

Draft Alberta K–12 English
as an Additional Language
(EAL)
Proficiency Benchmarks
(Benchmarks 2.0)

DRAFT

Alberta Education, Government of Alberta

2022

Draft Alberta K–12 English as an Additional Language (EAL) Proficiency Benchmarks (Benchmarks 2.0)

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For more information, contact the Careers (K–12), Arts & Wellness, Languages & Locally Developed Courses (LDCs) Branch by telephoning 780-427-7219 (to be connected toll-free inside Alberta, first dial 310-0000).

This publication is available at <https://www.learnalberta.ca/content/eslapb/index.html>.

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About the Benchmarks

The draft *Alberta K–12 English as an Additional Language (EAL) Proficiency Benchmarks* (Benchmarks 2.0) is an assessment tool to support educators in identifying the English language proficiency levels of students learning English as an additional language. Benchmarks 2.0 can be used to

- determine language proficiency levels
- inform instruction and programming
- set appropriate language learning goals
- determine language supports
- monitor language proficiency growth
- support communication and reporting about language proficiency to students and their parents/guardians

Benchmarks 2.0 builds upon the strong foundation developed through the *Alberta K–12 ESL Proficiency Benchmarks* (Benchmarks 1.0). Benchmarks 1.0 was released in 2010 and has supported school authorities in Alberta with assessment of language proficiency for English language learners. Benchmarks 1.0 created a common language around language proficiency, served to highlight the linguistic elements requiring instruction and support for English language learners, and helped school authorities to assess, monitor, and report language proficiency growth. School authorities have the opportunity to use Benchmarks 2.0 (2021) or to continue using Benchmarks 1.0 (2010). The [Supporting English Language Learners website](#) will gradually shift the resources to align with Benchmarks 2.0 over time. In the meantime, the two versions will both be available. For details regarding important shifts between Benchmarks 1.0 and Benchmarks 2.0, see the [Appendix](#). (Note: Benchmarks 1.0 referred to English as a second language (ESL) and to English Language Learners, whereas Benchmarks 2.0 uses the terms English as an additional language (EAL) and English as an additional language learners.)

Components of Benchmarks 2.0

<p>Benchmark Indicators</p> <p>(To inform proficiency assessment and programming)</p> <p>Benchmarks 2.0 meets requirements for assessment as per the <i>Funding Manual for School Authorities</i> and the <i>Guide to Education: ECS to Grade 12</i>.</p> <p>Suggestions for use:</p> <ul style="list-style-type: none"> • Use the Benchmark indicators to assess language proficiency for pre-K to Grade 12 students in any subject area. • Observe the student interacting with their peers, while engaging in learning tasks, and during teacher-student interaction opportunities. • Review samples of student work and assessments. • Record notes about language proficiency when using other formal and informal assessment tools, e.g., after a reading assessment. • Capture the proficiency level for each key competency (vocabulary, sentence structure, and cohesive devices) in each strand (listening, speaking, reading, and writing). The paper version of the tracking sheet may be used or any digital variation that your school authority has created. <p>There will most likely be differences in proficiency levels between oral language (listening and speaking) and written language (reading and writing) or between receptive language (listening and reading) and productive language (speaking and writing).</p> <p>A student is considered to have achieved a particular proficiency level when they have consistently demonstrated the aspects described in the indicator in a variety of social and academic situations.</p>	<p>Benchmark Indicators</p>
<p>Benchmark Indicator Examples</p> <p>(To support assessment in listening, speaking, reading, and writing using the Benchmark indicators)</p> <ul style="list-style-type: none"> • Teachers can reference the examples when they are considering what the student can understand in listening and reading and what they can produce in speaking and writing. • Note that the Benchmark indicators are the same for each strand. • Examples are provided across subject areas to illustrate that language can be assessed in any subject. • Examples are written from the perspective of the student for the productive strands of speaking and writing. • Examples are written from the perspective of the teacher or text source for the receptive strands of listening and reading. 	<p>Benchmark Indicator Examples</p>
<p>Supporting Competency Indicators</p> <p>(To promote understanding of learner profiles and effective strategies and supports for English as an additional language learners)</p> <ul style="list-style-type: none"> • This component can be used to gauge what supporting competencies the student has mastered and to identify possible strategies, supports, and next goals for competency growth. • These indicators are not meant to be included as part of language proficiency assessment. • Depending on the profile of the student, including proficiency in other languages, background knowledge, previous educational experience, and life experience, students may be at different proficiency levels for the various supporting competencies. 	<p>Supporting Competency Indicators</p>
<p>English Language Continuums</p> <p>(For vocabulary, sentence structure, and cohesive devices)</p> <ul style="list-style-type: none"> • The language continuums support teachers in identifying language from simple to complex, high frequency to low frequency, social to academic, and concrete to abstract. • The language continuums serve as a reference to guide explicit language instruction within content area learning tasks. • The language continuums can be used to gauge what language the student has mastered and to identify the next goals for language learning. 	<p>English Language Continuums</p>

Proficiency Level Descriptions

	A Emerging Literacy	B Emerging Literacy	1 Emerging Literacy	2	3	4	5	6	7	8	9	10	
Pre-K–K Listening and Speaking only	A	B	1	2	3								
1	A	B	1	2	3	4							
2–3	A	B	1	2	3	4	5						
4–6	A	B	1	2	3	4	5	6					
7–9	A	B	1	2	3	4	5	6	7	8			
10–12	A	B	1	2	3	4	5	6	7	8	9	10	
	Beginner 1			Beginner 2		Intermediate 1		Intermediate 2		Advanced 1			Advanced 2

Proficiency Level	Strand	Description
A Emerging Literacy	Listening: Speaking: Reading: Writing:	Understands words with visual supports and gestures. Relies on home language. May experience silent period. Speaks in one- to two-word utterances. Uses familiar words and phrases. Is aware that environmental print and symbols convey meaning. Develops book-handling skills. Develops skills for holding and using drawing and writing devices. Uses digital tools with graphics.
B Emerging Literacy	Listening: Speaking: Reading: Writing:	Understands oral texts, with visual supports and gestures, in concrete, familiar contexts associated with routines. May experience silent period. Speaks using memorized words and phrases. May use home language. Recognizes that text goes top to bottom and left to right, spaces separate words, and letters relate to sounds. Begins writing letters and numbers from recall. Forms letters and numbers with attention to spacing and direction.
1 Emerging Literacy	Listening: Speaking: Reading: Writing:	Understands oral texts in concrete, familiar contexts associated with routines, social situations, and actions. Participates in communicative tasks using familiar phrases. Relies on visuals, gestures, and home language. Recognizes sound-symbol relationships, simple word families and sight words. Reads word by word. Substitutes letters in word families. Copies words with some chunking of letters or whole sight words.
2	Listening: Speaking: Reading: Writing:	Understands oral texts in familiar social and instructional contexts. May use home language. Interacts with peers using familiar vocabulary and patterned sentences. Asks about meaning of new words. Reads with emerging phrasing. Comprehends simple hard copy and digital texts with visuals. Substitutes words in sentence frames. Copies words and patterned sentences with increasing accuracy.
3	Listening: Speaking: Reading: Writing:	Understands simple oral texts across familiar content areas with support. May use language translation. Interacts with peers and adults by repeating words, responding to familiar questions, and asking questions. Reads with some phrasing. Demonstrates comprehension by retelling passages using familiar phrases. Follows pattern of group generated texts to write original composition. Writes simple compound sentences. May use home language and translation tools.
4	Listening: Speaking: Reading: Writing:	Understands detailed oral texts across familiar content areas with support. May use language translation. Engages with peers and adults by answering and asking familiar questions. Reads with developing expression. Retells passage using key information. Infers meaning from context. Creates texts on specific topics with support, using graphic organizers and templates as a guide. Writes compound and complex sentences in simple paragraphs. Uses words from word banks and word walls.
5	Listening: Speaking: Reading: Writing:	Understands detailed oral texts in familiar content areas and genres. May use language translation. Engages with peers and adults through general comments, personal connections, and questions. Reads with expression. Distinguishes between main ideas and supporting details on familiar topics. Creates texts on specific topics using graphic organizers and templates as a guide. Writes compound and complex sentences in connected paragraphs. Incorporates subject-specific words into writing.
6	Listening: Speaking: Reading: Writing:	Understands detailed oral texts in unfamiliar content areas and genres. May use language translation. Engages with peers and adults through more detailed comments, personal connections, and questions. Understands texts on familiar topics. Distinguishes fact from opinion. Navigates digital platforms. Creates appropriate text types, demonstrating a developing sense of topic, purpose, style, and register. Uses a variety of sentence types in sequenced paragraphs. Uses class texts to inform word choice.
7	Listening: Speaking: Reading: Writing:	Understands a range of oral texts in unfamiliar academic contexts and genres. May use language translation. Initiates and sustains social and learning conversations with peers and adults by paraphrasing and clarifying. Understands texts on unfamiliar topics. Assesses relevance and accuracy of information. Creates appropriate text types, demonstrating more control over topic, purpose, style, and register. Uses a range of sentence structures in cohesive paragraphs. Uses references to inform word choice.
8	Listening: Speaking: Reading: Writing:	Understands a range of oral texts in unfamiliar academic interdisciplinary contexts in a variety of genres. Initiates and sustains communicative tasks by using strategies such as elaborating, redirecting, and restating. Understands a range of texts on unfamiliar topics. Collates and synthesizes information. Creates appropriate text types, demonstrating a developing sense of genre, tone, voice, and audience. Uses a broad range of compound and complex sentences in coherent texts. Selects appropriate words.
9	Listening: Speaking: Reading: Writing:	Understands a broad range of oral texts in abstract, academic, interdisciplinary contexts across genres. Uses a variety of techniques to hold the floor in conversations, such as affirming, leading, and prompting. Understands a broad range of texts on unfamiliar topics. Interprets and applies information. Composes appropriate text types, demonstrating more control over genre, tone, voice, and audience. Uses compound-complex sentences, attending to syntactical features that impact meaning.
10	Listening: Speaking: Reading: Writing:	Understands a broad range of oral texts in abstract, context-reduced, academic, and interdisciplinary contexts. Uses a variety of verbal techniques for effect when presenting, such as questioning, summarizing, and concluding. Understands that subtle contextual and grammatical clues can reveal important information. Composes a variety of texts for specific purposes. Uses varied and sophisticated sentence structures, attending to word forms and subtle shifts in meaning. Uses reference tools as required.

Note: There will most likely be differences in proficiency levels between oral language (listening and speaking) and written language (reading and writing) or between receptive language (listening and reading) and productive language (speaking and writing).

Benchmark Indicators

Key Competency	A Emerging Literacy	B Emerging Literacy	1 Emerging Literacy	2	3	4	5	6	7	8	9	10
Vocabulary	Understands and uses words in isolation: <ul style="list-style-type: none"> • survival words • common words <i>May rely on home language</i>	Understands and uses a few high frequency <ul style="list-style-type: none"> • words of personal importance 	Understands and uses a few high frequency words, including <ul style="list-style-type: none"> • instructional words and <ul style="list-style-type: none"> • social phrases 	Understands and uses some high frequency words, including <ul style="list-style-type: none"> • synonyms • antonyms • descriptive words • instructional words and <ul style="list-style-type: none"> • social expressions 	Understands and uses more high frequency words, including <ul style="list-style-type: none"> • descriptive words • subject-specific words • instructional words and <ul style="list-style-type: none"> • affixes and base/root words • idioms 	Understands and uses common words, including <ul style="list-style-type: none"> • descriptive words • subject-specific words • instructional words and <ul style="list-style-type: none"> • affixes and base/root words • idioms 	Understands and uses many common words, including <ul style="list-style-type: none"> • subject-specific words • words with multiple meanings • inter-disciplinary words and <ul style="list-style-type: none"> • affixes and base/root words • collocations • phrasal expressions 	Understands and uses specific words, including <ul style="list-style-type: none"> • subject-specific words • words with multiple meanings • inter-disciplinary words and <ul style="list-style-type: none"> • affixes and base/root words • collocations • phrasal expressions 	Understands and uses a range of words, including <ul style="list-style-type: none"> • subject-specific words • words with multiple meanings • inter-disciplinary words • technical words and <ul style="list-style-type: none"> • affixes and base/root words • figurative language with implied meaning 	Understands and uses a broad range of words, including <ul style="list-style-type: none"> • subject-specific words • words with multiple meanings • inter-disciplinary words • technical words and <ul style="list-style-type: none"> • affixes and base/root words • figurative language with implied meaning 	Understands and uses a variety of words and word forms with subtle differences in meaning	Understands and uses a repertoire of words with nuanced differences in meaning and connotations
Sentence Structure	Understands and uses words in 2–3 word utterances that convey meaning	Understands and uses words connected in fragmented phrases and memorized phrases	Understands and uses familiar phrases and substitution of words in simple patterned sentences	Understands and uses familiar declarative, imperative, and interrogative sentence structures	Understands and uses simple compound sentences	Understands and uses compound and complex sentences in structured oral texts and/or simple written paragraphs	Understands and uses compound and complex sentences in structured oral texts and/or connected written paragraphs	Understands and uses a variety of sentence types in structured oral texts and/or sequenced written paragraphs	Understands and uses a range of sentence structures in structured oral texts and/or cohesive written paragraphs	Understands and uses a broad range of compound and complex sentences in coherent texts	Understands and uses compound-complex sentences, attending to syntactical features that impact meaning	Understands and uses varied and sophisticated sentence structures, attending to word forms and subtle shifts in meaning
Cohesive Devices	Understands and uses “and” to <ul style="list-style-type: none"> • connect ideas 	Understands and uses a few high frequency connector words to <ul style="list-style-type: none"> • link ideas • compare ideas 	Understands and uses some high frequency connector words, and time, place, and sequence markers, to perform functions, including <ul style="list-style-type: none"> • organizing ideas • locating ideas 	Understands and uses some high frequency connector words, and time, place, and sequence markers, to perform functions, including <ul style="list-style-type: none"> • explaining • adding detail • expressing a condition 	Understands and uses more high frequency connector words and markers to perform functions, including <ul style="list-style-type: none"> • explaining • adding detail • expressing a condition 	Understands and uses common connector words, phrases, and markers to perform functions, including <ul style="list-style-type: none"> • emphasizing • comparing • contrasting • showing cause and effect 	Understands and uses many common connector words and phrases to perform functions, including <ul style="list-style-type: none"> • expressing an opinion 	Understands and uses specific cohesive devices to perform functions, including <ul style="list-style-type: none"> • introducing examples • introducing explanations 	Understands and uses a range of cohesive devices to perform functions, including <ul style="list-style-type: none"> • rephrasing • clarifying • qualifying • transitioning • showing <ul style="list-style-type: none"> – exception – results – consequences – change of direction 	Understands and uses a broad range of cohesive devices to perform functions, including <ul style="list-style-type: none"> • concluding • suggesting possibility 	Understands and uses a broad range of cohesive devices to perform specific functions in subject disciplines	Understands and uses a broad range of cohesive devices, attending to subtle nuances to convey precise meaning for various audiences and purposes

This chart may be highlighted, notated, and dated to capture a student’s language proficiency growth over time.

