

Alberta K–12 ESL Proficiency Benchmarks With Examples

Grades 4–6



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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

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
Linguistic: Vocabulary (knowledge of words and their meaning)				
<p>Note: The number of words acquired by the end of each level provides educators with an appreciation of the amount of vocabulary development from one level to the next. Teachers are neither expected nor encouraged to complete word counts in order to measure language proficiency.</p>				
<p>Understands a few words (approximately 4000), including:</p> <ul style="list-style-type: none"> • utility words • descriptive words related to familiar objects and actions, with visual support. 	<p>Understands some words (approximately 6000), including:</p> <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words related to familiar topics, with visual support. 	<p>Understands more words (approximately 7500), including:</p> <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words • academic words related to familiar topics, with visual support. 	<p>Understands a range of words (approximately 15,000), including:</p> <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words • academic words • synonyms and antonyms related to curricular content. 	<p>Understands a broad range of words (approximately 25,000), including:</p> <ul style="list-style-type: none"> • synonyms • antonyms • adjectives • adverbs • words with multiple meanings related to curricular content.
<p>Student understands a few words, including:</p> <ul style="list-style-type: none"> • utility words, such as “pencil,” “book,” “chair” • descriptive words, such as “green,” “long,” “nice.” <p>Student demonstrates understanding by:</p> <ul style="list-style-type: none"> • pointing to words or objects • repeating words in context. 	<p>Student understands some words, including:</p> <ul style="list-style-type: none"> • utility words, such as “eraser,” “ruler,” “stapler” • descriptive words, such as “dark green,” “fine,” “kind” • subject-specific words, such as “measure,” “triangle,” “angle,” “degrees.” 	<p>Student understands more words, including:</p> <ul style="list-style-type: none"> • 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.” 	<p>Student understands a range of words, including:</p> <ul style="list-style-type: none"> • utility words, such as “paper clip,” “staple remover,” “divider” • 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/shapeless. 	<p>Student understands a broad range of words, including:</p> <ul style="list-style-type: none"> • 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 meaning, such as “play,” “pitch,” “base,” “plot.”

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

<p>Understands:</p> <ul style="list-style-type: none"> • simple commands and phrases with visual support and demonstrations. 	<p>Understands:</p> <ul style="list-style-type: none"> • three-step commands and phrases • simple sentences on familiar topics, with visual support. 	<p>Understands:</p> <ul style="list-style-type: none"> • multi-step instructions • detailed sentences in texts on familiar topics, with visual support. 	<p>Understands:</p> <ul style="list-style-type: none"> • multi-step instructions • complex sentences in texts on familiar topics, with minimal support. 	<p>Understands:</p> <ul style="list-style-type: none"> • detailed instructions • complex and compound sentences in texts on unfamiliar topics, independently.
<p>Student follows:</p> <ul style="list-style-type: none"> • school routines • simple instructions provided orally with visual support and gestures. <p>Student can:</p> <ul style="list-style-type: none"> • label a diagram with the parts of a tree following a lesson presented with simple phrases and visuals. 	<p>Student follows simple commands and instructions, such as:</p> <ul style="list-style-type: none"> • “Please turn on the computer, log in and open your folder.” <p>Student can describe the concept explained in a lesson using sentence frames, such as:</p> <ul style="list-style-type: none"> • “A deciduous tree is _____.” • “A coniferous tree is _____.” 	<p>Student follows multi-step instructions with supports, such as:</p> <ul style="list-style-type: none"> • written instructions accompanying oral instructions • visuals, diagrams and anchor charts. <p>Student may look at a picture following a lesson, video or presentation and say:</p> <ul style="list-style-type: none"> • “The tree rings are closer together because of a drought.” 	<p>Student follows multi-step instructions, such as:</p> <ul style="list-style-type: none"> • “Before you draw and label your closed circuit, have one partner put all the materials away and the other partner put the textbook back on the shelf.” <p>Student may demonstrate understanding about how to classify and compare deciduous and coniferous trees following a lesson by using complex sentences, such as:</p> <ul style="list-style-type: none"> • “Deciduous trees have leaves and shed them in the fall, but coniferous trees have needles and keep them all year long.” 	<p>Student follows detailed instructions, such as:</p> <ul style="list-style-type: none"> • “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.” <p>Student can:</p> <ul style="list-style-type: none"> • use some of the sentence structures heard during a presentation to summarize key points, make comments or ask questions.

Listening (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
Strategic: Questioning (knowledge of ways to seek information)				
<p>Responds to:</p> <ul style="list-style-type: none"> • short, simple questions on familiar topics. 	<p>Responds to literal questions using:</p> <ul style="list-style-type: none"> • “what” • “where” • “when” • “who” • “how many” <p>on familiar topics.</p>	<p>Responds to:</p> <ul style="list-style-type: none"> • open-ended questions on familiar topics. 	<p>Responds to:</p> <ul style="list-style-type: none"> • open-ended questions on unfamiliar topics. 	<p>Responds to:</p> <ul style="list-style-type: none"> • hypothetical questions • inferential questions on unfamiliar topics.
<p>Student is able to respond verbally, in writing or through actions when the teacher says:</p> <ul style="list-style-type: none"> • “Point to _____.” • “Show me _____.” <p>or asks simple questions, such as:</p> <ul style="list-style-type: none"> • “Where is your book?” • “Do you want the crayon or pencil?” 	<p>Student responds verbally, in writing or through actions when the teacher asks literal questions, such as:</p> <ul style="list-style-type: none"> • “What is democracy?” • “Where is the Legislative Assembly?” • “When are elections?” • “How many seats are in the Senate?” 	<p>Student responds verbally or in writing when the teacher asks open-ended questions on familiar topics, such as:</p> <ul style="list-style-type: none"> • “Tell me more about what happened in the election.” • “How is ... different from ...?” 	<p>Student responds verbally or in writing when the teacher asks open-ended questions on unfamiliar questions, such as:</p> <ul style="list-style-type: none"> • “Now that we have learned about the voting process, why do you think it is important that you vote?” • “Why is ... important?” 	<p>Student responds verbally or in writing when the teacher asks:</p> <ul style="list-style-type: none"> • hypothetical questions, such as “If you were a member of the Conservative Party, how would you respond to that bylaw?” • inferential questions, such as “What was it about the candidate that you think the voters liked?”

