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# **Alberta K–12 English as an Additional Language Proficiency Benchmarks (Benchmarks 2.0)**

Alberta Education, Government of Alberta 2023

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

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

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## About the Benchmarks

The *Alberta K–12 English as an Additional Language 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 (EAL). The English language development of EAL learners is a shared responsibility of all educators. Teachers should be aware of the unique linguistic demands of the subject matter they teach, and the vocabulary and language forms and functions students require to learn the Alberta curriculum. EAL learners need explicit language instruction and guided support to listen, speak, read, and write for a variety of purposes in the formats associated with each subject area.

Benchmarks 2.0 can be used in any subject area to

- assess initial and ongoing language proficiency levels
- inform instruction and programming
- set appropriate language-learning goals
- determine language-learning supports
- monitor and report language proficiency growth
- communicate language proficiency levels 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 since supported school authorities with assessment of language proficiency for EAL learners. Benchmarks 1.0 created common standards and understanding around language proficiency, served to highlight the linguistic elements requiring instruction and support for EAL learners, and helped school authorities to assess, monitor, and report student language proficiency growth. For details regarding important shifts between Benchmarks 1.0 and Benchmarks 2.0, see the [Appendix](#).

The [Supporting English Language Learners](#) web page will gradually shift the resources to align with Benchmarks 2.0 over time.

## Components of Benchmarks 2.0

**Benchmark key competency indicators** identify language knowledge and skills on a continuum from beginner to advanced. The assessment of the indicators can be used to inform programming, instruction, and selection of resources to support EAL students at their English proficiency level in learning the Alberta curriculum.

Strand	A	B	1	2	3	4	5	6
Listening	Understands and responds to simple oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.
Speaking	Understands and responds to simple oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.
Reading	Understands and responds to simple oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.
Writing	Understands and responds to simple oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.

Suggestions for use:

- Assess language proficiency for Pre-Kindergarten to Grade 12 students in any subject area.
- Observe the student interacting with their peers while engaging in learning tasks and during teacher-student interactions.
- Review samples of student classroom work and assessments in any subject area.
- Record notes about student language proficiency when using other formal and informal testing tools.
- Capture the language proficiency level for each key competency (vocabulary, sentence structure, and connections and transitions) in each strand (listening, speaking, reading, and writing). The paper version of the tracking sheet, or any digital variation that your school authority has created, may be used.
- Make informed decisions on curriculum content and select classroom learning materials based on students' language proficiencies.

There may be differences in student 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).

Benchmarks 2.0 meets requirements for assessment as per the *Funding Manual for School Authorities* and the *Guide to Education: ECS to Grade 12*.

**Benchmark examples** illustrate benchmark assessment across subject areas in the four language strands (listening, speaking, reading, and writing).

Strand	A	B	1	2	3	4	5	6
Vocabulary	Understands and responds to simple oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.
Sentence Structure	Understands and responds to simple oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.
Connections and Transitions	Understands and responds to simple oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.

- 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.

**Supporting competency indicators** promote deeper understanding of learner language proficiency profiles and identify effective teaching and learning strategies and supports for EAL learners.

Strand	A	B	1	2	3	4	5	6
Supporting Competencies	Understands and responds to simple oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.

- 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 proficiency in other languages, background knowledge, previous educational experience, and life experience, students may be at different proficiency levels for the various supporting competencies.

**English language continuums** provide examples of language in vocabulary, sentence structure, and connections and transitions competencies from beginning to advanced levels.

Strand	A	B	1	2	3	4	5	6
Vocabulary	Understands and responds to simple oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.
Sentence Structure	Understands and responds to simple oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.
Connections and Transitions	Understands and responds to simple oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.	Understands and responds to oral messages in the classroom.

The language continuums

- support teachers in identifying language from simple to complex, high frequency to low frequency, social to academic, and concrete to abstract
- can assist in guiding explicit language instruction within content area learning tasks
- can be used to gauge what language the student has mastered and to identify the next goals for language learning

Assessment Requirements:

- Documentation of a language proficiency assessment must be on file and updated annually for EAL student coding and EAL grant funding (see the [Funding Manual for School Authorities](#)).
- Ongoing assessment and monitoring of EAL student language proficiency are required to inform instructional planning and the provision of timely and appropriate learning supports (see the [Guide to Education](#)).
- Meeting assessment requirements using Benchmarks 2.0 includes assessment of all three key competencies in one or more strands (listening, speaking, reading, writing). It is recommended that all three key competencies are assessed in all four strands.
- Documentation kept on file to demonstrate a student's need for EAL programming and meet Education assessment requirements using Benchmarks 2.0 should include the dated tracking sheet (or Benchmarks 2.0 indicators), along with a sample of student work used to inform benchmark assessment with annotations correlated to the benchmark indicators.
- Remaining strands and supporting competencies may be used to support further programming and assessment and inform explicit language instruction in subject areas.

## Proficiency Level Descriptions

	<b>A</b> Emerging Literacy	<b>B</b> Emerging Literacy	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Pre-K–K</b> Listening and Speaking	A	B	1					
<b>Grade 1</b>	A	B	1	2				
<b>Grades 2–3</b>	A	B	1	2	3			
<b>Grades 4–6</b>	A	B	1	2	3	4		
<b>Grades 7–9</b>	A	B	1	2	3	4	5	
<b>Grades 10–12</b>	A	B	1	2	3	4	5	6

**Beginner**
**Intermediate**
**Advanced**

<b>Proficiency Level</b>	<b>Strand</b>	<b>Descriptions</b> At each level, a student is learning to ...
<b>A</b> Emerging Literacy	<b>Listening Speaking Reading Writing</b>	understand a few words with repetition, visuals, and actions for support. Relies on home language(s). repeat one or two words. Uses home language(s) and shows needs using actions. May go through a silent period. read letters, understand pictures in books related to familiar words and develop book-handling skills. copy letters and numbers. May use home language(s) and digital tools.
<b>B</b> Emerging Literacy	<b>Listening Speaking Reading Writing</b>	understand classroom routines with pictures and actions for support. May rely on home language(s). use a few memorized words and phrases to communicate needs. May use home language(s) translation. read letter by letter and understand that letters relate to sounds. copy familiar words and use memorized letters and numbers with support. May use home language(s) and digital tools.
<b>1</b>	<b>Listening Speaking Reading Writing</b>	understand familiar routines, social situations, and instructions with support. use familiar social and classroom words and phrases to share needs and ask questions with support. read word by word by sounding out familiar sight words and understand a few common words with visual support. copy familiar words and phrases and use in patterned sentences. May use a personal bilingual dictionary.
<b>2</b>	<b>Listening Speaking Reading Writing</b>	understand information in familiar social and subject-area situations. May use translation tools. use familiar words to ask and respond to questions and speak with classmates. May use translation tools. read and understand familiar words and simple sentences with support from visuals and home language(s). use familiar words and basic simple sentences with support from sentence frames.
<b>3</b>	<b>Listening Speaking Reading Writing</b>	understand more details in familiar social and subject-area situations with support. use familiar words to ask and answer questions and speak on familiar subject-area topics. understand familiar words and sentences using visual supports. Uses information to predict events or next steps. use simple and familiar compound sentences in a paragraph on new topics with support from paragraph frames.
<b>4</b>	<b>Listening Speaking Reading Writing</b>	understand more details in new social and familiar subject-area situations with support. use familiar words and some new words to express ideas and ask questions about familiar subject-area topics. understand main ideas and supporting details on familiar subject-area topics with support. use compound sentences in sequenced paragraphs on familiar topics. Creates texts with support from graphic organizers.
<b>5</b>	<b>Listening Speaking Reading Writing</b>	understand more details in new social and subject-area situations. use more new words in detailed sentences to express ideas about new subject-area topics. read familiar information with expression and understand new subject-area topics with support. use complex sentences and familiar descriptive words to create texts with support from references.
<b>6</b>	<b>Listening Speaking Reading Writing</b>	understand a range of new subject-area information. use many specific words in different social and subject-area situations. read a range of new information with expression and understand new subject-area topics and themes. use new descriptive words and compound-complex sentences to create texts on many subject-area topics.