Indicators at each proficiency level include the content of all preceding levels.

Tracking Sheet

Student Name: _____ Code: _____		A Emerging Literacy	B Emerging Literacy	1 Emerging Literacy	2	3	4	5	6	7	8	9	10
Intake Date: _____ Intake Proficiency: L__, S__, R__, W__, Overall _____	Pre-K-K Listening and Speaking only	A	B	1	2	3							
Notes:	1	A	B	1	2	3	4						
	2-3	A	B	1	2	3	4	5					
	4-6	A	B	1	2	3	4	5	6				
	7-9	A	B	1	2	3	4	5	6	7	8		
	10-12	A	B	1	2	3	4	5	6	7	8	9	10
		Beginner 1		Beginner 2		Intermediate 1			Intermediate 2		Advanced 1		Advanced 2

Strand	Year 1		Year 2		Year 3		Year 4		Year 5	
	Report 1	Report 2	Report 1	Report 2	Report 1	Report 2	Report 1	Report 2	Report 1	Report 2
Listening	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____
Speaking	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____
Reading	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____
Writing	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____	V: _____ SS: _____ CD: _____
OVERALL										

V = Vocabulary, SS = Sentence Structure, CD = Cohesive Devices

*Information on this form may be captured digitally using student information systems. **Additional notes may be added to inform assessment, programming, and/or report card comments.

***If additional years of support are required, use an additional tracking sheet.

Curricular Supports (by grade range and proficiency level)

Grade	A Emerging Literacy	B Emerging Literacy	1 Emerging Literacy	2	3	4	5	6	7	8	9	10		
Pre-K-K	Intensive Literacy and Numeracy Development	Intensive Literacy and Numeracy Development	Adapted Grade-level Curriculum	Differentiation and Language Supports	Differentiation and Language Supports									
1			Intensive Literacy and Numeracy Development	Adapted Grade-level Curriculum										
2-3			Intensive Literacy and Numeracy Development	Adapted Grade-level Curriculum		Differentiation and Language Supports								
4-6			Modified Curriculum	Modified Curriculum	Intensive Literacy and Numeracy Development	Intensive Literacy and Numeracy Development	Adapted Grade-level Curriculum	Adapted Grade-level Curriculum	Differentiation and Language Supports					
7-9					Modified Curriculum	Modified Curriculum			Intensive Literacy and Numeracy Development; Modified Curriculum	Differentiation and Language Supports	Differentiation and Language Supports	Differentiation and Language Supports		
10-12	Intensive Literacy and Numeracy Development Courses	Intensive Literacy and Numeracy Development Courses	Intensive Literacy and Numeracy Development Courses	Bridging Courses	Bridging Courses	Bridging Courses	Bridging Courses and Academic Literacy Courses	Bridging Courses and Academic Literacy Courses	Academic Literacy Courses	Academic Literacy Courses	Differentiation and Language Supports	Differentiation and Language Supports		
				Intensive Literacy and Numeracy Development Courses	Intensive Literacy and Numeracy Development Courses	Intensive Literacy and Numeracy Development Courses					Intensive Literacy and Numeracy Development Courses	Differentiation and Language Supports	Differentiation and Language Supports	

Intensive Literacy and Numeracy Development:

- K-6, 7-9, and 10-12 with Limited Formal Schooling: This content is for English as an additional language learners who have early beginner language proficiency and limited literacy in any language. Students in K-3 have developmentally distinctive literacy and language learning needs from those in 4-6, 7-9, and 10-12. These students require a building of background knowledge and literacy skills and corresponding English language development to support their successful access to classroom instruction.
- School authorities can develop a framework for building foundational literacy and numeracy knowledge and skills to support access to the curriculum. If there are enough students, congregated settings for the instruction may be beneficial, with a balance of integration opportunities. Otherwise, consider clustering students in cohorts to support intentional programming and maximize available supports in integrated settings.

Modified Curriculum:

- K-6 and 7-9 for English as an additional language learners requires significant support and explicit instruction to develop Alberta curricular content knowledge and/or literacy/numeracy skills.
- These students require modifications to curricular outcomes and programming that may include learning curricular outcomes from earlier grades to build background content knowledge and develop content-area language. It is important to provide resources and supports at the age-appropriate level when curricular modifications are made. This approach involves pacing learning and includes explicit language instruction, guided practice, and opportunities to engage in authentic learning tasks. Students can be provided with opportunities to experience a congregated class for a portion of the day, and/or be organized in cohorts for intentional programming with available supports maximized in integrated settings.

Adapted Grade-level Curriculum:

- K-6 and 7-9 for English as an additional language learners who can engage in grade-level curriculum with some adaptations through targeted selection of the most appropriate outcomes.
- These students require programming that paces learning, includes explicit language instruction, develops background knowledge, and includes guided practice, opportunities to engage in authentic learning tasks, and access to appropriate learning supports and scaffolds.

Differentiation and Language Supports:

- This is a support that is universal for all students; however, it is critical for English as an additional language learners. Differentiation involves making adjustments to tasks and seeking resources to support learners at different proficiency levels to engage in grade-level curriculum tasks with their peers in integrated settings. Differentiation involves focusing on differentiating content-embedded language instruction to English proficiency levels and/or to develop background knowledge depending on the profiles of the English as an additional language learners.

Bridging Courses:

- These courses are for students with content gaps and/or Beginner 2 to Intermediate 1 proficiency. These are currently offered to grades 10-12 students through the English as a Second Language Senior High Program of Studies (Levels 1, 2, and 3) and through Locally Developed Courses.

Academic Literacy Courses:

- These courses are for students who are at Intermediate 1 or 2 proficiency and require additional language supports to further develop advanced academic language skills. These are currently offered through the English as a Second Language Senior High Program of Studies (Levels 4 and 5) and Locally Developed Courses.

Benchmark Indicator Examples

Listening Examples

Key Competency	A Emerging Literacy	B Emerging Literacy	1 Emerging Literacy	2	3	4	5	6	7	8	9	10
Vocabulary	Understands and uses words in isolation: <ul style="list-style-type: none"> • survival words • common words <p><i>May rely on home language</i></p>	Understands and uses a few high frequency <ul style="list-style-type: none"> • words of personal importance 	Understands and uses a few high frequency words, including <ul style="list-style-type: none"> • instructional words and <ul style="list-style-type: none"> • social phrases 	Understands and uses some high frequency words, including <ul style="list-style-type: none"> • synonyms • antonyms • descriptive words • instructional words and <ul style="list-style-type: none"> • social expressions 	Understands and uses more high frequency words, including <ul style="list-style-type: none"> • descriptive words • subject-specific words • instructional words and <ul style="list-style-type: none"> • affixes and base/root words • idioms 	Understands and uses common words, including <ul style="list-style-type: none"> • descriptive words • subject-specific words • instructional words and <ul style="list-style-type: none"> • affixes and base/root words • idioms 	Understands and uses many common words, including <ul style="list-style-type: none"> • subject-specific words • words with multiple meanings • inter-disciplinary words and <ul style="list-style-type: none"> • affixes and base/root words • collocations • phrasal expressions 	Understands and uses specific words, including <ul style="list-style-type: none"> • subject-specific words • words with multiple meanings • inter-disciplinary words and <ul style="list-style-type: none"> • affixes and base/root words • collocations • phrasal expressions 	Understands and uses a range of words, including <ul style="list-style-type: none"> • subject-specific words • words with multiple meanings • inter-disciplinary words • technical words and <ul style="list-style-type: none"> • affixes and base/root words • figurative language with implied meaning 	Understands and uses a broad range of words, including <ul style="list-style-type: none"> • subject-specific words • words with multiple meanings • inter-disciplinary words • technical words and <ul style="list-style-type: none"> • affixes and base/root words • figurative language with implied meaning 	Understands and uses a variety of words and word forms with subtle differences in meaning	Understands and uses a repertoire of words with nuanced differences in meaning and connotations
Example Financial Literacy	Money buys food. Money buys clothes. Money buys cars.	We buy food and clothes with money.	We use money to buy important things.	People make/earn money at their job. Then they use the money to buy things and keep a roof over their heads.	When people go to work, the company they work for will pay them money. This money is called earnings or salary.	By putting extra money aside in a bank account and saving it, the amount of money people have can increase.	If you end up spending more than you think you have, you might find yourself breaking the piggy bank. I would suggest considering more affordable options.	As part of proper budgeting, it might be a good idea to consider shopping around rather than buying the first product you find. Not only will you perhaps find a better deal, you may also learn about superior products.	When preparing a personal budget, there are a variety of considerations to keep in mind. For instance, determining their average monthly income and expenses such as rent, insurance, utilities, car payments, food, clothing, and spending money for activities and gifts will help to establish realistic objectives.	In addition to spending less and increasing savings, a tried and true strategy for improving personal net worth is investing. Consequently, it is worth noting that these investments, which can come in a variety of forms, including stocks and bonds, should be in line with investment goals.	A key component of investing includes developing a well-rounded understanding of the stock market, both domestically and internationally. Although international stock markets operate in many similar ways, there are nevertheless key differences that must be taken into consideration. We'll look into some of these major markets in our next module.	Last but not least, essential components of bonds must be examined. These include, but are not limited to, maturity date, principal or face value, and interest rate. Without any doubt, having a solid grasp on these factors will allow for a better buying and selling strategy which subsequently leads to greater gains over time.

Listening Examples

Key Competency	A Emerging Literacy	B Emerging Literacy	1 Emerging Literacy	2	3	4	5	6	7	8	9	10
Sentence Structure	Understands and uses words in 2–3 word utterances that convey meaning	Understands and uses words connected in fragmented phrases and memorized phrases	Understands and uses familiar phrases and substitution of words in simple patterned sentences	Understands and uses familiar declarative, imperative, and interrogative sentence structures	Understands and uses simple compound sentences	Understands and uses compound and complex sentences in structured oral texts and/or simple written paragraphs	Understands and uses compound and complex sentences in structured oral texts and/or connected written paragraphs	Understands and uses a variety of sentence types in structured oral texts and/or sequenced written paragraphs	Understands and uses a range of sentence structures in structured oral texts and/or cohesive written paragraphs	Understands and uses a broad range of compound and complex sentences in coherent texts	Understands and uses compound-complex sentences, attending to syntactical features that impact meaning	Understands and uses varied and sophisticated sentence structures, attending to word forms and subtle shifts in meaning
Example Science	Eyes see, ears hear, mouth tastes, nose smells, hands touch.	Which one is red? Which one is bigger? Is this red or blue?	What do you hear? What do you see? What do you smell?	We are going to do an investigation. What do you wonder about? What are your questions? Guess what will happen when we try different things.	Today's investigation will have steps. First, we will make a prediction. A prediction is like a guess of what we think might happen. We will make a prediction and then we will test the prediction. We will gather information and we will make observations. Observations involve the senses.	Now let's have a look at the data that we gathered. You recorded observations from each of the different materials and you made notes when you used different materials. Look at this data and compare the materials to each other.	One important part of being a scientist is to be objective, which means that a scientist tries not to be influenced by personal thoughts, feelings, expectations, and false beliefs. Scientists need to be aware of their own biases and they need to use scientific methods to remove any personal thoughts, feelings, expectations, and false beliefs from an investigation.	In controlled experiments, attention needs to be given to the variables. The manipulated variable is the one the experimenter changes as part of the experiment, which affects the responding variables that change as a result of the experiment. All of the other variables should remain the same.	In furthering our understanding of variables, we will learn more about manipulated and responding variables. A responding variable is what happens as a result of the manipulated variable. The manipulated variable relies on the external manipulation of the researcher and will determine how the responding variable changes.	Many aspects are included in a lab report, including a title, problem statement, hypothesis, materials, procedures, results, analysis, and conclusion. A scientist may consider a hypothesis before they conduct an experiment, and after they complete the experiment, they determine if the data can be used as evidence to support the hypothesis.	Science can only investigate and collect data on observable or measurable phenomena. Data collected during investigations can be qualitative or quantitative. Quantitative data includes numbers and counts, and requires statistical analysis, whereas qualitative data is observational in nature and is expressed using words or categories.	Laws and theories are critical aspects of understanding the discipline of science. Scientific laws are statements that summarize experimental observations and are used to predict what will happen, whereas a scientific theory is a testable and substantiated explanation that provides reasons for why things happen. A hypothesis differs from a theory in that a hypothesis is a proposed tentative explanation and a theory is a well-tested explanation.

