

Alberta K–12 ESL Proficiency Benchmarks



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Table of Contents






	Page
Section 1: Introduction	
Description of <i>Alberta K–12 ESL Proficiency Benchmarks</i> (2009)	1
Purpose	2
Communicative competence framework	2
Understanding the continuum of English language development	3
Considerations	3
How to use the Benchmarks	4
Profiles at a Glance	5
Benchmarks	6

Section 1: Introduction





Description of *Alberta K–12 ESL Proficiency Benchmarks (2009)*

The *Alberta K–12 ESL Proficiency Benchmarks (2009)* have been developed to support programming for English Language Learners (ELLs) in Kindergarten to Grade 12. It is a continuum of English language development across five levels of English language proficiency. Each proficiency level is organized within the language strands of listening, speaking, reading and writing. The indicators within each strand are based on four communicative competencies: discourse, linguistic, strategic and socio-linguistic. Each indicator describes a feature of language a student would use to accomplish a communicative or academic task. Many indicators include an illustrative example of student language. Some illustrative examples contain typical student errors.

The *Alberta K–12 ESL Proficiency Benchmarks (2009)* are organized by division to reflect a developmentally appropriate language progression. Colour has been used to indicate division levels.

	Kindergarten
	Division I: Grades 1–3
	Division II: Grades 4–6
	Division III: Grades 7–9
	Division IV: Grades 10–12

Organizational Framework

	Listening	Speaking	Reading	Writing
Discourse*				
Linguistic*				
Strategic*				
Socio-linguistic*				
Strand specific	Auditory Discrimination	Pronunciation	Fluency	Editing

* Described in the Communicative Competence Framework on the next page.

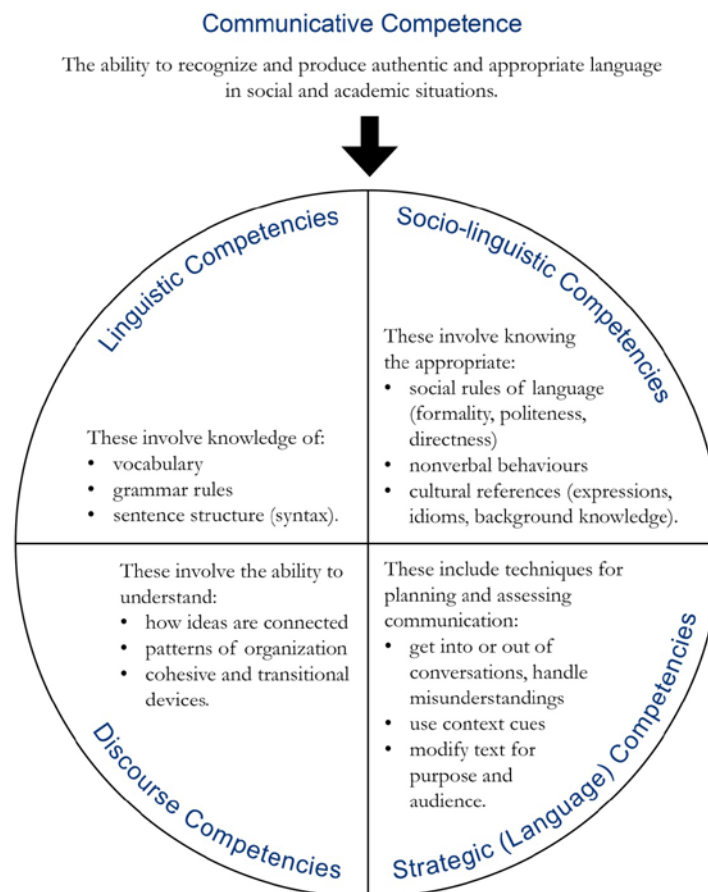
Purpose

The *Alberta K–12 ESL Proficiency Benchmarks* serve the following purposes:

- provide specific language outcomes for each proficiency level
- support initial identification of language proficiency level
- guide appropriate programming for English Language Learners (ELLs)
- articulate language proficiency to align with:
 - the *English as a Second Language (Senior High) Program of Studies*
 - other programs of study
- support teachers in monitoring, tracking and reporting language progress
- support teachers in planning for explicit language instruction within everyday classroom learning
- support teachers in communicating with students and parents to:
 - develop an understanding of language acquisition
 - set appropriate language learning goals.

Communicative competence framework

The benchmark indicators within each strand are based on four communicative competencies: discourse, linguistic, strategic and socio-linguistic.



Understanding the continuum of English language development

The *Alberta K–12 ESL Proficiency Benchmarks* incorporate the understanding that both social and academic language acquisition is important for English Language Learners.

Jim Cummins distinguishes between two important aspects of language development: Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency.

BICS (Basic Interpersonal Communication Skills) focuses on the conversational fluency of English. This is the language used in social situations; e.g., when we chat with our friends about the events of the weekend (soccer match, family outing, celebrations, etc.) we are using BICS.

CALP (Cognitive Academic Language Proficiency) focuses on language required to achieve academic success. Academic language is necessary to engage in cognitively demanding learning tasks aligned with programs of study; e.g., CALP is used to explain concepts, give opinions, participate in a debate, summarize text, write a research paper.

BICS typically develops during English Language Proficiency Levels 1 and 2 along with the beginning of CALP. CALP often develops during English Language Proficiency Levels 3, 4 and 5 in earlier grades. BICS and CALP develop simultaneously in later grades.

Considerations

- Students typically move rapidly through English Language Proficiency Levels 1 and 2.
- Students will progress at different rates.
- Students may be working across more than one level of proficiency at one time.
- Student progress may be demonstrated unevenly across language strands; e.g., a student may be at ELP 4 in listening, ELP 3 in speaking and ELP 2 in writing.
- Student progress within a proficiency level may vary. It is unrealistic to expect that an ESL student will accomplish one proficiency level for a year in school or one level for each reporting period.
- Students may experience an adjustment of proficiency level when transitioning between divisions; e.g., a Division I student who is ELP 5 may be ELP 4 when starting Division II.
- Student progress should be observed in a wide range of contexts with a variety of data as evidence.

How to Use the Benchmarks

1. **Start with the Profiles at a Glance chart on the following page.** This chart shows common characteristics of English Language Learners at five proficiency levels and provides teachers with a general understanding and overview of the proficiency levels used throughout the benchmarks.
 - a. Scan the profiles.
 - b. Determine your student's proficiency level. This is meant to be a starting point only. Remember that all students are unique and may or may not display all of the characteristics at a given level at one time.
 - c. Once you have determined a starting level, look at the benchmarks on the following pages that correspond to that level for the grade level that the student is enrolled in.
2. **Document the initial English Proficiency level of the student upon intake into the school** using the tracking documents in Section 2 of this resource. This will serve as a baseline or point of reference to track the rate of progress the student makes.
3. **Use the Tracking Documents in conjunction with the ESL Benchmarks to set appropriate goals** for each English Language Learner. Consider the following scenario:

After looking at the next indicator and examples on the Benchmarks that state "*expresses ideas using some low frequency utility, descriptive and subject-specific vocabulary*," the teacher decides to:

 - focus on science and review the language of the upcoming unit
 - identify key vocabulary the student would need to use in a project, inquiry or presentation
 - plan for and provide direct instruction and supports for the student, including providing instruction on these words, their meaning and use in context, and reinforce the words on a word wall, a concept map or interactive white board.
4. **Develop Appropriate Language Proficiency Reporting Documents to report** a student's language progress to parents.

Profiles at a Glance

The following chart shows characteristics of ELLs at five proficiency levels. Given that all ELLs are unique and are all at different developmental grade levels, they may or may not demonstrate all of these characteristics.

This chart is intended to provide teachers with a general understanding of proficiency levels.

English Language Learner Profiles	
Level 1 Students	<p>Behaviour: May be self-conscious and confused; smile hesitantly; observe carefully; require buddies. Rely on L1; communicate nonverbally through gestures, pictures and one-word utterances; observe surroundings carefully; may experience a silent period.</p> <p>Linguistic: Use one- or two-word survival utterances; pictures, gestures and L1; do not write independently; might read or write survival vocabulary but have no spoken English; draw pictures; may copy without understanding; can name some letters; might know some sight words.</p>
Level 2 Students	<p>Behaviour: Begin to understand social norms such as eye contact and personal space; increase confidence in routine/familiar classroom situations.</p> <p>Linguistic: Understand basic classroom activities with visual support; respond to yes/no questions; label and use pictures to communicate; use survival vocabulary and fragmented speech; compile words and phrases for daily living (food, clothing); know some words and phrases associated with academics; can write independently; begin to develop sentence sense; imitate/copy phrase and sentence patterns; have sight vocabulary of functional words; can name letters and know most corresponding sounds; use some conventions (such as capital letters and periods).</p>
Level 3 Students	<p>Behaviour: Acquire confidence to initiate conversations with English-speaking peers; begin to act as buddies to others; choose to use English; communicate competently in classroom environment (group discussions).</p> <p>Linguistic: Respond to the 5W questions using simple sentences (errors may affect meaning); use vocabulary competently for daily living and are beginning to acquire vocabulary needed for academic learning; experiment with synonyms and antonyms; write simple sentences (with errors); experiment with longer, complex sentences and basic paragraphs; begin writing for academic purposes; aware of importance of writing conventions and are improving in their use; use complex sentences with appropriate conventions.</p>
Level 4 Students	<p>Behaviour: Adjust language depending on the communication context; can act as buddies; friendships expand beyond L1 friends.</p> <p>Linguistic: Understand most social conversations without support and academic with some support; contribute information on a variety of topics; respond to hypothetical questions; use academic vocabulary in context; are intentionally learning ‘specialized’ vocabulary associated with subject areas; select specific words to achieve purpose; write a variety of well-organized and unified texts; use sentence variety to develop personal style and voice; writing approaches grade level; use conventions more accurately.</p>
Level 5 Students	<p>Behaviour: Are confident and competent when communicating with teachers and peers; use language to self-advocate.</p> <p>Linguistic: Use English confidently and competently for academic purposes and to solve problems; fluently switch between L1 and L2; speech is fluent but might be influenced by native language; vocabulary development is crucial to academic learning; use academic vocabulary in wider variety of context-reduced situations; understand humour and figurative language; write variety of texts at or near grade level; vary sentence structure to achieve purpose; are establishing voice and style; use conventions consistently and with minimal errors; successfully use complex sentences to achieve a variety of purposes.</p>

Alberta K–12 ESL Proficiency Benchmarks

Kindergarten

Listening

Level 1	Level 2	Level 3
Competency: Discourse		
<ul style="list-style-type: none"> Follows familiar one-word commands, paired with gestures; e.g., “stop,” “sit.” 	<ul style="list-style-type: none"> Follows simple commands or one-step instructions without paired gestures; e.g., “show me your shoes,” “go to the carpet.” 	<ul style="list-style-type: none"> Follows familiar two-step instructions or verbal commands; e.g., “Clean up and come to the carpet.”
<ul style="list-style-type: none"> Demonstrates understanding of “yes/no” questions. 	<ul style="list-style-type: none"> Demonstrates understanding of “either/or” questions or questions requiring a one-word response. 	<ul style="list-style-type: none"> Demonstrates understanding of questions “what,” “when,” “where” and “who.”

Listening (continued)

Level 4	Level 5
Competency: Discourse	
<ul style="list-style-type: none"> Follows three connected high frequency commands with visual support; <p>e.g., teacher models in one continuous statement, “Draw a picture, cut it out and glue it in your journal.”</p>	<ul style="list-style-type: none"> Follows three connected high frequency commands without visual support; <p>e.g., teacher models in one continuous statement, “Draw a picture, cut it out and glue it in your journal.”</p>
<ul style="list-style-type: none"> Demonstrates understanding of open-ended questions “why, how” and “tell me about” 	<ul style="list-style-type: none"> Demonstrates understanding of hypothetical questions; <p>e.g., “What will you do next time?”, “If you were the dragon what would you do?”, “I wonder what the weather is like.”</p>



Listening (continued)

Level 1	Level 2	Level 3
Competency: Linguistic (Vocabulary)		
<ul style="list-style-type: none"> Demonstrates understanding of single words: basic survival vocabulary and words of personal importance and interest; <p>e.g., washroom, yes, no, shoes, play, blocks, paint, soccer, baby, mom, dad.</p>	<ul style="list-style-type: none"> Demonstrates understanding of familiar classroom vocabulary; <p>e.g., “Show me a circle.”, “Go to the water table.”</p>	<ul style="list-style-type: none"> Demonstrates understanding of descriptive vocabulary and simple terms for listing and locating; <p>e.g., “The <i>red and blue</i> blocks are <i>on</i> the shelf”, “Put your <i>new</i> book <i>in</i> the bag.”</p>

Listening (continued)

Level 4	Level 5
Competency: Linguistic (Vocabulary)	
<ul style="list-style-type: none"> Demonstrates understanding of terms for locating, describing comparing and classifying objects; <p>e.g., “Where do you hang your <i>wet</i> painting to dry?”, “Put the <i>biggest block between</i> the small ones.”</p>	<ul style="list-style-type: none"> Demonstrates understanding of more complex terms for explaining, retelling, connecting and sequencing; <p>e.g., “Remember that in the story, the boy took the dog for a walk but then the dog ran away and got lost? Use the puppets to show what happened first.”</p>



Listening (continued)

Level 1	Level 2	Level 3
Competency: Strategic		
<ul style="list-style-type: none"> Observes, begins to imitate others and requires prompts and support to engage in classroom routines and activities; <p>e.g., centre time, circle time, snack time.</p>	<ul style="list-style-type: none"> Listens for key words and may imitate others to engage in classroom routines and activities; <p>e.g., words and songs to cue transitions.</p>	<ul style="list-style-type: none"> Responds appropriately to questions using visual supports; <p>e.g., Teacher asks, “What do we do after snack time?” and child looks at visual schedule to respond.</p>
Competency: Socio-linguistic		
<ul style="list-style-type: none"> Responds physically or verbally to greetings; <p>e.g., waves hello or goodbye.</p>	<ul style="list-style-type: none"> Responds physically or verbally to familiar social conventions; <p>e.g., Student responds, “Yes” or “Fine” when asked, “How are you?” and nods yes when asked, “Want to play?”</p>	<ul style="list-style-type: none"> Demonstrates understanding that words have multiple meanings depending on the context and indicated by change in intonation and volume; <p>e.g., “Let’s play blocks.” versus “Push ‘play’ to turn on the DVD.”</p>

Listening (continued)

Level 4	Level 5
Competency: Strategic	
<ul style="list-style-type: none"> Seeks clarification using familiar expressions; e.g., “What did you say?” 	<ul style="list-style-type: none"> Uses a variety of strategies to check and confirm understanding; e.g., repetition, visual supports, asks for clarification “Did you say to cut this out?”
Competency: Socio-linguistic	
<ul style="list-style-type: none"> Demonstrates appropriate verbal or nonverbal response to the intent of the message; e.g., says “thank you when complimented”, says “it’s okay” when apologized to, smiles or hugs when adult or peer helps him or her. 	<ul style="list-style-type: none"> Recognizes differences in formality of speech in familiar roles and contexts; e.g., role play in the house centre (informal) versus hospital centre (formal).



Speaking

Level 1	Level 2	Level 3
Competency: Discourse		
<ul style="list-style-type: none"> Speaks in one- or two-word utterances; e.g., “Me play?” 	<ul style="list-style-type: none"> Speaks in phrases; e.g., “I go centres.”, “Eat snack now?” 	<ul style="list-style-type: none"> Speaks in short sentences; e.g., “I draw a picture.”
Competency: Linguistic (Vocabulary)		
<ul style="list-style-type: none"> Uses survival vocabulary and words of personal importance and interest to express immediate needs. 	<ul style="list-style-type: none"> Uses high frequency vocabulary related to objects and actions in the environment acquired through repetition and visual and concrete clues; e.g., “crayons in the bucket”, “it’s my turn”, “more colours”, “go fast.” 	<ul style="list-style-type: none"> Uses object and action vocabulary related to classroom topics acquired through direct instruction; e.g., “This is a purple circle.”, “I have two sisters.”, “I hop on my foot.”
Competency: Linguistic (Grammar/Syntax)		
<ul style="list-style-type: none"> Uses isolated nouns, verbs and adjectives; e.g., eat, run, come, shoes, pencil, happy, mad, blue. 	<ul style="list-style-type: none"> Combines words together; e.g., “Me no recess.”, “I like book.” 	<ul style="list-style-type: none"> Forms simple sentences containing subject, verb and objects with inconsistent tense; e.g., “Pass the crayon to she.”, “I runned to him.”, “She walk to school.”

Speaking (continued)

Level 4	Level 5
Competency: Discourse	
<ul style="list-style-type: none"> Speaks in longer, complex sentences; <p>e.g., “I draw a nice picture of my family.”</p>	<ul style="list-style-type: none"> Expresses ideas using related sentences; <p>e.g., “This is a picture of my house. It is sunny outside. Me and daddy are going”</p>
Competency: Linguistic (Vocabulary)	
<ul style="list-style-type: none"> Uses key content vocabulary acquired through stories, discussions, sharing and direct instruction; <p>e.g., “The firefighter is a community helper.”, “It is sunny and windy outside.”</p>	<ul style="list-style-type: none"> Uses more complex vocabulary to explain, retell, connect and sequence ideas; <p>e.g., “Last night I fell off my brother’s bike. It really hurt and I cried. And then, my mom put a Band-Aid on my knee.”</p>
Competency: Linguistic (Grammar/Syntax)	
<ul style="list-style-type: none"> Manipulates word order to create negative and question sentences with some tense error; <p>e.g., “He don’t like to play with me.”, “She has four years old.”</p>	<ul style="list-style-type: none"> Uses positive and negative commands, statements and questions with some tense error; <p>e.g., “There is many big kids on the playground.”, “Did you went to soccer last night?”</p>



Speaking (continued)

Level 1	Level 2	Level 3
Competency: Strategic		
<ul style="list-style-type: none"> Uses gestures and single words to express immediate needs; <p>e.g., nodding, pointing, yes, no, hello, washroom, water.</p>	<ul style="list-style-type: none"> Participates in familiar classroom routines using repeated words and phrases; <p>e.g., copies and repeats using chants, rhymes and high frequency expressions (circle time routines and chants, calendar routine, attendance chant).</p>	<ul style="list-style-type: none"> Interacts spontaneously with peers and adults using words and phrases he or she has heard others say; <p>e.g., “Sure, let’s go over there”; we’re not suposta (supposed to) ...”</p>
Competency: Socio-linguistic		
<ul style="list-style-type: none"> Uses gestures and/or one to two words to express greetings and polite words; <p>e.g., hello, goodbye, thank you, please.</p>	<ul style="list-style-type: none"> Uses common courtesy phrases; <p>e.g., “How are you?”, “I am fine.” “My turn now?”</p>	<ul style="list-style-type: none"> Demonstrates awareness of social register when interacting with peers and adults; <p>e.g., “My turn now!” or “Is it my turn now?”, “See you later.” or “You come back tomorrow?” or “Move over” versus “Excuse me, please.”</p>

Speaking (continued)

Level 4	Level 5
Competency: Strategic	
<ul style="list-style-type: none"> Participates in conversations with peers by asking and answering questions; <p>e.g., interacts in two-way conversations at snack time and activity centres.</p>	<ul style="list-style-type: none"> Effectively engages in communicative tasks at school; <p>e.g., interacts and negotiates at centres, contributes to class discussion, takes turns, problem solves.</p>
Competency: Socio-linguistic	
<ul style="list-style-type: none"> Compliments, apologizes, and shows appreciation in conversations; <p>e.g., “I like your shirt.”, “That is a nice car.”, “Excuse me.”, “Sorry, I didn’t mean it.”</p>	<ul style="list-style-type: none"> Engages in two-way conversations with peers and adults by selecting appropriate phrases for the context and audience; <p>e.g., “Want to paint with me?”, “Ok! Put our paint shirts on.”, “You paint here.”</p>



Alberta K–12 ESL Proficiency Benchmarks

Grades 1–3

Listening

Level 1	Level 2	Level 3
Competency: Discourse		
<ul style="list-style-type: none"> Follows one-step oral command, supported visually or modelled; e.g., “Come to the carpet.” 	<ul style="list-style-type: none"> Follows two-step oral commands supported visually and relating to familiar topics; e.g., “Come to the carpet and sit.” 	<ul style="list-style-type: none"> Follows multi-step oral commands supported visually and relating to familiar topics; e.g., “Put your book away, get out your math journal and sharpen your pencil.”, “Write the date and the title that’s on the board. Then come to the carpet.”
<ul style="list-style-type: none"> Understands a few words in connected sentences in unfamiliar contexts involving visual support; e.g., While teacher demonstrates an experiment involving mixing primary and secondary colours to make tertiary colours, student picks out key colour words. 	<ul style="list-style-type: none"> Understands the gist of connected sentences in unfamiliar contexts with visual support; e.g., While teacher demonstrates an experiment involving mixing primary and secondary colours to make tertiary colours, student understands that you can mix colours together to make other colours. 	<ul style="list-style-type: none"> Understands main ideas on unfamiliar topics with visual support; e.g., While teacher demonstrates an experiment involving mixing primary and secondary colours to make tertiary colours, student understands the main idea that when you mix blue from the first group and green from the second group, you get a blue-green colour. The blue-green colour is in the third group.