Note:

- In Pre-K-K, benchmark assessment is focused on the listening and speaking strands only.
- Students may work at different levels in their listening, speaking, reading, and writing.
- The time it will take to develop English is different for each student. Cultural adaptation, literacy in home language(s) and previous schooling experiences can all impact the rate of a student's English language development.
- Parents are encouraged to continue with developing the student's home language(s) as language skills are transferable. Strong language skills in any language(s) will help the student build English more quickly.

## Benchmark Indicators

Key Competency	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
<b>Vocabulary</b>	Understands and uses words in isolation, including <ul style="list-style-type: none"> <li>• survival words</li> <li>• basic utility words</li> <li>• words used in social greetings</li> </ul> <p><i>May rely on home language(s).</i></p>	Understands and uses a few high-frequency words, including <ul style="list-style-type: none"> <li>• utility words</li> <li>• familiar words</li> <li>• phrases used in social greetings</li> </ul> <p><i>May rely on home language(s).</i></p>	Understands and uses some high-frequency words, including <ul style="list-style-type: none"> <li>• basic descriptive words</li> <li>• instructional words</li> <li>• expressions used in social greetings</li> </ul>	Understands and uses more high-frequency and a few low-frequency words, including <ul style="list-style-type: none"> <li>• descriptive words</li> <li>• instructional words</li> <li>• synonyms/antonyms</li> </ul>	Understands and uses some low-frequency words, including <ul style="list-style-type: none"> <li>• subject-specific words</li> <li>• descriptive words</li> <li>• instructional words</li> <li>• words with multiple meanings</li> </ul>	Understands and uses more low-frequency words, including <ul style="list-style-type: none"> <li>• subject-specific words</li> <li>• descriptive words</li> <li>• academic words</li> <li>• words with multiple meanings</li> <li>• idioms</li> <li>• figurative language</li> </ul>	Understands and uses a range of words, including <ul style="list-style-type: none"> <li>• subject-specific words</li> <li>• academic words</li> <li>• technical words</li> <li>• words with multiple meanings</li> <li>• idioms</li> <li>• figurative language</li> </ul>	Understands and uses a broad range of words in a variety of cross-curricular contexts, including <ul style="list-style-type: none"> <li>• subject-specific words</li> <li>• academic words</li> <li>• technical words</li> <li>• figurative language</li> </ul>
<b>Sentence Structure</b>	Understands and uses words in one- to three-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 simple sentences in statement, command, and question sentence structures.	Understands and uses a variety of simple and familiar compound sentence types in structured oral texts and/or written paragraphs.	Understands and uses a variety of compound sentence types in structured oral texts and/or sequenced written paragraphs.	Understands and uses a variety of compound and complex sentence types in detailed oral texts and/or cohesive written paragraphs.	Understands and uses a variety of sentence lengths and types, including compound-complex sentences, for varying audiences, purposes, and styles, in extended oral and written texts.
<b>Connections and Transitions</b>	Understands the word <i>and</i> to connect ideas.  Connects two- to three-words.	Understands and uses a few high-frequency words to connect ideas.	Understands and uses some high-frequency connector words and markers (time, place) to <ul style="list-style-type: none"> <li>• connect ideas</li> <li>• locate items/objects</li> </ul>	Understands and uses more high-frequency connector words, markers (sequence), and phrases to <ul style="list-style-type: none"> <li>• organize ideas</li> <li>• add detail</li> </ul>	Understands and uses some low-frequency connector and transition words and phrases to <ul style="list-style-type: none"> <li>• compare</li> <li>• contrast</li> </ul>	Understands and uses more low-frequency connector and transition words and phrases to <ul style="list-style-type: none"> <li>• express an opinion</li> <li>• emphasize</li> <li>• show cause and effect</li> <li>• express a condition</li> </ul>	Understands and uses a range of connector and transition words and phrases to <ul style="list-style-type: none"> <li>• summarize</li> <li>• introduce examples</li> <li>• conclude</li> <li>• clarify</li> <li>• qualify</li> </ul>	Understands and uses a broad range of connector and transition words and phrases to <ul style="list-style-type: none"> <li>• justify an opinion</li> <li>• rephrase</li> <li>• suggest a possibility</li> <li>• show               <ul style="list-style-type: none"> <li>- change of direction</li> <li>- exception</li> </ul> </li> </ul>

Note:

- Benchmarks 2.0 is designed for teachers to assess student language proficiency (in listening, speaking, reading, writing) in the classroom context. Pre-K and K children are assessed in listening and speaking only.
- The language proficiency assessment information can be used to inform appropriate programming and instruction of EAL learners in all subject areas.
- Teachers assess language proficiency using Benchmarks 2.0 through observation of student learning interactions and by using authentic assignments and assessments (adapted for beginner language proficiency levels and differentiated as needed).
- Benchmark 2.0 indicators identify the language a student is working toward understanding and using as they progress through each level.
- A student is considered to have achieved a proficiency level when they have consistently demonstrated understanding and use of most indicators in that level in a variety of social and academic situations.
- Once a student has demonstrated most of the indicators in a level, they can be described as having achieved that level and working at the next level.
- Students may work at different proficiency levels in different competencies (vocabulary, sentence structure and connections and transitions) and strands (listening, speaking, reading, writing).
- Each level does not correspond to years of schooling in Alberta. An EAL learner may be at the same level for more than a year.
- The levels represent a continuum of language proficiency and teachers should consult with colleagues and use professional judgment in interpreting and applying levels.