Listening Examples

Key Competency	A Emerging Literacy	B Emerging Literacy	1 Emerging Literacy	2	3	4	5	6	7	8	9	10
Cohesive Devices	Understands and uses “and” to <ul style="list-style-type: none"> connect ideas 	Understands and uses a few high frequency connector words to <ul style="list-style-type: none"> link ideas compare ideas 	Understands and uses some high frequency connector words, and time, place, and sequence markers, to perform functions, including <ul style="list-style-type: none"> organizing ideas locating ideas 	Understands and uses some high frequency connector words, and time, place, and sequence markers, to perform functions, including <ul style="list-style-type: none"> explaining adding detail expressing a condition 	Understands and uses more high frequency connector words and markers to perform functions, including <ul style="list-style-type: none"> explaining adding detail expressing a condition 	Understands and uses common connector words, phrases, and markers to perform functions, including <ul style="list-style-type: none"> emphasizing comparing contrasting showing cause and effect 	Understands and uses many common connector words and phrases to perform functions, including <ul style="list-style-type: none"> expressing an opinion 	Understands and uses specific cohesive devices to perform functions, including <ul style="list-style-type: none"> introducing examples introducing explanations 	Understands and uses a range of cohesive devices to perform functions, including <ul style="list-style-type: none"> rephrasing clarifying qualifying transitioning showing <ul style="list-style-type: none"> exception results consequences change of direction 	Understands and uses a broad range of cohesive devices to perform functions, including <ul style="list-style-type: none"> concluding suggesting possibility 	Understands and uses a broad range of cohesive devices to perform specific functions in subject disciplines	Understands and uses a broad range of cohesive devices, attending to subtle nuances to convey precise meaning for various audiences and purposes
Example Wellness	Catch and throw. Bounce and pass.	Throw or shoot? Bounce or pass? Bounce then shoot. Bounce then pass. Shoot there!	Throw the ball then catch the ball. First , catch the ball. Next , bounce the ball.	Throw the ball to your partner and have them pass it back. Bounce the ball and then shoot it at the hoop.	Dribble the ball, then aim and take a shot. Watch the other team and pass the ball to your team if you need to.	First , take a low defensive stance so you can move your body and follow your opponent, then try to get the ball away from them.	Before you go up for a rebound, time your takeoff and pay attention to the offensive player’s ascent and descent to avoid injuries.	When the offensive player is tight to the three-point line, yet behind it, not on it, they may make an attempt at a shot. If successful, their team will score three points. If the shot is made within or on the three-point line, then two points are awarded.	There are many types of fouls in basketball, most of which happen as a result of one player committing a foul (illegal physical contact) against another player.	If the defence interferes while the ball is moving down toward the basket, while the ball is on its way toward the basket after touching the backboard, or while the ball is in the cylinder part of the hoop, then the defence is called out for goaltending.	Due to the rules and structure of amateur basketball, most draft selections come from highly touted post-secondary institutions, giving players from less renowned institutions a disadvantage when it comes to identification and consideration for the draft.	This allows each player’s draft position to be adjusted alongside statistics from the post-secondary sample, while using the most recent varsity statistics as the predictor, taking into account the most typically stressed player assets when evaluating players before the draft.

Speaking Examples

Key Competency	A	B	1	2	3	4	5	6	7	8	9	10
Vocabulary	Emerging Literacy Understands and uses words in isolation: • survival words • common words <i>May rely on home language</i>	Emerging Literacy Understands and uses a few high frequency • words of personal importance	Emerging Literacy Understands and uses a few high frequency words, including • instructional words and • social phrases	Understands and uses some high frequency words, including • synonyms • antonyms • descriptive words • instructional words and • social expressions	Understands and uses more high frequency words, including • descriptive words • subject-specific words • instructional words and • affixes and base/root words • idioms	Understands and uses common words, including • descriptive words • subject-specific words • instructional words and • affixes and base/root words • idioms	Understands and uses many common words, including • subject-specific words • words with multiple meanings • inter-disciplinary words and • affixes and base/root words • collocations • phrasal expressions	Understands and uses specific words, including • subject-specific words • words with multiple meanings • inter-disciplinary words and • affixes and base/root words • collocations • phrasal expressions	Understands and uses a range of words, including • subject-specific words • words with multiple meanings • inter-disciplinary words and • technical words and • affixes and base/root words • figurative language with implied meaning	Understands and uses a broad range of words, including • subject-specific words • words with multiple meanings • inter-disciplinary words • technical words and • affixes and base/root words • figurative language with implied meaning	Understands and uses a variety of words and word forms with subtle differences in meaning	Understands and uses a repertoire of words with nuanced differences in meaning and connotations
Example Careers	She [is a] ____ doctor, nurse, firefighter, scientist. He [is a] ____ engineer, baker, dentist, store manager. Teacher help and teach. Baker make bread and cookie.	My teacher is ____ . I am [a] student. My dad [has a] restaurant. He have [has] a chef ... but no host. He is host.	In my community there is a ____ baker, mail carrier, firefighter, police officer, doctor, nurse, dentist, librarian.	A banker helps people with their money. The bank teller counts the money. People put their cash in the bank machine. People also take money from the bank machine or the teller. Many people have a debit card.	Chefs can work in restaurants or a store. A chef cooks or bakes food. Chefs make food in busy restaurants. They order ingredients and prepare food. They work with other chefs to make food quickly.	A job is also an occupation or a career. I want a career in the service industry because I like helping people. I do not know if I would want to be a server, a cleaner, or a hairdresser. I hope to learn the ropes and then own my own business.	My dream job would be to be a musician. I love to play the piano and to sing. Maybe one day I could be a famous recording artist. My plan is to use social media and hope that one of my songs goes viral. Then maybe I will get a following and be really popular.	A career in the hospitality and tourism area is very interesting to me. I love to travel and see new places and would share that enthusiasm with others. Additionally, I have many of the attributes needed like organizational skills, effective communication, and a friendly and patient nature.	If I could pick any occupation, I would want to be involved in theatre, TV, or film. I am not sure if I would want to be an actor or if behind the scenes is more appealing to me. There are specializations with lighting and sound, cinematography, or with set decoration or costume design. It is an exciting area and there are so many possible ways to be involved in this industry.	The entrepreneurial spirit runs in my family. I am going to carry on the tradition except I do not know how yet. You see, I am passionate about start-ups, especially those that have to do with tech. I have not yet formulated my plan but I am incubating an idea. It could be extremely promising but I will have to workshop it and see if I can find some investors as I need capital to launch my innovation.	Law is a fascinating area to explore career opportunities. If I pass the bar and become a lawyer, I would like to open my own practice in private law. It would be interesting to get involved with contracts and dispute resolution. The area of torts and legal liability of those causing civil wrongs would be a challenging area to develop expertise. There are intentional and unintentional torts and various aspects of tort law to navigate.	Engineering is an exciting career for me to consider. The challenge is there are so many disciplines to choose from. Each field, whether it is chemical, mechanical, civil, electrical, or one of many branches, comes with its own discipline-specific applications. It is overwhelming to choose, but the area most aligned to my skill set is process engineering because the operation and optimization of chemical processes aligns with my chemistry skills and interest.

Speaking Examples

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Example Math Geometric Shapes	A circle (square, triangle, rectangle). Same, different.	This is a diamond (oval, heart, hexagon). They are the same. They are different.	This shape is smaller (bigger, taller, shorter, longer, heavier, lighter). Grades 1–12 A triangle has three sides. A square has four sides. A circle has zero corners. A circle is round.	This cup holds more (less) water. Shapes are 2-D or 3-D. D means dimension. A cube is a 3-D shape. A sphere is also a 3-D shape. Is this shape shorter than that one? Put the 3-D shapes in order from the smallest to the largest volume.	I put the cylinder on top of the cube. These shapes all have 4 sides. Grades 3–12 The perimeter is the distance around an object. I measure all sides of this object and I add them up.	Area can be measured using cm^2 . These three rectangles are all different but they have the same area. At first, I didn't think they had the same area. When I tiled them with centimetre squares, I found out that they did have the same area.	I am deciding whether to use my finger or my hand as a referent to estimate the size of this book. The width of my finger is a good referent for one centimetre. Grades 5–12 I am also learning about volume, which adds in one more dimension than area. Volume is the amount of space taken up by a 3-D shape.	Squares and rectangles have 90-degree angles but circles have no angles. Some triangles have one 90-degree angle, although many have different angles. I think it is interesting that all of the angles in a triangle add up to 180 degrees.	All angles are measured in degrees using a protractor. There are 360 degrees in a circle and 180 degrees in a semi-circle. When you divide the circumference of a circle by the diameter, the number you get is called pi, which is approximately 3.14.	Angles are formed by two rays connected at a vertex, which is a common point where the rays intersect. The angle measurement in degrees is determined according to rotation about the vertex.	When I calculate the surface area of composite 3-D shapes, like a cylinder connected to a prism, I must consider overlap and I need to subtract that from the total area.	I solved the problem using the primary trigonometric functions by identifying which function I needed to use, whether it was sine, cosine, or tangent. First, I solved the problem algebraically by making the correct calculation, then I verified the solution by substituting my answer into an alternative formula.

Speaking Examples

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Example Social Studies	Need water. Food and water.	They talk and share. They meet then they learn.	First , they went to new places. Then , they met new people there .	Because they meet new people, they get to know each other. If they become friends, they help each other. They share ideas and knowledge.	Since people come from different places and cultures, different languages are spoken. People learn each other’s languages to share ideas, work together, and trade goods and services.	When groups of people meet, they often create new ways of communicating using parts of each other’s languages. In fact , this sometimes creates new languages, like Michif.	Whether a connection with another culture is positive or negative depends on many things. Trade can be either positive or negative. It can be negative because natural resources can be overharvested. But it can be positive as well because natural resource production can create jobs and be a source of income.	Cultural contact can result in cooperation between people. An example of cooperation is when people shared knowledge and skills with each other. For instance, various nations came together to discuss the terms of Treaty 6.	The movement of cultural groups around the world rapidly increased with the introduction of new forms of transportation, including oceanic and air travel. These forms of transportation have promoted both historical and contemporary globalization.	Many civilizations have benefited from cultural contact by trading goods, sharing innovations, and introducing new ideologies (belief systems or democratization). On the other hand , many people experienced the negative consequences of these interactions, such as colonialism, slavery, or disease. Consequently , a balanced view of history needs to take into account as many different perspectives and experiences as possible.	As interactions between societies increased, the flow of ideas between previously distant groups of people grew; therefore , the sharing of concepts, theories, and ideologies led to a wave of scientific innovation, new political approaches, and an increase in trade and economic globalization.	Although we can trace the interconnection of world civilizations back many centuries, in the contemporary world, people of diverse perspectives and cultures continue to work together to innovate and work toward solutions to global issues. Supposing this international cooperation is able to continue, tackling many of our current global issues, such as climate change and poverty rates, may be achievable in our lifetime .

Reading Examples

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Example Math Number	0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, etc. He has 1 and she has 5.	Zero, one, two, three, four, five, six, etc. There are two dogs. There are five cats. But there are zero birds.	Count the objects. How many? Connect the dots. Count on.	Grade 1 What number is two more than ___? What number is one less than ? Grades 2–12 Add two numbers together. $5 + 2 = 7$ (i.e., five plus two equals 7). $9 - 3 = 6$ (i.e., nine minus three equals six).	Grade 1 Add the numbers. Subtract the numbers. Grades 2–12 Order the numbers. What place is the number 2 in? 1. 12 (ones) 2. 23 (tens) Use addition and subtraction to find an answer. Count by multiples of 2, 5, or 10. Identify odd and even numbers. Which student is in second place?	Grades 1–2 Estimate the number. Compare values of two groups (picture of groups of objects). Grades 3–12 Identify the number in the ones/tens/hundreds place. Show multiples of 4. Estimate the sum of or the difference between the two amounts. Multiply a two-digit number by a one-digit number. Divide the objects into equal groups. A fraction is a part of a whole. Show one-half, one-quarter, two-thirds, five-sixths, etc.	Identify the numerator and denominator for each fraction. To find either the greatest common factor or the lowest common multiple, find the prime factors of the two numbers or write out a list of the lowest multiples for each number. Relate the fraction to a decimal. Show the decimal as a percent. Sort proper fractions from improper fractions. What is the ratio of cars to bicycles? Explain the order of operations when solving this problem.	Use an array to solve this multiplication problem. For this division problem, identify the divisor and the dividend, then estimate the quotient, and finally solve for the answer. Represent the answer pictorially. Integers are natural numbers and can be positive or negative.	Show the relationship between positive terminating decimals and positive fractions. Rational numbers, when written in decimal form, are either terminating or non-terminating repeating decimals. Indicate the square and square root of the following whole numbers. Solve the following problems using an understanding of rate, ratio, or proportion. Divide or multiply positive fractions and mixed numbers.	Demonstrate understanding of powers with integral and rational exponents. If we have a fraction raised to an integral power, we could first apply the power to the numerator, then apply the power to the denominator, and finally divide the numerator by the denominator. Alternatively, we could first divide the numerator by the denominator and then apply the power to the resulting value.	Perform operations on radicals and radical expressions with numerical and variable radicands. Solve problems that involve radical equations that include square and cube roots. We need to consider balancing both sides of the equation, and given that squaring a quantity and taking a square root are inverse operations, we will need to square both sides in order to remove the radical sign and solve for the variable inside.	Determine equivalent forms of rational expressions with numerators and denominators that are monomials, binomials, or trinomials. A rational expression is a fraction that has a polynomial in both the numerator and denominator. Note that a rational expression is not defined when its denominator is 0. Therefore, any value of the variable that would result in a denominator of 0 is called a non-permissible value, which may also be called restrictions.