Listening (continued)

Level 4	Level 5
Competency: Discourse	
<ul style="list-style-type: none"> Follows multi-step oral directions on unfamiliar topics with visual and written support; <p>e.g., Following a demonstration of the steps in an art project or science experiment, student is able to complete the task. Student frequently refers back to the steps that have been recorded on the board or on chart paper.</p>	<ul style="list-style-type: none"> Follows multi-step oral directions on unfamiliar topics with minimal support; <p>e.g., Following a demonstration of the steps in an art project or science experiment, student is able to complete the task while occasionally referring to other visual supports.</p>
<ul style="list-style-type: none"> Understands main ideas and some details of unfamiliar topics with visual support; <p>e.g., While teacher demonstrates an experiment involving mixing primary and secondary colours to make tertiary colours, student understands the main idea that when you mix blue and green together, you get a blue-green colour. Also understands some details like blue is the primary colour, green is the second colour and blue-green is the third colour.</p>	<ul style="list-style-type: none"> Understands most oral texts in social and classroom contexts with visual support; <p>e.g., While teacher demonstrates an experiment involving mixing primary and secondary colours to make tertiary colours, student understands the main idea that when you mix blue and green together, you get a blue-green colour. Student also understands details like the blue-green colour is called turquoise. Blue is the primary colour, green is the secondary colour and turquoise is the tertiary colour.</p>



Listening (continued)

Level 1	Level 2	Level 3
Competency: Linguistic (Vocabulary)		
<ul style="list-style-type: none"> Demonstrates understanding of some basic utility vocabulary (food, clothing, shelter, body parts, family, school, etc.); <p>e.g., Teacher says, “Show me the <i>square paper</i>.” and student points to it.</p>	<ul style="list-style-type: none"> Demonstrates understanding of some general utility and descriptive vocabulary with visual support; <p>e.g., During a mathematics lesson on shapes and attributes, teacher shows several shapes and says, “Show me the <i>small green triangle</i>.” Student is able to choose the correct shape.</p>	<ul style="list-style-type: none"> Demonstrates understanding of descriptive and some subject-specific vocabulary; <p>e.g., Teacher asks, “How many <i>sides</i> of the <i>thick green triangle</i> are the same length?” Student says, “Three.”</p>
Competency: Linguistic (Grammar/Syntax)		
<ul style="list-style-type: none"> Demonstrates understanding of simple questions accompanied by visual support; <p>e.g., Teacher says, “Point to ...”; “Show me ...”; The student points to it. “Is this a crayon or pencil?” Student says, “Crayon.”</p>	<ul style="list-style-type: none"> Demonstrates understanding of familiar simple questions (what, when, where, who, how many); <p>e.g., “How many eggs are in the nest?” Student points to each egg, counts and says “There are three eggs.”</p>	<ul style="list-style-type: none"> Demonstrates understanding of more complex questions about familiar topics; <p>e.g., “We have been learning about insects and spiders for the past few weeks. Can you tell me the difference between an insect and an arachnid?”</p>

Listening (continued)

Level 4	Level 5
Competency: Linguistic (Vocabulary)	
<ul style="list-style-type: none"> Demonstrates understanding of some low frequency subject-specific vocabulary; <p>e.g., Teacher asks, “How many <i>vertices</i> does the <i>thick red rhombus</i> have? Student says, “Four.”</p>	<ul style="list-style-type: none"> Demonstrates understanding of a range of low frequency subject-specific vocabulary as knowledge of concepts expands; <p>e.g., Student can follow a classroom discussion about various attributes like colours, size, shape name, number of sides, and parallel and perpendicular lines.</p>
Competency: Linguistic (Grammar/Syntax)	
<ul style="list-style-type: none"> Demonstrates understanding of open-ended questions requiring explanation and elaboration; <p>e.g., “Tell me more about the difference between” “Why do you think ...?” “How do you know that this is a good example of ...?”</p>	<ul style="list-style-type: none"> Demonstrates understanding of hypothetical questions; <p>e.g., “If you were the main character of the story, what would you have done?”</p>



Listening (continued)

Level 1	Level 2	Level 3
Competency: Strategic		
<ul style="list-style-type: none"> Requests clarification through gestures, mimicking and single words; e.g., shrugs shoulders, shakes head, raises eyebrows, responds with “What?” 	<ul style="list-style-type: none"> Requests clarification using familiar phrases; e.g., “I need help.”, “I don’t understand”, “Can you help me?”, “What did you say?” 	<ul style="list-style-type: none"> Requests clarification using simple questions; e.g., During a lesson on wants and needs in social studies, student asks, “What does shelter mean?”
Competency: Socio-linguistic		
<ul style="list-style-type: none"> Understands familiar social expressions; e.g., “Hey!” “See ya later!” (talking with friends), “Hi.” or “Hello.” and “Bye.” (talking with teacher). 	<ul style="list-style-type: none"> Understands familiar language and expressions used in classroom and school contexts; e.g., “Line up.”, “Hang on for a minute.”, “And ... freeze!” 	<ul style="list-style-type: none"> Recognizes differences in formality of speech in familiar contexts; e.g., playground to classroom: “Hey, let’s play tag.”, “Do you want to be my partner in math?”

Listening (continued)

Level 4	Level 5
Competency: Strategic	
<ul style="list-style-type: none"> Clarifies understanding by asking specific questions; <p>e.g., During a lesson on wants and needs in social studies, student asks, “Is my toy a want, then?”, “So having mittens is a need, right?”</p>	<ul style="list-style-type: none"> Asks questions to get more information to extend knowledge during a class discussion; <p>e.g., During a lesson on wants and needs in social studies, student asks, “So what happens when they don’t get their needs met?”</p>
Competency: Socio-linguistic	
<ul style="list-style-type: none"> Recognizes differences in formality of speech in unfamiliar contexts such as home, school, playground, classroom or community centre; <p>e.g., Student says, “This is my friend from school.”, at school (during a presentation by a guest speaker at school), student waits to be invited to ask a question.</p>	<ul style="list-style-type: none"> Understands common idioms and cultural references; <p>e.g., Student understands that he took on too much for the project when teacher says, “Farid, did you bite off more than you could chew?” Student understands reference to “nursery rhyme” when teacher says that he or she wants a poem written that does not sound like a nursery rhyme.”</p>



Listening (continued)

Level 1	Level 2	Level 3
Competency: Discrimination (Phonemic Awareness)		
<ul style="list-style-type: none"> Recognizes most English phonemes (the basic distinctive units of speech sound by which morphemes, words and sentences are represented); <p>e.g., Student understands the “sounds” of English and says, “buh, aah, tuh,” when teacher asks, “What sounds do you hear when I say the word <i>bat</i>?”</p>	<ul style="list-style-type: none"> Identifies the initial sounds in words; <p>e.g., Student says, “buh” when teacher asks, “What is the first sound in <i>bat</i>?”</p> <p>When teacher asks, “Which words have the same beginning sound: bat, ball, car?”, student says “Bat and ball.”</p>	<ul style="list-style-type: none"> Distinguishes minimal pairs; <p>e.g., Student is able to hear the difference in “ship/sip,” or “ship/sheep” or “fifteen/fifty.”</p>
<ul style="list-style-type: none"> Listens for recognizable words; <p>e.g., Student recognizes the word <i>come</i> when the teacher says “Come to the carpet.” The rest of the sentence sounds like one big long word (tothecarpet).</p>	<ul style="list-style-type: none"> Distinguishes word boundaries in short familiar phrases; <p>e.g., Student understands that when teacher says, “to the carpet” she is speaking three separate words.</p>	<ul style="list-style-type: none"> Demonstrates understanding of familiar reduced speech and contractions during basic interpersonal communication tasks; <p>e.g., Student understands; that “didja, cuz, howr’ya, wanna, can’t, he’s” mean “did you, because, how are you, want to, cannot and he is” without the speaker slowing down to segment each word.</p>

Listening (continued)

Level 4	Level 5
Competency: Discrimination (Phonemic Awareness)	
<ul style="list-style-type: none"> Recognizes rhymes; e.g., Student responds, “Snake and rake” when teacher asks, “Which words rhyme: rake, snake, rain?” 	<ul style="list-style-type: none"> Demonstrates increased competence in phonemic awareness to understand word forms and boundaries in most oral communications; e.g., segments, blends, digraphs, rhymes, beginning, medial and final sounds.
<ul style="list-style-type: none"> Responds to rapid speech from familiar speakers during everyday classroom academic tasks; e.g., Student listens and participates in class discussions and lessons and understands the regular flow of conversation. 	<ul style="list-style-type: none"> Responds to rapid speech from unfamiliar speakers in academic tasks; e.g., Student listens to a guest speaker and is able to keep up with the flow of information in a science video.



Speaking

Level 1	Level 2	Level 3
Competency: Discourse		
<ul style="list-style-type: none"> Initiates or responds to social conversation using gestures and/or one to two words; e.g., Student nods, shakes his or her head, says, “yes” or “no” or “thank you” and “goodbye.” 	<ul style="list-style-type: none"> Speaks in phrases and/or short simple sentences; e.g., “In box.”, “On the table.”, “I play ball.” 	<ul style="list-style-type: none"> Uses short sentences with conjunctions and time markers when engaging with peers and adults in everyday situations; e.g., “<i>Today</i> I play <i>at</i> the climber and the swings.” (Conjunctions: and, or, but, so, because; Time Markers: yesterday, Monday, before.)
Competency: Linguistic (Vocabulary)		
<ul style="list-style-type: none"> Uses basic utility vocabulary and high frequency words encountered in class (food, clothing, shelter, body parts, family, school, etc.); e.g., While pointing to a picture of a banana plant during science class, student says “banana” or “plant.” 	<ul style="list-style-type: none"> Expresses ideas using some general utility and descriptive vocabulary; e.g., “I eat banana. Banana is plant. The plant is big.” 	<ul style="list-style-type: none"> Expresses ideas using high frequency descriptive and subject-specific vocabulary; e.g., “The plant is very tall. It is dark green. The leaves are like a circle.”

Speaking (continued)

Level 4	Level 5
Competency: Discourse	
<ul style="list-style-type: none"> Expresses related ideas using more complex sentences that are not always in sequence to give directions, describe people and things, relate actions and events; <p>e.g., “<i>Today</i> I brought this drum from my country for Show and Tell. I like this drum and my uncle showed me how to play. <i>Next</i> my cousin came to my house. I will play for you <i>now</i>.”</p>	<ul style="list-style-type: none"> Connects ideas using a variety of connective devices; <p>e.g., During magnet centre time in science, student says, “<i>First</i> we put a paper clip on a piece of paper. <i>Then</i> we put a magnet under the paper and moved the magnet around. Then the paper clip moved. <i>After</i> [that] we tried to do it with wood but it didn’t work.” (Student omitted the word “that.”)</p>
Competency: Linguistic (Vocabulary)	
<ul style="list-style-type: none"> Expresses ideas using some low frequency utility, descriptive and subject-specific vocabulary; <p>e.g., “The plant starts as a seed. The seed grows into a small stem. The stem gets taller. Leaves start to grow on the stem. Buds start to grow and then the flowers open.”</p>	<ul style="list-style-type: none"> Expresses ideas using a range of low frequency utility, descriptive and subject-specific vocabulary as understanding of concepts expands; <p>e.g., “The plant has a long and fuzzy stem with sharp thorns. The roots spread deep under the ground. The flowers on the plant are blooming.”</p>



Speaking (continued)

Level 1	Level 2	Level 3
Competency: Linguistic (Grammar/Syntax)		
<ul style="list-style-type: none"> Uses one or two words and/or gestures to convey meaning; e.g., “Washroom?” or “Go washroom?” 	<ul style="list-style-type: none"> Uses simple sentences; e.g., “I like___.”, “It is___.”, “It not nice out.” 	<ul style="list-style-type: none"> Uses questions, statements and commands with omissions, and errors of verb tense and word order; e.g., “Where we going?”, “In summer, outside it’s light because they (Nunavut) have no dark.”
Competency: Strategic		
<ul style="list-style-type: none"> Copies others, uses one to two word utterances, and relies on visual prompts, gestures, first language and memorized phrases to interact. 	<ul style="list-style-type: none"> Uses familiar phrases and simple questions to communicate with peers and teachers; e.g., “Want to play?”, “Can you help me?”, “I need a pencil.” 	<ul style="list-style-type: none"> Uses strategies to assist meaning such as circumlocution, or providing examples or opposites; e.g., Student says to the librarian, “Hi, Ms. Chu. Can I get the um ... thing that is round and has places in the world?” (globe)

Speaking (continued)

Level 4	Level 5
Competency: Linguistic (Grammar/Syntax)	
<ul style="list-style-type: none"> Adds more detail to questions, statements and commands with some grammatical errors; <p>e.g., “Where are we going tomorrow after school?”, “In Nunavut in the summer it’s light all the time because the sun is out at night too.”, “Come over to my house after school.”</p>	<ul style="list-style-type: none"> Uses a variety of sentence structures, including simple, compound and complex; <p>e.g., “Depending on the weather tomorrow, after school we’re either going to the outdoor swimming pool or indoor leisure centre.” “Since the sun is out for most of the night, it’s always light in Nunavut in the summer.”</p>
Competency: Strategic	
<ul style="list-style-type: none"> Initiates and sustains a conversation with peers and adults by commenting, making a personal connection and questioning; <p>e.g., When a friend mentions a trip to the zoo, student responds by saying, “Hey, I went there, too! Did you see the baby giraffe? It couldn’t walk very good.”</p>	<ul style="list-style-type: none"> Initiates and sustains communicative tasks by paraphrasing, commenting, making a personal connection and questioning; <p>e.g., Peer says, “Yesterday I went to the zoo and saw a baby tiger pouncing on his mom. You should have seen them wrestling. The mom ended up swatting the baby. It was so cool!” In response, student says, “The baby tiger was jumping on his mom and play fighting with her? What do you mean she was swatting him?”</p>



Speaking (continued)

Level 1	Level 2	Level 3
Competency: Socio-linguistic		
<ul style="list-style-type: none"> Uses greetings, common courtesy gestures and expressions; e.g., “Please/thanks.”, “Sorry.” Waves hello/goodbye. 	<ul style="list-style-type: none"> Uses social expressions, gestures and common idioms; e.g., “I dunno!” or “I have no idea.” Student says, “Next goal is the tie breaker” (with shoulder shrug). 	<ul style="list-style-type: none"> Uses common expressions and gestures to participate in social and classroom situations; e.g., Student imitates speech and slang of pop culture which changes over time (e.g., “Doh!,” “Sweet!,” “Whatever!,” “Dude!,” “Whatssup?” “Just kiddin’!,” “She’s bugging me!”).
Competency: Pronunciation		
<ul style="list-style-type: none"> Imitates some English sounds; e.g., Student may say, “show” for “shoe”, “da” for “the”, “pease” for “please”, “tanksu” for “thank you.” 	<ul style="list-style-type: none"> Uses English rhythm, stress and intonation (pronunciation errors may interfere with meaning); e.g., Student is learning how to put the emphasis on the correct syllable when speaking and may say “Rea-ding” rather than “Rea-ding” or may add extra syllables “wea wenta to the—a library.” (We went to the library.) 	<ul style="list-style-type: none"> Uses pronunciation, rhythm and intonation with some errors; e.g., Student is mostly understood and may say “so” for “show”, “fries” for “flies”, “fifteen” for “fifty.”

Speaking (continued)

Level 4	Level 5
Competency: Socio-linguistic	
<ul style="list-style-type: none"> Uses common phrasal verbs in appropriate contexts; <p>e.g., “I’m going to get <i>picked up</i> after lunch because I have a doctor’s appointment.”</p>	<ul style="list-style-type: none"> Uses common idiomatic expressions and adjusts speech in formal and informal situations and recognizes how talking with a friend is different from addressing an adult; <p>e.g., “See you later alligator!”, “I’m freezing ... my teeth are chattering.” Recognizes how talking to a friend is different from addressing an adult: “Hey Jasdeep, come here!” versus “Mrs. Chen, could you come here please?”</p>
Competency: Pronunciation	
<ul style="list-style-type: none"> Uses comprehensible pronunciation and intonation for rehearsed activities; <p>e.g., When taking part in Readers Theatre, drama, practised oral presentations or shared reading student is understood.</p>	<ul style="list-style-type: none"> Uses comprehensible pronunciation and intonation in unrehearsed situations where dialogue is spontaneous (accented speech is expected and valued); <p>e.g., Student is easily understood by others in cooperative learning activities and conversations.</p>



Reading

Level 1	Level 2	Level 3
Competency: Discourse		
<ul style="list-style-type: none"> Comprehends simple patterned sentences; e.g., Student is reading a patterned book, or participating in a choral reading of a language experience chart, “This is a car. This is a book.” 	<ul style="list-style-type: none"> Comprehends simple sentences containing ideas connected by common conjunctions, prepositions and time markers; e.g., Student is reading levelled books and short classroom texts containing conjunctions: and, but, so; prepositions: on, in, at; and time markers: today, yesterday, Monday. 	<ul style="list-style-type: none"> Comprehends the main idea of connected sentences containing conjunctions and time markers on familiar topics; e.g., Student is reading levelled texts and longer classroom texts containing conjunctions: because, or; and time markers: on the weekend, last Saturday, next summer.
Competency: Linguistic (Vocabulary)		
<ul style="list-style-type: none"> Names letters of the alphabet, acquires some sight words and understands environmental print, classroom words and labels; e.g., calendar, classroom routines, pocket chart labels. 	<ul style="list-style-type: none"> Recognizes and comprehends some high frequency utility and descriptive words; e.g., school, house, park, colour words, big/little. 	<ul style="list-style-type: none"> Recognizes and comprehends more high frequency utility, descriptive and some subject-specific words; e.g., desk, chair, plant, magnet, rock, large, giant, tiny.

Reading (continued)

Level 4	Level 5
Competency: Discourse	
<ul style="list-style-type: none"> Comprehends the main idea and some detail in connected sentences on familiar topics containing conjunctions, time and sequence markers of familiar topics; <p>e.g., Student is reading levelled texts as well as a range of texts of personal interest containing conjunctions: since, when; time markers: long ago, earlier this year, in 1967; sequence markers: first, then, next, last, finally.</p>	<ul style="list-style-type: none"> Comprehends the main idea and supporting detail in connected sentences in a cohesive paragraph on unfamiliar topics; <p>e.g., Student is reading a variety of text containing cohesive devices: since, until, instead of, if ... then.</p>
Competency: Linguistic (Vocabulary)	
<ul style="list-style-type: none"> Shows an awareness that the same word may be used in many different ways to show multiple meanings; <p>e.g., play: play soccer, watch a play, well played.</p>	<ul style="list-style-type: none"> Recognizes and comprehends most subject-specific words and applies knowledge of some word forms to understand text; <p>e.g., contractions: I'm, they're, wouldn't, we've; plurals: boxes, lives, berries; compound words: butterfly, earthworm, airport, cupcake; count and non-count words: three pieces of bacon not three bacons.</p>



Reading (continued)

Level 1	Level 2	Level 3
Competency: Linguistic (Grammar/Syntax)		
<ul style="list-style-type: none"> Distinguishes letter and word patterns that form print text; <p>e.g., Student understands that a space shows the end of a word.</p>	<ul style="list-style-type: none"> Distinguishes nouns and verbs for identifying objects and actions; <p>e.g., Student is able to understand that a “monkey” is a thing (noun) and that “jump” and “walk” are actions (verbs).</p>	<ul style="list-style-type: none"> Gets meaning from elements of simple sentences; <p>e.g., Student understands that most sentences contain a subject, verb and object and understands ‘who’ is doing ‘what’ to ‘what’ in the sentence.</p>
Competency: Strategic (Context Cues)		
<ul style="list-style-type: none"> Matches words and pictures to make meaning; <p>e.g., Student looks at the picture to understand the word “The ball is <i>in</i> the box. The ball is <i>on</i> the box. The ball is <i>under</i> the box.”</p>	<ul style="list-style-type: none"> Relies on familiar phrases, patterned sentences and/or shared experiences to predict meaning; <p>e.g., Student understands texts because of repetition in the text and/or because the text is similar to a personal or classroom experience.</p>	<ul style="list-style-type: none"> Recognizes and gains meaning from short text by using contextual and visual cues; <p>e.g., personal experiences, first language, pictures and key visuals.</p>

Reading (continued)

Level 4	Level 5
Competency: Linguistic (Grammar/Syntax)	
<ul style="list-style-type: none"> Understands that sentence elements can be moved around and/or combined to change meaning; <p>e.g., Student understands the difference between, “The boy lost his friend at the park” and the “The boy and his friend are lost at the park.”</p>	<ul style="list-style-type: none"> Recognizes how word form changes and inflected endings change meaning; <p>e.g., Student understands that <i>walked</i> means the walking happened before, <i>will be walking</i> means the walking will happen in the future, <i>walks</i> means the walking is happening now.</p>
Competency: Strategic (Context Cues)	
<ul style="list-style-type: none"> Applies a range of skills to comprehend text with direct instruction and support; <p>e.g., analyzes words; predicts; applies new sight vocabulary; decodes; rereads; refers to illustrations, self-monitors and self-corrects.</p>	<ul style="list-style-type: none"> Applies a range of skills to comprehend texts, including making inferences; <p>e.g., Teacher asks, “Based on what you’ve read, how do you think the boy feels at the end of the story when the mother asks if he wants to try again tomorrow?”</p>



Reading (continued)

Level 1	Level 2	Level 3
Competency: Socio-Linguistic		
<ul style="list-style-type: none"> Joins shared reading experiences and responds to shared text appropriately; <p>e.g., Student looks at the pictures to make sense of the emotions expressed in the story.</p>	<ul style="list-style-type: none"> Reads simply structured text literally; <p>e.g., Student may be thinking “Is there a lion in the truck?” when teacher reads the sentence “The big truck <i>roared like a lion</i> as it drove down the street.”</p>	<ul style="list-style-type: none"> Applies some skills to comprehend text with direct instruction and support; <p>e.g., refers to illustrations, decodes, applies new sight vocabulary and rereads.</p>

Reading (continued)

Level 4	Level 5
Competency: Socio-Linguistic	
<ul style="list-style-type: none">Recognizes and understands some simple phrasal verbs and similes; e.g., “My friend <i>cheered me up</i>.” “The big truck <i>roared like a lion</i> as it drove down the street.”	<ul style="list-style-type: none">Understands simple cultural references (idioms, metaphors and humour); e.g., “I was down to the wire, but he won the race.”, “They were keeping an eye on the weather.”