Strategic: Clarification (knowledge of ways to confirm understanding)				
<p>Communicates:</p> <ul style="list-style-type: none"> understanding or misunderstanding <p>using:</p> <ul style="list-style-type: none"> familiar expressions. 	<p>Demonstrates listening for:</p> <ul style="list-style-type: none"> new words <p>using:</p> <ul style="list-style-type: none"> familiar clarification phrases. 	<p>Demonstrates listening for:</p> <ul style="list-style-type: none"> key words <p>by asking:</p> <ul style="list-style-type: none"> familiar clarification questions. 	<p>Demonstrates listening for:</p> <ul style="list-style-type: none"> key concepts <p>by asking:</p> <ul style="list-style-type: none"> a range of clarification questions. 	<p>Demonstrates listening for:</p> <ul style="list-style-type: none"> important information <p>by asking:</p> <ul style="list-style-type: none"> specific questions.
<p>Student may say:</p> <ul style="list-style-type: none"> “I know.” “No understand.” “Okay.” “I don’t know.” “I don’t get it.” “Help me.” 	<p>Student seeks clarification by asking questions, such as:</p> <ul style="list-style-type: none"> “What is floating zone?” “This is an insect, right?” 	<p>Student seeks clarification by asking questions, such as:</p> <ul style="list-style-type: none"> “Is insect part of the floating zone?” “Do all eggs float?” 	<p>Student clarifies understanding following a conversation, demonstration or explanation by asking questions, such as:</p> <ul style="list-style-type: none"> “How is the floating zone different than the emergent zone?” “Are the zones different because of how deep the water is?” 	<p>Student clarifies understanding following a conversation, demonstration or explanation by asking specific questions, such as:</p> <ul style="list-style-type: none"> “How come some insects lay their eggs in the submergent zone but the larvae need to live in the floating zone?”
Socio-Linguistic (awareness of social and cultural factors influencing the way language is used)				
<p>Understands:</p> <ul style="list-style-type: none"> familiar greetings known gestures tone of voice. 	<p>Understands</p> <ul style="list-style-type: none"> familiar social expressions. 	<p>Understands a variety of:</p> <ul style="list-style-type: none"> social expressions slang. 	<p>Understands common:</p> <ul style="list-style-type: none"> colloquial expressions idiomatic expressions. 	<p>Understands:</p> <ul style="list-style-type: none"> idiomatic expressions humour cultural references.
<p>Student responds appropriately to:</p> <ul style="list-style-type: none"> 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.) 	<p>Student responds appropriately to familiar social expressions, such as:</p> <ul style="list-style-type: none"> “How’s it going?” “How was your day?” “Are you being picked up after school?” 	<p>Student responds appropriately to:</p> <ul style="list-style-type: none"> social expressions, such as “What’s bothering him?” intonation, such as “You like that?” or “You like that?” slang expressions, such as: <ul style="list-style-type: none"> “What’s bugging him?” “Wazz up?” (What’s up?) “Later!” (See you later!) 	<p>Student responds appropriately to:</p> <ul style="list-style-type: none"> colloquial expressions, such as: <ul style="list-style-type: none"> “That’s great!” “Give me a minute.” “I don’t feel like it.” idiomatic expressions, such as: <ul style="list-style-type: none"> “Are you feeling a bit under the weather?” “It’s fair and square.” “Keep your chin up!” 	<p>Student responds appropriately to:</p> <ul style="list-style-type: none"> “Remember to dress sharp for the presentation tomorrow.” “Do you celebrate a harvest festival similar to Thanksgiving?”

Listening (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
Discourse (knowledge of how ideas are organized and connected)				
<p>Understands:</p> <ul style="list-style-type: none"> familiar commands the gist of conversations short phrases connected with “and” and “then” <p>in familiar social interactions and classroom routines.</p>	<p>Understands:</p> <ul style="list-style-type: none"> main ideas of simple sentences <p>connected with:</p> <ul style="list-style-type: none"> common conjunctions time markers sequence markers <p>on familiar topics.</p>	<p>Understands:</p> <ul style="list-style-type: none"> main ideas some details clauses in related sentences <p>connected with:</p> <ul style="list-style-type: none"> common conjunctions time markers sequence markers <p>on unfamiliar topics.</p>	<p>Understands:</p> <ul style="list-style-type: none"> main ideas specific details clauses and sentences in paragraphs <p>connected with a variety of:</p> <ul style="list-style-type: none"> conjunctions time markers sequence markers <p>on unfamiliar topics.</p>	<p>Understands:</p> <ul style="list-style-type: none"> main ideas specific details complex sentences in related paragraphs <p>connected by a variety of:</p> <ul style="list-style-type: none"> cohesive devices <p>in academic explanations.</p>
<p>Student understands:</p> <ul style="list-style-type: none"> conjunctions, such as “and,” “then.” <p>Following a lesson on nutrition, student can identify food, such as:</p> <ul style="list-style-type: none"> fruits; e.g., apple, banana, blueberry, orange vegetables; e.g., carrots, celery, potato, yams. 	<p>Student understands:</p> <ul style="list-style-type: none"> conjunctions, such as “or,” “but,” “because” time markers, such as “today,” “yesterday” sequence markers, such as “first,” “next.” <p>Following a series of health lessons on nutrition, student may say:</p> <ul style="list-style-type: none"> “Today, I eat banana and apple but not vegetable. Tomorrow, I will eat vegetables, too.” 	<p>Student understands:</p> <ul style="list-style-type: none"> conjunctions, such as “for,” “before,” “so” time markers, such as “Monday,” “on the weekend,” “last night” sequence markers, such as “now,” “last.” <p>Student can:</p> <ul style="list-style-type: none"> retell a story after listening to it for the first time explain the sequence of a learning task to a peer answer specific questions after viewing a video. 	<p>Student understands:</p> <ul style="list-style-type: none"> 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.” <p>After listening to a chapter of a novel, student can:</p> <ul style="list-style-type: none"> recall details connect events share relevant information and opinions in class discussions using own notes and class-created visuals or charts. 	<p>Student understands:</p> <ul style="list-style-type: none"> cohesive devices, such as “therefore,” “for example,” “if ... then,” “which means,” “caused by.” <p>Student can:</p> <ul style="list-style-type: none"> retell ideas provided in a lecture, presentation or video without prompts or other supports.