Reading Examples

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Example Social Studies Community	house, home, family, city, town, people, work, live, play, community	My home is _____(a house, a townhouse, a condo, an apartment). I have _____(a mother, a father, a brother, a sister, an aunt, an uncle, a grandparent, a step parent, etc.)	My community has _____(a school, a building, an office, a hospital, a doctor’s office, a dentist’s office, a gas station, stores, a post office, a bank, restaurants, etc.). The _____(building) is _____(preposition) the _____(building). (e.g., The café is beside the library.)	In our community, there is a sport centre. There is an ice rink, a soccer field, a gym, a dance studio, and a gymnastics room. The dance studio has many mirrors. It is a lot of fun! Look at the website for the schedule. Where is the fitness centre?	Communities are places where people live and they are also places where people work together. People have different needs and wants. Needs are things like food, clothing, shelter, and water. Shelter is a home where people live. People can live in houses, apartments, mobile homes, trailers, or other types of structures.	Quality of life is difficult to measure in countries around the world. When people in the community have everything they need in terms of food, clothing, shelter, and water, they would say they have a good quality of life. For some people a good quality of life is about being able to go to school and for others having a job or a way to make money is important.	Many factors contribute to a good quality of life. Some have to do with having one’s basic needs met with living conditions, such as clean water, reasonable sanitation, and affordable health care. Other aspects are more associated with one’s rights to access education, personal freedoms, and being treated with respect. Some other considerations for what constitutes a good quality of life are more difficult to name because each person has different values. Each person needs to think about what is important to them and then they will decide what is a good quality of life for them.	There are differences for people of different ages with respect to quality of life. For example, a young person would need nutritious food to eat and parents or other adults to provide care, whereas for an adult a sense of hope and emotional stability may provide a sense of well-being and quality of life.	Access to education and employment impact quality of life. There is a difference between economically developed countries and economically developing countries with respect to education. Education is widely available in economically developed countries. Conversely, there is limited access to education in economically developing countries.	Many people in economically developing countries have limited access to food, which makes them more dependent on farming and growing their own food. On the contrary, those in economically developed countries have access to imported foods. People in economically developed countries also rely on farming and many grow their own food; however, it can be a matter of choice. It is important to note that some people in economically developed countries may experience food insecurity and need to grow their own food, or they may require support to access food sources.	There are some stark contrasts between economically developed and economically developing countries in terms of poverty, employment, industry, education, and housing. It is important to note that economic hardship results in a lower quality of life as families may have to work longer hours at lower wages to make ends meet. It is important to consider that job availability is a factor in determining a person’s ability to earn wages. When unemployment is high, more of the population requires affordable housing and financial assistance programs to get their basic needs met.	An educated population is one factor that contributes to a country’s economic development status. Nonetheless, this factor is compared to opportunities for employment or entrepreneurial pursuits. Critical to a country’s economic development is its proclivity for industry whether it be manufacturing, technology, communication, or tourism. Geographical location, accessibility to natural resources, and political ideology are other important factors that influence a country’s economic development status and advancement.

Reading Examples

Key Competency	A Emerging Literacy	B Emerging Literacy	1 Emerging Literacy	2	3	4	5	6	7	8	9	10
Cohesive Devices	Understands and uses “and” to <ul style="list-style-type: none"> • connect ideas 	Understands and uses a few high frequency connector words to <ul style="list-style-type: none"> • link ideas • compare ideas 	Understands and uses some high frequency connector words, and time, place, and sequence markers, to perform functions, including <ul style="list-style-type: none"> • organizing ideas • locating ideas 	Understands and uses some high frequency connector words, and time, place, and sequence markers, to perform functions, including <ul style="list-style-type: none"> • explaining • adding detail • expressing a condition 	Understands and uses more high frequency connector words and markers to perform functions, including <ul style="list-style-type: none"> • explaining • adding detail • expressing a condition 	Understands and uses common connector words, phrases, and markers to perform functions, including <ul style="list-style-type: none"> • emphasizing • comparing • contrasting • showing cause and effect 	Understands and uses many common connector words and phrases to perform functions, including <ul style="list-style-type: none"> • expressing an opinion 	Understands and uses specific cohesive devices to perform functions, including <ul style="list-style-type: none"> • introducing examples • introducing explanations 	Understands and uses a range of cohesive devices to perform functions, including <ul style="list-style-type: none"> • rephrasing • clarifying • qualifying • transitioning • showing <ul style="list-style-type: none"> – exception – results – consequences – change of direction 	Understands and uses a broad range of cohesive devices to perform functions, including <ul style="list-style-type: none"> • concluding • suggesting possibility 	Understands and uses a broad range of cohesive devices to perform specific functions in subject disciplines	Understands and uses a broad range of cohesive devices, attending to subtle nuances to convey precise meaning for various audiences and purposes
Example English Language Arts and Literature	The sun is big and bright. The moon is big and bright. The sun and the moon.	The sun shines in the day and the moon shines at night . It is sunny today but it is cold.	Monday , it was sunny. It was also warm. After the sun went down and the moon came out, it was cool.	Yesterday , the night sky was too cloudy to see the moon. Tomorrow , we will be able to see the moon because the sky will be clear.	The next morning the sun shone brightly with the promise of a new day. Since it was winter, they would have to wait until noon, when it would be warm enough to go outside.	Still , the sunlight trickled through whatever cracks it could find, although the blinds tried to block it. She felt the sunlight was like her, making its way through, however hard others tried to hold it back.	Whether by day or by night, they were determined to travel to safety. Indeed , the sunlight offered the opportunity to hide in plain sight as well as appear like they were normal travellers. After all , travelling at night invited more questions at the checkpoints.	Even if the clouds veil the moon, all nocturnal creatures feel its pull. Eventually , they will all begin their night’s work: feed their young, tend to their nests, and protect themselves for as long as the sun sleeps.	Despite his fear of heights, he was able to scale the building in the moonlight, barely seeing the widely spaced hand and foot holds, the same way a cat climbs a tree at night, mainly because he knew he could repair the cable, but above all else , he was determined to help the people trapped inside the elevator.	The air was thick with smoke, evoking a feeling of sadness rather than the joy it usually brought. In other words , although the magnificent, brilliantly coloured sunrises and sunsets were breathtaking, the fire’s consumption of valuable resources created adverse conditions for those in its path.	Nevertheless , the feeling of hopelessness hung in the air, notwithstanding the fact that the sun shone brightly in the sky in stark contrast to the devastating news recently disclosed with apparent disregard for the impact it was sure to have.	Without any doubt , the dimly lit moon, hanging low in the sky, owing to the autumn season, provided just enough illumination to guide them through the treacherous terrain and subsequently just enough darkness to ensure an inconspicuous departure.

Writing Examples

Key Competency	A	B	1	2	3	4	5	6	7	8	9	10
Vocabulary	Emerging Literacy Understands and uses words in isolation: • survival words • common words <i>May rely on home language</i>	Emerging Literacy Understands and uses a few high frequency • words of personal importance	Emerging Literacy Understands and uses a few high frequency words, including • instructional words and • social phrases	Understands and uses some high frequency words, including • synonyms • antonyms • descriptive words • instructional words and • social expressions	Understands and uses more high frequency words, including • descriptive words • subject-specific words • instructional words and • affixes and base/root words • idioms	Understands and uses common words, including • descriptive words • subject-specific words • instructional words and • affixes and base/root words • idioms	Understands and uses many common words, including • subject-specific words • words with multiple meanings • inter-disciplinary words and • affixes and base/root words • collocations • phrasal expressions	Understands and uses specific words, including • subject-specific words • words with multiple meanings • inter-disciplinary words and • affixes and base/root words • collocations • phrasal expressions	Understands and uses a range of words, including • subject-specific words • words with multiple meanings • inter-disciplinary words and • technical words and • affixes and base/root words • figurative language with implied meaning	Understands and uses a broad range of words, including • subject-specific words • words with multiple meanings • inter-disciplinary words • technical words and • affixes and base/root words • figurative language with implied meaning	Understands and uses a variety of words and word forms with subtle differences in meaning	Understands and uses a repertoire of words with nuanced differences in meaning and connotations
Example Fine Arts Painting Technique and Colour	brush, paint, pencil, water, green, yellow, red, blue, black, white	I use _____ (paint, pencil, brush, colour). I _____ (paint, draw) _____ (picture, name of object) .	I make a painting. I paint with many colours. I use a palette. The paint is blue. The grass is green. My palette has many colours.	I painted many trees in the background. There are big trees and small trees. I used light green and dark green. I used warm colours for the background, like yellow, orange, and red. It was like a sunset.	I learned about warm and cool colours and light and dark values. I drew the picture and then painted. I painted the background light blue and used a flat brush with more water. It is called a wash. I outlined the hills with a tapered brush. I used a round brush to give the leaves texture.	I used the colour wheel to choose the best shades of green. Then I used a wide flat brush to do the wash for the light green background. Next, I tried a round shaped brush to give the trees texture. I used a darker value of green first, then a lighter value. I highlighted with white to show the light and used grey to show shadow.	I did some experimenting with types of brushes. There were many kinds to choose from: round, rectangular, flat, and tapered. Each one is used for a different purpose. The most challenging was the tapered brush. I tried charging my brush with two different colours for a semi-blended effect. That was hard and I had to retry it several times.	This painting shows variations, line, and pressure of the brush. It has 16 horizontal lines and shows 4 different brush types with 4 different pressure techniques. At the bottom, I used a thin brush with long synthetic bristles to create a light thin line. The next brush is a thick brush with long natural bristles to create a light thin line. It shows how natural bristles give a less smooth line and less consistency even with even pressure.	My painting demonstrates two techniques: colour blending and paint stroke. For the first time I used my palette to mix colours using my palette knife. It felt like I was an authentic artist. I chose complementary colours and mixed them to create a range of brights or neutrals. I then experimented with my paint brush using light and heavy, long and short strokes and I tried dabbing and spattering.	The interesting thing about this painting is that I used a drybrush technique for the background instead of a wash. This was an atypical approach. Not surprisingly, it took a little longer and gave a muted look to the background. Once the backdrop for the painting was complete and the canvas was completely covered, I began outlining the shapes using my drawing as a reference.	In this painting, I was exploring value. To challenge myself, I only used orange and created my own value and colour scales with gradients of orange. Some of the scales were modified by adding black and white, while others I added red and yellow. This helped me understand colour mixing while staying within a narrow range of hues.	For this painting, I used a flat rectangular brush to give the dark wash a dramatic effect. In particular, I wanted the colour progression from darker at the bottom to lighter at the top, using broad horizontal strokes. For the silhouette, I chose a natural filbert brush as I prefer the texture it gives over synthetic bristles. I used a variety of brush strokes to create a sense of movement throughout the image.

Writing Examples

Key Competency	A Emerging Literacy	B Emerging Literacy	1 Emerging Literacy	2	3	4	5	6	7	8	9	10
Sentence Structure	Understands and uses words in 2–3 word utterances that convey meaning	Understands and uses words connected in fragmented phrases and memorized phrases	Understands and uses familiar phrases and substitution of words in simple patterned sentences	Understands and uses familiar declarative, imperative, and interrogative sentence structures	Understands and uses simple compound sentences	Understands and uses compound and complex sentences in structured oral texts and/or simple written paragraphs	Understands and uses compound and complex sentences in structured oral texts and/or connected written paragraphs	Understands and uses a variety of sentence types in structured oral texts and/or sequenced written paragraphs	Understands and uses a range of sentence structures in structured oral texts and/or cohesive written paragraphs	Understands and uses a broad range of compound and complex sentences in coherent texts	Understands and uses compound-complex sentences, attending to syntactical features that impact meaning	Understands and uses varied and sophisticated sentence structures, attending to word forms and subtle shifts in meaning
Example English Language Arts and Literature	Walk. Run.	He walks. She runs.	He walked slow. She ran fast.	He walked to school. She ran home. Did she forget her lunch? Hurry back!	He walked slowly to school. He was practising for his presentation. His sister was helping him, but she ran home. She forgot to let the dog out before school.	Usually, the brother and sister walked to and from school together every day. Today, he was walking very slowly as he practised his presentation. His sister stopped, and she ran home to let the dog out.	The siblings made their way to school. He was tired from the late night preparing for his presentation. He walked slowly while he rehearsed his lines. Suddenly, she remembered that she forgot to let the dog out before they went to school. She turned around and she ran home.	It had become their routine to walk to school together each morning. Although he was eager to get to school on time, he wanted to make sure he was ready for his presentation, so he walked slowly as he carefully rehearsed his lines. He was dismayed when his sister, his sounding board, turned around and ran home to let the dog out.	Interestingly, he kept forgetting his closing line for his presentation, not because he hadn't practised enough, but because it felt like it wasn't natural. He was about to ask his sister for her advice when he noticed she was no longer walking to school beside him. Disappointed, he sighed as he knew she went back to let the dog out.	Nevertheless, he was perplexed at how to end his presentation, even though he had practised a few ending variations and had finally decided on the one. His sister, yelled, "Just trust your intuition!" over her shoulder as she hurried back toward the house. She had forgotten to let out the dog before they went to school.	Departing earlier than normal for school, he and his sister left without cleaning up from breakfast. Being a little tired from staying up practising his presentation and being preoccupied with just the right ending, he made his sister rush the morning routine. He was counting on rehearsing with her on the way; however, she had to go back home because in their haste, she forgot about taking care of the dog.	Brow furrowed, muttering under his breath, he trudged to school, determined to think of a better ending to his presentation. Interrupted by his sister's frustrated sigh and the sound of her hands slapping her sides, he turned to look at her questioningly. Her eyes rolled back toward the house and she twisted her mouth as she realized she forgot about putting out the dog.