Reading (continued)

Level 1	Level 2	Level 3
Competency: Phonological Awareness		
<ul style="list-style-type: none"> Recognizes most sound/symbol relationships; e.g., Student should be able to recognize most of the letters and their sounds. 	<ul style="list-style-type: none"> Uses phonemic awareness to identify sight words and decode using beginning sounds; e.g., at, in, the, sit, and. 	<ul style="list-style-type: none"> Uses phonemic awareness to decode ending sounds, consonant blends and digraphs as well as simple word families; e.g., map/man, bat, sat, <u>flat</u>, <u>chat</u>, <u>that</u>.
Competency: Fluency		
<ul style="list-style-type: none"> Reads letter-by-letter to sound out words; e.g., c..a..t, p..a..n. 	<ul style="list-style-type: none"> Reads word-by-word; e.g., The ... tree ... is ... green. 	<ul style="list-style-type: none"> Reads with some phrasing; e.g., The tree is tall ... and has many ... leaves.

Reading (continued)

Level 4	Level 5
Competency: Phonological Awareness	
<ul style="list-style-type: none"> Uses phonemic awareness to decode long and short vowels in medial positions, and more complex word families; <p>e.g., <u>mat</u>/met/, mat/mate, might/tight, sound/round.</p>	<ul style="list-style-type: none"> Uses phonemic awareness to decode vowel blends and r-controlled vowels and two-or three-syllable words; <p>e.g., <u>meat</u>, <u>coat</u>, <u>part</u>, <u>turn</u>.</p>
Competency: Fluency	
<ul style="list-style-type: none"> Reads with some phrasing, rereading, and sounding out words, pausing to refer to visuals and substitutes unknown words with familiar words; <p>e.g., The tree has many... lives (leaves). It grows because it gets food from the ... dirt (soil).</p>	<ul style="list-style-type: none"> Reads with expression, attends to common punctuation and makes meaningful substitutions; <p>e.g., The leaf has many vines (veins). The end (edge) of the leaf is bumpy.</p>



Writing

Level 1	Level 2	Level 3
Competency: Discourse		
<ul style="list-style-type: none"> Connects two or more words and substitutes words in patterned sentences, with support; <p>e.g., I see a <i>dog</i>. I see a <i>cat</i>.</p>	<ul style="list-style-type: none"> Writes simple sentences and connects words with “and”; <p>e.g., I see a black and white dog.</p>	<ul style="list-style-type: none"> Joins short, related sentences in response to visual cues and shared experiences by using conjunctions and time markers such as “and because, but, yesterday, today, tomorrow”; <p>e.g., Yesterday I saw the dog but not the cat.</p>
Competency: Linguistic (Vocabulary)		
<ul style="list-style-type: none"> Uses some sight words and writes limited vocabulary related to familiar objects and personal experiences with understanding; <p>e.g., copies, labels pictures, writes in first language, refers to a picture dictionary and the word wall.</p>	<ul style="list-style-type: none"> Uses familiar utility and descriptive vocabulary; <p>e.g., red, green, big, small, school, house, pencil, the, and, see, run.</p>	<ul style="list-style-type: none"> Uses familiar utility and high frequency, subject-specific vocabulary and begins to add simple detail with teacher support (adjectives, adverbs); <p>e.g., sink, float, cold, warm, add, equals, winter, summer, quickly, quietly, faster, hotter.</p>

Writing (continued)

Level 4	Level 5
Competency: Discourse	
<ul style="list-style-type: none"> Joins sentences using a range of conjunctions and time markers such as “then, next, first, second, third”; <p>e.g., sequence story, circle story, retell, journal observation, recipe, instructions, list.</p>	<ul style="list-style-type: none"> Produces cohesive text by effectively using a variety of connectors such as “after, if ... then, before, later, last weekend, next week”; <p>e.g., Writes own circle story that includes a variety of connectors with minimal teacher support.</p>
Competency: Linguistic (Vocabulary)	
<ul style="list-style-type: none"> Uses some synonyms and words with multiple meanings; <p>e.g., Math journal: I used base ten blocks to figure out the answer; LA journal entry about gym class: I love to play baseball so I was happy when we got to play baseball in gym. I got to play first <i>base</i> and it was a lot of fun.</p>	<ul style="list-style-type: none"> Uses specific vocabulary related to curriculum topics in a variety of contexts; <p>e.g., Student uses vocabulary such as population, climate, economy, transportation and industry when writing in journals, creating posters and powerpoints.</p>



Writing (continued)

Level 1	Level 2	Level 3
Competency: Linguistic (Grammar)		
<ul style="list-style-type: none"> Writes simple phrases and completes patterned sentences with support; e.g., “It is a egg.”, “It is a larva.”, “It is a cocoons.”, “It is a butterfly.” 	<ul style="list-style-type: none"> Completes patterned sentences independently and writes simple sentences with errors and omissions; e.g., “The egg is small.”, “The caterpillar hungry is.”, “Leaf eat.” 	<ul style="list-style-type: none"> Demonstrates some control of word order in simple sentences (subject-verb-object) and uses function words such as pronouns, prepositions and articles with errors; e.g., “The caterpillar the leaf it crawling (is crawling on the leaf). It (is) making hers (her) cocoon.”
Competency: Strategic (Spelling)		
<ul style="list-style-type: none"> Copies words with increasing accuracy and leaves spaces between words. 	<ul style="list-style-type: none"> Attempts to spell familiar words; e.g., is, to, a, this, of, like, can, in, said (sed). 	<ul style="list-style-type: none"> Invents spelling that reflects learner’s own pronunciation; e.g., Student writes “enuf” instead of “enough” and “rite” instead of “write.”

Writing (continued)

Level 4	Level 5
Competency: Linguistic (Grammar)	
<ul style="list-style-type: none"> Demonstrates some control of word order, plurals and tenses in a variety of sentence types (statements, questions and negatives); <p>e.g., “I want to know how a caterpillar <i>change</i> into a butterfly.”, “How does a caterpillars change into a butterfly?”, “I don’t know how a caterpillar changes into a butterfly.”</p>	<ul style="list-style-type: none"> Produces more control of word order, plurals, tenses and subject-verb agreement in a variety of sentence types; <p>e.g., “Butterflies lay a lot of eggs. Caterpillars eat many leaves and then make a chrysalis.”</p>
Competency: Strategic (Spelling)	
<ul style="list-style-type: none"> Spells words according to pronunciation and knowledge of common spelling patterns; <p>e.g., word families (right, fight, light); plurals (change the ‘y’ to ‘i’ and add ‘es’).</p>	<ul style="list-style-type: none"> Attends to the conventions of capitalization, punctuation and spelling and uses strategies such as phonic and visual memory to spell problem words; <p>e.g., Student uses capitals for titles: The Brave Turtle; apostrophes to form common contractions: can’t, I’m, he’s; commas: a horse, a cow and a sheep; end of sentence punctuation: ., !, ?; spelling of regular plurals: boxes, toes and berries.</p>



Writing (continued)

Level 1	Level 2	Level 3
Competency: Strategic (Editing)		
<ul style="list-style-type: none"> Edits for spelling of sight words such as “the, at, red,” or “tree” with guidance; <p>e.g., Uses word wall or word lists with support.</p>	<ul style="list-style-type: none"> Edits for basic punctuation and spelling of high frequency and sight words with support; <p>e.g., capitals at the beginning and periods at the end of sentences.</p>	<ul style="list-style-type: none"> Edits for basic punctuation and spelling of high frequency and sight words independently; <p>e.g., capitals at the beginning and periods at the end of sentences.</p>
Competency: Socio-linguistic		
<ul style="list-style-type: none"> Copies group-generated text and pattern sentences with little or no understanding of audience and purpose; <p>e.g., Observes and copies peers. Student draws a picture on a generic invitation for parent night.</p>	<ul style="list-style-type: none"> Copies group-generated text and completes pattern sentence frames with some understanding of topic, audience and purpose; <p>e.g., Copies group-generated invitation for a parent night and understands the purpose of the invitation.</p>	<ul style="list-style-type: none"> Creates texts using models with direct instruction and support; <p>e.g., Copies and selects from a list of brainstormed sentences for an invitation for parent night and draws appropriate illustrations.</p>

Writing (continued)

Level 4	Level 5
Competency: Strategic (Editing)	
<ul style="list-style-type: none"> Edits sentences for common punctuation, simple tenses and regular spelling; <p>e.g., capitals on names; punctuation: periods, question marks, exclamation marks, commas in a list; tenses: present, past, continuous.</p>	<ul style="list-style-type: none"> Edits sentences for regular punctuation, a variety of tenses and common irregularly spelled words; <p>e.g., punctuation: commas, apostrophe, quotation marks, exclamation marks, commas for use in speech, apostrophes for contractions; homophones: night/knight, there/they're/their, here/hear, too/two/to; homonyms: lead/lead; tenses: regular and irregular past tense.</p>
Competency: Socio-linguistic	
<ul style="list-style-type: none"> Creates text using models with minimal support; <p>e.g., Creates sentences to put in an invitation for parent nights using group-generated word walls or charts as support.</p>	<ul style="list-style-type: none"> Creates appropriate text using models demonstrating a sense of topic, purpose, style (register) and audience; <p>e.g., Writes an invitation note to a friend (informal language) versus an invitation note to a guest speaker (formal language).</p>



Alberta K–12 ESL Proficiency Benchmarks

Grades 4–6

Listening

Level 1	Level 2	Level 3
Competency: Discourse		
<ul style="list-style-type: none"> Follows classroom routines and one- to two-step oral instructions with visuals and/or demonstrations; <p>e.g., Student is able follow instructions when teacher says, “Take out your science textbook and turn to page 25.”</p>	<ul style="list-style-type: none"> Follows a sequence of three oral instructions with prompts, visual support, and/or demonstration; <p>e.g., Student is able to follow instructions when teacher says, “Please close your book, put it in your desk and take out your science notebook.”</p>	<ul style="list-style-type: none"> Follows multi-step oral instructions with visual and written support; <p>e.g., Student is able to follow instructions when steps in a project are demonstrated orally and written on the board.</p>
<ul style="list-style-type: none"> Demonstrates understanding of the gist of connected sentences on familiar topics with support; <p>e.g., Following a series of health lessons on nutrition, student may be able to identify whether something is a fruit or vegetable but not necessarily by the specific names; e.g., avocado, raspberries, squash.</p>	<ul style="list-style-type: none"> Demonstrates understanding of the main ideas and some details of connected sentences on familiar topics with support; <p>e.g., Following a series of health lessons on nutrition, student says, “There are four food groups: fruits and vegetables, milk, grain, and meat.”</p>	<ul style="list-style-type: none"> Demonstrates understanding of the main ideas and some details of unfamiliar topics with visual and written support; <p>e.g., Student retells a story after listening to it for the first time. Student re-explains a learning task to a peer. After viewing a video, the learner answers specific questions about it.</p>

Listening (continued)

Level 4	Level 5
<ul style="list-style-type: none"> Follows multi-step oral instructions with minimal support; e.g., Student is able to follow instructions when teacher says, “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.” 	<ul style="list-style-type: none"> Follows multi-step oral instructions independently; e.g., Student is able to follow instructions when teacher says, “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.”
<ul style="list-style-type: none"> Demonstrates understanding of the main ideas and specific details in oral presentations on a variety topics with minimal support; e.g., After listening to a chapter of a novel, student recalls details, connects events, and shares relevant information and opinions in class discussions. 	<ul style="list-style-type: none"> Demonstrates understanding of most oral text in social and classroom contexts independently; e.g., Student retells ideas provided in a lecture, presentation or video.



Listening (continued)

Level 1	Level 2	Level 3
Competency: Linguistic (Vocabulary)		
<ul style="list-style-type: none"> Demonstrates understanding of basic utility vocabulary with visual support; <p>e.g., pencil, book, worksheet, math textbook.</p>	<ul style="list-style-type: none"> Demonstrates understanding of high frequency utility descriptive and subject-specific vocabulary with visual support; <p>e.g., measure, triangle, angle, degrees.</p>	<ul style="list-style-type: none"> Demonstrates understanding of some low-frequency descriptive and subject-specific vocabulary with visual support; <p>e.g., greater than, less than, estimate, vertices, scalene triangle, reflex angle.</p>
Competency: Linguistic (Grammar/Syntax)		
<ul style="list-style-type: none"> Demonstrates understanding of simple commands and phrases; <p>e.g., Student is able to follow school routine instructions provided orally. After a lesson given with simple phrases and visuals, student can label a diagram with the parts of tree.</p>	<ul style="list-style-type: none"> Demonstrates understanding of phrases and simple sentences on familiar topics; <p>e.g., Student understands how to describe different types of branching patterns for trees.</p>	<ul style="list-style-type: none"> Demonstrates understanding of most detailed sentences on familiar topics; <p>e.g., After a lesson, student understands the details of how to classify and compare deciduous and coniferous trees.</p>

Listening (continued)

Level 4	Level 5
Competency: Linguistic (Vocabulary)	
<ul style="list-style-type: none"> Demonstrates understanding of more low frequency descriptive and subject-specific vocabulary and some synonyms and antonyms; e.g., fewer than, polyhedron, triangular prism, hexagonal pyramid. 	<ul style="list-style-type: none"> Demonstrates understanding of a broader range of synonyms, antonyms, adjectives and adverbs related to subject-specific content and words with multiple meanings; e.g., less/fewer, more/greater, points/vertices, base/bottom/end, polyhedron/ 3-D shape, play, pitch, base, plot, balance.
Competency: Linguistic (Grammar/Syntax)	
<ul style="list-style-type: none"> Demonstrates understanding of more complex and compound sentence structures on familiar topics; e.g., After a lesson, video or presentation, student understands that the tree rings were closer together because of a drought. 	<ul style="list-style-type: none"> Demonstrates understanding of more complex and compound sentence structures on unfamiliar topics; e.g., After a presentation, student asks questions, makes comments or takes notes that indicate understanding of the speaker’s information, position and conclusion.



Listening (continued)

Level 1	Level 2	Level 3
Competency: Linguistic (Grammar/Syntax) [continued]		
<ul style="list-style-type: none"> Responds to short, simple questions on familiar topics; <p>e.g., Student is able to respond when teacher says, “Point to ...”, “Show me ...”, “Where is your book?”, “Do you want the crayon or pencil?”</p>	<ul style="list-style-type: none"> Responds to literal questions with what, where, when, who and how many; <p>e.g., “Where is your homework?”, “Where is the Legislative Assembly?”, “When are elections?”, “How many seats are in the Senate?”</p>	<ul style="list-style-type: none"> Responds to open-ended questions on familiar topics; <p>e.g., “Tell me more about what happened in the election. “How is ... different from ...?”</p>
Competency: Strategic		
<ul style="list-style-type: none"> Demonstrates listening for familiar words by using familiar clarification phrases; <p>e.g., “What?”, “Help me.”, “No understand.”</p>	<ul style="list-style-type: none"> Demonstrates listening for key words by asking familiar clarification questions; <p>e.g., “What is floating zone?”, “Can you help me?”</p>	<ul style="list-style-type: none"> Demonstrates listening for key words by asking questions; <p>e.g., “Is insect part of the floating zone?”</p>

Listening (continued)

Level 4	Level 5
Competency: Linguistic (Grammar/Syntax) [continued]	
<ul style="list-style-type: none"> Responds to open-ended questions on unfamiliar topics; <p>e.g., “Now that we have learned about the voting process, why do you think it is important that you vote?, “How is ... different from ...?”</p>	<ul style="list-style-type: none"> Responds to hypothetical and inferential questions; <p>e.g., “If you were a member of the Conservative Party, how would you respond to that bylaw?”</p>
Competency: Strategic	
<ul style="list-style-type: none"> Demonstrates listening for key concepts by asking a range of clarification questions; <p>e.g., “How is the floating zone different than the emergent zone?”</p>	<ul style="list-style-type: none"> Demonstrates listening for important information by asking specific questions; <p>e.g., “How come some insects lay their eggs in the submergent zone but the larvae need to live in the floating zone?”</p>



Listening (continued)

Level 1	Level 2	Level 3
Competency: Socio-linguistic		
<ul style="list-style-type: none"> Demonstrates understanding of familiar greetings, known gestures and tone of voice; <p>e.g., Student waits in response to a raised hand and tone of voice when told, “Just a minute.”</p>	<ul style="list-style-type: none"> Demonstrates understanding of familiar social expressions; <p>e.g., Student responds appropriately when asked, “How’s it going?” or “Are you being picked up after school?”</p>	<ul style="list-style-type: none"> Demonstrates understanding of a variety of social expressions and slang; <p>e.g., Student responds appropriately to “What’s bugging him?” or “Wazz up?” (What is up?) or “Later!” (See you later.)</p>
Competency: Auditory Discrimination		
<ul style="list-style-type: none"> Distinguishes phonemes, minimal pairs and cognates when speech is emphatic and at a slower pace; <p>e.g., Student can hear the different sounds and would speak or write using the correct sound ‘t’ and ‘d’ (bad/dad, pet/pen, “crème” in French, “cream” in English).</p>	<ul style="list-style-type: none"> Distinguishes minimal pairs and plurals, and recognizes contractions; <p>e.g., Student can hear the sounds and would respond appropriately in speaking and writing (sheep/ship, fifteen/fifty, he’s/here’s, ketchup/catch up).</p>	<ul style="list-style-type: none"> Responds to familiar reduced speech and contractions; <p>e.g., Student responds appropriately to peers and adults using “didja, howr’ya, wanna, gonna, gotta.”</p>

Listening (continued)

Level 4	Level 5
Competency: Socio-linguistic	
<ul style="list-style-type: none"> Demonstrates understanding of some colloquial and idiomatic expressions; <p>e.g., Student responds appropriately to “Give me a minute.”, “Are you feeling a bit under the weather?”</p>	<ul style="list-style-type: none"> Demonstrates understanding of more idiomatic expressions, humour and cultural references; <p>e.g., Student responds appropriately to “Remember to dress sharp for the presentation tomorrow.” or “Do you celebrate a harvest festival similar to Thanksgiving?”</p>
Competency: Auditory Discrimination	
<ul style="list-style-type: none"> Responds to rapid speech on familiar topics; <p>e.g., Student actively listens and participates in class discussions and understands teacher talk spoken at a quick rate without having to ask for repetition or for it to slow down.</p>	<ul style="list-style-type: none"> Responds to rapid speech on unfamiliar topics; <p>e.g., Student understands natural flow of dialogue between peers and teacher explanation of new concepts.</p>



Speaking

Level 1	Level 2	Level 3
Competency: Discourse		
<ul style="list-style-type: none"> Connects familiar words into short phrases and uses sequence words in isolation; <p>e.g., “We go playground?”, “We went zoo.”, “My name is ...”, “I am 9 years old.”, “Now?”, “First.”, “Snow.”</p>	<ul style="list-style-type: none"> Connects words in simple sentences using conjunctions ‘and,’ ‘because’ and ‘then’ and uses a limited number of sequence words to begin sentences such as ‘first,’ ‘next’; <p>e.g., “The weather is snow and rain.”, “First I eat then I go outside.”</p>	<ul style="list-style-type: none"> Connects phrases using ‘yet,’ ‘or,’ ‘but’ and expands simple sentences using time markers ‘yesterday,’ ‘today,’ ‘first’; <p>e.g., “Yesterday it snowed but today it’s sunny.”</p>
Competency: Linguistic (Vocabulary)		
<ul style="list-style-type: none"> Expresses needs and responds to questions using utility vocabulary; <p>e.g., “Washroom?” “I go ____?” While pointing to a picture of a tree during science class, student says “tree” or “tree green.”</p>	<ul style="list-style-type: none"> Expresses ideas using high frequency utility, descriptive and subject-specific vocabulary; <p>e.g., “The tree is tall and have big leaves.”</p>	<ul style="list-style-type: none"> Expresses curricular concepts and ideas using some low frequency descriptive and subject-specific vocabulary as understanding of concepts expands; <p>e.g., “The maple tree is deciduous.”</p>

Speaking (continued)

Level 4	Level 5
Competency: Discourse	
<ul style="list-style-type: none"> Connects ideas using a variety of conjunctions and uses a broader range of sequence words (second, third) and time markers (on Monday, later) to create complex sentences; <p>e.g., “In the morning it rained and then by lunch it got hot. However, later tonight it’s going to rain again and get foggy.”</p>	<ul style="list-style-type: none"> Connects several sentences on the same topic to create a logical flow using sequence words and time markers and some transition words such as ‘in conclusion’ and, ‘in summary’; <p>e.g., “So far, the weather this week has been unpredictable. At the beginning of the week it rained, and then it snowed on the second day. It was supposed to be cold all week but today it was warm. I guess it’s true what they say—you can’t predict the weather.”</p>
Competency: Linguistic (Vocabulary)	
<ul style="list-style-type: none"> Expresses curricular concepts and ideas using a range of descriptive and subject-specific vocabulary; <p>e.g., “The branching pattern of the maple tree is alternating.”</p>	<ul style="list-style-type: none"> Expresses ideas using a broader range of descriptive and subject-specific vocabulary to express understanding of abstract concepts and ideas; <p>e.g., “I would describe the palmate leaf pattern as alternating.”</p>



Speaking (continued)

Level 1	Level 2	Level 3
Competency: Linguistic (Grammar)		
<ul style="list-style-type: none"> Uses simple present tense and some plurals with errors; e.g., “The books is here.” (‘is’ should be ‘are’) 	<ul style="list-style-type: none"> Uses prepositions, pronouns, plurals and present and regular past tense verbs with errors; e.g., “The books are in the shelf.” (‘in’ should be ‘on’) 	<ul style="list-style-type: none"> Uses pronouns, plurals and tenses with some overgeneralization; e.g., “I buyed the books about mouses over the weekend.” (should be ‘bought’ and ‘mice’)
Competency: Linguistic (Syntax)		
<ul style="list-style-type: none"> Uses familiar patterned phrases and sentences; e.g., “Jupiter has moon.”, “Jupiter is my favourite planet.” 	<p>Forms affirmative and negative statements, questions and commands;</p> <p>e.g., “Saturn has rings.”, “Pluto not a planet anymore?”</p>	<ul style="list-style-type: none"> Adds more detail to affirmative and negative statements, questions and commands; e.g., “Saturn has many rings with rocks in it.”, “Why isn’t Pluto a planet any longer?”, “I’m going to do my report on Venus.”