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

<p>Identifies the initial sounds in:</p> <ul style="list-style-type: none"> • words • word boundaries in familiar social interactions and classroom routines. 	<p>Recognizes:</p> <ul style="list-style-type: none"> • impact of tone on speech in familiar social interactions and classroom routines. 	<p>Recognizes:</p> <ul style="list-style-type: none"> • rhymes • cognates • minimal pairs • common contractions in texts on familiar topics. 	<p>Responds to:</p> <ul style="list-style-type: none"> • reduced speech • contractions in texts on familiar topics. 	<p>Responds to:</p> <ul style="list-style-type: none"> • rapid speech in texts on familiar topics.
<p>Student can:</p> <ul style="list-style-type: none"> • 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. 	<p>Student recognizes:</p> <ul style="list-style-type: none"> • 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. 	<p>Student recognizes:</p> <ul style="list-style-type: none"> • 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/here’s, ketchup/catch up • contractions, such as can’t, didn’t. 	<p>Student responds appropriately to peers and adults using:</p> <ul style="list-style-type: none"> • reduced speech, such as “didja,” “howr’ya,” “wanna,” “gonna,” “gotta” • contractions, such as “can’t,” “would’ve,” “I’m,” “you’d.” 	<p>Student can:</p> <ul style="list-style-type: none"> • 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

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
Linguistic: Vocabulary (knowledge of words and their meaning)				
<p>Note: The number of words acquired by the end of each level provides educators with an appreciation of the amount of vocabulary development from one level to the next. Teachers are neither expected nor encouraged to complete word counts in order to measure language proficiency.</p>				
<p>Uses a few words (approximately 4000), including:</p> <ul style="list-style-type: none"> utility words descriptive words <p>to express basic understanding or communicate immediate needs and preferences.</p>	<p>Uses some words (approximately 6000), including:</p> <ul style="list-style-type: none"> utility words descriptive words subject-specific words <p>to convey understanding of familiar topics.</p>	<p>Uses more words (approximately 7500), including:</p> <ul style="list-style-type: none"> utility words descriptive words subject-specific words academic words <p>to convey understanding of curricular concepts.</p>	<p>Uses a range of words (approximately 15,000), including:</p> <ul style="list-style-type: none"> utility words descriptive words subject-specific words academic words <p>to convey understanding of curricular concepts.</p>	<p>Uses a broad range of words (approximately 25,000), including:</p> <ul style="list-style-type: none"> utility words descriptive words subject-specific words academic words <p>to convey understanding of abstract concepts.</p>
<p>Student uses:</p> <ul style="list-style-type: none"> utility words, such as “head,” “computer,” “hat” descriptive words, such as “plain,” “funny,” “loud.” <p>Student may point to a picture of a tree during science class, and say:</p> <ul style="list-style-type: none"> “tree” “tree green.” <p>Student may say:</p> <ul style="list-style-type: none"> “Washroom?” “I go _____?” 	<p>Student uses:</p> <ul style="list-style-type: none"> utility words, such as “stomach,” “keyboard,” “jacket” descriptive words, such as “stripes,” “strange,” “noisy” subject-specific words, such as “habitat,” “First Nations,” “geography.” <p>Student may say:</p> <ul style="list-style-type: none"> “The tree is tall and have big leaves.” 	<p>Student uses:</p> <ul style="list-style-type: none"> 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.” <p>Student may say:</p> <ul style="list-style-type: none"> “The maple tree is deciduous.” 	<p>Student uses:</p> <ul style="list-style-type: none"> 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/shapeless. <p>Student may say:</p> <ul style="list-style-type: none"> “The branching pattern of the maple tree is alternating.” 	<p>Student uses:</p> <ul style="list-style-type: none"> 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.” <p>Student may say:</p> <ul style="list-style-type: none"> “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)				
<p>Uses:</p> <ul style="list-style-type: none"> nouns simple present tense verbs some plurals <p>with errors and omissions.</p>	<p>Uses:</p> <ul style="list-style-type: none"> subject pronouns present and regular past tense verbs plurals prepositions adjectives adverbs <p>with word-choice and word-placement errors.</p>	<p>Uses:</p> <ul style="list-style-type: none"> object pronouns irregular verb tenses irregular plurals prepositions <p>with some usage errors.</p>	<p>Uses:</p> <ul style="list-style-type: none"> possessive pronouns irregular verb tenses irregular plurals prepositions word forms <p>with occasional errors.</p>	<p>Uses:</p> <ul style="list-style-type: none"> a variety of verb tenses subject–verb agreement a variety of word forms <p>with increasing accuracy.</p>
<p>Student uses:</p> <ul style="list-style-type: none"> nouns, such as “people,” “home,” “thing” simple present tense verbs, such as “walk,” “sit,” “eat,” “sleep” plurals, such as “students,” “books,” “pens.” <p>Student may say:</p> <ul style="list-style-type: none"> “The books is here.” (“is” should be “are”) 	<p>Student uses:</p> <ul style="list-style-type: none"> subject pronouns, such as “I,” “you,” “he,” “she,” “it,” “we,” “they” present and regular past tense verbs, such as like/liked, watch/watched plurals, such as “wishes,” “berries” prepositions, such as “in,” “out,” “off” adjectives, such as “tight,” “rude,” “stupid” adverbs, such as “slowly,” “hardly,” “nicely.” <p>Student may say:</p> <ul style="list-style-type: none"> “The books are in the shelf.” (“in” should be “on”) 	<p>Student uses:</p> <ul style="list-style-type: none"> object pronouns, such as “me,” “you,” “him,” “her,” “it,” “us,” “you,” “them” irregular verb tenses, such as see/saw, come/came, go/went, do/did irregular plurals, such as mouse/mice, foot/feet prepositions, such as “above,” “below,” “between,” “among,” “beside.” <p>Student may say:</p> <ul style="list-style-type: none"> “I selled the books about mices over the weekend.” (should be “bought” and “mice”) 	<p>Student uses:</p> <ul style="list-style-type: none"> possessive pronouns, such as “mine,” “yours,” “his,” “hers,” “its,” “ours,” “theirs” irregular verb tenses, such as eat/ate, buy/bought, teach/taught irregular plurals, such as goose/geese, woman/women, child/children word forms, such as live/lively/relive/lived/ living. <p>Student may say:</p> <ul style="list-style-type: none"> “She bought these books about mice for me. She thinked of me and decided to buy them because she knew I like the mice.” 	<p>Student uses:</p> <ul style="list-style-type: none"> verb tenses, such as go/will go/will be going/went/did go subject–verb agreement, such as she is walking/ they are walking, she has gone/they have gone word forms, such as complete/incomplete/ completion/completed/ completing. <p>Student may say:</p> <ul style="list-style-type: none"> “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.”