Writing Examples

Key Competency	A Emerging Literacy	B Emerging Literacy	1 Emerging Literacy	2	3	4	5	6	7	8	9	10
Cohesive Devices	Understands and uses “and” to <ul style="list-style-type: none"> • connect ideas 	Understands and uses a few high frequency connector words to <ul style="list-style-type: none"> • link ideas • compare ideas 	Understands and uses some high frequency connector words, and time, place, and sequence markers, to perform functions, including <ul style="list-style-type: none"> • organizing ideas • locating ideas 	Understands and uses some high frequency connector words, and time, place, and sequence markers, to perform functions, including <ul style="list-style-type: none"> • explaining • adding detail • expressing a condition 	Understands and uses more high frequency connector words and markers to perform functions, including <ul style="list-style-type: none"> • explaining • adding detail • expressing a condition 	Understands and uses common connector words, phrases, and markers to perform functions, including <ul style="list-style-type: none"> • emphasizing • comparing • contrasting • showing cause and effect 	Understands and uses many common connector words and phrases to perform functions, including <ul style="list-style-type: none"> • expressing an opinion 	Understands and uses specific cohesive devices to perform functions, including <ul style="list-style-type: none"> • introducing examples • introducing explanations 	Understands and uses a range of cohesive devices to perform functions, including <ul style="list-style-type: none"> • rephrasing • clarifying • qualifying • transitioning • showing <ul style="list-style-type: none"> – exception – results – consequences – change of direction 	Understands and uses a broad range of cohesive devices to perform functions, including <ul style="list-style-type: none"> • concluding • suggesting possibility 	Understands and uses a broad range of cohesive devices to perform specific functions in subject disciplines	Understands and uses a broad range of cohesive devices, attending to subtle nuances to convey precise meaning for various audiences and purposes
Example Science	Trees and plants. A plant has a stem, flower, and leaf.	Trees are big, but leaves are small.	First , it is a seed. Then , it is a seedling. After , it grows into a tree.	Leaves change colour because it is cold. After they change colour, they fall.	Since trees are important for making oxygen, we need to take care of them.	Trees certainly are interesting living things because they can make their own food. However , trees are different from some living things as they need both light and something to grow in .	If trees aren’t protected, I think that the ecosystem would be affected because of the many animals that depend on trees for food, shelter, and oxygen.	Deciduous trees, such as poplar and apple, play a particularly important role in their environment. For example , these trees provide pollen and fruit, which support other species that at the same time assist with the trees’ reproduction.	As a result of activities in the forestry industry, there may be unintended consequences for the natural environment. For instance , forests may become more susceptible to insect infestations or loss of biodiversity.	On the whole , trees play a crucial role in the distribution of inorganic compounds in the environment. From extracting minerals from soils to converting carbon dioxide into oxygen and water, trees contribute in invaluable ways. Consequently , trees have an important role in the balancing of our ecosystems.	Tree adaptations can be observed across a variety of Alberta biomes due to varying climatic factors such as temperature and precipitation. In the case of the boreal forest, for instance , spruce trees have adapted defences to the precipitation conditions, such as their conical shape so as to help shed the heavy snowfall.	It can be seen that trees play a crucial role in maintaining the dynamic equilibrium of Earth’s biosphere, specifically their role in regulating critical water, oxygen, carbon, and other nutrient cycles. Without any doubt, for the reasons stated above , the issue of deforestation must be considered a pressing matter.

Supporting Competency Indicators

Supporting Competency	A Emerging Literacy	B Emerging Literacy	1 Emerging Literacy	2	3	4	5	6	7	8	9	10
Grammar Observations	Uses a few grammar elements with errors and omissions	Uses some grammar elements with errors and omissions	Uses common grammar elements with errors and omissions	Uses common grammar elements with improving accuracy and begins to correct noticeable grammatical errors with prompting	Uses grammar elements with some word order or agreement and word choice errors, and self-corrects common grammatical errors with minimal prompting	Uses grammar elements with occasional word order or agreement and word choice errors, and self-corrects common grammatical errors with some spontaneity	Uses grammar elements with more control and self-corrects more grammatical errors with increasing spontaneity	Uses familiar grammar structures with increasing accuracy and may make errors when attempting more complex grammatical structures	Uses more complex grammatical structures, demonstrating some control over organizational features with increasing accuracy	Uses a variety of organizational structures and monitors for accuracy when experimenting with sophisticated language features	Uses a variety of organizational structures, applying sophisticated language features with increasing accuracy	Uses a wide variety of organizational structures, monitoring for accuracy and making adjustments appropriate to the context
Text Comprehension	Understands, with mediation, oral texts in concrete, familiar contexts associated with routines, social situations, and actions	Understands oral texts in concrete, familiar contexts associated with routines, social situations, and actions	Understands oral and developmentally appropriate written texts in concrete, familiar contexts associated with routines, social situations, and actions	Understands oral texts and developmentally appropriate written texts in familiar social and instructional contexts	Understands, with support, oral texts and developmentally appropriate written texts across familiar content areas	Understands, with support, more detailed oral texts and developmentally appropriate written texts across familiar content areas	Understands more detailed oral texts and developmentally appropriate written texts across familiar content areas and genres	Understands more detailed oral texts and developmentally appropriate written texts in unfamiliar content areas and genres	Understands a range of texts in unfamiliar academic contexts and genres	Understands a range of texts in unfamiliar academic interdisciplinary contexts in a variety of genres	Understands a broad range of texts in abstract, academic interdisciplinary contexts across genres	Understands a broad range of texts in abstract, context-reduced academic and interdisciplinary contexts across genres
Learning Supports	Requires significant prompting and modelling to engage and to make and convey meaning Requires supports, including home language <ul style="list-style-type: none"> • dual language resources • physical interactions • gestures • visuals • classroom labels • wait time 	Requires some prompting and modelling to engage and to make and convey meaning Requires supports, including home language <ul style="list-style-type: none"> • dual language resources • physical interactions • gestures • visuals • word and picture walls • wait time 	Requires supports, including <ul style="list-style-type: none"> • scaffolding • modification • visuals • home language • dual language resources • physical interactions • gestures • visuals • picture dictionaries • personal dictionaries • wait time 	Requires supports, including <ul style="list-style-type: none"> • scaffolding • modification • visuals • explicit instruction • home language • dual language resources • word banks • sentence starters • levelled texts • wait time 	Requires supports, including <ul style="list-style-type: none"> • demonstration • differentiation • explicit instruction • visuals • home language • dual language books • word lists • sentence frames • a reader • text to speech • a scribe • speech to text • wait time 	Requires supports, including <ul style="list-style-type: none"> • demonstration • differentiation • explicit instruction • visuals • home language • concept maps • sentence frames for sentence variation • dual language books • levelled texts • text to speech • speech to text • wait time 	May require supports, including <ul style="list-style-type: none"> • differentiation • explicit instruction • sentence frames increasing in complexity • abridged texts • translation tools • peer support • concept maps • anchor charts • graphic organizers 	May require supports, including <ul style="list-style-type: none"> • differentiation • abridged texts • translation tools • peer support • concept maps • anchor charts • graphic organizers • thesauri • dictionaries 	May use supports as needed, including <ul style="list-style-type: none"> • translation tools • peer support • concept maps • anchor charts • graphic organizers • thesauri • dictionaries 	May use supports as needed, including <ul style="list-style-type: none"> • translation tools • peer support • concept maps • anchor charts • graphic organizers • thesauri • advanced planning tools • mentor texts 	May use supports as needed, including <ul style="list-style-type: none"> • translation tools • advanced planning tools • mentor texts • collocation • dictionary • idiom dictionary 	Selects from a repertoire of supports independently

Supporting Competency	A Emerging Literacy	B Emerging Literacy	1 Emerging Literacy	2	3	4	5	6	7	8	9	10
Sociolinguistic	Responds to and expresses <ul style="list-style-type: none"> greetings social politeness memorized expressions in familiar social contexts 	Responds to and expresses <ul style="list-style-type: none"> familiar social conventions greetings or leave taking common courtesy phrases in familiar social contexts 	Responds to and expresses <ul style="list-style-type: none"> familiar social language (greetings, leave taking, courtesy phrases) agreement or disagreement preferences common social expressions in familiar social and academic contexts 	Responds to and expresses <ul style="list-style-type: none"> familiar slang familiar idioms familiar phrasal verbs, i.e., finish up, look out, come on literal meaning of some similes (as slow as a turtle, quick like a bunny) situational humour in familiar social and academic contexts 	Responds to and expresses <ul style="list-style-type: none"> slang idioms phrasal verbs similes humour involving play on words tone of voice in familiar social and academic contexts 	Responds to and expresses <ul style="list-style-type: none"> differences between formal and informal situations simple metaphors humorous anecdotes in familiar social and academic contexts 	Responds to and expresses <ul style="list-style-type: none"> differences in formality of speech metaphors narrative jokes in familiar social and academic contexts 	Responds to and expresses <ul style="list-style-type: none"> social expressions, i.e., of course, why not? common cultural references overt figurative language, i.e., alliteration, onomatopoeia puns appropriate to context and formality 	Responds to and expresses <ul style="list-style-type: none"> idiomatic expressions, i.e., the last straw, cut corners, on the fence slang overt figurative language, i.e., hyperbole, personification humour appropriate to context and formality 	Responds to and expresses <ul style="list-style-type: none"> explicit social references explicit cultural references subtle figurative language, i.e., imagery, symbol appropriate to context and formality 	Responds to and expresses <ul style="list-style-type: none"> sarcasm innuendo implied meaning of cultural references implied meaning of social references figurative language, i.e., allusion, understatement, cliché appropriate to context and formality 	Responds to and expresses <ul style="list-style-type: none"> subtle social references subtle cultural references satire appropriate to context and formality
Strategic Communication: Questioning	Understands simple “yes/no” questions or verbal comprehension checks related to immediate needs, preferences, and following routines and instructions	Understands “yes/no” and “either/or” questions related to immediate needs, preferences, and following routines and instructions	Understands simple questions and directives on familiar topics	Understands literal and recall questions using <ul style="list-style-type: none"> who what when where how many 	Understands information gap questions using <ul style="list-style-type: none"> who what when where how many 	Understands critical thinking questions using <ul style="list-style-type: none"> who what when where how many 	Understands open-ended questions using <ul style="list-style-type: none"> why how tell me about on familiar topics 	Understands open-ended questions on unfamiliar topics	Understands hypothetical questions <ul style="list-style-type: none"> What if ... If ... then ... on familiar topics 	Understands hypothetical questions on unfamiliar topics	Understands <ul style="list-style-type: none"> implied meaning of questions inference questions 	Understands the nuances of <ul style="list-style-type: none"> leading loaded rhetorical questions