Speaking (continued)

Level 4	Level 5
Competency: Linguistic (Grammar)	
<ul style="list-style-type: none"> Uses pronouns, plurals, prepositions, and simple tenses and irregular past tense with some accuracy; <p>e.g., “She bought these books about mice for me.”</p>	<ul style="list-style-type: none"> Uses grammatical structures such as pronouns, plurals and a variety of verb tenses with increasing accuracy; <p>e.g., “Those books about mice weren’t where they were supposed to be.”</p>
Competency: Linguistic (Syntax)	
<ul style="list-style-type: none"> Creates longer detailed sentences with clauses; <p>e.g., “Jupiter is the largest planet in the solar system. It is impossible for an astronaut to land there because it is a ball of gas”, “I’m going to do my report on Mercury because it’s the closest planet to the sun.”</p>	<ul style="list-style-type: none"> Varies sentence structures; <p>e.g., “Even though Jupiter is the largest planet in our solar system, it is almost impossible for an astronaut or even a probe to land there. Not only would it take long to get there, but it’s a big gaseous ball. Therefore, there would not be solid ground to land.”</p>



Speaking (continued)

Level 1	Level 2	Level 3
Competency: Strategic		
<ul style="list-style-type: none"> Uses known phrases and simple questions to communicate with peers and teachers; <p>e.g., “How was your weekend?”, “What I do?” (could be ‘What do I next?’ or ‘What should I be doing?’ or ‘What did I do wrong?’)</p>	<ul style="list-style-type: none"> Uses message replacement, known expressions and questions to interact; <p>e.g., It is too complicated to explain why his plane won’t fly so student says, “I need help.”, “I don’t get it.” or “What does this mean?”</p>	<ul style="list-style-type: none"> Uses circumlocation to share ideas and make personal connections and asks questions to seek information; <p>e.g., Student doesn’t have the word “time capsule” so he or she describes it as “The thing like a box where you put things in it and then people find it later.”</p>
Competency: Socio-linguistic		
<ul style="list-style-type: none"> Uses greetings and high frequency expressions; <p>e.g., “How are you?”, “I’m fine, and you?”</p>	<ul style="list-style-type: none"> Uses common expressions; <p>e.g., “What’s up?” or “Just kidding.”</p>	<ul style="list-style-type: none"> Uses high frequency slang and phrasal verbs in appropriate context; <p>e.g., “My mom will <i>pick me up</i> after school so I don’t need a ride.”</p>

Speaking (continued)

Level 4	Level 5
Competency: Strategic	
<ul style="list-style-type: none"> Initiates and sustains communicative tasks by elaborating, commenting, restating and asking clarifying questions; <p>e.g., When a peer mentions a trip to the aerospace museum, student responds by saying, “Hey, I went there, too. Did you see the fighter plane? It was really cool.”</p>	<ul style="list-style-type: none"> Initiates, sustains and closes communicative tasks through paraphrasing, clarifying and using approximation; <p>e.g., Peer says, “Yesterday, I went to the aerospace museum and saw this replica of a First World War fighter plane. You should have seen its streamlined body. It was so cool!” In response, student says, “The plane was a replica? Does that mean it was repaired?”</p>
Competency: Socio-linguistic	
<ul style="list-style-type: none"> Can adjust speech for formal and informal situations including using colloquial expressions; <p>e.g., Student addresses a friend saying “Hey, Jasdeep! I need a lift.” Student addresses an adult saying, “Mrs. Chen, may I get a ride please?”</p>	<ul style="list-style-type: none"> Engages in a range of conversational situations including using culturally based idioms appropriately; <p>e.g., Says “Break a leg!” to a peer in a play. Says (to a teacher) “May I ask a question?”</p>



Speaking (continued)

Level 1	Level 2	Level 3
Competency: Pronunciation		
<ul style="list-style-type: none"> Imitates English sounds and rhythm; <p>e.g., Student may say, “show” for “shoe”, “da” for “the”, “pease” for “please”, “tanksu berryma” for “thank you very much.”</p>	<ul style="list-style-type: none"> Uses most English sounds, rhythm, intonation and stress (pronunciation errors may interfere with meaning); <p>e.g., Student is learning how to put the emphasis on the correct syllable when speaking and may say, “Rea-<i>ding</i>” rather than “Rea-ding” or may add extra syllables, “wea wenta to the—a library.” (We went to the library.)</p>	<ul style="list-style-type: none"> Often uses comprehensible pronunciation and intonation for familiar and rehearsed activities (pronunciation errors may still occur); <p>e.g., Student is mostly understood and may say “so” for “show,” “fries” for “flies,” or “fifteen” for “fifty.”</p>

Speaking (continued)

Level 4	Level 5
Competency: Pronunciation	
<ul style="list-style-type: none"> Consistently uses comprehensible pronunciation and intonation for familiar and rehearsed activities; <p>e.g., When taking part in Readers Theatre, drama, practiced oral presentations and/or shared reading, student is understood.</p>	<ul style="list-style-type: none"> Uses comprehensible pronunciation and intonation for unrehearsed situations where dialogue is spontaneous (accented speech is acceptable); <p>e.g., Student is easily understood by others in cooperative learning activities and conversations.</p>



Reading

Level 1	Level 2	Level 3
Competency: Discourse		
<ul style="list-style-type: none"> Comprehends simple sentences with words connected by ‘and’ on familiar topics; <p>e.g., There are rabbits <i>and</i> cats at the animal shelter.</p>	<ul style="list-style-type: none"> Comprehends simple sentences connected by conjunctions, time and sequence markers; <p>e.g., <i>First</i> we saw the rabbit pens. <i>Then</i> we saw the cats in cages. You can pet the cats <i>but</i> not the rabbits.</p>	<ul style="list-style-type: none"> Comprehends the main idea of detailed sentences connected with time and sequence markers on familiar topics; <p>e.g., <i>Last year</i> our class visited the animal shelter. There were many lost pets which were being taken care of.</p>
Competency: Linguistic (Vocabulary)		
<ul style="list-style-type: none"> Recognizes and comprehends some high frequency utility and descriptive words; <p>e.g., sight words on word wall, calendar and weather chart (days of the week, months, year, temperature, sunny, cloudy, rainy).</p>	<ul style="list-style-type: none"> Recognizes and comprehends high frequency utility, descriptive and some subject-specific vocabulary; <p>e.g., rain, snow, hail, cloud, sun, moon.</p>	<ul style="list-style-type: none"> Demonstrates understanding of more descriptive and subject-specific vocabulary; <p>e.g., precipitation, condensation, evaporation, cumulous, cirrus, nimbus.</p>

Reading (continued)

Level 4	Level 5
Competency: Discourse	
<ul style="list-style-type: none"> Comprehends the main idea and supporting detail of short structured narratives and content-based explanations in a cohesive paragraph; <p>e.g., 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>	<ul style="list-style-type: none"> Demonstrates understanding of related ideas connected by a variety of cohesive devices such as detailed explanations of concepts, classification, cause and effect and comparison and contrast; <p>e.g., The adult human usually has 32 teeth of four basic types which include ... Due to the strength of the jaw</p>
Competency: Linguistic (Vocabulary)	
<ul style="list-style-type: none"> Demonstrates understanding of a variety of subject-specific vocabulary, words with multiple meanings and some synonyms and antonyms; <p>e.g., synonyms: cloud/overcast/hazy, weather/climate/environment; antonyms: cloudy/clear; homonyms: weather/whether; multiple meanings: base, heat, cool, sunny.</p>	<ul style="list-style-type: none"> Demonstrates understanding of a broader range of synonyms, antonyms, adjectives and adverbs related to subject-specific vocabulary and words with multiple meanings through applying word knowledge (root words and affixes) to unfamiliar words; <p>e.g., condense, condensation, form, reform, reformation, inform, uninformed, information, informant.</p>



Reading (continued)

Level 1	Level 2	Level 3
Competency: Linguistic (Grammar)		
<ul style="list-style-type: none"> Distinguishes nouns and verbs; <p>e.g., understands that a ‘desk’ is a thing and ‘going’ is an action.</p>	<ul style="list-style-type: none"> Recognizes that word endings affect meaning; <p>e.g., -ing, -s, -ed, -er, -est. [The student understands that <i>walked</i> means the walking happened before, <i>will be walking</i> means the walking will happen in the future, <i>walks</i> means the walking is happening now, <i>bigger</i> means object is larger than another and <i>biggest</i> means that the one object is the largest.]</p>	<ul style="list-style-type: none"> Recognizes grammatical structures for describing quantity, time, position and characteristics; <p>e.g., quantity: some, more, few, many, a, an; time: after, before, later, during; position: on, at, between, above, below, around; characteristics: blue, small, young, slowly, quickly, happy; simple verb tenses: present, past.</p>
Competency: Linguistic (Syntax)		
<ul style="list-style-type: none"> Demonstrates understanding of short patterned sentences on familiar topics; <p>e.g., This is a food web.</p>	<ul style="list-style-type: none"> Demonstrates understanding of simple sentences, titles, headings and captions; <p>e.g., Energy for the food web comes from the sun.</p>	<ul style="list-style-type: none"> Demonstrates understanding of simple detailed sentences in short paragraphs; <p>e.g., 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>

Reading (continued)

Level 4	Level 5
Competency: Linguistic (Grammar)	
<ul style="list-style-type: none"> Recognizes grammatical structures for representing time frames including irregular past tense verbs and word form derivations; <p>e.g., write = present tense; wrote = irregular past tense; has written = past perfect; the writer's = belonging to; the writers = more than one; the written word = word form.</p>	<ul style="list-style-type: none"> Recognizes the grammatical structures for hypothesis and inference; <p>e.g., modal auxiliaries such as “would have been, may have gone, could have, might be,” express possibility and probability.</p>
Competency: Linguistic (Syntax)	
<ul style="list-style-type: none"> Demonstrates understanding of paragraphs with varied sentence structure and increased detail; <p>e.g., 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>	<ul style="list-style-type: none"> Demonstrates understanding of sentences with cause, effect, contrast and condition; <p>e.g., If there is a disease in the population of mice then the population of foxes would decrease.</p>



Reading (continued)

Level 1	Level 2	Level 3
Competency: Strategic		
<ul style="list-style-type: none"> Relies on labelled diagrams and illustrations to understand new words; e.g., Student looks at the picture to understand the word “The ball is <i>in</i> the box. The ball is <i>on</i> the box. The ball is <i>under</i> the box.” 	<ul style="list-style-type: none"> Relies on pictures, familiar phrases, patterned sentences, context, and/or shared experiences to make meaning; e.g., Student understands text because of repetition in the text and/or because the text is similar to a personal or classroom experience. 	<ul style="list-style-type: none"> Uses strategies such as re-reading, predicting and self-correcting to comprehend texts on familiar topics; e.g., re-reading: reads, pauses and re-reads a section of text; predicting: guesses the next word to come based on a pattern or event in the story; self-correcting: re-reads a phrase or word and self-corrects. (The girl was <i>scared</i> she knocked over ..., the girl was <i>sorry</i> she knocked over)
<ul style="list-style-type: none"> Identifies sight words and decodes by chunking letters; e.g., the, as, or, red, big, th...at = that. 	<ul style="list-style-type: none"> Decodes word families, consonant blends and distinguishes between long and short vowel sounds; e.g., br, st, nd, th, bit/bite, mat/mate. 	<ul style="list-style-type: none"> Decodes consonant clusters and vowel digraphs; e.g., str, spl, nts, ea, ou, ee, ie.

Reading (continued)

Level 4	Level 5
Competency: Strategic	
<ul style="list-style-type: none"> Applies a range of strategies such as word analysis, context cues, and self-monitoring to comprehend texts on familiar topics; <p>e.g., Student recognizes when he or she is not making meaning and stops and applies a comprehension strategy.</p>	<ul style="list-style-type: none"> Applies a range of strategies such as inferencing, revising thoughts and concluding to comprehend texts on unfamiliar topics; <p>e.g., inferencing: uses prior knowledge, experience and text to make a logical conclusion; revising thoughts: able to modify original ideas and/or opinions based on the new information in the text; concluding: able to summarize and synthesize the text.</p>
<ul style="list-style-type: none"> Decodes common morphemes (root words, prefixes and suffixes); <p>e.g., know, known, knowledge, knowledgeable, unknown, renown.</p>	<ul style="list-style-type: none"> Decodes multi-syllabic words; <p>e.g., photosynthesis, metamorphosis.</p>



Reading (continued)

Level 1	Level 2	Level 3
Competency: Socio-linguistic		
<ul style="list-style-type: none"> Distinguishes the purpose between fiction and nonfiction genres; <p>e.g., student understands that nonfiction texts are for information and facts whereas fiction texts tell a story to entertain or teach a moral.</p>	<ul style="list-style-type: none"> Understands literal meaning of simple text on familiar topics; <p>e.g., Student recognizes main character, setting, problem and important facts.</p>	<ul style="list-style-type: none"> Distinguishes the purposes of a variety of genres; <p>e.g., poems, newspaper articles, reader response, letters, e-mails.</p>
Competency: Fluency		
<ul style="list-style-type: none"> Reads word-by-word; <p>e.g., The ... tree ... is ... green.</p>	<ul style="list-style-type: none"> Reads with some phrasing; <p>e.g., The tree is tall ... and has many ... leaves.</p>	<ul style="list-style-type: none"> Reads with some phrasing, re-reading, and sounding out words, pausing to refer to visuals and substitutes unknown words with familiar words; <p>e.g., The tree has many ... lives (leaves). It grows because it gets food from the ... dirt (soil).</p>

Reading (continued)

Level 4	Level 5
Competency: Socio-linguistic	
<ul style="list-style-type: none"> Understands frequently occurring social expressions and figurative language in text on familiar topics; <p>e.g., simile, literal metaphors, overt personification, alliteration, onomatopoeia.</p>	<ul style="list-style-type: none"> Understands frequently occurring cultural references and most social expressions in texts on familiar and unfamiliar topics; <p>e.g., cultural references: current world events, digital objects and interfaces (DVD, CD, Wii, DS, web), TV shows, some metaphors, slang, humour.</p>
Competency: Fluency	
<ul style="list-style-type: none"> Begins to read with expression and attends to common punctuation and makes meaningful substitutions; <p>e.g., The leaf has many vines (veins). The end (edge) of the leaf is bumpy.</p>	<ul style="list-style-type: none"> Reads consistently with expression, attends to most punctuation and self-corrects; <p>e.g., The leaf has many vines ... veins. The end ... the edge of the leaf is bumpy.</p>



Writing

Level 1	Level 2	Level 3
Competency: Discourse		
<ul style="list-style-type: none"> Labels pictures and diagrams, copies patterned sentences and fills in blanks; <p>e.g., I like _____.</p>	<ul style="list-style-type: none"> Creates simple related sentences in response to visual cues and shared experiences; <p>e.g., patterned sentences demonstrated by teacher.</p>	<ul style="list-style-type: none"> Creates simple connected text on familiar topics using models; <p>e.g., Student writes four to six sentences about the same topic using a model as a guide.</p>
<ul style="list-style-type: none"> Connects words using ‘and’ and produces simple sentences; <p>e.g., The dog is black and white.</p>	<ul style="list-style-type: none"> Connects sentences using ‘and’ and simple time markers, such as “today, yesterday, then”; <p>e.g., The dog is black and the cat is brown. Today the black dog and the brown cat went for a walk.</p>	<ul style="list-style-type: none"> Connects phrases using common conjunctions and time markers, such as “and, because, then, today, yesterday, Monday”; <p>e.g., The black dog barked at the brown cat. Then they became friends because they were lonely.</p>
Competency: Linguistic (Vocabulary)		
<ul style="list-style-type: none"> Uses basic utility vocabulary related to familiar topics and personal experiences; <p>e.g., body parts, clothing, school objects: ruler, eraser, colours, numbers.</p>	<ul style="list-style-type: none"> Uses high frequency utility, descriptive and subject-specific vocabulary related to familiar objects, actions and topics; <p>e.g., plane, wing, sky, pilot; verbs: write, label, draw, read, run, walk, dance, move, fly.</p>	<ul style="list-style-type: none"> Uses some low frequency utility, descriptive and subject-specific vocabulary; <p>e.g., fly, flew, flight, wing, rudder, fuselage, cockpit, aerodynamic, lift, thrust, gravity, drag.</p>

Writing (continued)

Level 4	Level 5
Competency: Discourse	
<ul style="list-style-type: none"> Generates longer connected text sequenced logically; <p>e.g., Writes two to three paragraphs that have topic sentences and each paragraph represents one subtopic. Paragraphs are sequenced logically.</p>	<ul style="list-style-type: none"> Produces cohesive, well-developed text with supporting detail.
<ul style="list-style-type: none"> Connects phrases using a variety of conjunctions, time and sequence markers, such as “or, but, so, yet, last week, the other day, before, after, first, next, finally”; <p>e.g., First the black dog barked at the brown cat but they became friends because they were lonely.</p>	<ul style="list-style-type: none"> Connects ideas using common cohesive devices, such as “even though, although, however, therefore”; <p>e.g., The black dog and brown cat were always together even though canines and felines usually aren’t compatible.</p>
Competency: Linguistic (Vocabulary)	
<ul style="list-style-type: none"> Uses more low frequency utility, descriptive and subject-specific vocabulary; <p>e.g., aileron, horizontal stabilizer, vertical stabilizer, landing gear, pitch, roll, yaw.</p>	<ul style="list-style-type: none"> Selects appropriate vocabulary and word forms; <p>e.g., The fuselage is larger on cargo planes and the wings are wider so that it can carry a bigger load.</p>



Writing (continued)

Level 1	Level 2	Level 3
Competency: Linguistic (Grammar/Syntax)		
<ul style="list-style-type: none"> Completes simple patterned sentences and writes phrases and sentences using present tense; <p>e.g., “The plains are flat. The mountains are tall.”</p>	<ul style="list-style-type: none"> Writes simple patterned sentences with some tense errors and omissions; <p>e.g., “The Cordillera is rows of the mountains.” (The Cordillera is a range of mountains.)</p>	<ul style="list-style-type: none"> Writes affirmative, negative and question sentences containing subject, verb and object with tense and agreement errors; <p>e.g., “Glaciers is made from many layers of ice.” (A glacier is a large mass of ice formed by layers of snow.)</p>
Competency: Linguistic (Conventions)		
<ul style="list-style-type: none"> Forms letters and numbers with attention to spacing, line and direction, and spells sight words accurately; <p>e.g., the, at, red, tree.</p>	<ul style="list-style-type: none"> Edits for basic punctuation and spelling of high frequency and sight words; <p>e.g., capitals at the beginning of sentences and periods at the end of sentences.</p>	<ul style="list-style-type: none"> Edits sentences for punctuation, simple tenses and regular spelling; <p>e.g., punctuation, capitals on names, periods, question marks, tenses: present, past and continuous.</p>