Tracking Sheet – Part A

**Student Intake Information**

Name: \_\_\_\_\_ Code(s) \_\_\_\_\_ Grade \_\_\_\_\_ Intake Date: \_\_\_\_\_

Intake Proficiency Levels: L \_\_\_ S \_\_\_ R \_\_\_ W \_\_\_ Intake Overall Level \_\_\_ Language(s): \_\_\_\_\_

Intake Notes:

	<b>A</b> Emerging Literacy	<b>B</b> Emerging Literacy	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Pre-K–K</b> <small>Listening and Speaking</small>	A	B	1					
<b>Grade 1</b>	A	B	1	2				
<b>Grades 2–3</b>	A	B	1	2	3			
<b>Grades 4–6</b>	A	B	1	2	3	4		
<b>Grades 7–9</b>	A	B	1	2	3	4	5	
<b>Grades 10–12</b>	A	B	1	2	3	4	5	6
	<b>Beginner</b>			<b>Intermediate</b>			<b>Advanced</b>	

**Programming and Assessment Information**

<b>Year 1</b>		<b>Year 2</b>		<b>Year 3</b>		<b>Year 4</b>		<b>Year 5</b>	
Grade:	Teacher:	Grade:	Teacher:	Grade:	Teacher:	Grade:	Teacher:	Grade:	Teacher:
<b>Levels</b>	<b>Overall</b>	<b>Levels</b>	<b>Overall</b>	<b>Levels</b>	<b>Overall</b>	<b>Levels</b>	<b>Overall</b>	<b>Levels</b>	<b>Overall</b>
Report 1 L ___ S ___ R ___ W ___	_____	Report 1 L ___ S ___ R ___ W ___	_____	Report 1 L ___ S ___ R ___ W ___	_____	Report 1 L ___ S ___ R ___ W ___	_____	Report 1 L ___ S ___ R ___ W ___	_____
Report 2 L ___ S ___ R ___ W ___	_____	Report 2 L ___ S ___ R ___ W ___	_____	Report 2 L ___ S ___ R ___ W ___	_____	Report 2 L ___ S ___ R ___ W ___	_____	Report 2 L ___ S ___ R ___ W ___	_____

<b>Notes</b>	<b>Notes</b>	<b>Notes</b>	<b>Notes</b>	<b>Notes</b>



## Tracking Sheet – Part B

	<b>A</b> Emerging Literacy	<b>Date Achieved</b>	<b>B</b> Emerging Literacy	<b>Date Achieved</b>	<b>1</b>	<b>Date Achieved</b>	<b>2</b>	<b>Date Achieved</b>	<b>3</b>	<b>Date Achieved</b>	<b>4</b>	<b>Date Achieved</b>	<b>5</b>	<b>Date Achieved</b>	<b>6</b>	<b>Date Achieved</b>
<b>Vocabulary</b>	Understands and uses words in isolation, including <ul style="list-style-type: none"> <li>• survival words</li> <li>• basic utility words</li> <li>• words used in social greetings</li> </ul> May rely on home language(s).	L _____ S _____ R _____ W _____	Understands and uses a few high-frequency words, including <ul style="list-style-type: none"> <li>• utility words</li> <li>• familiar words</li> <li>• phrases used in social greetings</li> </ul> May rely on home language(s).	L _____ S _____ R _____ W _____	Understands and uses some high-frequency words, including <ul style="list-style-type: none"> <li>• basic descriptive words</li> <li>• instructional words</li> <li>• expressions used in social greetings</li> </ul>	L _____ S _____ R _____ W _____	Understands and uses more high-frequency and a few low-frequency words, including <ul style="list-style-type: none"> <li>• descriptive words</li> <li>• instructional words</li> <li>• synonyms/antonyms</li> </ul>	L _____ S _____ R _____ W _____	Understands and uses some low-frequency words, including <ul style="list-style-type: none"> <li>• subject-specific words</li> <li>• descriptive words</li> <li>• instructional words</li> <li>• words with multiple meanings</li> </ul>	L _____ S _____ R _____ W _____	Understands and uses more low-frequency words, including <ul style="list-style-type: none"> <li>• subject-specific words</li> <li>• descriptive words</li> <li>• academic words</li> <li>• words with multiple meanings</li> <li>• idioms</li> <li>• figurative language</li> </ul>	L _____ S _____ R _____ W _____	Understands and uses a range of words, including <ul style="list-style-type: none"> <li>• subject-specific words</li> <li>• academic words</li> <li>• technical words</li> <li>• words with multiple meanings</li> <li>• idioms</li> <li>• figurative language</li> </ul>	L _____ S _____ R _____ W _____	Understands and uses a broad range of words in a variety of cross-curricular contexts, including <ul style="list-style-type: none"> <li>• subject-specific words</li> <li>• academic words</li> <li>• technical words</li> <li>• figurative language</li> </ul>	L _____ S _____ R _____ W _____
<b>Sentence Structure</b>	Understands and uses words in one- to three-word utterances that convey meaning.	L _____ S _____ R _____ W _____	Understands and uses words connected in fragmented phrases and memorized phrases.	L _____ S _____ R _____ W _____	Understands and uses familiar phrases and substitution of words in simple patterned sentences.	L _____ S _____ R _____ W _____	Understands and uses familiar simple sentences in statement, command, and question sentence structures.	L _____ S _____ R _____ W _____	Understands and uses a variety of simple and familiar compound sentence types in structured oral texts and/or written paragraphs.	L _____ S _____ R _____ W _____	Understands and uses a variety of compound sentence types in structured oral texts and/or sequenced written paragraphs.	L _____ S _____ R _____ W _____	Understands and uses a variety of compound and complex sentence types in detailed oral texts and/or cohesive written paragraphs.	L _____ S _____ R _____ W _____	Understands and uses a variety of sentence lengths and types, including compound-complex sentences, for varying audiences, purposes, and styles, in extended oral and written texts.	L _____ S _____ R _____ W _____
<b>Connections and Transitions</b>	Understands the word <i>and</i> to connect ideas.  Connects two- to three-words.	L _____ S _____ R _____ W _____	Understands and uses a few high-frequency words to connect ideas.	L _____ S _____ R _____ W _____	Understands and uses some high-frequency connector words and markers (time, place) to <ul style="list-style-type: none"> <li>• connect ideas</li> <li>• locate items/objects</li> </ul>	L _____ S _____ R _____ W _____	Understands and uses more high-frequency connector words, markers (sequence), and phrases to <ul style="list-style-type: none"> <li>• compare</li> <li>• contrast</li> </ul>	L _____ S _____ R _____ W _____	Understands and uses some low-frequency connector and transition words and phrases to <ul style="list-style-type: none"> <li>• compare</li> <li>• contrast</li> </ul>	L _____ S _____ R _____ W _____	Understands and uses more low-frequency connector and transition words and phrases to <ul style="list-style-type: none"> <li>• express an opinion</li> <li>• emphasize</li> <li>• show cause and effect</li> <li>• express a condition</li> </ul>	L _____ S _____ R _____ W _____	Understands and uses a range of connector and transition words and phrases to <ul style="list-style-type: none"> <li>• summarize</li> <li>• introduce examples</li> <li>• conclude</li> <li>• clarify</li> <li>• qualify</li> </ul>	L _____ S _____ R _____ W _____	Understands and uses a broad range of connector and transition words and phrases to <ul style="list-style-type: none"> <li>• justify an opinion</li> <li>• rephrase</li> <li>• suggest a possibility</li> <li>• show               <ul style="list-style-type: none"> <li>- change of direction</li> <li>- exception</li> </ul> </li> </ul>	L _____ S _____ R _____ W _____