Supporting Competency	A Emerging Literacy	B Emerging Literacy	1 Emerging Literacy	2	3	4	5	6	7	8	9	10
Strategic Communication: Interaction	Participates using strategies such as <ul style="list-style-type: none"> repeated words and phrases home language translation 	Participates using strategies such as <ul style="list-style-type: none"> memorized words and phrases repeated words and phrases home language translation 	Participates and interacts more spontaneously using strategies such as <ul style="list-style-type: none"> familiar words and phrases home language translation asking questions using question starters: what is..., who is..., can I..., where is... home language translation 	Participates and interacts spontaneously using strategies such as <ul style="list-style-type: none"> using known phrases and high frequency vocabulary responding to familiar comments and questions initiating conversations with peers making personal connections home language translation 	Interacts using strategies such as <ul style="list-style-type: none"> asking and answering questions on familiar topics responding to comments engaging with peers in social and classroom conversations 	Interacts using strategies such as <ul style="list-style-type: none"> asking clarifying questions responding to and making comments making personal connections 	Engages using strategies such as <ul style="list-style-type: none"> asking specific questions commenting repeating paraphrasing questioning 	Engages using strategies such as <ul style="list-style-type: none"> paraphrasing commenting making a personal connection 	Initiates and sustains social and learning conversations with peers and adults by using strategies such as <ul style="list-style-type: none"> paraphrasing clarifying asking rhetorical questions 	Initiates and sustains communicative tasks by using strategies such as <ul style="list-style-type: none"> elaborating redirecting restating 	Uses a variety of techniques to hold the floor in conversations, such as <ul style="list-style-type: none"> seeking elaboration of another's ideas affirming leading prompting 	Uses a variety of verbal techniques for effect when presenting, such as <ul style="list-style-type: none"> restating questioning summarizing concluding
Strategic Communication: Supports	May need modelling and significant supports, prompts, and encouragement for turn taking, leave taking, and greetings May make attempts at communication and then abandon them May experience a silent period May only respond by using home language, shaking head, pointing, or by using other gestures	May need significant supports, prompts, and encouragement for turn taking, leave taking, and greetings May make attempts at communication and appeal for help May experience a silent period May respond by using home language, gestures, and facial expressions, as needed	May need significant supports, prompts, and encouragement for engaging in cooperative learning tasks and contributing to class discussions May attempt different strategies to overcome communication gaps, such as <ul style="list-style-type: none"> using home language translating drawing gesturing pointing 	May need some supports, prompts, and encouragement for engaging in cooperative learning tasks and contributing to class discussions May attempt different strategies to overcome communication gaps, such as <ul style="list-style-type: none"> describing relating a story using cognates (similar words from home language) using home language, translation, etc. 	May need advanced notice, support, and practice prior to sharing with whole class in discussions May use home language translation to confirm understanding and make connections to prior knowledge May use different strategies to overcome communication gaps, such as <ul style="list-style-type: none"> message replacement, i.e., giving up on original message and trying a different way 	May need observation opportunities and practice prior to giving a presentation to the whole class May use different strategies to overcome communication gaps, such as <ul style="list-style-type: none"> home language translation circumlocution (describing or talking around the unknown word) providing examples 	May need occasional support and practice prior to giving a presentation to the whole class May use different strategies to overcome communication gaps, such as <ul style="list-style-type: none"> circumlocution substitution of a known word for an unknown word, e.g., big for enormous approximation (using a word close to the meaning of the intended word but not the correct word, e.g., boss for supervisor) 	May appeal to peers or teachers for feedback or support May use strategies to overcome communication gaps, such as <ul style="list-style-type: none"> translation circumlocution substitution approximation 	May appeal to peers or teachers for specific guidance or assistance in preparing for communicative tasks Uses a variety of strategies to overcome communication gaps	Inquires about and accesses resources to prepare for communicative tasks, such as <ul style="list-style-type: none"> observation opportunities reference materials (dictionary, thesaurus, etc.) online guides, tutorials, demonstrations Uses a variety of strategies to overcome communication gaps	Uses a variety of human and material resources to meet communication needs Accesses appropriate strategies as needed to address occasional communication gaps	Seeks out and uses a variety of human and material resources to meet communication needs Accesses appropriate strategies as needed to address rare communication gaps

Supporting Competency	A Emerging Literacy	B Emerging Literacy	1 Emerging Literacy	2	3	4	5	6	7	8	9	10
Auditory Discrimination	<p>Recognizes</p> <ul style="list-style-type: none"> a few English phonemes (sounds) <p>Listens for recognizable words in familiar isolation</p>	<p>Recognizes</p> <ul style="list-style-type: none"> some English phonemes (sounds) initial sounds in familiar words <p>Segments and blends some sounds in words</p> <p>Listens for recognizable words in familiar phrases</p>	<p>Recognizes</p> <ul style="list-style-type: none"> most English phonemes (sounds) <p>Segments and blends more sounds in words</p> <p>Distinguishes word boundaries in short familiar sentences</p>	<p>Distinguishes</p> <ul style="list-style-type: none"> some minimal pairs, i.e., sit/sip bat/but/bit syllables in words familiar reduced speech, e.g., Didja wanna? (did you want to?) tone of voice 	<p>Distinguishes</p> <ul style="list-style-type: none"> rhymes cognates, e.g., car/carro (Spanish) knee/knie (German) direct/direct (French) doctor/doctor (Tagalog) Typhoon/taifeng (Mandarin) more minimal pairs, i.e., bat/bait fifty/fifteen common contractions, i.e., can't, didn't, I'll 	<p>Distinguishes</p> <ul style="list-style-type: none"> contractions, i.e., would've, he'd, she's, shouldn't've word forms, e.g., know, known, unknown, knowledge, knowledgeable 	<p>Understands rapid speech from familiar speakers in familiar social and academic contexts</p> <p>Distinguishes syllable stress that indicates differences in meaning:</p> <ul style="list-style-type: none"> content/content affect/affect 	<p>Understands rapid speech from unfamiliar speakers in unfamiliar social and academic contexts</p>	<p>Understands a variety of types and styles of speech on familiar and unfamiliar topics in social and academic contexts</p> <p>Demonstrates, consistently and accurately,</p> <ul style="list-style-type: none"> appropriate expression appropriate inflection in a variety of contexts <p>Note: There are many variations of English spoken throughout the world. Various dialects and accents are expected and accepted. The comprehensibility of the communication is the focus of the pronunciation competency.</p>			
Pronunciation	<p>Attempts</p> <ul style="list-style-type: none"> some English sounds some English words in familiar social and learning contexts <p>Pronunciation errors may interfere with communication.</p>	<p>Attempts</p> <ul style="list-style-type: none"> more English sounds words and phrases in familiar social and learning contexts <p>Pronunciation errors may interfere with communication.</p>	<p>Approximates</p> <ul style="list-style-type: none"> English rhythm intonation in familiar phrases and rehearsed activities <p>Pronunciation errors may interfere with communication.</p>	<p>Approximates</p> <ul style="list-style-type: none"> rhythm intonation stress in familiar and rehearsed activities <p>Pronunciation errors may still occur.</p>	<p>Demonstrates</p> <ul style="list-style-type: none"> rhythm intonation stress in familiar and rehearsed activities with occasional errors 	<p>Demonstrates, with occasional errors,</p> <ul style="list-style-type: none"> comprehensible pronunciation appropriate intonation in unrehearsed activities where dialogue is spontaneous 	<p>Demonstrates, with increasing accuracy,</p> <ul style="list-style-type: none"> comprehensible pronunciation appropriate intonation in unfamiliar and unrehearsed activities 	<p>Demonstrates, with increasing accuracy,</p> <ul style="list-style-type: none"> appropriate expression appropriate inflection in a variety of contexts 				

Supporting Competency	A Emerging Literacy	B Emerging Literacy	1 Emerging Literacy	2	3	4	5	6	7	8	9	10
Strategic Reading: Decoding	Recognizes <ul style="list-style-type: none"> differences between Roman text, non-Roman text, images, and numbers the names of the letters of the alphabet own name high frequency sight words in isolation 	Recognizes that <ul style="list-style-type: none"> text goes top to bottom and left to right spaces separate words letters relate to sounds 	Recognizes <ul style="list-style-type: none"> sound-symbol relationships beginning and ending sounds simple word families sight words 	Uses phonemic awareness and an understanding of phonics to decode <ul style="list-style-type: none"> beginning and ending sounds consonant blends simple vowel digraphs (i.e., ai, ea, ee, oa, oo) common root words (e.g., play, happy) 	Uses phonemic awareness and an understanding of phonics to <ul style="list-style-type: none"> chunk parts of words decode short and long vowels in medial positions (e.g., kit/kite, can/cane) decode more complex word families 	Decodes <ul style="list-style-type: none"> consonant clusters vowel digraphs (i.e., ou, ie, au) 	Decodes <ul style="list-style-type: none"> root words prefixes suffixes vowel clusters (i.e., -ious, -eau) 	Decodes <ul style="list-style-type: none"> multi-syllabic words complex letter combinations 	Decodes <ul style="list-style-type: none"> words with unique spelling patterns 			
Strategic Reading: Fluency	“Reads” using visuals, handling book appropriately	Reads <ul style="list-style-type: none"> high frequency word families and sight words using phonemic awareness and phonics by matching some sight words to words heard out loud letter by letter 	Reads <ul style="list-style-type: none"> letters to phonetically sound out high frequency words own name word by word 	Reads <ul style="list-style-type: none"> word by word by sounding out unfamiliar words by pausing to refer to visuals word substitutions influenced by pictures or context (rather than spelling of the word), e.g., “car” for “truck” with emerging phrasing 	Reads with <ul style="list-style-type: none"> some phrasing attention to basic punctuation (. , ! ?) word substitutions influenced by first letter or phoneme (e.g., student reads “bird” instead of “blue jay”, “table” instead of “tablet”), pictures, or context (rather than spelling of the word) self-correction, with prompting 	Reads with developing <ul style="list-style-type: none"> expression attention to common punctuation meaningful word substitutions awareness of need for self-correction 	Reads with increasing <ul style="list-style-type: none"> expression attention to common punctuation meaningful word substitutions self-correction 	Reads with consistent <ul style="list-style-type: none"> expression attention to most punctuation self-correction, as required 	Reads fluently with <ul style="list-style-type: none"> expression appropriate intonation attention to all punctuation and self-correction, as required 			

Supporting Competency	A Emerging Literacy	B Emerging Literacy	1 Emerging Literacy	2	3	4	5	6	7	8	9	10
Strategic Reading: Comprehension	<p>Understands the concrete, literal meaning of words in environmental print and patterned texts, while relying on appropriate learning supports</p> <p>Demonstrates understanding by</p> <ul style="list-style-type: none"> pointing to images in response to questions identifying words using first letter recognition sequencing a story using images and home language identifying text features, i.e., images, text/print using familiar digital applications with significant support 	<p>Understands the concrete, literal meaning of words substituted in patterned sentences, while relying on appropriate learning supports</p> <p>Demonstrates understanding by</p> <ul style="list-style-type: none"> pointing to images and sections of text in response to questions matching letters/words to pictures or spoken vocabulary sequencing a story using isolated words, images, and home language identifying text features, i.e., cover, title using familiar digital applications with support 	<p>Understands familiar patterned sentences literally, while relying on appropriate learning supports</p> <p>Demonstrates understanding by</p> <ul style="list-style-type: none"> retelling a story using words encountered in text asking questions related to text matching words and pictures (including simple graphs and diagrams) using home language as needed identifying text features, i.e., page numbers, author's name, illustrator's name using familiar digital applications with increasing independence 	<p>Understands, while relying on appropriate learning supports, that texts are created to share messages and information</p> <p>Demonstrates understanding by</p> <ul style="list-style-type: none"> retelling a story using text images, passages, and home language identifying key words when supported by visuals such as illustrations or gestures identifying text features, i.e., cover, title, navigation tools navigating familiar digital applications independently 	<p>Understands, using learning supports as needed, that visuals and text organization can contribute to the meaning of a text</p> <p>Demonstrates understanding by</p> <ul style="list-style-type: none"> retelling using familiar phrases and patterned sentences using word analysis, i.e., common affixes (re-, -ly, un-, etc.) and word forms (-ed, -s, -ing) connecting text to personal experience noticing similarities and differences in text features between home language(s) and English identifying text features, i.e., table of contents, index, basic website navigation exploring new websites and digital applications using common navigation tools 	<p>Understands</p> <ul style="list-style-type: none"> information texts (brochures and maps) supported by visuals main points of texts on topics of personal interest, using learning supports as needed <p>Demonstrates understanding by</p> <ul style="list-style-type: none"> retelling key information predicting events or steps rereading to confirm predictions discerning meaning of unknown words from context using accompanying visuals (diagrams, charts, tables) to enhance understanding using home language as needed identifying text features, i.e., glossary, dedications, headers, chapter titles navigating digital platforms with occasional support 	<p>Understands</p> <ul style="list-style-type: none"> information texts the distinction between main ideas and supporting details on familiar subject-area content <p>Demonstrates understanding by</p> <ul style="list-style-type: none"> rereading for better understanding restating complex sentences to clarify meaning answering open-ended comprehension questions using details to support answers recording and sharing information in a variety of formats, including diagrams, charts, and tables, in English or home language referencing text features, i.e., captions, images, graphs, charts, formatted text (bold, italicized, underlined) navigating digital platforms independently 	<p>Understands texts on familiar topics</p> <p>Demonstrates understanding by</p> <ul style="list-style-type: none"> self-correcting or rereading for understanding identifying main ideas and supporting details summarizing using the correct sequence of events distinguishing fact from opinion using text details to infer information about author, context, theme locating specific information referencing text features, i.e., captions, images, graphs, charts, formatted text (bold, italicized, underlined) navigating digital platforms independently using elements from a range of digital media (i.e., social media, commercials, advertisements) to infer meaning drawing upon home language and culture as needed 	<p>Understands texts on unfamiliar topics</p> <p>Demonstrates understanding by</p> <ul style="list-style-type: none"> assessing relevance and accuracy of information inferring meaning of unknown words and sentences using subtle information from context cues and word analysis skimming and scanning to locate information revising thoughts drawing conclusions making connections to personal experiences and other texts referencing text features, i.e., index, references, quotations drawing upon home language and culture as needed 	<p>Understands a range of texts on unfamiliar topics</p> <p>Demonstrates understanding by</p> <ul style="list-style-type: none"> using strategies such as predicting, inferring, context cues, affix analysis (i.e., -tion, -ious, -ment) collating and synthesizing information from various texts on a topic referencing text features, i.e., citations, references, annotations, footnotes, end notes, index drawing upon home language and culture as needed 	<p>Understands a broad range of texts on unfamiliar topics</p> <p>Demonstrates understanding by</p> <ul style="list-style-type: none"> interpreting and applying textual information to new situations critically evaluating information to <ul style="list-style-type: none"> identify author's perspective or worldview identify appropriate course of action interpret complex instructions accurately referencing text features as needed drawing upon home language and culture as needed 	<p>Understands that subtle contextual and grammatical cues can reveal important information to help infer and predict</p> <p>Demonstrates understanding by</p> <ul style="list-style-type: none"> synthesizing summarizing drawing conclusions referencing text features as needed making connections using personal experiences and other texts to understand cultural and social references drawing upon home language and culture as needed