Writing (continued)

Level 4	Level 5
Competency: Linguistic (Grammar/Syntax)	
<ul style="list-style-type: none"> Writes a variety of simple and compound sentences with some control of word order and tense; <p>e.g., “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>	<ul style="list-style-type: none"> Writes connected complex sentences with more control of tense and word order; <p>e.g., “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.”</p>
Competency: Linguistic (Conventions)	
<ul style="list-style-type: none"> Edits sentences for regular punctuation, a variety of tenses and common irregularly spelled words; <p>e.g., punctuation: commas, quotation marks, commas for use in speech, apostrophes for contractions; homophones: night/knight, there/they’re/their, here/hear, too/two/to; homonyms: lead/lead; tenses: regular and irregular past tense.</p>	<ul style="list-style-type: none"> Edits most punctuation, subject-verb agreement, tense and sequence of ideas in paragraphs; <p>e.g., punctuation: apostrophes for possession, colon for greetings, commas to separate clauses; subject-verb agreement: I was/they were, a goose has/geese have; sequence of ideas in paragraphs: first, next, then, after.</p>



Writing (continued)

Level 1	Level 2	Level 3
Competency: Strategic		
<ul style="list-style-type: none"> Copies words and phrases with increasing accuracy, attempts to spell familiar words and labels diagrams; <p>e.g., Student writes known words such as “is, to, a, this, of, like, can and in,” and attempts to spell words such as “sed for said, bat for bad.”</p>	<ul style="list-style-type: none"> Invents spelling which reflects learner’s own pronunciation and spells some high frequency words from memory and sorts relevant from irrelevant information to complete graphic organizers and completes writing plan templates with support; <p>e.g., invented spelling: write (rite), enough (enuf).</p> <p>Student requires support to complete Venn Diagram comparing pioneer life with modern life.</p>	<ul style="list-style-type: none"> Spells words according to pronunciation and knowledge of common spelling patterns and sorts relevant from irrelevant information to complete graphic organizers and writing plan templates with some support; <p>e.g., spelling: word families (right, fight, light), plurals (change the ‘y to i’ and add ‘es’).</p> <p>Student completes a Venn Diagram comparing pioneer life with modern life independently using text and classroom sources.</p>

Writing (continued)

Level 4	Level 5
Competency: Strategic	
<ul style="list-style-type: none"> Attends to the conventions of capitalization, punctuation and spelling and generates text from story plans or graphic organizers with minimal support; <p>e.g., capitals for titles: The Brave Turtle; apostrophes to form common contractions: can't, I'm, he's; commas: a horse, a cow and a sheep; end of sentence punctuation: ., !, ?; spelling of regular plurals: boxes, toes, berries (uses strategies such as phonic and visual memory to spell problem words).</p> <p>Student is able to begin writing a story from a plan or write sentences from notes in the Venn Diagram with some support from the teacher.</p>	<ul style="list-style-type: none"> Attends to the conventions of capitalization, punctuation and spelling independently and generates text from story plans or graphic organizers independently; <p>e.g., Student completes writing assignment using appropriate tools and resources independently.</p>



Writing (continued)

Level 1	Level 2	Level 3
Competency: Socio-linguistic		
<ul style="list-style-type: none"> Writes words and phrases to express ideas, thoughts, feelings and needs; <p>e.g., draws/writes in a personal journal (weekend news).</p>	<ul style="list-style-type: none"> Follows appropriate templates to express cultural norms; <p>e.g., thank-you letter, invitation, science experiment.</p>	<ul style="list-style-type: none"> Creates texts independently on specific topics using models as a guide; <p>e.g., Teacher models template for science experiment explaining question, hypothesis materials, procedure, observation and conclusion. Teacher develops paragraphs and outline, featuring topic sentences, supporting detail and conclusion.</p>

Writing (continued)

Level 4	Level 5
Competency: Socio-linguistic	
<ul style="list-style-type: none"> Creates appropriate text for purpose of writing; e.g., newspaper article versus journal entry, personal letter versus business letter. 	<ul style="list-style-type: none"> Creates appropriate text demonstrating developing sense of style and audience; e.g., Writes stories, legends or folktales from a character's perspective, demonstrating voice.



Alberta K–12 ESL Proficiency Benchmarks

Grades 7–9

Listening

Level 1	Level 2	Level 3
Competency: Discourse		
<ul style="list-style-type: none"> Responds to the chaining of two high frequency commands; e.g., Student responds appropriately when teacher says, “Take out your science textbook and turn to page 56.” 	<ul style="list-style-type: none"> Demonstrates understanding of the gist of ideas on familiar topics connected with “and, but, or, then” and “because” with visual support.; e.g., Following a demonstration of safety procedures in a science experiment, student demonstrates the skills. 	<ul style="list-style-type: none"> Demonstrates understanding of the main ideas on familiar topics connected by markers indicating time, sequence, comparison and contrast, such as “first, second, today, after that, different than, the same as”; e.g., Following a series of instructions on the procedure in a science experiment, student is able to do the experiment.
Competency: Linguistic (Vocabulary)		
<ul style="list-style-type: none"> Demonstrates understanding of some utility and subject-specific vocabulary supported by key words, visuals, nonverbal cues and repetition; e.g., pencil, book, school, calculator, triangle. 	<ul style="list-style-type: none"> Demonstrates understanding of more utility and subject-specific vocabulary with visual support; e.g., math textbook, prism, pyramid. 	<ul style="list-style-type: none"> Demonstrates understanding of low frequency utility and subject-specific vocabulary; e.g., vertices, hexagonal prism, polyhedron.

Listening (continued)

Level 4	Level 5
Competency: Discourse	
<ul style="list-style-type: none"> Demonstrates understanding of main ideas and supporting details on unfamiliar topics involving condition or cause and effect such as “therefore, for example, which means, caused by”; <p>e.g., During a lecture or demonstration about the effects of one variable on another in a science experiment, student is able to complete a graphic organizer or answer questions.</p>	<ul style="list-style-type: none"> Demonstrates understanding of main ideas and supporting details on unfamiliar academic topics containing a variety of cohesive devices such as “If ... then”, “so ... that”, “in spite of”, “as a result of”; <p>e.g., Following a presentation by a guest speaker on a science topic, student is able to take notes, re-state speakers message and answer questions.</p>
Competency: Linguistic (Vocabulary)	
<ul style="list-style-type: none"> Demonstrates understanding of synonyms, antonyms, adjectives and adverbs related to subject-specific content and words with multiple meanings; <p>e.g., faces, edges, point, balance, base.</p>	<ul style="list-style-type: none"> Demonstrates understanding of a broader range of synonyms, antonyms, adjectives and adverbs related to subject-specific content and words with multiple meanings in a variety of contexts; <p>e.g., less/fewer, more/greater, points/vertices, base/bottom/end, polyhedron/3-D shape, play, pitch, base, plot, balance.</p>



Listening (continued)

Level 1	Level 2	Level 3
Competency: Linguistic (Syntax)		
<ul style="list-style-type: none"> Demonstrates understanding of simple commands and phrases; e.g., Student is able to follow school routine instructions provided orally. After a lesson given with simple phrases and visuals, student can complete a time line with relevant events of the Renaissance. 	<ul style="list-style-type: none"> Demonstrates understanding of phrases and simple sentences on familiar topics; e.g., After a lesson or video, student explains how the physical geography affected trade between European countries and says, “Trade was best by boat. The mountains and rivers made it hard to go by land.” 	<ul style="list-style-type: none"> Demonstrates understanding of most detailed sentences on familiar topics; e.g., After a lesson or video, student explains, “The seasons and weather made trading by sea all year long difficult.”

Listening (continued)

Level 4	Level 5
Competency: Linguistic (Syntax)	
<ul style="list-style-type: none"> Demonstrates understanding of more complex sentence structures on familiar topics; <p>e.g., After a lesson or video, student explains, “Traders would travel when the climatic conditions were the best to ensure a safe and shorter journey for some types of cargo.”</p>	<ul style="list-style-type: none"> Demonstrates understanding of more complex sentence structures on unfamiliar topics; <p>e.g., After a presentation, lesson, video or class discussion, student explains, “Traders would travel according to the best time, climate and conditions for their particular cargo.”</p>



Listening (continued)

Level 1	Level 2	Level 3
Competency: Linguistic (Grammar)		
<ul style="list-style-type: none"> Demonstrates understanding of simple nouns, adjectives and verbs in present tense; <p>e.g., nouns: life, body; adjectives: healthy, short, tall, thin, fat; verbs: walk, sleep, eat.</p>	<ul style="list-style-type: none"> Demonstrates understanding of simple pronouns, prepositions, conjunctions and verbs in simple past, present and future tenses; <p>e.g., pronouns: he, his, her, hers, you, yours, me, my, mine; prepositions: at, on, below, between, beside, over, under; conjunctions: and, or, but, so, yet, because, then, when; verbs in simple past: walked, talked, shared, cared, cleaned, washed; verbs in present: walk, talk, share, care; verbs in future: will walk, will talk, will share, will care, will wash, will clean.</p>	<ul style="list-style-type: none"> Demonstrates understanding of adjective, adverb and noun clauses, irregular and auxiliary verbs; <p>e.g., adjectives: healthy, shy, outgoing, pretty, attractive; adverbs: quickly, quietly, loudly, easily; noun clauses: What time is it? It is 3 o'clock. (No noun clause = The time is 3 o'clock.); irregular verbs: sleep/slept, speak/spoke, buy/bought, give/gave, feel/felt.</p>

Listening (continued)

Level 4	Level 5
Competency: Linguistic (Grammar)	
<ul style="list-style-type: none"> Demonstrates understanding of a range of grammatical structures including perfect tenses; e.g., perfect tenses: I have warmed up, she has jogged, he had exercised, they had stretched. 	<ul style="list-style-type: none"> Demonstrates understanding of a range of abstract grammatical structures including passive voice and conditionals; e.g., passive voice: The heart and lungs are kept healthy through exercise; conditionals: <i>If</i> you exercise, you increase your cardiovascular fitness. Stretching is important <i>when</i> you are finished your workout.



Listening (continued)

Level 1	Level 2	Level 3
Competency: Strategic		
<ul style="list-style-type: none"> Request clarification using survival words and expressions sometimes accompanied by gestures and facial expressions; e.g., hands up, confused look, “help” or “don’t know.” 	<ul style="list-style-type: none"> Request clarification using familiar expressions; e.g., “I don’t get it.”, “What does this mean?”, “What do I do?” 	<ul style="list-style-type: none"> Requests clarification by asking questions; e.g., “How do I complete this graphic organizer?”
<ul style="list-style-type: none"> Responds to short, simple questions on familiar topics; e.g., Student is able to respond when teacher says, “Point to ...”, “Show me ...”, “Where is your calculator?”, “Do you want to make line or bar graph?” 	<ul style="list-style-type: none"> Responds to literal questions with what, where, when, who and how many?; e.g., “Where is the x axis?”, “What number represents the base?”, “Which number represents the power?”, “How many points are there on this graph?” 	<ul style="list-style-type: none"> Responds to open-ended questions; e.g., “In what other ways can this problem be solved?”, “How is ... different from ...?”

Listening (continued)

Level 4	Level 5
Competency: Strategic	
<ul style="list-style-type: none"> Seeks specific information by asking questions; e.g., “Does this mean _____?”, “What is the difference between the prime minister of Canada and the president of the United States?” 	<ul style="list-style-type: none"> Seeks elaboration of others’ ideas; e.g., “Why would you say that having a president is better than a prime minister?”
<ul style="list-style-type: none"> Responds to hypothetical and inferential questions; e.g., “If you were to change ‘n’ to another number, what would the solution to the equation be?” 	<ul style="list-style-type: none"> Responds to inference and implied meaning of questions and statements; e.g., “In this problem there are several possible answers. You can think about which would be most plausible in real life?”



Listening (continued)

Level 1	Level 2	Level 3
Competency: Socio-linguistic		
<ul style="list-style-type: none"> Responds appropriately to everyday greetings, known gestures and tone of voice; <p>e.g., Student responds appropriately to personal greetings such as hello and goodbye.</p>	<ul style="list-style-type: none"> Responds appropriately to common social expressions in formal and informal contexts; <p>e.g., Student responds appropriately to “How are you?”, “Hey!”, “See ya later!” (talking with friends), “Hello.” and “Goodbye.”</p>	<ul style="list-style-type: none"> Responds appropriately to common social expressions, slang and idiomatic expressions in formal and informal contexts; <p>e.g., Student responds, “Thank you” after someone says, “Break a leg.”</p>
Competency: Auditory Discrimination		
<ul style="list-style-type: none"> Distinguishes phonemes in sentences spoken slowly and in emphatic speech; <p>e.g., Student hears the difference in the sound ‘<i>t</i>’ and ‘<i>d</i>’ in words such as <i>bat</i> and <i>bad</i>.</p>	<ul style="list-style-type: none"> Distinguishes minimal pairs and recognizes contractions spoken at a slower pace of speech; <p>e.g., Student can hear the sounds and responds appropriately in speaking and writing (sheep/ship, fifteen/fifty, he’s/here’s, ketchup/catch up).</p>	<ul style="list-style-type: none"> Demonstrates understanding of familiar reduced speech and contractions; <p>e.g., Student responds appropriately to peers and adults using “didja, howr’ya, wanna, gonna, gotta.”</p>

Listening (continued)

Level 4	Level 5
Competency: Socio-linguistic	
<ul style="list-style-type: none"> Responds appropriately to most idiomatic expressions and humour in a variety of contexts; <p>e.g., Student responds, “I still want to know who.” after someone says, “A little birdie told me.”</p>	<ul style="list-style-type: none"> Responds appropriately to a range of idiomatic expressions, sarcasm and innuendos indicated by subtle changes in tone, volume, speed and intonation in a variety of contexts; <p>e.g., Student responds “I’m thinking what I can do as a kind act.” to a student who said, “It’s your turn to pay it forward.”</p>
Competency: Auditory Discrimination	
<ul style="list-style-type: none"> Demonstrates understanding of rapid speech on familiar and unfamiliar topics; <p>e.g., Student would be able to understand natural flow of dialogue between peers and teacher explanation of new concepts.</p>	<ul style="list-style-type: none"> Demonstrates understanding of a variety of types and styles of speech on familiar and unfamiliar topics; <p>e.g., Student would be able to understand presentations by guest speakers, audio clips and/or video voice tracks.</p>



Speaking

Level 1	Level 2	Level 3
Competency: Discourse		
<ul style="list-style-type: none"> Expresses needs, feelings and opinions using memorized phrases and/or connects familiar phrases and simple sentences with ‘and’; <p>e.g., Student would say, “People have freedom and rights in Canada.”</p>	<ul style="list-style-type: none"> Communicates in social and classroom situations using common conjunctions, time and sequence markers such as “and, or, but, so, yet, today, yesterday, then, next, first”; <p>e.g., Student says, “Canada has the <i>Canadian Charter of Rights and Freedoms</i> but the United States has the <i>Bill of Rights</i>.”</p>	<ul style="list-style-type: none"> Generates a series of connected sentences to describe, sequence or explain with conjunctions and prepositional phrases such as “since, when, while, until, that, on the ..., at the ..., around the..., in a ...”; <p>e.g., Student says, “The <i>Canadian Charter of Rights and Freedoms</i> gives rights and freedoms to all Canadian citizens <i>while</i> in some countries citizens are not free. Some citizens are fighting <i>in a war</i> for their freedom.”</p>

Speaking (continued)

Level 4	Level 5
Competency: Discourse	
<ul style="list-style-type: none"> Connects several sentences on the same topic to create a logical flow using sequence words and time markers and some transition words such as ‘in conclusion’ and ‘in summary’; <p>e.g., Student says, <i>In conclusion</i>, the <i>Canadian Charter of Rights and Freedoms</i> guarantees that every Canadian citizen has the right to vote in an election. <i>Often</i>, not everyone participates so the voter turnout is low. <i>Therefore</i>, more citizens need to realize how important the right to vote is and vote.</p>	<ul style="list-style-type: none"> Presents ideas to compare, contrast, persuade, conclude and show cause and effect using appropriate patterns of discourse such as “if ... then, although, so ... that, on the other hand, whereas, for example, therefore, as a result” and “in conclusion”; <p>e.g., Student says, “The <i>Canadian Charter of Rights and Freedoms</i> protects a variety of individual rights and freedoms’ <i>whereas</i> in the United States, it is the <i>Bill of Rights</i>. <i>Although</i> there are similarities between these two documents, the cultural differences are significant.”</p>



Speaking (continued)

Level 1	Level 2	Level 3
Competency: Linguistic (Vocabulary)		
<ul style="list-style-type: none"> Expresses needs and responds to questions using basic utility and subject-specific vocabulary; <p>e.g., Student says, “Washroom?”, “I go___?”, “12.” (Student response when asked for the answer to a math problem.)</p>	<ul style="list-style-type: none"> Expresses ideas, asks and answers questions, and makes statements using high frequency utility and subject-specific vocabulary; <p>e.g., Student says, “The perimeter of the rectangle is 12 centimetres.”</p>	<ul style="list-style-type: none"> Expresses curricular concepts and ideas using low frequency descriptive and subject-specific vocabulary as understanding of concepts expands; <p>e.g., Student says, “We solved the problem by using addition instead of multiplication.”</p>

Speaking (continued)

Level 4	Level 5
Competency: Linguistic (Vocabulary)	
<ul style="list-style-type: none">Expresses understanding of abstract concepts and ideas using a range of descriptive and subject-specific vocabulary to express understanding of abstract concepts and ideas; e.g., Student says, “The equation involves a two-step process.”	<ul style="list-style-type: none">Selects the most precise word from a broad range of vocabulary to convey meaning in a variety of contexts; e.g., Student says, “The proper algorithm to use to solve this problem would be $(a+b)$ divided by $(c+d)$.”



Speaking (continued)

Level 1	Level 2	Level 3
Competency: Linguistic (Grammar)		
<ul style="list-style-type: none"> Uses common pronouns, adjectives, nouns and verbs in present tense; <p>e.g., “There are many First Nations.”;</p> <p>pronouns: I, you, he, she, it, we, they;</p> <p>adjectives: young, old, tall, short;</p> <p>nouns: people, home, thing;</p> <p>verbs: walk, sit, eat, sleep.</p>	<ul style="list-style-type: none"> Uses pronouns, plurals, prepositions and verb tenses with some overgeneralization; <p>e.g., “Shanawdithit was the last Beothuk in Canada.”;</p> <p>pronouns: me, you, him, her, it, us, you, them;</p> <p>plurals; -s, -ies;</p> <p>verb tenses: -s, -ed, -ing;</p> <p>overgeneralization: applies rule in all situations (run = runned instead of ran, that is shes instead of hers).</p>	<ul style="list-style-type: none"> Uses plurals, possessives, prepositions and verbs in continuous and simple past tenses; <p>e.g., possessives: mine, yours, his, hers, its, ours, theirs;</p> <p>prepositions: on, at, by;</p> <p>verbs in continuous tense: -ing; simple past tense: -ed.</p>

Speaking (continued)

Level 4	Level 5
Competency: Linguistic (Grammar)	
<ul style="list-style-type: none"> Uses negatives, noun phrases, adjective phrases, plurals, possessives, prepositions and verbs in future continuous and irregular past tenses with increasing accuracy; <p>e.g., “What if during the fur trade with the Europeans, the Aboriginals weren’t given weapons for their beaver pelts?”</p> <p>Negatives: cannot, will not; noun phrases: <i>ingenious Aboriginals. All of the Europeans;</i> adjective phrases: <i>big, heavy boats ... , courageous, wise leader of all the Aboriginal people;</i> plurals: ‘f to v,’ add -es; e.g., <i>knives, lives, dresses, classes</i> possessives: the <i>settler’s, the settlers’.</i></p>	<ul style="list-style-type: none"> Uses phrasal expressions, a range of conditional structures, and a range of past, present, future and perfect uses in active and passive voice; <p>e.g., “It is in my opinion that the fur trade had an immense impact on the Europeans and the First Nations people. The course of their history and culture was affected.”</p> <p>Phrasal expressions: count me in, count to 20, coming to school, coming down with a cold; conditional structures: <i>If there was a drought, the animals will migrate. He would be happy if he snared a rabbit. If we had not hunted the buffalo, the people would have been starved.;</i> tenses in active voice: The settlers <i>will hunt</i> for animals. They <i>will trade</i> their pelts in Europe.; tenses in passive voice: Animals <i>will be hunted</i> by the settlers. The pelts <i>will be traded</i> by them in Europe.</p>



Speaking (continued)

Level 1	Level 2	Level 3
Competency: Linguistic (Syntax)		
<ul style="list-style-type: none"> Uses phrases and simple sentences; e.g., “Charter Rights.” 	<ul style="list-style-type: none"> Forms affirmative and negative statements, questions and commands; e.g., affirmative: “Canada has the Charter of Rights.”; negative: “Canada does <i>not</i> have the <i>Bill of Rights</i>.”; question: “Does Canada have the Charter of Rights?”; command: “Sign the declaration!” 	<ul style="list-style-type: none"> Adds detail to affirmative and negative statements, questions and commands; e.g., affirmative: “The <i>Canadian Charter of Rights and Freedoms</i> gives rights and freedoms to all Canadians.”; negative: “Many Canadians don’t vote even though they have the right to.”; question: “Why don’t more Canadians vote when they have the right to?”; commands: “Go to the polling station and complete your ballot with an ‘x’!”