Speaking (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
Linguistic: Syntax (knowledge of word order and sentence structure)				
<p>Uses:</p> <ul style="list-style-type: none"> familiar patterned phrases familiar patterned sentences. 	<p>Forms positive and negative:</p> <ul style="list-style-type: none"> statements questions commands. 	<p>Adds detail to positive and negative:</p> <ul style="list-style-type: none"> statements questions commands. 	<p>Creates longer detailed sentences with clauses.</p>	<p>Varies sentence structures.</p>
<p>Student uses:</p> <ul style="list-style-type: none"> phrases, such as “it Jupiter,” “has moon” sentences, such as “Jupiter has moon. Jupiter is my favourite planet.” 	<p>Student uses:</p> <ul style="list-style-type: none"> statements, such as “Saturn has rings.” questions, such as “Pluto not a planet anymore?” commands, such as “Paint the planet blue.” 	<p>Student uses:</p> <ul style="list-style-type: none"> statements, such as: <ul style="list-style-type: none"> “Saturn has many rings with rocks in it.” “I’m going to do my report on Venus.” questions, such as “Why isn’t Pluto a planet any longer?” commands, such as “Make a chart first, then put on the labels.” 	<p>Student uses:</p> <ul style="list-style-type: none"> sentences with clauses, such as “Jupiter the largest planet, but it is made of gas. Astronauts can’t land there because it is a ball of gas.” 	<p>Student may say:</p> <ul style="list-style-type: none"> “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.”

Strategic (knowledge of techniques to overcome language gaps)				
<p>Participates in familiar classroom routines using:</p> <ul style="list-style-type: none"> repeated words familiar phrases and questions. 	<p>Communicates with peers and teachers using:</p> <ul style="list-style-type: none"> known phrases simple routine questions. 	<p>Interacts using:</p> <ul style="list-style-type: none"> known expressions message replacement questions to confirm understanding. 	<p>Interacts using:</p> <ul style="list-style-type: none"> circumlocution personal connections questions to gather more information. 	<p>Initiates and sustains communicative tasks by:</p> <ul style="list-style-type: none"> elaborating commenting restating asking clarifying questions.
<p>Student uses:</p> <ul style="list-style-type: none"> familiar phrases, such as “I need pencil.” familiar questions, such as “You my partner?” or “You help me?” 	<p>Student uses:</p> <ul style="list-style-type: none"> known phrases, such as “How was weekend?” simple routine questions, such as “What I do?” (which could mean “What do I do next?” or “What should I be doing?” or “What did I do wrong?”) 	<p>Student overcomes language gaps by using:</p> <ul style="list-style-type: none"> known expressions, such as “I need help,” or “I don’t get it.” message replacement, such as when it is too complicated to explain why the paper plane won’t fly, the student says, “It doesn’t work.” questions to confirm understanding, such as “What does this mean?” or “Can you explain it again, please?” 	<p>Student overcomes language gaps by:</p> <ul style="list-style-type: none"> using circumlocution, such as when the student doesn’t have the word “time capsule,” he or she describes it as, “The thing like a box where you put things in and then people find it later.” making a personal connection, such as when the student shares stories and ideas related to the topic of discussion using questions to gather more information, such as “Why ...?”, “When ...?”, “Where ...?” 	<p>Student may have a conversation with a peer about a trip to the aerospace museum, using strategies such as:</p> <ul style="list-style-type: none"> elaborating, such as “I really like planes and especially the planes used in the wars. Once I got to sit in the cockpit of a fighter jet.” commenting, such as “Did you see the helicopter? It was really cool.” restating, such as “When you said you went to the museum, you said that you thought the veteran that gave the tour was really interesting.” asking clarifying questions, such as “Did he say his secret missions to drop paratroopers and supplies behind enemy lines?”

Speaking (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
Socio-Linguistic (awareness of social and cultural factors influencing the way language is used)				
Uses familiar: <ul style="list-style-type: none"> expressions gestures to interact in familiar social and classroom contexts.	Uses common: <ul style="list-style-type: none"> expressions slang idioms when interacting with peers and adults.	Uses: <ul style="list-style-type: none"> familiar slang phrasal verbs in appropriate contexts.	Adjusts speech: <ul style="list-style-type: none"> in formal and informal situations when interacting with peers and adults.	Uses: <ul style="list-style-type: none"> culturally based idioms appropriately when engaging in a range of conversational situations.
Student may say: <ul style="list-style-type: none"> “How are you?” “I’m fine, and you?” 	Student may say: <ul style="list-style-type: none"> “What’s up?” “Just kidding.” “Move over.” with peers, and <ul style="list-style-type: none"> “Excuse me, please.” with adults.	Student may say, <ul style="list-style-type: none"> “My mom will pick me up after school, so I don’t need a ride.” 	Student may address: <ul style="list-style-type: none"> a friend saying, “Hey, Jasdeep! I need a lift.” an adult saying, “Mrs. Chen, may I get a ride please?” 	Student may say: <ul style="list-style-type: none"> “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)				
Connects words in phrases and/or short simple sentences with: <ul style="list-style-type: none"> “and” and “then.” 	Connects ideas in sentences with: <ul style="list-style-type: none"> conjunctions time markers sequence markers. 	Connects ideas in related sentences using a variety of: <ul style="list-style-type: none"> conjunctions time markers sequence markers. 	Connects ideas in more complex sentences with: <ul style="list-style-type: none"> a variety of cohesive devices. 	Connects ideas on the same topic to create a logical flow using: <ul style="list-style-type: none"> transition words.
Student may say: <ul style="list-style-type: none"> “It red and blue.” “Then we go science.” 	Student uses: <ul style="list-style-type: none"> conjunctions, such as “but,” “for,” “because” time markers, such as “today,” “yesterday,” “Tuesday” sequence markers, such as “first,” “next,” “last.” 	Student uses: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> cohesive devices, such as “since,” “while,” “until,” “about.” Student may say: <ul style="list-style-type: none"> “In the morning it snowed a lot. We stayed inside while the snow came down. We stayed 	Student uses: <ul style="list-style-type: none"> transition words, such as “in conclusion,” “however,” “in summary,” “therefore,” “eventually.” Student may say: <ul style="list-style-type: none"> “So far, the weather this week has been strange. At the