**Note:**

- Benchmark assessment can be tracked by dating and adding initials when the student has achieved most of the indicator(s) in a competency at that level, for each strand (listening, speaking, reading, and writing), in a variety of contexts. Pre-K-K children are assessed on listening and speaking only.
- Students may work at different proficiency levels in different strands. Teacher professional judgment is used to determine overall levels.
- Additional notes may be added to inform benchmark assessment (annotations from student work samples), programming (student language learning goals, effective instructional strategies, appropriate learning supports, subject-area resources), and/or report card comments.
- Students who require and receive additional years of EAL support should remain coded and their language proficiency should continue to be assessed and monitored to inform programming and instruction. If additional years of support are required, use an additional tracking sheet.
- Using the tracking sheet as part of meeting Alberta Education EAL coding and funding requirements includes completing both Part A and Part B. Information on the tracking sheet may be captured using local student information systems.



## Curricular Supports

Grade	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6	
<b>Pre-K–K</b> <small>Listening and Speaking</small>	Intensive Literacy and Numeracy Development	Grade-level Adapted Curriculum	EAL Differentiation and Language Supports						
<b>Grade 1</b>		Intensive Literacy and Numeracy Development	Grade-level Adapted Curriculum	EAL Differentiation and Language Supports					
<b>Grades 2–3</b>					Earlier Grade-level Adapted Curriculum	EAL Differentiation and Language Supports			
<b>Grades 4–6</b>		Earlier Grade-level Adapted Curriculum	Earlier Grade-level Adapted Curriculum	Grade-level Adapted Curriculum	Grade-level Adapted Curriculum	EAL Differentiation and Language Supports	EAL Differentiation and Language Supports	EAL Differentiation and Language Supports	
<b>Grades 7–9</b>									
<b>Grades 10–12</b>	Intensive Literacy and Numeracy Development	EAL Bridging Courses	EAL Bridging Courses	EAL Bridging and Academic Courses	EAL Bridging and Academic Courses	EAL Bridging and Academic Courses	EAL Bridging and Academic Courses	EAL Differentiation and Language Supports	
	EAL Bridging Courses								

**Intensive literacy and numeracy development** is for students with limited formal schooling or literacy gaps who have beginner English proficiency and emerging literacy in any language. These students require interventions to develop background knowledge, literacy and numeracy skills, and English language to support their learning.

- Students in grades K–3 have literacy and language learning needs different from those in grades 4–6, 7–9, and 10–12.
- School authorities can develop a framework for building foundational literacy knowledge and skills to support students' access to the curriculum.
- If there are enough students, congregated settings for literacy and numeracy intervention may be beneficial, with a balance of integration opportunities. Otherwise, consider clustering students in cohorts; e.g., cross-age/grade, to support intentional literacy intervention, explicit language instruction and maximize available supports in integrated classrooms.

**Earlier grade-level adapted curriculum** is for students in grades K–6 and 7–9 who are beginning to learn English but require significant support and explicit language instruction to access Alberta curricular content.

- Adaptations to curricular outcomes and programming are required and may include learning curricular outcomes from earlier grades to build background content knowledge and develop subject-area language.
- It is important to provide resources and supports at the age-appropriate level when curricular adaptations are made. This approach involves pacing learning and includes explicit language instruction, guided practice, and opportunities for students to engage in authentic learning tasks.
- Students can be provided with opportunities to experience a congregated class with explicit language instruction for a portion of the day, and/or be organized in cohorts for intentional programming with available supports maximized in integrated classrooms.

**Grade-level adapted curriculum** is for students in grades K–6 and 7–9 who can engage with grade-level curriculum in English with some adaptations through targeted selection of the most appropriate outcomes.

- Programming is required that paces learning; develops background knowledge; and includes explicit language instruction, guided practice, opportunities to engage in authentic learning tasks, and access to appropriate learning supports and scaffolds.

**EAL differentiation and language supports** are critical for students learning EAL in K-12 to build English fluency and participate fully in grade-level, subject-area tasks with their peers in integrated classrooms.

- EAL differentiation involves culturally responsive practices, adjusting tasks, assessments, and resources based on students' English proficiency levels and background knowledge.
- Language supports are required for students to develop subject-area and cross-curricular language, including explicit instruction in vocabulary and language forms and functions to assist students to access curriculum at their proficiency level.

**EAL bridging and academic courses** may be offered to students in grades 10–12 through the English as a Second Language Senior High curriculum (5 courses from beginning to advanced English proficiency: ESL levels 1, 2, 3, 4, and 5) and through locally developed courses.

- Bridging courses (ESL levels 1 and 2) are for high school students with subject-area or literacy gaps and/or beginner English proficiency.
- Academic courses (ESL levels 3, 4 and 5) are for high school students who are at intermediate English proficiency and require additional instruction to build advanced academic English skills.
- EAL locally developed courses incorporate English language development with content area learning in Math, Science, English Language Arts, and Canadian Studies to build students' academic language and content knowledge.

**Note:** Explicit language instruction involves the intentional teaching of the vocabulary and language forms and functions in each subject area, based on proficiency level of the EAL learner. Teachers can incorporate language instruction by planning authentic, communicative learning tasks in all subject areas to support the language development needs of their EAL learners.

## Benchmark Examples

	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
Pre-K-K Listening and Speaking	A	B	1					
Grade 1	A	B	1	2				
Grades 2-3	A	B	1	2	3			
Grades 4-6	A	B	1	2	3	4		
Grades 7-9	A	B	1	2	3	4	5	
Grades 10-12	A	B	1	2	3	4	5	6