Speaking (continued)

Level 4	Level 5
Competency: Linguistic (Syntax)	
<ul style="list-style-type: none"> Uses longer detailed sentences with clauses; <p>e.g., “The <i>Canadian Charter of Rights and Freedoms</i> guarantees that every Canadian citizen has the right to vote in an election but not everyone participates, so the voter turnout is low.”</p>	<ul style="list-style-type: none"> Uses a variety of complex sentence structures; <p>e.g., “In Canada, the <i>Canadian Charter of Rights and Freedoms</i> protects a variety of individual rights and freedoms, whereas in the United States it is the <i>Bill of Rights</i>.”</p>



Speaking (continued)

Level 1	Level 2	Level 3
Competency: Strategic		
<ul style="list-style-type: none"> Uses familiar phrases and simple questions to communicate with peers and teachers; <p>e.g., “I need help.”, “I don’t get it.”, “What does it mean?”, “Plants make food.”</p>	<ul style="list-style-type: none"> Uses message replacement, everyday expressions and questions to interact; <p>e.g., “The sun makes plant food.” (Used when student is talking about the process of photosynthesis.)</p>	<ul style="list-style-type: none"> Uses circumlocution to share ideas, make personal connections and asks questions to seek information; <p>e.g., “Plants use this process that uses the sun energy to make their own food.” (photosynthesis)</p>
Competency: Socio-linguistic		
<ul style="list-style-type: none"> Uses greetings and high frequency expressions; <p>e.g., “Hello.”, “Goodbye.”, “Thank you.”, “You’re welcome.” “How are you?”, “I’m fine.”</p>	<ul style="list-style-type: none"> Uses common expressions; <p>e.g., “What’s up?” or “Just kidding.”</p>	<ul style="list-style-type: none"> Uses colloquial expressions and slang; <p>e.g., “See you later, alligator.”, “Will you RSVP me before Friday?” “Chill.”</p>
Competency: Pronunciation		
<ul style="list-style-type: none"> Imitates English sounds, rhythm and intonation; <p>e.g., Student may say, “show” for “shoe”, “da” for “the”, “pease” for “please”, “tanksu berryma” for “thank you very much.”</p>	<ul style="list-style-type: none"> Often uses comprehensible pronunciation and intonation for familiar and rehearsed activities (pronunciation errors may interfere with meaning); <p>e.g., Student is learning how to put the emphasis on the correct syllable when speaking and may say, “Rea-ding” rather than “Rea-ding” or may add extra syllables, “wea wenta to the—a library.” (We went to the library.)</p>	<ul style="list-style-type: none"> Consistently uses comprehensible pronunciation and intonation for familiar and rehearsed activities (pronunciation errors may still occur); <p>e.g., When taking part in Readers Theatre, drama, practiced oral presentations and shared reading, student is understood.</p>

Speaking (continued)

Level 4	Level 5
Competency: Strategic	
<ul style="list-style-type: none">Initiates and sustains communicative tasks by elaborating, commenting, restating and asking clarifying questions; e.g., “Plants use the sun, I mean solar energy, in order to engage in the process of photosynthesis.”	<ul style="list-style-type: none">Initiates, sustains, redirects and closes communicative tasks through paraphrasing, clarifying and using approximation; e.g., affect for effect, photom synthesizer for photosynthesis.
Competency: Socio-linguistic	
<ul style="list-style-type: none">Uses idiomatic expressions; e.g., “Break a leg!”	<ul style="list-style-type: none">Uses humour or sarcasm; e.g., “Yeah, like that’s what I meant!”
Competence: Pronunciation	
<ul style="list-style-type: none">Uses comprehensible pronunciation and intonation for unrehearsed situations; e.g., Student is easily understood by others in cooperative learning activities and conversations.	<ul style="list-style-type: none">Uses appropriate expression and inflection; e.g., When speaking during cooperative learning activities, conversations and presentations, student speaks clearly with control over expression and inflection, pausing when necessary and emphasizing important parts of speech.



Reading

Level 1	Level 2	Level 3
Competency: Discourse		
<ul style="list-style-type: none"> Demonstrates comprehension of simple levelled text; e.g., Spencer gave Tate a <i>gift</i>. It was the best <i>gift</i>. 	<ul style="list-style-type: none"> Demonstrates comprehension of literal explanation and sequenced sentences; e.g., Recipes: Add sugar, butter and egg in the bowl. Mix them together till smooth; Game instructions: When landing on a square occupied by another pawn, return <i>it</i> to the start; Simple lab procedures: use the eye-dropper to add two drops of food colouring to 	<ul style="list-style-type: none"> Demonstrates comprehension of explanation, comparison and contrast; e.g., spatial and physical description, definition by listing of attributes.
<ul style="list-style-type: none"> Demonstrates comprehension of patterned sentences with conjunctions; e.g., conjunctions: and, or, but, then, because. 	<ul style="list-style-type: none"> Demonstrates comprehension of simple sentences connected with time and sequence markers in familiar texts; e.g., time markers: today, Monday, after, first, next, that, last summer; sequence markers: first, next, then, finally, last, after, before. 	<ul style="list-style-type: none"> Demonstrates comprehension of transition words connecting sentences in a paragraph and cohesive devices showing comparison and contrast; e.g., transitions words: then, while, because of, in conclusion; compare: too, also, both, the same as, likewise, similarly; contrast: yet, though, instead, on the other hand.

Reading (continued)

Level 4	Level 5
Competency: Discourse	
<ul style="list-style-type: none"> Demonstrates comprehension of passages of persuasion, fact and opinion, cause and effect; <p>e.g., an essay on the causes and effects of global warming and the different viewpoints held by different stakeholders.</p>	<ul style="list-style-type: none"> Demonstrates comprehension of hypothetical and inferential passages; <p>e.g., imaginative or fantastical narrative; texts with asides, speculations and conjecture.</p>
<ul style="list-style-type: none"> Demonstrates comprehension of cohesive devices showing cause and effect; <p>e.g., whereas, however, therefore, due to, if ... then, as a result of.</p>	<ul style="list-style-type: none"> Demonstrates comprehension of connected texts with a variety of cohesive devices; <p>e.g., including, such as alternatively, consequently, provided that, except that, even though, incidentally, meanwhile, nevertheless.</p>



Reading (continued)

Level 1	Level 2	Level 3
Competency: Linguistic (Vocabulary)		
<ul style="list-style-type: none"> Comprehends some high frequency utility descriptive and subject-specific vocabulary and academic vocabulary; <p>e.g., picture, earth, water, rain.</p>	<ul style="list-style-type: none"> Comprehends more high frequency utility descriptive and subject-specific vocabulary; <p>e.g., graph, pie chart, water cycle, dam, environment.</p>	<ul style="list-style-type: none"> Comprehends a variety of utility and subject-specific vocabulary and function words; <p>e.g., label, compare, complete, find, freshwater, salt water, hydro-electric, reusable resources.</p>
Competency: Linguistic (Grammar)		
<ul style="list-style-type: none"> Identifies basic conventions, comprehends different word endings and indicates different verb tenses or plurals; <p>e.g., conventions: capitals, periods, question marks, exclamation marks; verbs: -ing, -s, -ed; plurals: -s, -es, -ies.</p>	<ul style="list-style-type: none"> Comprehends meaning of sentences containing pronouns, prepositional phrases, irregular verb and plural forms; <p>e.g., pronouns: he/she/him/him/her; prepositional phrases: on the desk/between the desks; irregular verb forms: sit/sat, buy/bought, take/took; irregular plural forms: person/people.</p>	<p>Comprehends a variety of noun, preposition, adjective and adverb phrases, and verb tenses;</p> <p>e.g., noun phrases: both of the students, the tall, thin man; prepositional phrases: because of ... in place of ... according to ...; adjective phrases: I'm tired of ... what's wrong with ...; adverb phrases: He <i>usually studies</i> hard. I <i>study for good marks</i>; verb tenses: teach/taught/could.</p>

Reading (continued)

Level 4	Level 5
Competency: Linguistic (Vocabulary)	
<ul style="list-style-type: none"> Comprehends some words with multiple meanings and a broader range of vocabulary through applying word knowledge (root words and affixes) to unfamiliar words; <p>e.g., develop, developing, development, undeveloped, redeveloped, developer.</p>	<ul style="list-style-type: none"> Demonstrates understanding of a broader range of vocabulary to distinguish subtleties of meaning in a variety of text types and genres.
Competency: Linguistic (Grammar)	
<ul style="list-style-type: none"> Comprehends differences in meaning suggested by modal verbs, abstract idioms and affixes; <p>e.g., modal verbs: must, have, can, should, could, would; abstract idioms: would have been, may have gone (express uncertainty) if he doesn't (expresses an implied threat); prefixes: a-, be-, dis-, pre- re-, un-; suffixes: -able, -ant, -ent, -ive, -ize.</p>	<ul style="list-style-type: none"> Comprehends differences in meaning suggested by active and passive voice, and phrasal verbs with multiple meanings; <p>e.g., active voice: The courier delivered the mail; passive voice: The mail was delivered by the courier; phrasal verbs: ask around, back it up, bring it up, call it off, get back into.</p>



Reading (continued)

Level 1	Level 2	Level 3
Competency: Linguistic (Syntax)		
<ul style="list-style-type: none"> Understands simple sentences, titles, headings and captions; e.g., Energy for food web comes from the sun. 	<ul style="list-style-type: none"> Reads simple detailed sentences in short paragraphs with understanding; e.g., The food web is a cycle. Producers are plants that get their energy from the sun. Herbivores eat the plants. Omnivores eat plants and herbivores. Carnivores eat omnivores and herbivores. Decomposers eat dead plants and animals. 	<ul style="list-style-type: none"> Demonstrates understanding of paragraphs with varied sentence structure and increased detail; e.g., The web shows the interrelationships between producers, consumers and decomposers.

Reading (continued)

Level 4	Level 5
Competency: Linguistic (Syntax)	
<ul style="list-style-type: none"> Understands complex sentences featuring cause, effect, contrast and condition in academic text; <p>e.g., If there was a disease in mice, then the population of foxes would be affected.</p>	<ul style="list-style-type: none"> Understands that word order impacts the subtleties of meaning; <p>e.g., The carnivore population is affected by reduction of herbivores if there is a drought. <i>or</i> The carnivore population is affected by drought as it negatively impacts the herbivore population.</p>



Reading (continued)

Level 1	Level 2	Level 3
Competency: Strategic		
<ul style="list-style-type: none"> Relies on pictures, familiar phrases, patterned sentences, context, shared experiences and/or first language and culture to make meaning; <p>e.g., Relies on labelled diagrams and illustrations to understand new words.</p>	<ul style="list-style-type: none"> Uses contextual cues such as re-reading, predicting, applying new vocabulary and self-correcting to comprehend texts on familiar topics; <p>e.g., Recognizes new vocabulary in familiar sentences and uses context, experiences and pictures to make meaning.</p>	<ul style="list-style-type: none"> Uses contextual cues and word analysis to understand texts on familiar topics; <p>e.g., re-reading, predicting, applying new vocabulary and self-correcting; word analysis: unreachable = cannot get (un = not, reach = get, able = can).</p>
<ul style="list-style-type: none"> Decodes sight words and high frequency vocabulary; <p>e.g., the, as, or, tall, red, big.</p>	<ul style="list-style-type: none"> Decodes word families, consonant blends and distinguishes between long and short vowel sounds; <p>e.g., br, st, nd, th, bit/bite, mat/mate.</p>	<ul style="list-style-type: none"> Decodes root words, prefixes and suffixes and vowel digraphs; <p>e.g., know, known, knowledge, knowledgeable, unknown, ea, ou, ee, ie.</p>

Reading (continued)

Level 4	Level 5
Competency: Strategic	
<ul style="list-style-type: none"> Uses a variety of contextual cues and word analysis to make inferences and to understand text on unfamiliar topics; <p>e.g., Uses a variety of techniques to understand meaning and make an inference based on that understanding.</p>	<ul style="list-style-type: none"> Uses a variety of contextual cues and word analysis to draw conclusions and synthesize information; <p>e.g., Student writes a cohesive summary of a text read in class.</p>
<ul style="list-style-type: none"> Decodes multi-syllabic words and complex letter combinations; <p>e.g., photosynthesis, metamorphosis, cough, tough.</p>	<ul style="list-style-type: none"> Decodes words with unique spelling patterns; <p>e.g., chateaux, island, bouquet, colonel.</p>



Reading (continued)

Level 1	Level 2	Level 3
Competency: Socio-linguistic		
<ul style="list-style-type: none"> Comprehends simple patterned texts on familiar topics and distinguishes between fiction and nonfiction genres; <p>e.g., Student understands that nonfiction texts are for information and facts, whereas fiction texts tell a story to entertain or teach a moral.</p>	<ul style="list-style-type: none"> Understands literal meaning of simple text on familiar topics; <p>e.g., Student recognizes main character, setting, problem and important facts.</p>	<ul style="list-style-type: none"> Understands frequently occurring social expressions and figurative language in text on familiar topics; <p>e.g., exclamations, similes, literal metaphors, overt personification, alliteration, onomatopoeia.</p>
Competency: Fluency		
<ul style="list-style-type: none"> Reads word-by-word or with some phrasing; <p>e.g., The tree is tall ... and has many ... leaves.</p>	<ul style="list-style-type: none"> Reads with some phrasing, re-reading, sounding out words, pausing to refer to visuals and substitutes unknown words with familiar words; <p>e.g., The tree has many... lives (leaves). It grows because it gets food from the ... dirt (soil).</p>	<ul style="list-style-type: none"> Begins to read with expression, attends to common punctuation and makes meaningful substitutions; <p>e.g., The leaf has many vines (veins). The end (edge) of the leaf is bumpy.</p>

Reading (continued)

Level 4	Level 5
Competency: Socio-linguistic	
<ul style="list-style-type: none"> Understands most explicit cultural and social references and recognizes figurative language in a variety of texts with some support; <p>e.g., metaphors, slang, colloquialisms, regional expressions.</p>	<ul style="list-style-type: none"> Understands the implied meaning of social and cultural references, and figurative language in academic fiction and nonfiction texts; <p>e.g., sarcasm, humour, double entendre, innuendo.</p>
Competency: Fluency	
<ul style="list-style-type: none"> Reads consistently with expression, attends to most punctuation and self-corrects; <p>e.g., The leaf has many vines ... veins. The end ... the edge of the leaf is bumpy.</p>	<ul style="list-style-type: none"> Reads fluidly with intonation and expression, attends to all punctuation and self-corrects.



Writing

Level 1	Level 2	Level 3
Competency: Discourse		
<ul style="list-style-type: none"> Composes simple related sentences in response to visual cues and shared experiences; e.g., writes patterned sentences demonstrated by teacher and writes simple sentences independently with many errors and omissions. 	<ul style="list-style-type: none"> Produces simple connected text on familiar topics using models; e.g., Writes four to six sentences about the same topic using a model as a guide. 	<ul style="list-style-type: none"> Produces short connected text independently; e.g., Writes two to three paragraphs that have topic sentences and each paragraph represents one subtopic. Paragraphs are sequenced logically.
<ul style="list-style-type: none"> Connects words using ‘and’ and uses common time markers; e.g., time markers: today, yesterday, then. 	<ul style="list-style-type: none"> Connects sentences using common conjunctions and simple time and sequence markers; e.g., conjunctions: and, but, then, because; time markers: today, yesterday, Monday, next week; sequence markers: then, first, next, last. 	<ul style="list-style-type: none"> Connects phrases using a variety of conjunctions and time and sequence markers; e.g., conjunctions: or, so, yet; time markers: last week, the other day; sequence markers: before, after, first, next, finally.
Competency: Linguistic (Vocabulary)		
<ul style="list-style-type: none"> Uses basic utility and subject-specific vocabulary related to familiar objects, actions and topics. 	<ul style="list-style-type: none"> Uses high frequency utility, descriptive and subject-specific vocabulary; e.g., materials, form, build, join, wood, rock, cement. 	<ul style="list-style-type: none"> Uses some low frequency utility, descriptive and subject-specific vocabulary; e.g., vocabulary association with construction: concrete, steel, asphalt, lumber, stone, joints, ball and socket, hinge, pin.

Writing (continued)

Level 4	Level 5
Competency: Discourse	
<ul style="list-style-type: none">Produces cohesive, well-developed text with supporting detail; e.g., Writes with improved internal flow within each paragraph. Paragraphs are connected using transitional phrases.	<ul style="list-style-type: none">Uses effective organization structure and genre for a variety of purposes; e.g., Writes with voice and selects transitions words, phrases and order of sentences to impact a particular meaning.
<ul style="list-style-type: none">Connects ideas using common cohesive devices; e.g., even though, although, however, therefore.	<ul style="list-style-type: none">Connects ideas using a variety of cohesive devices; e.g., if ... then, whereas, eventually, subsequently.
Competency: Linguistic (Vocabulary)	
<ul style="list-style-type: none">Selects appropriate vocabulary and word forms from a range of utility, descriptive and subject-specific vocabulary and words with multiple meanings; e.g., The two materials are joined by a <i>hinge</i> (<i>noun</i>). The <i>hinge</i> (<i>adjective</i>) joint is used to.... Whether this structure is stable or not <i>hinges</i> (<i>verb</i>) on	<ul style="list-style-type: none">Conveys precise meaning in complex and abstract contexts from a broad range of utility, descriptive and subject-specific vocabulary; e.g., Bridges are constructed to withstand extreme weather conditions and, therefore, the designer must account for climate as well as landforms, availability and appropriateness of resources and materials.



Writing (continued)

Level 1	Level 2	Level 3
Competency: Linguistic (Grammar/Syntax)		
<ul style="list-style-type: none"> Writes simple patterned sentences from models using nouns, verbs and prepositional phrases (that may contain omissions and errors); <p>e.g., Japan island on water. She like to sing.</p>	<ul style="list-style-type: none"> Writes declarative, negative and question sentences containing some modifiers (that may contain some errors); <p>e.g., Japan is a island at the Pacific ocean. The population is not as large as China. What is Japanese industry?</p>	<ul style="list-style-type: none"> Writes a variety of simple, compound and complex sentences with some control of word order and agreement; <p>e.g., Japan’s role in the world economy has changed after World War II.</p>

Writing (continued)

Level 4	Level 5
Competency: Linguistic (Grammar/Syntax)	
<ul style="list-style-type: none"> Writes connected complex sentences with more control of tense and word order; <p>e.g., Influencing the world economy by manufacturing cheap products, Japan is a leader in technology exports.</p>	<ul style="list-style-type: none"> Uses a variety of sentence structures to express relationships of time, condition and intention with occasional errors; <p>e.g., As a leader in world technology development, Japan has influenced the world economy by manufacturing quality products in vast quantities. This challenges other countries to have efficient production methods.</p>



Writing (continued)

Level 1	Level 2	Level 3
Competency: Strategic		
<ul style="list-style-type: none"> Copies words and phrases with increasing accuracy, attempts to spell familiar words, attends to basic conventions, and follows organizational patterns of texts such as journal entries, graphic organizers and planning templates with support; <p>e.g., Student writes known words such as “is, to, a, this, of, like, can and in”, and attempts to spell words such as “sed for said, bat for bad.”</p> <p>Basic conventions: capitals at the beginning of sentences and periods at the end of sentences.</p>	<ul style="list-style-type: none"> Attends to common conventions of capitalization of names and punctuation and regular spelling, sorts relevant from irrelevant information to complete graphic organizers, and develops plans for writing expository and narrative texts with support; <p>e.g., capitalization of names: River Valley School; word families: right, fight, light; spelling of plurals: change the ‘y’ to ‘i’ and add ‘es’; punctuation: question marks, exclamation marks and commas in a list.</p> <p>Student requires support to complete Venn Diagram comparing pioneer life with modern life.</p>	<ul style="list-style-type: none"> Attends to common conventions of capitalization of proper nouns, punctuation and spelling of some irregularly spelled words, homophones and homonyms, and generates expository and narrative text with support; <p>e.g., proper nouns: Uncle Pat, Mr. Chen, Ms. Chaudry; punctuation: quotation marks, commas for use in speech, apostrophes for contractions; homophones: night/knight, there/they’re/their, here/hear, too/two/to; homonyms: lead/lead.</p> <p>Student is able to begin writing story from a plan or write sentences from notes in the Venn Diagram with some support from the teacher.</p>

Writing (continued)

Level 4	Level 5
Competency: Strategic	
<ul style="list-style-type: none"> Applies rules of convention for punctuation and spelling of most irregularly spelled words, homophones and homonyms, and generates expository and narrative texts with minimal support; <p>e.g., punctuation: apostrophe for possessive, colon for greetings, commas to separate clause; irregular spelling: chateaux, gnu, cordillera; homophones: bare/bare; homonyms: bent/bent, fluke/fluke.</p> <p>Student independently completes a Venn Diagram comparing pioneer life with modern life, using text and classroom sources, and then writes a short essay asking for help, when needed.</p>	<ul style="list-style-type: none"> Consistently applies rules of convention for spelling and accurately varies use of punctuation and generates text independently; <p>e.g., Student completes writing assignment using appropriate tools and resources independently.</p>