	<p>Student may say:</p> <ul style="list-style-type: none"> • “The weather today is snow and rain.” • “First I eat. Then I go outside.” 	<p>Student may say:</p> <ul style="list-style-type: none"> • “Last week it snowed but today it’s sunny.” 	<p>until it stopped, and then we went out.”</p>	<p>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.”</p>
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Pronunciation (ability to produce comprehensible speech)

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

Reading

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
Linguistic: Vocabulary (knowledge of words and their meaning)				
<p>Note: The number of words acquired by the end of each level provides educators with an appreciation of the amount of vocabulary development from one level to the next. Teachers are neither expected nor encouraged to complete word counts in order to measure language proficiency.</p>				
<p>Understands a few words (approximately 4000), including:</p> <ul style="list-style-type: none"> • utility words • descriptive words. 	<p>Understands some words (approximately 6000), including:</p> <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words. 	<p>Understands more words (approximately 7500), including:</p> <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words • academic words. 	<p>Understands a range of words (approximately 15,000), including:</p> <ul style="list-style-type: none"> • words with multiple meanings • some synonyms and antonyms • a variety of subject-specific words • a variety of academic words. 	<p>Understands a broad range of words (approximately 25,000), including:</p> <ul style="list-style-type: none"> • words with multiple meanings • synonyms and antonyms • word forms related to subject-specific vocabulary.
<p>Student understands:</p> <ul style="list-style-type: none"> • utility words, such as “shirt,” “window,” “boat” • descriptive words, such as “small,” “soft,” “smart.” 	<p>Student understands:</p> <ul style="list-style-type: none"> • utility words, such as “pocket,” “glass,” “ship” • descriptive words, such as “tiny,” “gentle,” “wise” • subject-specific words, such as “rain,” “moon” “regions.” 	<p>Student understands:</p> <ul style="list-style-type: none"> • 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.” 	<p>Student understands:</p> <ul style="list-style-type: none"> • 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.” 	<p>Student understands:</p> <ul style="list-style-type: none"> • 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.

Linguistic: Syntax (knowledge of word order and sentence structure)				
<p>Understands:</p> <ul style="list-style-type: none"> short patterned sentences on familiar topics. 	<p>Understands:</p> <ul style="list-style-type: none"> simple sentences titles headings captions. 	<p>Understands:</p> <ul style="list-style-type: none"> simple detailed sentences in short paragraphs. 	<p>Understands:</p> <ul style="list-style-type: none"> descriptive paragraphs with: varied sentence structure. 	<p>Understands:</p> <ul style="list-style-type: none"> related paragraphs with: complex and compound sentences.
<p>Student can read patterned sentences, such as:</p> <ul style="list-style-type: none"> “Animals eat plants.” “Animals eat animals.” “Plants get energy from the sun.” 	<p>Student reads and understands:</p> <ul style="list-style-type: none"> simple sentences, such as “Animals eat plant or other animals.” titles and headings, such as “The Food Web,” “The Energy Cycle” captions, such as “The cycle begins with the sun’s energy.” 	<p>Student reads and understands short paragraphs, such as:</p> <ul style="list-style-type: none"> “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.” 	<p>Student reads and understands descriptive paragraphs, such as:</p> <ul style="list-style-type: none"> “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.” 	<p>Student reads and understands related paragraphs containing complex sentences, such as:</p> <ul style="list-style-type: none"> “If there is a disease in the population of mice, then the population of foxes would decrease.”
Strategic: Decoding (ability to read words by sounding them out)				
<p>Identifies:</p> <ul style="list-style-type: none"> sight words <p>Decodes by:</p> <ul style="list-style-type: none"> chunking letters. 	<p>Decodes:</p> <ul style="list-style-type: none"> word families consonant blends long- and short-vowel sounds. 	<p>Decodes:</p> <ul style="list-style-type: none"> consonant clusters vowel digraphs. 	<p>Decodes:</p> <ul style="list-style-type: none"> root words prefixes suffixes. 	<p>Decodes:</p> <ul style="list-style-type: none"> multi-syllabic words.
<p>Student decodes:</p> <ul style="list-style-type: none"> “the,” “as,” “or,” “red,” “big,” as sight words “that” by chunking “th ... at.” 	<p>Student decodes:</p> <ul style="list-style-type: none"> words with consonant blends, such as “br,” “st,” “nd,” “th.” <p>Student distinguishes vowel sounds by recognizing the role of “e” at end of a word, such as in:</p> <ul style="list-style-type: none"> bit/bite mat/mate. 	<p>Student decodes:</p> <ul style="list-style-type: none"> consonant clusters, such as “str,” “spl,” “nts” vowel digraphs, such as “ea,” “ou,” “ee,” “ie.” 	<p>Student decodes:</p> <ul style="list-style-type: none"> “know” in the words known/knowledge/knowledgeable/unknown.” 	<p>Student decodes:</p> <ul style="list-style-type: none"> multisyllabic words, such as “photosynthesis” and “metamorphosis,” fluently.