Beginner
Intermediate
Advanced

## Listening Examples

Key Competency	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
<b>Vocabulary</b>	Understands and uses words in isolation, including <ul style="list-style-type: none"> <li>• survival words</li> <li>• basic utility words</li> <li>• words used in social greetings</li> </ul> <i>May rely on home language(s).</i>	Understands and uses a few high-frequency words, including <ul style="list-style-type: none"> <li>• utility words</li> <li>• familiar words</li> <li>• phrases used in social greetings</li> </ul> <i>May rely on home language(s).</i>	Understands and uses some high-frequency words, including <ul style="list-style-type: none"> <li>• basic descriptive words</li> <li>• instructional words</li> <li>• expressions used in social greetings</li> </ul>	Understands and uses more high-frequency and a few low-frequency words, including <ul style="list-style-type: none"> <li>• descriptive words</li> <li>• instructional words</li> <li>• synonyms/antonyms</li> </ul>	Understands and uses some low-frequency words, including <ul style="list-style-type: none"> <li>• subject-specific words</li> <li>• descriptive words</li> <li>• instructional words</li> <li>• words with multiple meanings</li> </ul>	Understands and uses more low-frequency words, including <ul style="list-style-type: none"> <li>• subject-specific words</li> <li>• descriptive words</li> <li>• academic words</li> <li>• words with multiple meanings</li> <li>• idioms</li> <li>• figurative language</li> </ul>	Understands and uses a range of words, including <ul style="list-style-type: none"> <li>• subject-specific words</li> <li>• academic words</li> <li>• technical words</li> <li>• words with multiple meanings</li> <li>• idioms</li> <li>• figurative language</li> </ul>	Understands and uses a broad range of words in a variety of cross-curricular contexts, including <ul style="list-style-type: none"> <li>• subject-specific words</li> <li>• academic words</li> <li>• technical words</li> <li>• figurative language</li> </ul>
<b>Example</b> Physical Education	happy, sad, mad, face  Point to a happy face. (with gestures)	I feel _____ (happy, scared, mad, sad).  Do you feel _____ (happy, scared, sad, mad)?	We all have feelings. We show feelings in many ways. Feelings are not good or bad. It is okay to feel mad.  Show what it looks like to feel sad.  How do you feel today?	Sometimes we feel happy and sometimes we feel sad. If we name and share our feelings, then we can help people understand us better.	When we are aware of our body's reaction to an emotion, it helps us choose a healthy response because thoughts, feelings, and emotions are connected to our actions.  When you are not sure how to respond to unpleasant feelings, it is a good idea to ask an adult who you trust for help.	Wellness has many elements, including physical, emotional, social, and environmental. Therefore, how you feel can be affected by things like exercise, sleep, friendships, and spending time outside.  Self-regulation helps us adjust to various emotional situations, but it takes practice. We can practise self-regulation to improve our ability to manage stress in many ways.	Self-reflection involves the process of understanding self, including the qualities that make each person unique. Whether we are facing challenges or are experiencing success, understanding personal strengths supports motivation and confidence and leads to feeling well, even in difficult situations.	Similar to young children, the teenage years mark a time of rapid brain growth and development, where exposure to a variety of experiences can shape mental health. Ideally, to ensure we are taking care of our mental health, we want to choose positive experiences that promote resilience and well-being, such as physical activity, adequate sleep, balanced nutrition, spending time outside, and socializing with friends.

## Listening Examples

Key Competency	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
<b>Sentence Structure</b>	Understands and uses words in one- to three-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 simple sentences in statement, command, and question sentence structures.	Understands and uses a variety of simple and familiar compound sentence types in structured oral texts and/or written paragraphs.	Understands and uses a variety of compound sentence types in structured oral texts and/or sequenced written paragraphs.	Understands and uses a variety of compound and complex sentence types in detailed oral texts and/or cohesive written paragraphs.	Understands and uses a variety of sentence lengths and types, including compound-complex sentences, for varying audiences, purposes, and styles, in extended oral and written texts.
<b>Example Science</b>	look, hear, wind, leaf  Point to your ears. (with gestures)	Your eyes see. Your ears hear.  Which one is red? Is this big or small?  That is red. It is small. It is loud.	What do you see? What do you hear? What do you smell?  I see the red rock. I hear the loud bell. The banana tastes sweet.	We are going to do an investigation. What is a question we could ask about this investigation? What do you wonder about?  We will make a prediction. We will test the prediction.  Observations involve using our senses.	Today we will gather data to make observations and reflect on the data we record to make conclusions. Write down your observations because you will be sharing them with your partner.  What are some conclusions you would make about the data that we gathered today?	You have already recorded observations from each of the different materials; so now, please compare the results of each material used.  It is important to know the many ways to represent the data you have collected and choose how you will share it. Will you share the data you have collected using charts or graphs?	To add to our growing understanding of the use of variables in controlled experiments, we will learn more about manipulated and responding variables. The manipulated variable is changed to determine how other variables respond, and it is also known as the independent variable. When you change the manipulated variable, you can observe and record how the responding variables change and identify new manipulated variables to use in the future.	With regards to differences between a hypothesis and a theory, a hypothesis differs from a theory in that a hypothesis is a proposed scientific explanation and a theory is a well-tested explanation.  What considerations should be made to develop and test a hypothesis, based on the results of a scientific explanation?  What sources can we evaluate to determine the trustworthiness of evidence and explanations when testing our hypothesis?

## Listening Examples

Key Competency	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
<b>Connections and Transitions</b>	Understands the word <i>and</i> to connect ideas.  Connects two- to three-words.	Understands and uses a few high-frequency words to connect ideas.	Understands and uses some high-frequency connector words and markers (time, place) to <ul style="list-style-type: none"> <li>connect ideas</li> <li>locate items/objects</li> </ul>	Understands and uses more high-frequency connector words, markers (sequence), and phrases to <ul style="list-style-type: none"> <li>organize ideas</li> <li>add detail</li> </ul>	Understands and uses some low-frequency connector and transition words and phrases to <ul style="list-style-type: none"> <li>compare</li> <li>contrast</li> </ul>	Understands and uses more low-frequency connector and transition words and phrases to <ul style="list-style-type: none"> <li>express an opinion</li> <li>emphasize</li> <li>show cause and effect</li> <li>express a condition</li> </ul>	Understands and uses a range of connector and transition words and phrases to <ul style="list-style-type: none"> <li>summarize</li> <li>introduce examples</li> <li>conclude</li> <li>clarify</li> <li>qualify</li> </ul>	Understands and uses a broad range of connector and transition words and phrases to <ul style="list-style-type: none"> <li>justify an opinion</li> <li>rephrase</li> <li>suggest a possibility</li> <li>show <ul style="list-style-type: none"> <li>change of direction</li> <li>exception</li> </ul> </li> </ul>
<b>Example</b> Physical Education	Catch <b>and</b> throw. Bounce <b>and</b> pass.  Point to the ball. (with gestures)	Team A <b>or</b> team B.  Pass <b>but</b> don't bounce.  You can throw the ball <b>or</b> catch the ball.	Stand <b>there!</b>  Throw the <b>orange</b> ball.  The ball is <b>on</b> the floor.  Stand <b>behind</b> the line.	<b>First</b> , catch the ball. <b>Next</b> , bounce the ball.  Catching the ball is not the <b>same</b> as passing the ball.  You can pass the ball, <b>or</b> you can try to score yourself.	Playing as a team is better than not playing as a team <b>because</b> teams that play together can be more successful <b>and</b> have more fun. How you play as a team is <b>similar</b> in many team sports. To play as a team, you need to encourage others <b>and</b> pass to other players.	<b>At the same time</b> as you pass the ball to a teammate, move into a space to receive a pass back <b>so that</b> you have a chance to score.  <b>Finally</b> , players that cooperate and work as a team have more fun and enjoy more success <b>compared</b> to players that do not pass the ball or do not work together.	Teams are more successful <b>in general</b> when they use the strengths of each team member, communicate positively and often, and understand the rules of the game. <b>An example of</b> communication on a team is calling out your name when you are in an open space so that your teammate knows who and where to pass the ball.	<b>In the case</b> where a teammate is not passing the ball throughout the game, talk to them when the game is paused or stopped to clarify the importance of keeping the ball moving and involving teammates in a positive way.  <b>Accordingly</b> , the team will experience more success if all the players are a part of the game.