Writing (continued)

Level 1	Level 2	Level 3
Competency: Socio-linguistic		
<ul style="list-style-type: none"> Produces text using familiar words and phrases to complete forms and graphic organizers, label diagrams and follow models with support; <p>e.g., Student fills in an agenda or field trip forms, or responds in a journal.</p>	<ul style="list-style-type: none"> Produces text following appropriate models to express cultural norms; <p>e.g., Student writes a personal journal entry, thank-you letter, story or paragraph, outline, or experiment framework.</p>	<ul style="list-style-type: none"> Produces text for a specific purpose from a template; <p>e.g., Student selects the appropriate template (report versus journal, personal letter versus business letter).</p>
Competency: Editing		
<ul style="list-style-type: none"> Edits for spelling of high frequency and sight words; <p>e.g., Student will refer to notes, translators, dictionaries, wall charts and texts to edit for spelling.</p>	<ul style="list-style-type: none"> Edits sentences for capitals, periods and regular spelling; <p>e.g., Student independently is able to use grammar notes, classroom charts and dictionaries to edit.</p>	<ul style="list-style-type: none"> Edits and revises essays for most conventions, vocabulary, content, organization and verb tense; <p>e.g., Student will decide to add more to explain or describe when editing.</p>

Writing (continued)

Level 4	Level 5
Competency: Socio-linguistic	
<ul style="list-style-type: none"> Creates appropriate text demonstrating developing sense of style and audience; <p>e.g., Student writes stories, legends or folktales from a character’s perspective, demonstrating voice or an expository text to inform.</p>	<ul style="list-style-type: none"> Creates text appropriate to the socio-cultural context including audience, genre and degree of formality; <p>e.g., Student writes a persuasive letter that is designed appropriately for audience of adults or peers.</p>
Competency: Editing	
<ul style="list-style-type: none"> Revises text to select more appropriate and descriptive words, and correct grammatical errors; <p>e.g., Student will decide to add more text to explain or describe when editing.</p>	<ul style="list-style-type: none"> Edits and revises essays for most conventions, vocabulary, content, organization and verb tense; <p>e.g., Student will edit for spelling, punctuation and word choice, re-order sentences for paragraph flow, and re-write sentences to adjust for grammar changes.</p>



Alberta K–12 ESL Proficiency Benchmarks

Grades 10–12

Listening

Level 1	Level 2	Level 3
Competency: Discourse		
<ul style="list-style-type: none"> Responds to the chaining of two high frequency commands; <p>e.g., “Finish answering questions 1–10 and then hand them in.”</p>	<ul style="list-style-type: none"> Demonstrates understanding of the gist of ideas connected with “and, but, or, then” and “because” on familiar topics with visual supports; <p>e.g., Following a discussion and demonstration of safety procedures in the food lab, student demonstrates the skills.</p>	<ul style="list-style-type: none"> Demonstrates an understanding of main ideas and examples from an academic explanation containing process, comparison and contrast; <p>e.g., After an explanation of levers (using connectors such as “however, therefore,” and “since” student can compare two levers.</p>
Competency: Linguistic (Vocabulary)		
<ul style="list-style-type: none"> Demonstrates understanding of high frequency utility and subject-specific vocabulary supported by key words, visuals, short phrases, nonverbal cues, and repetition; <p>e.g., pencil, lead, ink, paper, paint, table, chair.</p>	<ul style="list-style-type: none"> Demonstrates understanding of utility and subject-specific vocabulary with visual support; <p>e.g., space, draw, sketch, sculpt, form, make, artwork, easel, brush, palette.</p>	<ul style="list-style-type: none"> Demonstrates understanding of synonyms, antonyms, adjectives, adverbs and words with multiple meanings related to subject-specific content; <p>e.g., Student understands that the word “shade” can mean “protect from the sun” or it can refer to a window covering or it can describe a colour of paint.</p>

Listening (continued)

Level 4	Level 5
Competency: Discourse	
<ul style="list-style-type: none"> Demonstrates an understanding of main idea and supporting details of academic discourse containing a variety of cohesive devices; <p>e.g., After listening to a lecture on the effects of economic globalization (using connectors such as “if ... then,” and “so ... that”), the student can explain the advantages and disadvantages.</p>	<ul style="list-style-type: none"> Demonstrates an understanding of the subtle nuances that cohesive devices impart on meaning in academic discourse; <p>e.g., Student supports an opinion after listening to a discussion/debate, negotiates and solves problem and distinguishes different points of view.</p>
Competency: Linguistic (Vocabulary)	
<ul style="list-style-type: none"> Demonstrates understanding of a range of synonyms, antonyms, adjectives, adverbs and words with multiple meanings related to subject-specific content; <p>e.g., synonyms: element, part, aspect, factor; antonyms: proportionate /disproportionate; words with multiple meanings: the word “medium” can be used to compare relative sizes of objects or to refer to the material or form used by an artist.</p>	<ul style="list-style-type: none"> Demonstrates understanding of a broad range of vocabulary associated with academic topics and concepts; <p>e.g., Student understands meaning of verbs such as analyze, critique, synthesize, define, evaluate and terms such as coherence, precipitate, monarchy, reciprocal.</p>



Listening (continued)

Level 1	Level 2	Level 3
Competency: Linguistic (Syntax)		
<ul style="list-style-type: none"> Demonstrates understanding of subject-verb-object sentence structure; <p>e.g., In 1965, Canada adopted a new flag. The crowd sang our anthem, “O Canada.”</p>	<ul style="list-style-type: none"> Demonstrates understanding of compound sentences in familiar contexts; <p>e.g., “The maple leaf is the symbol for Canada because it represents the natural environment of Canada.”</p>	<ul style="list-style-type: none"> Demonstrates understanding of compound and complex sentences in unfamiliar contexts; <p>e.g., “Canada has one of the best health care systems but there is a shortage of doctors.” or “Even though Canada has one of the best health care systems in the world, there are long waits in emergency rooms due to a shortage of doctors.”</p>
Competency: Linguistic (Grammar)		
<ul style="list-style-type: none"> Demonstrates understanding of common nouns, verbs in present tense, pronouns and prepositions; <p>e.g., nouns: picture, camera, lense; verbs in present tense: take, look, find; pronouns: you, I, it, them, he, him; prepositions: to, at, above, around.</p>	<ul style="list-style-type: none"> Demonstrates understanding of plural forms, possessives, and verbs in past, future and present perfect tenses; <p>e.g., plural forms: foot, feet, hand(s), object(s); possessives: his, her, our, your, mine, its, hers, ours, yours; verbs in past tense: took, saw, looked; captured verbs in future tense: will take, will find, will look; verbs in present perfect: He has taken three pictures. She has developed six of the pictures.</p>	<ul style="list-style-type: none"> Demonstrates understanding of demonstrative and comparative adjectives, auxiliary verbs, and specialized prepositions; <p>e.g., demonstrative adjectives: this, that, these, those; comparative adjectives: bigger, friendlier, quieter, more still, more flattering; auxiliary verbs: am, is, are, be, should, could, would, has, have, do, does, did, can, may, might, must, get, got; specialized prepositions: down, before (meaning changes with use).</p>

Listening (continued)

Level 4	Level 5
Competency: Linguistic (Syntax)	
<ul style="list-style-type: none"> Demonstrates understanding of a variety of sentence structures including compound-complex and conditional; <p>e.g., “If Canada allowed qualified immigrants to work as doctors, then Canada would no longer have a shortage of doctors.”</p>	<ul style="list-style-type: none"> Demonstrates understanding of the embedded clauses, and ellipses and subtle differences in sentence structure; <p>e.g., “Canada should allow qualified immigrants, those having graduated from medical school in their country of origin, to practice as doctors; this would alleviate the strain on the health care system.”</p>
Competency: Linguistic (Grammar)	
<ul style="list-style-type: none"> Demonstrates understanding of complex grammatical structures such as passive voice, phrasal verbs, word form derivations; <p>e.g., passive voice: A picture was taken of me. The pictures were developed by the photographer; phrasal verbs: <i>set up</i> the photo shoot, <i>pick out</i> something to, <i>warm up</i> the model; word form derivations: care, careful, carefully, care for.</p>	<ul style="list-style-type: none"> Demonstrates understanding of abstract grammatical structures such as verb tenses in active and passive voice, conditionals and adverb clauses; <p>e.g., active voice: The photographer <i>took</i> a picture of me. He <i>developed</i> the photo.; passive voice: A picture <i>was taken</i> of me. The pictures <i>were developed</i> by the photographer.; conditionals: If it is sunny the pictures will be taken outside. We will retake the pictures if they are blurry; adverb clauses: She sat still <i>when</i> the picture was taken. The picture was beautiful <i>although</i> there were dark clouds in the background.</p>



Listening (continued)

Level 1	Level 2	Level 3
Competency: Strategic		
<ul style="list-style-type: none"> Relies on visual cues, direct instruction and demonstrations to make meaning of oral texts; <p>e.g., Student looks at the anchor chart to respond to questions and recall pre-taught vocabulary.</p>	<ul style="list-style-type: none"> Requests clarification when comprehension breaks down; <p>e.g., “Can you help me?”, “Huh?”</p>	<ul style="list-style-type: none"> Requests clarification by asking questions; <p>e.g., “Did you mean ‘x’ or ‘y’?”, “Could you spell that?”</p>
<ul style="list-style-type: none"> Responds to literal questions with what, where, when, who and how many? <p>e.g., “Where is your homework?”, “Where is the Legislative Assembly?”, “How many seats are in the Senate?”</p>	<ul style="list-style-type: none"> Responds to open-ended questions; <p>e.g., “Tell me more about what happened?”, “How is ... different from”</p>	<ul style="list-style-type: none"> Responds to hypothetical and inferential questions; <p>e.g., “If you were a member of the Conservative Party, how would you respond to that bylaw?”</p>

Listening (continued)

Level 4	Level 5
Competency: Strategic	
<ul style="list-style-type: none">Seeks new information by asking questions; e.g., “What do I do after that?”, “Does the word ancient mean the same as old?”, “Can you tell me more about _____?”	<ul style="list-style-type: none">Seeks elaboration of others’ ideas; e.g., “Why did you select that research topic?”, “Explain how you ____.”
<ul style="list-style-type: none">Responds to inference and implied meaning of questions; e.g., “Based on the Prime Minister’s past actions, what would his view be on that issue?”	<ul style="list-style-type: none">Responds to gap questions; e.g., Student must provide additional information in order to respond to the question.



Listening (continued)

Level 1	Level 2	Level 3
Competency: Socio-linguistic		
<ul style="list-style-type: none"> Responds to everyday social expressions, nonverbal cues, and tone of voice; <p>e.g., “Goodbye! See you later!” (waves), “You’re welcome.”</p>	<ul style="list-style-type: none"> Interprets formal/informal register and intonation in everyday contexts; <p>e.g., “Hey you, come here!” versus “Mr. Lee, please come here.”</p>	<ul style="list-style-type: none"> Responds appropriately to social expression, slang and common idiomatic expressions recognizing register and intonation in unfamiliar contexts; <p>e.g., “Take it easy.”</p>
Competency: Auditory Discrimination		
<ul style="list-style-type: none"> Distinguishes phonemes in sentences spoken slowly and in emphatic speech; <p>e.g., Student hears the difference in the sound <i>t</i> and <i>d</i> in words such as <i>bat</i> and <i>bad</i>.</p>	<ul style="list-style-type: none"> Distinguishes minimal pairs and recognizes contractions spoken at a slower rate of speech; <p>e.g., Student can hear the sounds and responds appropriately in speaking and writing (sheep/ship, fifteen/fifty, he’s/his/ here’s, ketchup/catch up, can’t, didn’t).</p>	<ul style="list-style-type: none"> Demonstrates understanding of familiar reduced speech and contractions; <p>e.g., Student would respond appropriately to peers and adults using “didja, howr’ya, wanna, gonna, gotta.”</p>

Listening (continued)

Level 4	Level 5
Competency: Socio-linguistic	
<ul style="list-style-type: none">Responds appropriately to a broad range of idiomatic expressions, slang, sarcasm and innuendo indicated by subtle changes in tone, volume, speed and intonation; e.g., “He’s a wolf in sheep’s clothing.”, “Could you move a <i>little</i> faster?” Student understands that the request is to go a lot faster and that the person is exasperated.	<ul style="list-style-type: none">Responds appropriately to subtle social and cultural references in speech; e.g., Adjusts behaviour in response to humour and sarcasm, shifts of formal and informal registers, and irony.
Competency: Auditory Discrimination	
<ul style="list-style-type: none">Demonstrates understanding of rapid speech on familiar and unfamiliar topics; e.g., Student would be able to understand natural flow of dialogue between peers and teacher’s explanation of new concepts.	<ul style="list-style-type: none">Demonstrates understanding of a variety of types and styles of speech on familiar and unfamiliar topics; e.g., Student would be able to understand presentations by guest speakers, audio clips and/or video voice tracks.



Speaking

Level 1	Level 2	Level 3
Competency: Discourse		
<ul style="list-style-type: none"> Uses memorized phrases and/or connects familiar phrases and simple sentences to express needs, feelings and opinions; <p>e.g., “My name is _____.”, “It is hot, and it is sunny.”</p>	<ul style="list-style-type: none"> Uses common conjunctions and time and sequence markers to communicate in social and classroom situations; <p>e.g., “Yesterday, we took the train to the zoo. Then, we observed an animal.”</p>	<ul style="list-style-type: none"> Elaborates to describe, sequence or provide an explanation by connecting ideas with conjunctions and prepositional phrases; <p>e.g., Student lists steps in an experiment (“We measured the temperature of the water when it started to boil.”)</p>
Competency: Linguistic (Vocabulary)		
<ul style="list-style-type: none"> Expresses needs, feelings and opinions and responds to questions using basic utility and subject-specific vocabulary; <p>e.g., Student says, “food, clothing, shelter, body parts, family and school.”</p>	<ul style="list-style-type: none"> Expresses ideas, asks and answers questions, and makes statements using high-frequency utility and subject-specific vocabulary, with some errors; <p>e.g., Student says, “Canada’s leader is a Prime Minister.”</p>	<ul style="list-style-type: none"> Expresses ideas using a variety of subject-specific vocabulary from curriculum topics to communicate in multiple contexts, with occasional misuse; <p>e.g., Student says, “Voters elect Members of Parliament to the House of Commons.”</p>

Speaking (continued)

Level 4	Level 5
Competency: Discourse	
<ul style="list-style-type: none"> Presents ideas to compare, contrast, persuade, conclude, and show cause and effect using appropriate patterns of discourse; <p>e.g., “As we added more salt to the ice, the temperature decreased; therefore, salt lowers the melting point of ice.”</p>	<ul style="list-style-type: none"> Organizes ideas in logical, coherent patterns to recount, explain, report, persuade and debate, and uses a variety of cohesive devices consistently and accurately for the intended purpose; <p>e.g., “Despite the fact that salt corrodes vehicles and is harmful to the environment, we should use it on roads in winter because it improves driving conditions.</p>
Competency: Linguistic (Vocabulary)	
<ul style="list-style-type: none"> Selects from a range of subject-specific vocabulary to discuss topics under study and engage in classroom activities; <p>e.g., Student says, “The Canadian government exploits/conserves/benefits from our natural resources.”</p>	<ul style="list-style-type: none"> Selects from a broad range of subject-specific vocabulary to participate effectively in most formal and informal conversations on practical, social and academic topics; <p>e.g., Student says, “The Canadian <i>economy</i> is <i>heavily dependent</i> on the <i>appropriate</i> use of our natural resources.”</p>



Speaking (continued)

Level 1	Level 2	Level 3
Competency: Linguistic (Syntax)		
<ul style="list-style-type: none"> Uses subject-verb-object sentence patterns with structure and vocabulary provided; <p>e.g., Student says, “The settlers used a ship. The Aboriginals used a canoe.” or “The settlers learned to hunt. The settlers learned to canoe.”</p>	<ul style="list-style-type: none"> Uses patterned, predictable language structures including simple affirmative and negative statements, questions and commands; <p>e.g., affirmative statement: Life was hard for the settlers; negative statement: The settlers were not used to the new land and weather; question: Why did so many settlers want to come to the new land?; command: Label this time line with the dates.</p>	<ul style="list-style-type: none"> Uses more elaborate affirmative and negative statements, questions and commands; <p>e.g., affirmative statement: Buffalo hides and meat were wasted.; negative statement: The over hunting of buffalo wasn’t necessary.; question: Why did the European settlers think it was necessary to eliminate the buffalo?; command: Put the picture of the buffalo on the second slide in the powerpoint (when working with a group).</p>
Competency: Linguistic (Grammar)		
<ul style="list-style-type: none"> Uses common pronouns, adjectives, nouns and verbs in present tense; <p>e.g., Student says, “I study English every day.”</p>	<ul style="list-style-type: none"> Uses plurals, possessives, prepositions, and verbs in continuous and simple past tenses; <p>e.g., Student says, “Last year in China we studied English one hour a week.”</p>	<ul style="list-style-type: none"> Uses negatives, noun phrases, adjective phrases, plurals, possessives, prepositions and verbs in future continuous and irregular past tenses; <p>e.g., Student says, “I will be studying engineering at university in a few years.”</p>

Speaking (continued)

Level 4	Level 5
Competency: Linguistic (Syntax)	
<ul style="list-style-type: none"> Uses a variety of sentence structures; <p>e.g., Student says, “Where conditions are suitable to produce healthy crops, prairie farmers grow wheat.” or “Prairie farmers grow wheat where conditions are suitable to produce healthy crops.” or “Wheat is grown by prairie farmers where conditions are suitable to produce healthy crops.”</p>	<ul style="list-style-type: none"> Uses complex sentence structures accurately; <p>e.g., Student says, “Preparing an animal hide requires skill and precision, whereas hunting requires logic and patience.”</p>
Competency: Linguistic (Grammar)	
<ul style="list-style-type: none"> Uses phrasal expressions, conditional structures, and a range of past, present, future and perfect tenses in active and passive voice; <p>e.g., Student says, “I found out that the math exam had been written by my sister last year.”;</p> <p><i>If there is a test, I will study. The project will be presented by her in class.</i></p>	<ul style="list-style-type: none"> Uses a range of verb tenses accurately, and constructs abstract structures such as conditionals, passive voice and relative clauses; <p>e.g., I’m late for class <i>if</i> I miss the bus. <i>The text is being studied</i> by most of the class. The textbooks, <i>which the students find overwhelming</i>, are difficult to use.</p>



Speaking (continued)

Level 1	Level 2	Level 3
Competency: Strategic		
<ul style="list-style-type: none"> Uses known phrases and simple questions to communicate; <p>e.g., “How was your weekend?”</p>	<ul style="list-style-type: none"> Uses message replacement, everyday expressions and questions to interact and initiate conversations; <p>e.g., “I need help. I don’t get it.”; “The man came out of the ... <i>building</i>.” The student should have said <i>factory</i>, but couldn’t remember the word.</p>	<ul style="list-style-type: none"> Uses circumlocution and asks clarifying questions to initiate and sustain communicative tasks such as conversations, discussions, interviews and presentations; <p>e.g., “Can you explain _____?” A student who knows the word <i>gloves</i> but not <i>mittens</i> might say “Like gloves, you know, without fingers.”</p>
Competency: Socio-linguistic		
<ul style="list-style-type: none"> Uses common courtesy expressions; <p>e.g., “Please pass the scissors.”, “Excuse me.”, “Thanks for your help.”</p>	<ul style="list-style-type: none"> Uses expressions, idioms and gestures used by peers; <p>e.g., slang, everyday expressions, classroom phrases, pop culture references.</p>	<ul style="list-style-type: none"> Uses expressions, idioms and gestures and register with occasional errors; <p>e.g., learning where and when ‘chill’ can be used.</p>
Competency: Pronunciation		
<ul style="list-style-type: none"> In familiar and rehearsed activities, speech approximates English rhythm and intonation, pronunciation errors may interfere with meaning; <p>e.g., choral speaking, Readers’ Theatre, rehearsed and scripted oral presentations.</p>	<ul style="list-style-type: none"> Demonstrates increasing accuracy in pronunciation and intonation for familiar and rehearsed activities; <p>e.g., choral speaking, Readers’ Theatre, reading outloud.</p>	<ul style="list-style-type: none"> Demonstrates increasing accuracy in pronunciation and intonation for unfamiliar and unrehearsed activities; <p>e.g., drama, cooperative learning activities.</p>

Speaking (continued)

Level 4	Level 5
Competency: Strategic	
<ul style="list-style-type: none"> Uses a variety of techniques such as elaborating, commenting, restating and questioning to initiate and sustain communicative tasks; <p>e.g., After hearing a description of the food chain, student says, “So, we shouldn’t destroy plant habitats because we need plants to survive. Right?”, “How is that related to _____?”</p>	<ul style="list-style-type: none"> Seeks elaboration of someone else’s ideas by paraphrasing, clarifying, redirecting and asking rhetorical questions; <p>e.g., “Would a persuasive essay be the same as an opinion essay?”</p>
Competency: Socio-linguistic	
<ul style="list-style-type: none"> Uses appropriate expressions, idioms, gestures and register consistently; <p>e.g., “The last few elections in Canada haven’t been won by a landslide.”</p>	<ul style="list-style-type: none"> Adapts speech and gestures to the context, audience and purpose; <p>e.g., Adjusts communication for listener’s emotion, tone, or role.</p>
Competency: Pronunciation	
<ul style="list-style-type: none"> Demonstrates appropriate expression and inflection with increasing accuracy in a variety of contexts; <p>e.g., oral presentation, choral speaking.</p>	<ul style="list-style-type: none"> Demonstrates appropriate expression and inflection consistently and accurately in a variety of contexts; <p>e.g., tells stories, role plays, gives formal presentations, gives spontaneous explanations.</p>



Reading

Level 1	Level 2	Level 3
Competency: Discourse		
<ul style="list-style-type: none"> Demonstrates comprehension of simple narrative and descriptive text; <p>e.g., Student reads and understands levelled texts, modified stories and simplified descriptive paragraphs. “The room has two windows. Both windows are open.”</p>	<ul style="list-style-type: none"> Demonstrates comprehension of literal and sequenced sentences explanations; <p>e.g., Student reads and understands reports and procedures such as science experiment, game instructions and recipes. “Add sugar, butter and eggs. Then mix them till smooth and creamy.”</p>	<ul style="list-style-type: none"> Demonstrates comprehension of the difference between fact and opinion, cause and effect, and comparison and contrast; <p>e.g., Student can distinguish between: fact and opinion: Some immigrants come to Canada as refugees (fact). Immigrants come to Canada to get better jobs (opinion).; cause and effect: Excess emissions of greenhouse gases has caused global warming; compare and contrast: Both plants and animals are made up of cells. Plant cells have a rigid cell wall; however, animal cells do not.</p>
<ul style="list-style-type: none"> Demonstrates comprehension of sentences with conjunctions (and, or, but); <p>e.g., Student says “Is it hot or cold?”</p>	<ul style="list-style-type: none"> Demonstrates comprehension of sentences in a paragraph using common conjunctions and time and sequence markers; <p>e.g., First, add salt to the ice. Then, measure its temperature.</p>	<ul style="list-style-type: none"> Demonstrates comprehension of the use of common transition words (however, therefore) and cohesive devices to compare, contrast and show cause and effect; <p>e.g., Gold is a precious metal; however, aluminum is not. Therefore, goods made of gold are much more expensive.</p>

Reading (continued)

Level 4	Level 5
Competency: Discourse	
<ul style="list-style-type: none"> Demonstrates comprehension of supported opinions, hypothetical and inferential passages; <p>e.g., editorials, film reviews, well-constructed short stories, simple poetic forms, newspaper articles.</p>	<ul style="list-style-type: none"> Demonstrates comprehension of bias, logic, complicated narratives; <p>e.g., short stories, essays, poetry, textbooks at grade level.</p>
<ul style="list-style-type: none"> Demonstrates comprehension of the use of a wider range of transition words and cohesive devices; <p>e.g., “The widespread use of combustion engines has led to the release of large quantities of greenhouse gases into the atmosphere, causing global warming. As a consequence, the polar ice caps are melting.”</p>	<ul style="list-style-type: none"> Demonstrates comprehension of the use of a wide range of cohesive devices.