Reading (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
Strategic: Comprehension (ability to apply techniques and tools to construct meaning)				
<p>Relies on:</p> <ul style="list-style-type: none"> labelled diagrams illustrations <p>to understand new words.</p>	<p>Relies on:</p> <ul style="list-style-type: none"> pictures familiar phrases patterned sentences context shared experiences <p>to make meaning.</p>	<p>Uses:</p> <ul style="list-style-type: none"> rereading predicting self-correction <p>to comprehend texts on familiar topics.</p>	<p>Uses:</p> <ul style="list-style-type: none"> word analysis context cues self-monitoring <p>to comprehend texts on familiar topics.</p>	<p>Uses:</p> <ul style="list-style-type: none"> inferencing revising thoughts concluding <p>to comprehend texts on unfamiliar topics.</p>
<p>Student relies on the picture to understand:</p> <ul style="list-style-type: none"> “The ball is in the box.” “The ball is on the box.” “The ball is under the box.” 	<p>Student increases comprehension through:</p> <ul style="list-style-type: none"> repetition in the text personal or classroom experiences. 	<p>Student increases comprehension through:</p> <ul style="list-style-type: none"> rereading (reading, pausing and rereading a section of text several times in order to understand the meaning) 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” 	<p>Student recognizes when he or she is not comprehending a written text and stops and applies a comprehension strategy, such as:</p> <ul style="list-style-type: none"> 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. 	<p>Student increases comprehension through:</p> <ul style="list-style-type: none"> 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)				
<p>Understands the purposes of:</p> <ul style="list-style-type: none"> • fiction genre • nonfiction genre. 	<p>Understands:</p> <ul style="list-style-type: none"> • literal meaning of simple texts on familiar topics. 	<p>Understands:</p> <ul style="list-style-type: none"> • purposes of a variety of genres. 	<p>Understands:</p> <ul style="list-style-type: none"> • common social expressions • figurative language in texts on familiar topics. 	<p>Understands a variety of:</p> <ul style="list-style-type: none"> • social expressions • common cultural references in texts on familiar and unfamiliar topics.
<p>Student understands that:</p> <ul style="list-style-type: none"> • nonfiction texts are for information and facts • fiction texts tell a story to entertain. 	<p>Student recognizes:</p> <ul style="list-style-type: none"> • main character • setting • problem • important facts or events. 	<p>Student understands that:</p> <ul style="list-style-type: none"> • 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. 	<p>Student understands:</p> <ul style="list-style-type: none"> • figurative language • simile • literal metaphors • overt personification • alliteration • onomatopoeia. 	<p>Student understands:</p> <ul style="list-style-type: none"> • cultural references occurring in television programs, the media, current world events and digital objects • some metaphors • slang • humour.

Reading (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
Discourse (knowledge of how ideas are organized and connected)				
<p>Understands:</p> <ul style="list-style-type: none"> simple sentences and clauses on familiar topics connected with: “and” and “then.” 	<p>Understands:</p> <ul style="list-style-type: none"> simple sentences and clauses on familiar topics connected with: conjunctions time markers sequence markers. 	<p>Understands:</p> <ul style="list-style-type: none"> main ideas details <p>of related sentences and clauses connected with:</p> <ul style="list-style-type: none"> conjunctions time markers sequence markers. 	<p>Understands:</p> <ul style="list-style-type: none"> main ideas details <p>of paragraphs connected with:</p> <ul style="list-style-type: none"> conjunctions conjunctive adverbs time markers sequence markers. 	<p>Understands:</p> <ul style="list-style-type: none"> related paragraphs connected with: a variety of cohesive devices devices that indicate comparison and contrast.
<p>Student reads:</p> <ul style="list-style-type: none"> “There are rabbits and cats at the animal shelter.” <p>and understands that “and” means that both animals are at the shelter.</p>	<p>Student understands:</p> <ul style="list-style-type: none"> conjunctions, such as “because,” “but,” “for” time markers, such as “today,” “Monday,” “weekend” sequence markers, such as “first,” “next,” “then.” <p>Student reads:</p> <ul style="list-style-type: none"> “First we saw the rabbit pens. Then we saw the cats in cages. You can pet the cats but not the rabbits.” <p>and understands the sequence of events.</p>	<p>Student understands:</p> <ul style="list-style-type: none"> conjunctions, such as “so,” “yet,” “since” time markers, such as “after,” “last summer,” “this morning” sequence markers, such as “finally,” “last,” “after,” “before.” <p>Student reads:</p> <ul style="list-style-type: none"> “Last year our class visited the animal shelter. There were many lost pets that were being taken care of.” <p>and understands when the event took place.</p>	<p>Student understands:</p> <ul style="list-style-type: none"> 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.” <p>Student reads:</p> <ul style="list-style-type: none"> “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” 	<p>Student understands:</p> <ul style="list-style-type: none"> 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.” <p>Student reads:</p> <ul style="list-style-type: none"> “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)				
<p>Reads:</p> <ul style="list-style-type: none"> word-by-word with pausing to refer to visuals. 	<p>Reads:</p> <ul style="list-style-type: none"> with some phrasing by sounding out words, pausing to refer to visuals by rereading. 	<p>Reads:</p> <ul style="list-style-type: none"> with some expression substituting unknown words with familiar words with some self-correction. 	<p>Reads:</p> <ul style="list-style-type: none"> with expression with attention to common punctuation making meaningful substitutions. 	<p>Reads consistently:</p> <ul style="list-style-type: none"> with expression with attention to most punctuation with self-correction.
<p>Student may pause momentarily between words, such as in:</p> <ul style="list-style-type: none"> “The ... tree ... is ... green.” 	<p>Student may pause momentarily between groups of words, sound out words and reread phrases, such as in:</p> <ul style="list-style-type: none"> “The tree is tall ... and has many ... leaves.” 	<p>Student makes word substitutions, such as in:</p> <ul style="list-style-type: none"> “The tree has many ... lives (leaves). It grows because it gets food from the ... dirt (soil).” 	<p>Student reads with increased fluency but with some word substitutions, such as in:</p> <ul style="list-style-type: none"> “The leaf has many vines (veins). The end (edge) of the leaf is bumpy.” 	<p>Student reads with growing fluency and expression and demonstrates self-correction, such as in:</p> <ul style="list-style-type: none"> “The leaf has many vines ... veins. The end ... the edge of the leaf is bumpy.”