Speaking Examples

Key Competency	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
<b>Vocabulary</b>	Understands and uses words in isolation, including <ul style="list-style-type: none"> <li>• survival words</li> <li>• basic utility words</li> <li>• words used in social greetings</li> </ul> May rely on home language(s).	Understands and uses a few high-frequency words, including <ul style="list-style-type: none"> <li>• utility words</li> <li>• familiar words</li> <li>• phrases used in social greetings</li> </ul> May rely on home language(s).	Understands and uses some high-frequency words, including <ul style="list-style-type: none"> <li>• basic descriptive words</li> <li>• instructional words</li> <li>• expressions used in social greetings</li> </ul>	Understands and uses more high-frequency and a few low-frequency words, including <ul style="list-style-type: none"> <li>• descriptive words</li> <li>• instructional words</li> <li>• synonyms/antonyms</li> </ul>	Understands and uses some low-frequency words, including <ul style="list-style-type: none"> <li>• subject-specific words</li> <li>• descriptive words</li> <li>• instructional words</li> <li>• words with multiple meanings</li> </ul>	Understands and uses more low-frequency words, including <ul style="list-style-type: none"> <li>• subject-specific words</li> <li>• descriptive words</li> <li>• academic words</li> <li>• words with multiple meanings</li> <li>• idioms</li> <li>• figurative language</li> </ul>	Understands and uses a range of words, including <ul style="list-style-type: none"> <li>• subject-specific words</li> <li>• academic words</li> <li>• technical words</li> <li>• words with multiple meanings</li> <li>• idioms</li> <li>• figurative language</li> </ul>	Understands and uses a broad range of words in a variety of cross-curricular contexts, including <ul style="list-style-type: none"> <li>• subject-specific words</li> <li>• academic words</li> <li>• technical words</li> <li>• figurative language</li> </ul>
<b>Example Careers</b>	(repeats) school, store, cook, drive, job	a doctor, a teacher, a bus driver, a cook  teacher helps to read doctor makes get better build house is good  go to job	She/he is a _____ (construction worker, firefighter, soccer player, cook, nurse, dancer, singer).  The cook works in the restaurant.  A teacher works in a school.	A job gives money.  What job do you like? I would like to play soccer on a major team.  My dad has a restaurant. It is busy on the weekends. He is the cook and has to make food quickly.	A banker helps people with their money. A person at the bank counts the money. People put their cash in the bank machine. People also take money from their bank account.  I like playing sports. I think it would be fun to be a basketball player for a job. I also like to help people. I think I want to work at a daycare or be a server, a cleaner, or a hairdresser. I will have to learn more about these jobs.	My dream job would be to become a musician, something I pictured a million times. I love to play the piano and sing, so if I practise daily, it is possible I could be a famous recording artist. My plan is to use social media and when my songs go viral, I will get a following and become very popular.	If I could pick any occupation, I would want to be involved in theatre, TV, or film. Hanging out in the theatre is where I feel most comfortable. Beyond that, I am not sure if I would want to be an actor or if working behind the scenes is more appealing to me.  There are specific jobs to work with lighting and sound, cinematography, set decoration, construction, or costume design. Film and theatre are exciting industries, in my opinion, with so many possible ways to be involved.	The spirit of owning my own business runs in my family. I plan to follow in those footsteps someday, except I don't know how yet. You see, I am passionate about start-ups, especially those that have to do with tech. I do not have my plan written out yet, but I am thinking of ideas. It could be extremely promising, but I will have to find investors, as I need capital to launch my concept.

## Speaking Examples

Key Competency	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
<b>Sentence Structure</b>	Understands and uses words in one- to three-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 simple sentences in statement, command, and question sentence structures.	Understands and uses a variety of simple and familiar compound sentence types in structured oral texts and/or written paragraphs.	Understands and uses a variety of compound sentence types in structured oral texts and/or sequenced written paragraphs.	Understands and uses a variety of compound and complex sentence types in detailed oral texts and/or cohesive written paragraphs.	Understands and uses a variety of sentence lengths and types, including compound-complex sentences, for varying audiences, purposes, and styles, in extended oral and written texts.
<b>Example</b> Math: Geometric Shapes	(repeats) circle, square, triangle	a _____ (circle, square, line, rectangle)  they same  not same  circle big	It is a rectangle.  What shape is smaller?  This shape is _____ (small, big, long, tall, short).  Grades 1–12: The triangle has three sides. The square has four sides. The circle is round.  Where is the shape with four sides?	What shape is a 2-D shape?  A square is a 2-D shape.  Is a cube a 3-D shape?  Find the 2-D shape.  Grades 3–12: The perimeter is the distance around an object. I measure all sides of this object and I add them up.	I can measure the length of a line using centimetres. These three lines are all different lengths, and I can estimate the length of each line using centimetre tiles. I use centimetre tiles to help me to estimate the length of the lines without using a measuring tool.	Many shapes have 90-degree angles, like squares, rectangles, and some triangles. Some triangles have one 90-degree angle, but many triangles have different angles.  I find it interesting that all the angles in a triangle add up to 180 degrees.	All angles are measured in degrees using a protractor. When you measure the circumference of a circle, it equals 360 degrees.  When you divide the circumference of a circle by the diameter, the number you get is called pi. This is about 3.14.	When I calculate the surface area of a composite 3-D shape, 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 and by identifying which function I needed to use, whether it was sine, cosine, or tangent.

