spacing
  - line
  - direction.

- **Spells:**
  - sight words accurately.

- **Student:**
  - spells sight words, such as “the,” “at,” “red,” “tree” accurately
  - writes left to right, on the line
  - uses appropriate spacing between words.

- **Edits for:**
  - basic punctuation
  - spelling of familiar and sight words.

- **Student checks for correct use of:**
  - **periods** at the end of sentences
  - **capitals** at the beginning of sentences
  - **spelling** of familiar words accurately.

- **Edits for:**
  - end punctuation
  - commas separating items in a list
  - simple tenses
  - regular spelling.

- **Student checks for correct use of:**
  - **punctuation**, such as commas and periods, exclamation marks and question marks at end of sentences
  - **tenses**, such as present, past and continuous tenses
  - **capitalization** for names
  - **spelling** of familiar words taught in class.

- **Edits for:**
  - placement of apostrophes and quotation marks
  - a variety of tenses
  - common irregularly spelled words.

- **Student checks for correct use of:**
  - **punctuation**, such as commas, quotation marks, apostrophes for contractions
  - **regular and irregular past tense**
  - commonly misspelled words, including:
    - **homophones**, such as night/knight, there/they're/their, here/hear, too/two/to
  - **homonyms**, such as lead/lead.

- **Edits paragraphs for:**
  - common punctuation
  - subject–verb agreement
  - tense
  - sequence of ideas.

- **Student checks for correct use of:**
  - **punctuation**, such as apostrophes showing possession, colons used for greetings in formal letters, commas to separate clauses
  - **subject–verb agreement** such as I was/they were, a goose has/geese have
  - **sequence markers** organizing the presentation of ideas in paragraphs, such as “first,” “next,” “then,” “after.”