Writing

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
Linguistic: Vocabulary (knowledge of words and their meaning)				
<p>Note: The number of words acquired by the end of each level provides educators with an appreciation of the amount of vocabulary development from one level to the next. Teachers are neither expected nor encouraged to complete word counts in order to measure language proficiency.</p>				
<p>Uses a few words (approximately 4000), including:</p> <ul style="list-style-type: none"> • utility words • descriptive words related to familiar topics and personal experiences. 	<p>Uses some words (approximately 6000), including:</p> <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words related to familiar objects, actions and topics. 	<p>Uses more words (approximately 7500), including:</p> <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words • academic words related to curricular concepts. 	<p>Uses a range of words (approximately 15,000), including:</p> <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words • academic words with increased understanding of curricular concepts. 	<p>Uses a broad range of words (approximately 25,000), including:</p> <ul style="list-style-type: none"> • words with multiple meanings • a variety of word forms.
<p>Student uses:</p> <ul style="list-style-type: none"> • utility words, such as “computer,” “bird,” “bread” • descriptive words, such as “red,” “tall,” “good.” 	<p>Student uses:</p> <ul style="list-style-type: none"> • 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.” 	<p>Student uses:</p> <ul style="list-style-type: none"> • 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.” 	<p>Student uses:</p> <ul style="list-style-type: none"> • 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.” 	<p>Student uses:</p> <ul style="list-style-type: none"> • word forms, such as “load, unload, re-load, load, loading, payload, load-up.” <p>Student may write:</p> <ul style="list-style-type: none"> • “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)				
<p>Writes familiar:</p> <ul style="list-style-type: none"> nouns verbs in present tense plurals prepositions <p>with usage errors and omissions.</p>	<p>Writes:</p> <ul style="list-style-type: none"> nouns verbs in present, past and continuous tenses pronouns prepositions articles adjectives adverbs <p>with word-choice and word-placement errors.</p>	<p>Writes:</p> <ul style="list-style-type: none"> a range of grammar structures <p>demonstrating some control of:</p> <ul style="list-style-type: none"> word order plurals tenses subject–verb agreement. 	<p>Writes:</p> <ul style="list-style-type: none"> a range of grammar structures <p>demonstrating more control of:</p> <ul style="list-style-type: none"> word order plurals tenses subject–verb agreement. 	<p>Writes:</p> <ul style="list-style-type: none"> grammatical structures such as: embedded pronouns irregular plurals a variety of word forms a variety of verb tenses <p>with increasing accuracy.</p>
<p>Student uses the following grammatical elements:</p> <ul style="list-style-type: none"> 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.” <p>Student may write:</p> <ul style="list-style-type: none"> “The boy big. He want friend. Boy at park.” 	<p>Student uses the following grammatical elements:</p> <ul style="list-style-type: none"> 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.” <p>Student may write:</p> <ul style="list-style-type: none"> “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.” 	<p>Student uses the following grammatical elements:</p> <ul style="list-style-type: none"> 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/left, will see/saw. <p>Student may write:</p> <ul style="list-style-type: none"> “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.” 	<p>Student uses the following grammatical elements:</p> <ul style="list-style-type: none"> object pronouns, such as “that,” “these,” “those,” “her,” “my” prepositions, such as “above,” “between,” “around” <p>with more control of:</p> <ul style="list-style-type: none"> 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. <p>Student may write:</p> <ul style="list-style-type: none"> “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.” 	<p>Student uses the following grammatical elements:</p> <ul style="list-style-type: none"> 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.” <p>Student may write:</p> <ul style="list-style-type: none"> “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.”

Writing (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
Linguistic: Syntax (knowledge of word order and sentence structure)				
<p>Writes to:</p> <ul style="list-style-type: none"> complete simple patterned sentences label pictures and diagrams in response to visual cues and shared experiences. 	<p>Writes:</p> <ul style="list-style-type: none"> simple detailed sentences compound sentences. 	<p>Writes:</p> <ul style="list-style-type: none"> complex sentences simple paragraphs. 	<p>Writes:</p> <ul style="list-style-type: none"> a variety of simple and compound sentences ideas in logical sequence detailed paragraphs. 	<p>Writes:</p> <ul style="list-style-type: none"> connected complex sentences cohesive, well-developed texts with supporting detail.
<p>Student:</p> <ul style="list-style-type: none"> completes patterned sentences, such as “I like _____.” copies simple sentences, such as “The plains are flat. The mountains are tall.” 	<p>Student writes:</p> <ul style="list-style-type: none"> simple sentences of co-created text (generated by class with teacher guidance) personal response in journals. <p>Student may write:</p> <ul style="list-style-type: none"> “The Cordillera is rows of the mountains.” (The Cordillera is a range of mountains.) 	<p>Student writes:</p> <ul style="list-style-type: none"> four-to-six related sentences about the same topic using a model as a guide. <p>Student may write:</p> <ul style="list-style-type: none"> “Glaciers is made from many layers of ice.” (A glacier is a large mass of ice formed by layers of snow.) 	<p>Student writes:</p> <ul style="list-style-type: none"> two-to-three paragraphs with topic sentences and supporting details. <p>Student may write:</p> <ul style="list-style-type: none"> “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.) 	<p>Student writes:</p> <ul style="list-style-type: none"> four-to-six detailed paragraphs that are sequenced logically. <p>Student may write:</p> <ul style="list-style-type: none"> “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.”

Strategic (knowledge of techniques to overcome language gaps)				
<p>Uses familiar strategies, such as:</p> <ul style="list-style-type: none"> • copying words and phrases • spelling sight words from memory • spelling from charts, lists and other visuals. 	<p>Uses familiar strategies, such as:</p> <ul style="list-style-type: none"> • spelling unfamiliar words, which reflect learner’s own pronunciation • capitalizing the beginnings of sentences • putting periods at the end of sentences. 	<p>Uses familiar strategies, such as using:</p> <ul style="list-style-type: none"> • words with similar sounds • memory devices • sentence frames • word lists • a personal dictionary <p>to:</p> <ul style="list-style-type: none"> • spell familiar words • write ideas • complete patterned sentences • use punctuation accurately. 	<p>Uses common strategies, such as using:</p> <ul style="list-style-type: none"> • familiar vocabulary • known phrases • common expressions • cognates • templates <p>to:</p> <ul style="list-style-type: none"> • find new words • spell irregularly spelled words • distinguish homophones and homonyms • increase use of punctuation. 	<p>Uses a variety of strategies, such as using:</p> <ul style="list-style-type: none"> • circumlocution • word substitution • format samples • visual dictionary • bilingual dictionary • punctuation modelled in books <p>to:</p> <ul style="list-style-type: none"> • add descriptions to writing • make better word choices • confirm spelling • improve accuracy of punctuation.
<p>Student overcomes language gaps by:</p> <ul style="list-style-type: none"> • 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.” 	<p>Student overcomes language gaps by using:</p> <ul style="list-style-type: none"> • invented spelling, such as “write” (rite), “enough” (enuf) • mnemonics, such as COPS to check for capitals and periods. <p>Student may require support to know when to use periods instead of commas.</p>	<p>Student overcomes language gaps by using:</p> <ul style="list-style-type: none"> • 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. 	<p>Student overcomes language gaps by:</p> <ul style="list-style-type: none"> • looking for known words, phrases and expressions, which may or may not fit with the context of the writing • using 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. 	<p>Student overcomes language gaps by using:</p> <ul style="list-style-type: none"> • circumlocution (using other words to describe a word or idea when the precise word is not known or cannot be remembered) • word substitution (inserting new words into familiar sentence patterns) • templates, samples and graphic organizers to strategically produce well-developed text • a thesaurus, dictionary, and spelling and grammar resources to convey more precise meaning, confirm spelling or correct punctuation.