Reading (continued)

Level 1	Level 2	Level 3
Competency: Linguistic (Vocabulary)		
<ul style="list-style-type: none"> Comprehends some high-frequency utility and subject-specific vocabulary; <p>e.g., picture, earth, water, rain.</p>	<ul style="list-style-type: none"> Recognizes and demonstrates comprehension of a broader range of high-frequency utility, descriptive and subject-specific vocabulary; <p>e.g., Follows simple written instructions; selects key vocabulary from list.</p>	<ul style="list-style-type: none"> Identifies new words encountered in text and can often determine their meaning from context; <p>e.g., Reads, recognizes a new word and figures it out based on context. “Juanita took her serape off and laid it on the ground to sit on.” (Figures out it must be something she wears that also can be used like a blanket.)</p>
Competency: Linguistic (Grammar)		
<ul style="list-style-type: none"> Identifies basic conventions and comprehends different word endings indicating verb tenses or plural; <p>e.g., conventions: capital letters, punctuation; verbs: -ing, -ed, -s; plural: -s, -es, -ies.</p>	<ul style="list-style-type: none"> Recognizes that English sentences have markers for present and past tense, plurality and pronoun gender, and comprehends meaning of prepositional phrases and irregular verbs; <p>e.g., present tense verbs: -s; simple past tense verbs: -ed; irregular verbs: take, bought, kept, left, saw; pronoun gender: he, his, him, she, hers, her, it, its; prepositional phrases: on the, beside a, near the, at lunchtime, in the fall, during the class.</p>	<ul style="list-style-type: none"> Comprehends a broad range of complex grammatical structures such as time clauses, modals, conditionals, continuous tenses; <p>e.g., time clauses: when he arrives ... before she left ..., while we were talking ...; modals: can, could, must, might, ought, may, shall, should, would; conditionals: if ... then ...; continuous tense: -ing.</p>

Reading (continued)

Level 4	Level 5
Competency: Linguistic (Vocabulary)	
<ul style="list-style-type: none"> Applies word knowledge to understand text; <p>e.g., word forms; prefixes: re-, un-; suffixes: -tion, -able; roots: know, reknown, known, unknown, knowledgeable; noun clusters: water cycle, economic system; finding known words within unknown words (freedom).</p>	<ul style="list-style-type: none"> Distinguishes subtleties of meanings in words with multiple meanings; connotations versus denotations; affect of words, idioms and metaphors; <p>e.g., “<i>There is a fork in the road.</i>” can mean that a choice must be made.</p>
Competency: Linguistic (Grammar)	
<ul style="list-style-type: none"> Comprehends complex grammatical structures, such as perfect tense and passive voice; <p>e.g., perfect tense: He has studied all week. He has just found out now; passive voice: The test was written by the students.</p>	<ul style="list-style-type: none"> Comprehends complex grammatical structures such as compound-complex sentences and passive voice; <p>e.g., The English grammar test, containing many essay style questions and which was very challenging, was written by the students.</p>



Reading (continued)

Level 1	Level 2	Level 3
Competency: Linguistic (Syntax)		
<ul style="list-style-type: none"> Comprehends a series of simple sentences in texts containing supports such as headings, captions and illustrations; <p>e.g., Student understands the following: “This is a hydro-electric dam. The turbine spins. The generator and turbine are in the power house.”</p>	<ul style="list-style-type: none"> Comprehends simple detailed sentences in short paragraphs with understanding; <p>e.g., Student understands the following: “Hydro-electric energy is the energy from falling water. It is the main source of Canada’s electricity.”</p>	<ul style="list-style-type: none"> Comprehends connected paragraphs containing complex sentence structure and increased detail in texts supported by visuals; <p>e.g., Student understands the explanation of the process for producing hydro-electric power with a related diagram.</p>
Competency: Strategic		
<ul style="list-style-type: none"> Relies on pictures, familiar phrases, patterned sentences, context, shared experiences and/or first language and culture to make meaning, and decodes sight words and high frequency vocabulary; <p>e.g., Relies on labelled diagrams and illustrations to understand new words.</p>	<ul style="list-style-type: none"> Uses contextual cues such as re-reading, predicting, applying new vocabulary and self-correcting to comprehend texts on familiar topics and sounds out words with standard phonetic structure; <p>e.g., Recognizes new vocabulary in familiar sentences and uses context, experiences and pictures to make meaning.</p>	<ul style="list-style-type: none"> Uses a variety of textual cues to understand unfamiliar text and sounds out words by applying standard phonetic rules; <p>e.g., embedded definitions, synonyms, format cues, bold face, glossary, punctuation, translation.</p>

Reading (continued)

Level 4	Level 5
Competency: Linguistic (Syntax)	
<ul style="list-style-type: none"> Comprehends complex sentences featuring cause, effect, contrast and condition in academic text; <p>e.g., Student understands a news report that combines a nonfiction account of an event with a personal narrative and dialogue.</p>	<ul style="list-style-type: none"> Comprehends the different sentence structures in active and passive voice; <p>e.g., Student understands the following: Hydro-electricity is energy produced by falling water. (passive voice), In the past, use of machinery like sawmills, exploited hydro-electric energy. (active voice)</p>
Competency: Strategic	
<ul style="list-style-type: none"> Synthesizes information to make inferences and draw conclusions and consistently applies phonetic knowledge to decode words; <p>e.g., Student reads, “The class conducted a survey. They found out that most students disliked the idea of wearing school uniforms.”</p>	<ul style="list-style-type: none"> Interprets and applies textual information to new situations and consistently applies phonetic knowledge to support comprehension of unfamiliar words; <p>e.g., redesigns text into different genre (multimedia presentation, conducts independent research).</p>



Reading (continued)

Level 1	Level 2	Level 3
Competency: Socio-linguistic		
<ul style="list-style-type: none"> Comprehends simple patterned sentences on familiar topics and distinguishes the purpose between fiction and nonfiction genres; <p>e.g., Student understands that nonfiction texts are for information and facts, whereas fiction texts tell a story to entertain or teach a moral.</p>	<ul style="list-style-type: none"> Demonstrates understanding of the literal meaning of simply-structured or modified text; <p>e.g., “He walked down the road. It divided into two roads. He did not know which road to take.” versus “He approached the fork in the road with unease.”</p>	<ul style="list-style-type: none"> Demonstrates understanding of frequently occurring explicit cultural references in text; <p>e.g., idioms: take it easy, look on the bright side; verb phrases: look up, look up to, look over; simple analogies and similes: school is like a family because ____.; proverbs: time is money.</p>
Competency: Fluency		
<ul style="list-style-type: none"> Reads word-by-word or with some phrasing; <p>e.g., Student reads, “The heart ... pumps blood. The ... stomach ... digests ... food.”</p>	<ul style="list-style-type: none"> Reads with some phrasing, re-reading, sounding out words, pausing to refer to visuals and substitutes unknown words with familiar words; <p>e.g., Student reads, “The heart and lungs (lungs)... work together ... to take (transport) oxygen to the body.”</p>	<p>Begins to read with expression and attends to common punctuation and makes meaningful substitutions;</p> <p>e.g., Student reads, “The heart has many chambers and veins (valves). It pumps blood and carries oxygen to the cells and picks up carbon monoxide (dioxide).”</p>

Reading (continued)

Level 4	Level 5
Competency: Socio-linguistic	
<ul style="list-style-type: none"> Demonstrates understanding of the implied meaning of cultural references in context; <p>e.g., idiomatic expressions: butterflies in her stomach means nervous; metaphor: candle in the wind is about the fragility of life; symbolism: flag at half-mast means respect for the death of someone significant.</p>	<ul style="list-style-type: none"> Demonstrates understanding of most cultural references; <p>e.g., traditional stories, western history and personalities, national history, current events, places and personalities, sports, art forms, popular culture, humour, figurative language.</p>
Competency: Fluency	
<ul style="list-style-type: none"> Reads consistently with expression, attends to most punctuation and self-corrects; <p>e.g., Student reads, “The heart has many chambers and veins ... many chambers and valves. It pumps blood and carries oxygen to the cells and picks up carbon monoxide ... carbon dioxide.”</p>	<ul style="list-style-type: none"> Reads fluidly with intonation and expression, attends to all punctuation and self-corrects; <p>e.g., Student reads, “The <i>heart</i> has many chambers and veins ... valves. (slight pause) It <i>pumps</i> blood and <i>carries</i> oxygen to the cells and <i>picks up</i> carbon dioxide.”</p>



Writing

Level 1	Level 2	Level 3
Competency: Discourse		
<ul style="list-style-type: none"> Writes simple related sentences in response to visual cues and shared experiences; <p>e.g., writes language experience stories, basic student journals.</p>	<ul style="list-style-type: none"> Writes short connected descriptions and narrations of events on familiar topics using models; <p>e.g., creates short expository paragraphs using a T-chart.</p>	<ul style="list-style-type: none"> Writes a basic three-paragraph narrative or descriptive composition independently; <p>e.g., recounts, letters, journal entries, simple poetic forms, multimedia presentations, basic essays.</p>
<ul style="list-style-type: none"> Connects words using ‘and’ and uses common time markers such as today, yesterday, then; <p>e.g., Student writes, “Today I come to the school and my sister go to the work.”</p>	<ul style="list-style-type: none"> Connects sentences using common conjunctions and simple time and sequence markers; <p>e.g., Student writes, “My friends come here from Colombia and Sudan because of the government.”</p>	<ul style="list-style-type: none"> Connects ideas with dependent clauses using subordinate conjunctions; <p>e.g., Student writes, “We went to school yesterday even though our classes were cancelled.”</p>

Writing (continued)

Level 4	Level 5
Competency: Discourse	
<ul style="list-style-type: none"> Writes a cohesive five-paragraph academic composition that is well-developed with supporting detail; e.g., lab reports, business letter, detailed essay, newspaper articles, summaries of text, presentations, videos. 	<ul style="list-style-type: none"> Produces a range of cohesive academic compositions featuring extended texts following the structures and language features appropriate to the text type; e.g., persuasive essays, speech-writing, literary exploration, critical/analytical response.
<ul style="list-style-type: none"> Connects ideas using a variety of cohesive devices such as appropriate connectors and transitions signaling time, cause/effect, contrast, condition; e.g., Student writes, “Angiosperms reproduce with seeds <i>whereas</i> ferns reproduce with spores.” 	<ul style="list-style-type: none"> Connects events and/or details cohesively within sentences and between paragraphs by using either explicit or implicit transitions.



Writing (continued)

Level 1	Level 2	Level 3
Competency: Linguistic (Vocabulary)		
<ul style="list-style-type: none"> Uses basic utility and subject-specific vocabulary related to familiar objects, actions and topics; <p>e.g., Student writes, “The area of the square is _____.”</p>	<ul style="list-style-type: none"> Uses high-frequency utility and subject specific-vocabulary; <p>e.g., Student writes in math journal, “First, I found the radius of the circle. Then I found the circumference.”</p> <p>Student fills in a Venn Diagram comparing the seasons in Canada with those in Colombia.</p>	<ul style="list-style-type: none"> Uses some low frequency utility, descriptive and subject-specific vocabulary with some usage errors; <p>e.g., produces words such as “explain, summarize, justify, continents, peninsulas, range and median.”</p>
Competency: Linguistic (Grammar)		
<ul style="list-style-type: none"> Writes declarative, negative and question sentences containing some errors; <p>e.g., declarative: The Plains Tribe hunted buffalo; negative: They did not use guns to get (hunt) the buffalo; question: What did they do with (the) buffalo hide?</p>	<ul style="list-style-type: none"> Writes simple sentences including adjectives, adverbs, prepositional phrases, simple tenses and present and past continuous with some errors; <p>e.g., “Millions of buffalo lived on the prairies in times before (in the past).”</p>	<ul style="list-style-type: none"> Writes a variety of simple, compound and complex sentences with some control of word order and agreement; <p>e.g., compound sentence: “The Plains Tribes hunted buffalo and they lived a traditional way of life.”; complex sentence: The Plains Tribes had to gave up their traditional way of life when the buffalo disappeared.</p>

Writing (continued)

Level 4	Level 5
Competency: Linguistic (Vocabulary)	
<ul style="list-style-type: none"> Selects appropriate vocabulary and word forms from a range of utility, descriptive and subject-specific vocabulary and words with multiple meanings to write with greater accuracy and to establish a personal voice; <p>e.g., Student writes, “The European settlers traded metal goods for beaver pelts, causing the near extinction of beavers.” or “The high demand for beaver pelts in Europe led to the near extinction of the beaver.”</p>	<ul style="list-style-type: none"> Conveys precise meaning in complex and abstract contexts from a broad range of utility, descriptive and subject-specific vocabulary and acquires vocabulary for writing; <p>e.g., Student incorporates specialized vocabulary, idioms and figures of speech.</p>
Competency: Linguistic (Grammar)	
<ul style="list-style-type: none"> Produces a variety of sentence structures to express relationships of time and condition with occasional tense and agreement errors; <p>e.g., time clause: before, after, when while; conditional: if ... will + verb, will + verb ... if.</p> <p>“The Plains Tribes lived differently <i>before</i> the buffalo disappeared.”</p>	<ul style="list-style-type: none"> Selects the sentence structure appropriate to the purpose, audience and style of writing with minimal tense and agreement errors; <p>e.g., Student writes, “Canada, once a vast and largely unsettled land, was home to the Plains Tribes. They lived a traditional way of life, quite simply off the land using the water and natural vegetation and animal life.</p>



Writing (continued)

Level 1	Level 2	Level 3
Competency: Strategic		
<ul style="list-style-type: none"> Copies words and phrases with increasing accuracy, attempts to spell familiar words, attends to basic conventions, and follows organizational patterns of texts such as journal entries, graphic organizers and planning templates with support; <p>e.g., Student writes known words such as “is, to, a, this, of, like, can,” and “in,” and attempts to spell words such as “sed for said, bat for bad.”</p> <p>Basic conventions: capitals at the beginning of sentences and periods at the end of sentences.</p>	<ul style="list-style-type: none"> Attends to common conventions of capitalization of names and punctuation and regular spelling, sorts relevant from irrelevant information to complete graphic organizers, and develops plans for writing expository and narrative texts with support; <p>e.g., capitalization of names: River Valley School; word families: right, fight, light; spelling of plurals: change the ‘y’ to ‘i’ and add ‘-es’; punctuation: question marks, exclamation marks, commas in a list.</p> <p>Student requires support to complete Venn Diagram comparing pioneer life with modern life.</p>	<ul style="list-style-type: none"> Attends to common conventions of capitalization of proper nouns, punctuation and spelling of some irregularly spelled words, homophones and homonyms, and generates expository and narrative text with support; <p>e.g., proper nouns: Uncle Pat, Mr. Chen, Ms. Chaudry; punctuation: quotation marks, commas for use in speech and to separate clauses, apostrophes for contractions; homophones: night/knight, there/they’re/their, here/hear, too/two/to; homonyms: lead/lead.</p> <p>Student is able to begin writing story from a plan or write sentences from notes in the Venn Diagram with some support from the teacher.</p>

Writing (continued)

Level 4	Level 5
Competency: Strategic	
<ul style="list-style-type: none"> Applies rules of convention for punctuation and spelling of most irregularly spelled words, homophones and homonyms, and generates expository and narrative texts with minimal support; <p>e.g., punctuation: apostrophe for possessive, colon for greetings, commas to separate clause;</p> <p>irregular spelling: chateaux, gnu, cordillera; homophones: bare/bare; homonyms: bent/bent, fluke/fluke.</p> <p>Student independently completes a Venn Diagram comparing pioneer life with modern life using text and classroom sources, and then writes a short essay asking for help, when needed.</p>	<ul style="list-style-type: none"> Applies rules of convention for spelling consistently, varies use of punctuation and generates text accurately and independently; <p>e.g., punctuation: varied uses of colons, semicolons, hyphens and dashes.</p> <p>Student completes writing assignments using appropriate tools and resources independently.</p>



Writing (continued)

Level 1	Level 2	Level 3
Competency: Socio-linguistic		
<ul style="list-style-type: none"> Produces text using familiar words and phrases to complete forms and graphic organizers, label diagrams and follow models with support; <p>e.g., Student fills in agenda or field trip forms and responds in a journal.</p>	<ul style="list-style-type: none"> Produces text for specific purposes from a template; <p>e.g., Student writes a thank-you letter following a field trip.</p>	<ul style="list-style-type: none"> Produces text using knowledge of culturally appropriate forms and styles; <p>e.g., Student writes a resume, a cover letter, directions, instructions, procedures, short narratives and expository texts.</p>
Competency: Editing		
<ul style="list-style-type: none"> Edits sentences for capitals, periods and regular spelling; <p>e.g., Student independently is able to use grammar notes, classroom charts and dictionaries to edit.</p>	<ul style="list-style-type: none"> Revises text to add detail and correct spelling and punctuation errors; <p>e.g., Student will decide to add more text to explain or describe when editing.</p>	<ul style="list-style-type: none"> Revises text to select more appropriate and descriptive words, and correct grammatical errors; <p>e.g., Student will choose a different word like “enormous” instead of “big” and “worried” instead of “afraid” when editing.</p>

Writing (continued)

Level 4	Level 5
Competency: Socio-linguistic	
<ul style="list-style-type: none"> Produces text appropriate to the socio-cultural context including audience, genre and degree of formality with some support; <p>e.g., Student writes short stories (narratives), essays, reports and speeches.</p>	<ul style="list-style-type: none"> Produces text appropriate to the socio-cultural context, including audience, genre and degree of formality, independently; <p>e.g., Student writes a business letter, presents an argument from multiple perspectives and uses inquiry models.</p>
Competency: Editing	
<ul style="list-style-type: none"> Edits and revises essays for most conventions, vocabulary, content, organization and verb tense; <p>e.g., Student will edit for spelling, punctuation and word choice, re-order sentences for paragraph flow, and re-write sentences to adjust for grammar changes.</p>	<ul style="list-style-type: none"> Proofreads and revises reports and essays for fluency, audience and purpose with consistent use of standard grammatical forms; <p>e.g., Student will add transition words for fluency between sentences and paragraphs, select words that best suit audience and purpose for writing, and attend to tense and agreement corrections when modifying sentences.</p>