Supporting Competency	A Emerging Literacy	B Emerging Literacy	1 Emerging Literacy	2	3	4	5	6	7	8	9	10
Strategic Writing	<p>Learns how to hold a pen or pencil</p> <p>Experiments with drawing lines, shapes, images, letters, and numbers</p> <p>Learns how to form print letters and numbers, attending to directionality</p> <p>Is dependent on visuals and support</p> <p>Copies each letter or number individually</p> <p>Copies name</p> <p>Transfers knowledge about home language letters and numbers</p>	<p>Begins writing letters and numbers from recall, using visuals as needed for support</p> <p>Forms letters and numbers with attention to</p> <ul style="list-style-type: none"> spacing line direction <p>Forms sight words and substitutes letters in word families</p> <p>Copies words letter by letter</p> <p>Learns key recognition on keyboard</p> <p>Writes name independently</p> <p>Transfers knowledge about home language words</p>	<p>Participates in shared writing activities to create words</p> <p>Forms words by copying</p> <p>Substitutes letters in word families</p> <p>Copies words with some chunking of letters or whole sight words</p> <p>Copies sight words</p> <p>Begins to have understanding of purpose for writing</p> <p>Learns hand position on keyboard</p> <p>Transfers knowledge about home language spelling conventions</p>	<p>Participates in shared writing activities to create sentences</p> <p>Uses sentence frames to substitute words</p> <p>Copies</p> <ul style="list-style-type: none"> group-generated texts patterned sentences words with increasing accuracy <p>Attempts to spell familiar words</p> <p>Develops understanding of purpose of writing</p> <p>Practises keyboarding skills</p> <p>Transfers knowledge about home language grammar rules</p>	<p>Follows pattern of group-generated texts to write original composition</p> <p>Uses sentence frames to substitute phrases</p> <p>Uses spelling that reflects own pronunciation</p> <p>Writes about topics of personal importance</p> <p>May begin to write with a purpose for a particular audience</p> <p>Develops proficiency with keyboarding</p> <p>Transfers knowledge about home language sentence structure</p>	<p>Creates texts using appropriate templates to express different writing forms</p> <p>Completes</p> <ul style="list-style-type: none"> graphic organizers writing plan templates with some support <p>Uses familiar strategies, such as</p> <ul style="list-style-type: none"> copying words and phrases spelling common words from memory spelling from charts, lists, and other visuals accessing digital tools home language transfer 	<p>Creates texts on specific topics using templates as a guide</p> <p>Completes</p> <ul style="list-style-type: none"> graphic organizers writing plan templates with occasional support <p>Uses familiar strategies, such as</p> <ul style="list-style-type: none"> spelling according to common patterns common punctuation (capitals and periods) following templates and examples accessing digital tools home language transfer 	<p>Creates appropriate text types, demonstrating a developing sense of</p> <ul style="list-style-type: none"> topic purpose style register <p>Uses familiar strategies, such as</p> <ul style="list-style-type: none"> word walls, word banks, personal dictionaries, textbooks, online sources to spell words adding detail varying sentence structure accessing digital tools home language transfer 	<p>Creates appropriate text types, demonstrating more control over</p> <ul style="list-style-type: none"> topic purpose style register <p>Uses familiar strategies, such as</p> <ul style="list-style-type: none"> various sources to find alternative words sequencing sentences strategically changing word order for effect accessing digital tools home language transfer 	<p>Creates appropriate text types, demonstrating a developing sense of</p> <ul style="list-style-type: none"> genre tone voice audience <p>Uses familiar strategies, such as</p> <ul style="list-style-type: none"> experimenting with word choice for effect aligning sentence structure to genre norms adding descriptions to writing accessing digital tools home language transfer 	<p>Composes appropriate text types, demonstrating more control over</p> <ul style="list-style-type: none"> genre tone voice audience <p>Uses strategies such as</p> <ul style="list-style-type: none"> making more effective word choices using more advanced punctuation accessing dictionaries, thesauri, grammar references, dual language sources, and translation tools 	<p>Composes a variety of text types for a range of academic purposes</p> <p>Uses strategies such as</p> <ul style="list-style-type: none"> selecting most precise words accessing various digital tools using reference guides using writers' handbooks creating personal grammar notes
Editing/Revising	<p>Requires support to edit and check individual letters and numbers for accuracy</p>	<p>Requires support to edit and check sight words and word families for accuracy</p>	<p>Edits sight words and word families for accuracy using visuals with direct support</p>	<p>Edits</p> <ul style="list-style-type: none"> familiar words for spelling sentences using models with direct support 	<p>Edits for</p> <ul style="list-style-type: none"> capitals at the beginning of sentences periods at the end of sentences spelling of familiar words with direct support 	<p>Edits for</p> <ul style="list-style-type: none"> basic punctuation (capitals and periods) spelling of familiar and sight words with some support 	<p>Edits for</p> <ul style="list-style-type: none"> capitals end-of-sentence punctuation (. ? !) commas in a list regular spelling simple verb tenses with some support 	<p>Edits sentences for</p> <ul style="list-style-type: none"> placement of apostrophes and quotation marks a variety of tenses common irregularly spelled words addition of details with occasional reminders 	<p>Edits paragraphs independently for</p> <ul style="list-style-type: none"> capitalization of proper nouns common punctuation regular and irregular spelling subject-verb agreement tenses sequence of ideas 	<p>Edits and revises expository and narrative texts independently for</p> <ul style="list-style-type: none"> apostrophes, quotation marks, hyphens, dashes, and commas regular and irregular spelling spelling of homophones and homonyms appropriate word choice addition of supporting details 	<p>Edits and revises essays independently for</p> <ul style="list-style-type: none"> most punctuation conventions appropriate word forms and word choice content organization verb tense active and passive voice 	<p>Proofreads and revises reports and extended texts independently for</p> <ul style="list-style-type: none"> coherence audience purpose voice standard grammatical forms

English Language Continuums

Vocabulary Continuum

	A Emerging Literacy	B Emerging Literacy	1 Emerging Literacy	2	3	4	5	6	7	8	9	10
High Frequency “Common” Words	<ul style="list-style-type: none"> child say house time day chair walk run laugh music 	<ul style="list-style-type: none"> kid talk home year night seat march race joke song 	<ul style="list-style-type: none"> youth speak apartment week morning bench pace jog chuckle tune 	<ul style="list-style-type: none"> teen express shelter age evening stool hike hurry howl chorus 	<ul style="list-style-type: none"> infant communicate residence period afternoon desk chair wander sprint giggle melody 	<ul style="list-style-type: none"> minor chat lodging generation noon rocking chair stride zoom hoot anthem 	<ul style="list-style-type: none"> adolescent articulate homestead date dawn armchair stumble dash cackle ballad 	<ul style="list-style-type: none"> teenager utter dwelling era sunset recliner pad scurry guffaw chant 	<ul style="list-style-type: none"> juvenile converse bungalow cycle twilight chaise tread tear snort hymn 	<ul style="list-style-type: none"> offspring babble duplex vintage sunrise wingback chair stagger bustle shriek lullaby 	<ul style="list-style-type: none"> toddler yak habitation span midday lounger amble scamper chortle shanty 	<ul style="list-style-type: none"> bairn blather abode epoch dusk high chair saunter hasten titter ditty
Descriptive Words	<ul style="list-style-type: none"> big small good bad happy okay mad 	<ul style="list-style-type: none"> large little fine wrong glad nice angry 	<ul style="list-style-type: none"> huge tiny okay corrupt pleased fair furious 	<ul style="list-style-type: none"> gigantic mini alright rude delighted lovely frustrated 	<ul style="list-style-type: none"> massive puny pleasant inferior cheerful acceptable annoyed 	<ul style="list-style-type: none"> enormous teeny decent rotten merry pleasant agitated 	<ul style="list-style-type: none"> immense bitty worthy unruly content satisfying enraged 	<ul style="list-style-type: none"> vast miniature satisfactory naughty ecstatic delightful irate 	<ul style="list-style-type: none"> substantive micro delightful mischievous joyful gratifying incensed 	<ul style="list-style-type: none"> cumbersome petite adequate errant jovial agreeable livid 	<ul style="list-style-type: none"> gargantuan diminutive agreeable misbehaving blithe pleasurable fuming 	<ul style="list-style-type: none"> prodigious miniscule copacetic disobedient exultant diverting apoplectic
Academic Words	<ul style="list-style-type: none"> label tell place use draw know question answer 	<ul style="list-style-type: none"> mark show group direct circle get ask explain 	<ul style="list-style-type: none"> identify describe sort reuse map out see call on return 	<ul style="list-style-type: none"> tag demonstrate organize handle frame understand demand respond 	<ul style="list-style-type: none"> flag express arrange operate define recognize request comment 	<ul style="list-style-type: none"> class illustrate distinguish apply determine appreciate petition react 	<ul style="list-style-type: none"> brand outline distribute employ diagram perceive plead reply 	<ul style="list-style-type: none"> stamp portray classify exploit govern comprehend solicit come back 	<ul style="list-style-type: none"> characterize depict categorize utilize delineate conceive implore remark 	<ul style="list-style-type: none"> designate recount distinguish exercise demarcate intuit beseech rebut 	<ul style="list-style-type: none"> earmark recite relegate harness circumscribe cognize entreat retort 	<ul style="list-style-type: none"> pigeonhole chronicle codify wield demark savvy supplicate rejoin
Context-defined Words (Homonyms – Words with Multiple Meanings)	<ul style="list-style-type: none"> heel (noun) – back of foot play (verb) – to be active for enjoyment pitch (verb) – to throw 	<ul style="list-style-type: none"> heel (noun) – back bottom part of shoe play (verb) – participate in sport pitch (noun) – type of throw in baseball or cricket 	<ul style="list-style-type: none"> heel (noun) – crust end of loaf play (verb) – perform on an instrument pitch (noun) – a field 	<ul style="list-style-type: none"> heel (verb) – follow closely play (verb) – to engage in imagination pitch (verb) – to set up a tent 	<ul style="list-style-type: none"> heel (noun) – base of hand near wrist play (noun) – a dramatic show pitch (noun) – quality of sound 	<ul style="list-style-type: none"> heel (noun) – back part of golf club head play (verb) – “with”: to fiddle with pitch (noun) – intensity level 	<ul style="list-style-type: none"> heel (verb) – to strike with heel of golf club play (verb) – to represent a character pitch (noun) – persuasive words 	<ul style="list-style-type: none"> heel (noun) – end of bow of violin play (verb) – to make a move in a game pitch (noun) – slope steepness 	<ul style="list-style-type: none"> heel (noun) – bottom end of mast of ship play (verb) – to be cooperative pitch (verb) – to move around lateral axis 	<ul style="list-style-type: none"> heel (verb) – to tilt or lean play (verb) – to bet or gamble pitch (noun) – direction of motion 	<ul style="list-style-type: none"> heel (figurative) – well-heeled play (verb) – “with”: to take advantage of someone pitch (verb) – fall heavily 	<ul style="list-style-type: none"> heel (noun) – a cad play (verb) – “at”: engage without true understanding pitch (noun) – distance between corresponding lines
Subject-specific Words	<ul style="list-style-type: none"> want number body place animal music 	<ul style="list-style-type: none"> need count mind space family sound 	<ul style="list-style-type: none"> wishes add health location order beat 	<ul style="list-style-type: none"> desires total condition surrounding class pitch 	<ul style="list-style-type: none"> rights altogether fitness setting species rhythm 	<ul style="list-style-type: none"> requirements sum wellness environment domain harmony 	<ul style="list-style-type: none"> civil rights combine well-being climate kingdom duration 	<ul style="list-style-type: none"> liberties calculate healthiness atmosphere hierarchy melody 	<ul style="list-style-type: none"> privileges determine vitality terrain classify tempo 	<ul style="list-style-type: none"> prerogative consolidate vigour ecosystem genus dynamic 	<ul style="list-style-type: none"> pretences compute verve milieu taxon textures 	<ul style="list-style-type: none"> appanage amalgamate robustiousness clime phylum timbre

Note: These language continuums are not intended to be taught as sequenced syllabuses; rather, they are exemplars of the types of words and structures that are appropriate at each level.