Writing (continued)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
			Student uses: <ul style="list-style-type: none"> • apostrophes to form common contractions, such as “can’t,” “I’m,” “he’s” • commas to separate items in a list, such as “a horse, a cow and a sheep.” 	
Socio-Linguistic (awareness of social and cultural factors influencing the way language is used)				
Writes: <ul style="list-style-type: none"> • words • phrases to express: <ul style="list-style-type: none"> • ideas • thoughts • feelings and needs with support. 	Produces texts using: <ul style="list-style-type: none"> • familiar words • familiar phrases • sentence frames to: <ul style="list-style-type: none"> • complete forms • create graphic organizers • label diagrams. 	Produces texts using: <ul style="list-style-type: none"> • new words • models • writing plan templates to: <ul style="list-style-type: none"> • sort relevant from irrelevant information to complete graphic organizers • answer questions • complete journals • write personal responses, stories, presentations, letters and expository texts. 	Produces: <ul style="list-style-type: none"> • texts for specific purposes using: • templates • samples, story plans or graphic organizers with minimal support. 	Produces: <ul style="list-style-type: none"> • expository texts • narrative texts using: <ul style="list-style-type: none"> • knowledge of culturally appropriate forms and styles • story plans or graphic organizers independently.
Student draws/writes: <ul style="list-style-type: none"> • in a personal journal • to complete diagrams • patterned sentences. 	Student writes: <ul style="list-style-type: none"> • thank-you letter • invitation • science experiment. 	Student: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • stories, legends or folk tales from a character’s perspective.

		<p>details and conclusion</p> <ul style="list-style-type: none"> • completes a Venn diagram comparing pioneer life with modern life, independently using text and classroom sources. 	<ul style="list-style-type: none"> • can write sentences from notes in the Venn diagram, with support, as needed, from the teacher. 	
Discourse (knowledge of how ideas are organized and connected)				
<p>Connects words using:</p> <ul style="list-style-type: none"> • “and.” <p>Produces:</p> <ul style="list-style-type: none"> • simple sentences. 	<p>Connects ideas in:</p> <ul style="list-style-type: none"> • simple sentences using: • familiar conjunctions • time markers • sequence markers. 	<p>Connects ideas in:</p> <ul style="list-style-type: none"> • related sentences using: • conjunctions • time markers • sequence markers. 	<p>Connects sentences into:</p> <ul style="list-style-type: none"> • a cohesive paragraph using: • conjunctions • time markers • sequence markers. 	<p>Connects ideas in:</p> <ul style="list-style-type: none"> • a three-paragraph narrative or expository composition using: • a variety of cohesive devices • some transition words.
<p>Student may write:</p> <ul style="list-style-type: none"> • “We take the cans and bottles. We go Science Centre.” 	<p>Student uses:</p> <ul style="list-style-type: none"> • conjunctions, such as “and,” “because” • time markers, such as “today,” “yesterday” • sequence markers, such as “first,” “next,” “then.” <p>Student may write:</p> <ul style="list-style-type: none"> • “Yesterday we collect cans and bottles. First we make a poster. Next we tell the people. Then we go get them.” 	<p>Student uses:</p> <ul style="list-style-type: none"> • conjunctions, such as “and,” “but,” “so,” “because” • time markers, such as “Monday,” “next week,” “last year” • sequence markers, such as “finally,” “after,” “before,” “later.” <p>Student may write:</p> <ul style="list-style-type: none"> • “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.” 	<p>Student uses:</p> <ul style="list-style-type: none"> • conjunctions, such as “or,” “yet,” “when” • time markers, such as “after a while,” “the other day” • sequence markers, such as “second,” “third,” “lastly.” <p>Student may write:</p> <ul style="list-style-type: none"> • “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.” 	<p>Student uses:</p> <ul style="list-style-type: none"> • transition words, such as “even though,” “although,” “however,” “therefore.” <p>Student may write:</p> <ul style="list-style-type: none"> • “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)

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
Editing (ability to identify and correct writing errors, improve word choice and make sentences clearer)				
<p>Forms letters and numbers with attention to:</p> <ul style="list-style-type: none"> spacing line direction. <p>Spells:</p> <ul style="list-style-type: none"> sight words accurately. 	<p>Edits for:</p> <ul style="list-style-type: none"> basic punctuation spelling of familiar and sight words. 	<p>Edits sentences for:</p> <ul style="list-style-type: none"> end punctuation commas separating items in a list simple tenses regular spelling. 	<p>Edits sentences for:</p> <ul style="list-style-type: none"> placement of apostrophes and quotation marks a variety of tenses common irregularly spelled words. 	<p>Edits paragraphs for:</p> <ul style="list-style-type: none"> common punctuation subject–verb agreement tense sequence of ideas.
<p>Student:</p> <ul style="list-style-type: none"> spells sight words, such as “the,” “at,” “red,” “tree” accurately writes left to right, on the line uses appropriate spacing between words. 	<p>Student checks for correct use of:</p> <ul style="list-style-type: none"> periods at the end of sentences capitals at the beginning of sentences spelling of familiar words accurately. 	<p>Student checks for correct use of:</p> <ul style="list-style-type: none"> 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 and new words taught in class. 	<p>Student checks for correct use of:</p> <ul style="list-style-type: none"> punctuation, such as commas, quotation marks, apostrophes for contractions regular and irregular past tense commonly misspelled words, including: <ul style="list-style-type: none"> homophones, such as night/knight, there/they’re/their, here/hear, too/two/to homonyms, such as lead/lead. 	<p>Student checks for correct use of:</p> <ul style="list-style-type: none"> 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.”