## Speaking Examples

Key Competency	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
<b>Connections and Transitions</b>	Understands the word <i>and</i> to connect ideas.  Connects two- to three-words.	Understands and uses a few high-frequency words to connect ideas.	Understands and uses some high-frequency connector words and markers (time, place) to <ul style="list-style-type: none"> <li>• connect ideas</li> <li>• locate items/objects</li> </ul>	Understands and uses more high-frequency connector words, markers (sequence), and phrases to <ul style="list-style-type: none"> <li>• organize ideas</li> <li>• add detail</li> </ul>	Understands and uses some low-frequency connector and transition words and phrases to <ul style="list-style-type: none"> <li>• compare</li> <li>• contrast</li> </ul>	Understands and uses more low-frequency connector and transition words and phrases to <ul style="list-style-type: none"> <li>• express an opinion</li> <li>• emphasize</li> <li>• show cause and effect</li> <li>• express a condition</li> </ul>	Understands and uses a range of connector and transition words and phrases to <ul style="list-style-type: none"> <li>• summarize</li> <li>• introduce examples</li> <li>• conclude</li> <li>• clarify</li> <li>• qualify</li> </ul>	Understands and uses a broad range of connector and transition words and phrases to <ul style="list-style-type: none"> <li>• justify an opinion</li> <li>• rephrase</li> <li>• suggest a possibility</li> <li>• show               <ul style="list-style-type: none"> <li>- change of direction</li> <li>- exception</li> </ul> </li> </ul>
<b>Example</b> Social Studies: Heritage and Diversity	(repeats) food <b>and</b> water.  food like	eat food <b>and</b> drink water  I eat <b>or</b> I drink.	The food is <b>on</b> the table.  The <b>hot</b> drink is <b>in</b> the cup.	<b>First</b> , they meet to talk. <b>Then</b> they share and learn.  <b>Next</b> , I will share about holidays.	Each culture has a language they use to share ideas, work together, and learn about each other, though the languages may be very different. Learning new languages can help us understand each other better.	<b>While</b> cultural groups may have their own languages when they meet, these groups can create new ways of communicating using parts of each other's languages. <b>In fact</b> , this sometimes creates new languages, <b>like</b> Michif.	Cultural contact <b>can result in</b> cooperation between people. <b>An example of</b> cooperation is when people share knowledge and skills with each other. <b>In my opinion</b> , sharing between cultural groups increases <b>with</b> new forms of communication, <b>including</b> social media and online classes.	<b>In my view, it can be seen that</b> as interactions between societies increased, the flow of ideas between previously distant groups of people grew.  <b>Consequently</b> , the sharing of knowledge, customs, and beliefs can <b>lead to</b> innovation and new political approaches, <b>along with</b> an increase in trade and economic activities.



## Reading Examples

Key Competency	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
<b>Vocabulary</b>	Understands and uses words in isolation, including <ul style="list-style-type: none"> <li>• survival words</li> <li>• basic utility words</li> <li>• words used in social greetings</li> </ul> <p><i>May rely on home language(s).</i></p>	Understands and uses a few high-frequency words, including <ul style="list-style-type: none"> <li>• utility words</li> <li>• familiar words</li> <li>• phrases used in social greetings</li> </ul> <p><i>May rely on home language(s).</i></p>	Understands and uses some high-frequency words, including <ul style="list-style-type: none"> <li>• basic descriptive words</li> <li>• instructional words</li> <li>• expressions used in social greetings</li> </ul>	Understands and uses more high-frequency and a few low-frequency words, including <ul style="list-style-type: none"> <li>• descriptive words</li> <li>• instructional words</li> <li>• synonyms/antonyms</li> </ul>	Understands and uses some low-frequency words, including <ul style="list-style-type: none"> <li>• subject-specific words</li> <li>• descriptive words</li> <li>• instructional words</li> <li>• words with multiple meanings</li> </ul>	Understands and uses more low-frequency words, including <ul style="list-style-type: none"> <li>• subject-specific words</li> <li>• descriptive words</li> <li>• academic words</li> <li>• words with multiple meanings</li> <li>• idioms</li> <li>• figurative language</li> </ul>	Understands and uses a range of words, including <ul style="list-style-type: none"> <li>• subject-specific words</li> <li>• academic words</li> <li>• technical words</li> <li>• words with multiple meanings</li> <li>• idioms</li> <li>• figurative language</li> </ul>	Understands and uses a broad range of words in a variety of cross-curricular contexts, including <ul style="list-style-type: none"> <li>• subject-specific words</li> <li>• academic words</li> <li>• technical words</li> <li>• figurative language</li> </ul>
<b>Example</b> Math: Number	0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	zero, one, two, three, four, five, six, ten, twenty  2 dogs 5 cats	I see two dogs. I see five cats.  Five is more. Two is less.  Count to ten.	Add: $5 + 2 = 7$ . Subtract: $9 - 3 = 6$ .  Count by 5 (5, 10, 15, 20).  Grades 2–12: What number is in the ones/tens/hundreds place?  Grades 3–12: What are the odd numbers? What are the even numbers?  There are 10 students. Each student has 2 marbles. How many total marbles does the class have?	A fraction is a part of a whole object. Divide the objects into equal groups. Show one-half and one-quarter.  There are 12 players on the basketball team. Only 6 players have uniforms. What fraction of players on the team have uniforms?  Grades 4–12: Find the prime factors of the two numbers or write out a list of the lowest multiples for each number. Explain the order of operations when solving this problem.	Fractions and decimal numbers can represent the same number. Show the fraction as a percent.  Compare your estimate with your result to check your answer.  Grades 5–12: Sort proper fractions from improper fractions. What is the ratio of cars to bicycles?  Grades 6–12: Integers can be positive or negative. Find an equivalent fraction to a given fraction. Simplify a fraction.	Simplify and solve this algebraic equation.  Rational numbers, when written in decimal form, are either terminating, non-terminating, or repeating decimals.  Grades 8–12: Indicate the square and square root of the following whole numbers. Solve the following problems using an understanding of rate, ratio, or proportion.  Grades 9–12: If you have a fraction raised to an integral power, you could first apply the power to the numerator, then apply the power to the denominator, and finally divide the numerator by the denominator.	Perform operations on radicals and radical expressions with numerical and variable radicands.  Solve these problems that involve radical equations that include square and cube roots.  Consider balancing both sides of the equation. To clarify, given that squaring a quantity and taking a square root are inverse operations, you will need to square both sides to remove the radical sign and solve for the variable inside.

Reading Examples

Key Competency	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
<b>Sentence Structure</b>	Understands and uses words in one- to three-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 simple sentences in statement, command, and question sentence structures.	Understands and uses a variety of simple and familiar compound sentence types in structured oral texts and/or written paragraphs.	Understands and uses a variety of compound sentence types in structured oral texts and/or sequenced written paragraphs.	Understands and uses a variety of compound and complex sentence types in detailed oral texts and/or cohesive written paragraphs.	Understands and uses a variety of sentence lengths and types, including compound-complex sentences, for varying audiences, purposes, and styles, in extended oral and written texts.
<b>Example</b> Social Studies: Community	house, school, me, shoes	A big house.  They wear ____ (pants, mittens, shorts).  The brother is small.  They have two sisters.	I live in a _____ (home, house). I have a _____ (mother, father, brother, sister, aunt, uncle). I wear a _____ (jacket, sweater, hat, dress). The park is big.	My community has a pool beside the park. I can walk to the park.  When will we go to the pool?  What will you wear to the park?  Going to the pool is fun!	Communities are places where we live and work together. A school is in a community because the students live there, and they need a place to learn.  People have different wants and needs. Needs are important because they include things like food, clothing, shelter, and water.	When people in a community have everything they need in terms of food, clothing, shelter, and water, they could 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, a good quality of life means having a job or a way to make money.	Many factors contribute to a good quality of life. While some factors have to do with having access to clean air, public transit, and affordable health care, others have to do with access to education, job opportunities, and being treated with respect. A good quality of life is also dependant upon the values that people hold and these values can change throughout their life.	Even age can be a consideration with respect to quality of life. That is to say, a young person would need nutritious food to eat and access to education for quality of life, but, for an adult, a sense of hope and emotional stability may provide a sense of well-being and quality of life. Consequently, each person may define quality of life differently depending on many factors. One needs to think about what they value and then they can decide how to define quality of life for themself.