Sentence Structure Continuum

	← Simpler		→ More Complex										
	A	B	1	2	3	4	5	6	7	8	9	10	
	Emerging Literacy		Emerging Literacy		Emerging Literacy								
Sentence Type	Minor Sentence		Simple Sentence		Compound Sentence		Complex Sentence					Compound-complex Sentence	
	<ul style="list-style-type: none"> One or more words Incomplete sentence – does not contain a subject and predicate (verb phrase) 		<ul style="list-style-type: none"> Contains one independent clause (An independent clause can stand alone as a sentence.) Does not contain a dependent clause (A dependent clause cannot stand alone as a sentence.) 		<ul style="list-style-type: none"> Contains two or more independent clauses Does not contain any dependent clauses Independent clauses are connected by coordinating conjunctions (and, but, for, nor, or, so, yet) 		<ul style="list-style-type: none"> Contains one or more dependent clauses and at least one independent clause 					<ul style="list-style-type: none"> Contains at least one dependent clause and more than one independent clause 	
Declarative	<ul style="list-style-type: none"> Makes a statement Positive or negative Ends with a period 		<ul style="list-style-type: none"> Plants are living. Animals are living things. Sunlight is non-living. Air is non-living. Living things eat, breathe, and reproduce. 		<ul style="list-style-type: none"> Dead plants are living things and dead animals are living things. All ecosystems have commonalities yet each type of ecosystem is distinctive. A dead tree provides nutrients while rotting so it is considered to be a living thing. 		<ul style="list-style-type: none"> A thing is considered to be living if at some time it has breathed, reproduced, or eaten. Ecosystems contain biotic and abiotic components that interact as a system through energy flows and nutrient cycles. Behavioral adaptations, which include things such as naturalism or hibernation, provide greater chances of survival for species. 					<ul style="list-style-type: none"> DNA, which is short for deoxyribonucleic acid, contains the genetic material needed for the production of specific proteins, and it makes each organism unique. Some animals, such as deer, are generalists, and they eat a variety of foods while others, such as pandas, are specialists due to their specific diet. 	
Imperative	<ul style="list-style-type: none"> Gives a command or directive Subject is implied Positive or negative Ends with a period or an exclamation point 		<ul style="list-style-type: none"> Identify the living things. Sort the pictures of living and non-living things. Put it in that column! Try it now! 		<ul style="list-style-type: none"> Name three benefits of interspecies variation and provide examples. Describe the process of mitosis in your own words or describe it in a drawing. Choose one of the following three methods for gathering data and indicate how you plan on recording the results. 		<ul style="list-style-type: none"> Identify an example of symbiosis to see how the relationship is beneficial to both species. Examine the image that follows to find examples of relationships between species, including parasitism. 					<ul style="list-style-type: none"> After you have read the assigned material, complete your observations and describe how the various plant species contribute to the biodiversity of their ecosystem. 	
Interrogative	<ul style="list-style-type: none"> Asks a question Positive or negative Ends with a question mark 		<ul style="list-style-type: none"> Is a dead plant a living thing? It isn't living? Is a rock a living thing? What makes things non-living? How does a dead tree help other living things? 		<ul style="list-style-type: none"> In what ways do sexual and asexual reproduction differ and in what ways are they similar? Can wolves be reintroduced into ecosystems where they previously lived or should this be avoided? 		<ul style="list-style-type: none"> How might a lack of biodiversity, whether it be a lack of diversity in plants or animals, lead to an ecosystem being vulnerable? To what extent do symbiotic relationships affect the life cycle of mice, or any other rodent that is common in the prairies? 					<ul style="list-style-type: none"> Since there is an overabundance of mice on the prairies, should the population be controlled by reducing the available food and habitat or should it be controlled by another intervention like introducing predators or slowing the population's reproduction ability? 	
Exclamatory	<ul style="list-style-type: none"> Shows strong emotion or emphasis Positive or negative Ends with an exclamation point 		<ul style="list-style-type: none"> Exactly, a reptile is a type of animal! Bacteria isn't a plant or animal! Fungi is a living thing! Sunlight isn't alive! 		<ul style="list-style-type: none"> This is a very sensitive ecosystem so stay on the path please! Label your samples so you don't forget where they were gathered! 		<ul style="list-style-type: none"> I can't believe that even after all the evidence was presented, they still wouldn't justify protecting the wetlands! Imagine what it would be like if we didn't have the boreal forest! 					<ul style="list-style-type: none"> If you didn't already know, this is a protected area and you should have noticed the signs when you entered! 	

Note: These language continuums are not intended to be taught as sequenced syllabuses; rather, they are exemplars of the types of words and structures that are appropriate at each level.

Cohesive Devices Continuum

Function	A Emerging Literacy	B Emerging Literacy	1 Emerging Literacy	2	3	4	5	6	7	8	9	10
Connector	and	when, for, but, so, or for	where, as, after, before, than, also	because, if	until, or, since, next	while, although, yet, though, however, finally, both ... and ...	whether, so that, as if, still, instead, indeed, after all	either ... or ..., unless, nor, how, even if, not only, whether ... or ...	neither ... nor ..., as though, till, even though, besides, otherwise, meanwhile, but also	consequently	nevertheless, whether or not, likewise	accordingly
Time			then, names of weekdays, names of months	today, tomorrow, yesterday	next, morning, year, later, week	second, today, afternoon, hour, minute, immediately, "x" o'clock, tomorrow	following, earlier, next week, next weekend, next time, last week, last weekend, last time, just a second/minute	in the past, eventually, at the same time	currently, previously, in a second, in a minute, in the future	formerly	in the meantime, during the year, afterward, simultaneously	prior to, concurrently, in the last century, over the next decade
Place		there	on, over	here, out	near, outside, behind, around, under	inside		beyond				
Sequence			then, after, first		next	along, finally	after that	lastly	in addition	moreover, secondly, primarily	firstly, initially	subsequently, in contrast
Emphasis and Addition			also			certainly, in fact	especially	absolutely, obviously, particularly	in particular, definitely, unlike, above all, mainly	whereas	having said that, as far as "x" is concerned	without any doubt, in simple terms
Compare and Contrast	and	but	also	too		still, although, rather, however	as well as	rather than	equally, compared to, in the same way, on the other hand, meanwhile, that means, in addition	in addition to, similarly, essentially, evidently, compared with, in common with, even so, by comparison, in other words	in comparison, likewise, nevertheless, admittedly	last but not least, in like manner, identically, in opposition to, in contrast with, on the contrary, additionally, alternatively, another way of saying that ...
Cause and Effect					since	however	because of		due to, besides, as a result, therefore, apart from	consequently	as a consequence, for this reason, so as to, hence	subsequently, with the exception of

Note: These language continuums are not intended to be taught as sequenced syllabuses; rather, they are exemplars of the types of words and structures that are appropriate at each level.

Cohesive Devices Continuum

Function	A Emerging Literacy	B Emerging Literacy	1 Emerging Literacy	2	3	4	5	6	7	8	9	10
Giving Opinion or Choice				or	until		either, whether, think that, believe that		in my opinion	it seems to me that	in my view, provided that	
Introducing Explanation or Example			as, so	because	take	however, yet	instead	as long as, rather than, such as, for example	for instance	in this case, in other words	in the case of, in this situation, namely, to demonstrate, hence, to illustrate, this shows	this infers/implies/insinuates, the evidence supports, this suggests, as an illustration, as shown by
Rephrasing									feel that	disagree	cannot agree	that is to say, of the opinion, to put it more simply
Clarification			so	because		in fact			thus, above all	in other words		to clarify, owing to, the main reasons for this
Qualifying			but			although, however			in spite of, even though, despite		nevertheless	
Transition						except		unless	turning to	referring to	regarding	with regard to, in reference to
Exception							as well as		aside, even through, despite	other than, moreover	excluding, aside from, furthermore	
Results/Consequences						in conclusion			for instance, due to, as a result		to illustrate	to summarize, owing to
Change of Direction			but, so			although	because of		therefore, despite	consequently		
Concluding						in conclusion				on the whole	to conclude	in brief, to sum up, this is illustrated by, this is demonstrated by, this is apparent/evident when
Suggest a Possibility				if					thus	consequently	so long as	it can be seen that

Note: These language continuums are not intended to be taught as sequenced syllabuses; rather, they are exemplars of the types of words and structures that are appropriate at each level.

Appendix: Shifts in the Alberta K–12 ESL/EAL Proficiency Benchmarks

The *Alberta K–12 ESL Proficiency Benchmarks* (Benchmarks 1.0) was released in 2010 and has supported school authorities in Alberta with assessment of language proficiency for English language learners. Benchmarks 1.0 created a common language around language proficiency, served to highlight the linguistic elements requiring instruction and support for English language learners, and helped school authorities to assess, monitor, and report language proficiency growth. After 10 years of use, Alberta Education began revisions to the Benchmarks in 2020, based on feedback from the field and a review of current literature, research, and international and interprovincial/territorial English language proficiency scales. The resulting draft *Alberta K–12 English as an Additional Language (EAL) Proficiency Benchmarks* (Benchmarks 2.0) builds upon the strong foundation of Benchmarks 1.0. The following shifts between the two versions are noteworthy:

Area	Shift from (Benchmarks 1.0):	Shift to (Benchmarks 2.0):
Divisions	<ul style="list-style-type: none"> Benchmarks by division: <ul style="list-style-type: none"> – Kindergarten (Listening and Speaking) – Grades 1–3 (Listening, Speaking, Reading, and Writing) – Grades 4–6 (Listening, Speaking, Reading, and Writing) – Grades 7–9 (Listening, Speaking, Reading, and Writing) – Grades 10–12 (Listening, Speaking, Reading, and Writing) 	<ul style="list-style-type: none"> Benchmarks by grade range: <ul style="list-style-type: none"> – Pre-K–Kindergarten (Listening and Speaking) – Grade 1 (Listening, Speaking, Reading, and Writing) – Grades 2–3 (Listening, Speaking, Reading, and Writing) – Grades 4–6 (Listening, Speaking, Reading, and Writing) – Grades 7–9 (Listening, Speaking, Reading, and Writing) – Grades 10–12 (Listening, Speaking, Reading, and Writing)
Summary 5 divisions to 6 grade ranges	<ul style="list-style-type: none"> No Pre-K benchmarks Grade 1 benchmarks are the same as grades 2 and 3 	Adjusted for developmental appropriateness: <ul style="list-style-type: none"> Pre-K added to Kindergarten benchmarks Grade 1 benchmarks separated from grades 2 and 3 for developmental purposes
Levels	<ul style="list-style-type: none"> Each division has levels 1–5 to show beginning to advanced proficiency Five levels per division staircase for a total of 9 levels overall Levels change across each division; e.g., a level 3 in grades 1–3 becomes a level 2 in grades 4–6 	<ul style="list-style-type: none"> Beginner to advanced proficiency levels are identified in each grade range (same) Twelve levels overall (including emerging literacy levels) Clear understanding that language complexity increases throughout K–12
Summary 9 levels to 12 levels	<ul style="list-style-type: none"> Students could regress from being a level 5 in one division to a level 4 in the subsequent division Limited formal schooling benchmarks are an external document 	<ul style="list-style-type: none"> No regression by moving grade range Literacy benchmarks for students with limited formal schooling are embedded
Competencies From 28 competencies to 12 key competencies and 14 supporting competencies	<ul style="list-style-type: none"> Seven competencies to be assessed to determine language proficiency Unique indicators for each competency and each strand with corresponding examples <ul style="list-style-type: none"> – Linguistic Vocabulary (L, S, R, W) – Linguistic Syntax (L, S, R, W) – Linguistic Grammar (S, W) – Socio-linguistic (L, S, R, W) – Strategic (S, W) <ul style="list-style-type: none"> – L: Clarification, Questioning – R: Decoding, Comprehension – Discourse (L, S, R, W) – Strand Specific <ul style="list-style-type: none"> ○ L: Auditory Discrimination ○ S: Pronunciation ○ R: Fluency ○ W: Editing 	<ul style="list-style-type: none"> Three key competencies to be assessed in each strand to determine language proficiency Common indicators for each key competency across the strands with subject-specific examples <ul style="list-style-type: none"> – Vocabulary (L, S, R, W) – refresh – Sentence Structure (L, S, R, W) – refresh – Cohesive Devices (L, S, R, W) – refresh Supporting Competencies <ul style="list-style-type: none"> – Grammar Observations – new – Text Comprehension – new – Learning Supports – new – Sociolinguistic – refresh – Strategic Communication: Questioning – refresh – Strategic Communication: Interaction – new – Strategic Communication: Supports – new – Auditory Discrimination – refresh – Pronunciation – refresh – Strategic Reading: Decoding – refresh – Strategic Reading: Fluency – refresh – Strategic Reading: Comprehension – refresh – Strategic Writing – refresh – Editing/Revising – refresh Benchmarks 1.0 serves as a basis for the revised key and supporting competencies
Summary Reduction in the number of competencies	<ul style="list-style-type: none"> 7 competencies by 4 strands = 28 competencies in total Total number of competency indicators = 90 (10 competency indicators in K and 20 competency indicators in each of 1–3, 4–6, 7–9, and 10–12) 	<ul style="list-style-type: none"> 3 key competencies by 4 strands = 12 key competencies in total Recommendation for all 3 key competencies to be used in language proficiency assessment in all 4 strands for a total of 12 Option for school authorities to assess on one strand = 3 key competencies Remaining strands and competencies to be used as reference material to support further assessment and inform instruction
Strands	<ul style="list-style-type: none"> Listening, Speaking, Reading, Writing 	<ul style="list-style-type: none"> No change: Listening, Speaking, Reading, Writing

Benchmarks 1.0

Benchmarks 2.0



	A Emerging Literacy	B Emerging Literacy	1 Emerging Literacy	2	3	4	5	6	7	8	9	10
Pre-K–K Listening and Speaking only	A	B	1	2	3							
1	A	B	1	2	3	4						
2–3	A	B	1	2	3	4	5					
4–6	A	B	1	2	3	4	5	6				
7–9	A	B	1	2	3	4	5	6	7	8		
10–12	A	B	1	2	3	4	5	6	7	8	9	10
	Beginner 1		Beginner 2		Intermediate 1			Intermediate 2		Advanced 1 Advanced 2		

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