Reading Examples

Key Competency	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
<b>Connections and Transitions</b>	Understands the word <i>and</i> to connect ideas.  Connects two- to three-words.	Understands and uses a few high-frequency words to connect ideas.	Understands and uses some high-frequency connector words and markers (time, place) to <ul style="list-style-type: none"> <li>connect ideas</li> <li>locate items/objects</li> </ul>	Understands and uses more high-frequency connector words, markers (sequence), and phrases to <ul style="list-style-type: none"> <li>organize ideas</li> <li>add detail</li> </ul>	Understands and uses some low-frequency connector and transition words and phrases to <ul style="list-style-type: none"> <li>compare</li> <li>contrast</li> </ul>	Understands and uses more low-frequency connector and transition words and phrases to <ul style="list-style-type: none"> <li>express an opinion</li> <li>emphasize</li> <li>show cause and effect</li> <li>express a condition</li> </ul>	Understands and uses a range of connector and transition words and phrases to <ul style="list-style-type: none"> <li>summarize</li> <li>introduce examples</li> <li>conclude</li> <li>clarify</li> <li>qualify</li> </ul>	Understands and uses a broad range of connector and transition words and phrases to <ul style="list-style-type: none"> <li>justify an opinion</li> <li>rephrase</li> <li>suggest a possibility</li> <li>show               <ul style="list-style-type: none"> <li>change of direction</li> <li>exception</li> </ul> </li> </ul>
<b>Example</b> English Language Arts and Literature	sun <b>and</b> moon	The sun <b>and</b> the moon.  In day <b>or</b> night.	<b>Monday</b> it was sunny. It was <b>also</b> warm. <b>Then</b> the wind started to blow.	<b>Today</b> is a cloudy, cold winter day. <b>First</b> , they will get dressed in their winter clothes. <b>Next</b> , they will go outside to have fun in the winter weather.	<b>Today</b> the sky was cloudy, but <b>tomorrow</b> we will be able to see the sun <b>because</b> the sky will be clear.  <b>In the afternoon</b> the weather was warmer, but in the evening it was colder <b>and so</b> they decided to stay inside.	<b>Whether</b> by day or by night, they were determined to travel to safety. <b>In the day</b> , the sunlight gave them the chance to look like normal travellers, while travelling at night invited more questions at the checkpoints.	<b>Despite</b> his fear of heights, he was able to scale the building in the moonlight, barely seeing the widely spaced hand and foot holds. It was <b>comparable to</b> the way a cat climbs a tree at night. He <b>primarily</b> took on this dangerous task <b>because</b> he knew he could repair the cable, <b>and, above all else</b> , he was determined to help the people trapped inside the elevator.	<b>In spite of</b> the blue sky reflecting beautifully on the clear water, a sight that normally brought so much joy, <b>on this day</b> it only brought feelings of sadness.  <b>During the summer months</b> , the expansive skies and balmy evenings brought excitement in anticipation of the magnificent, brilliantly coloured sunsets, which were breathtaking at this time of year.

Writing Examples

Key Competency	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
<b>Vocabulary</b>	Understands and uses words in isolation, including <ul style="list-style-type: none"> <li>• survival words</li> <li>• basic utility words</li> <li>• words used in social greetings</li> </ul> May rely on home language(s).	Understands and uses a few high-frequency words, including <ul style="list-style-type: none"> <li>• utility words</li> <li>• familiar words</li> <li>• phrases used in social greetings</li> </ul> May rely on home language(s).	Understands and uses some high-frequency words, including <ul style="list-style-type: none"> <li>• basic descriptive words</li> <li>• instructional words</li> <li>• expressions used in social greetings</li> </ul>	Understands and uses more high-frequency and a few low-frequency words, including <ul style="list-style-type: none"> <li>• descriptive words</li> <li>• instructional words</li> <li>• synonyms/antonyms</li> </ul>	Understands and uses some low-frequency words, including <ul style="list-style-type: none"> <li>• subject-specific words</li> <li>• descriptive words</li> <li>• instructional words</li> <li>• words with multiple meanings</li> </ul>	Understands and uses more low-frequency words, including <ul style="list-style-type: none"> <li>• subject-specific words</li> <li>• descriptive words</li> <li>• academic words</li> <li>• words with multiple meanings</li> <li>• idioms</li> <li>• figurative language</li> </ul>	Understands and uses a range of words, including <ul style="list-style-type: none"> <li>• subject-specific words</li> <li>• academic words</li> <li>• technical words</li> <li>• words with multiple meanings</li> <li>• idioms</li> <li>• figurative language</li> </ul>	Understands and uses a broad range of words in a variety of cross-curricular contexts, including <ul style="list-style-type: none"> <li>• subject-specific words</li> <li>• academic words</li> <li>• technical words</li> <li>• figurative language</li> </ul>
<b>Example</b> Fine Arts: Painting Technique and Colour	(copies) green, yellow, red, blue	the _____ (pencil, crayon, paper, brush)  red paint  the line  the shape	I _____ (paint, draw) with a _____ (name of object).  I use the _____ (paint, pencil, brush, colour).  I paint a picture.  I paint the grass green	I like to use many colours. I used light green and dark green to paint the trees. There are big trees and small trees in my painting.  Grades 2–12: I used colours for the background, like yellow, orange, and red. It was like a sunset.	Today, I am using cool colours, like the colour blue. Blue makes me feel calm. I chose different shades of blues in the picture because I want to create a peaceful feeling.	I crossed the brush strokes for two reasons: to give the leaves texture and to create a feeling of movement. I wanted it to look like the leaves were dancing in the wind. I added black to the green paint and that made the green a darker shade for when I painted parts of the leaves. I wanted to make the red a lighter colour to paint the flowers, so I added white to tint the paint.	This painting shows how different parts of art can create a mood or feeling. To start, I chose cool colours for most of the piece, then used warm colours to emphasize the foreground. The horizon is painted with lighter tones to create the illusion of depth. Soft shapes and wavy lines add to the calm, peaceful feeling that I was trying to share.	For this painting, I used a flat rectangular brush to give the image a dramatic effect. Specifically, I wanted the colour to progress from darker at the bottom to lighter at the top, an effect achieved using horizontal strokes. For the silhouette, I chose a natural brush as I prefer the texture it gives over synthetic bristles. Essentially, I used a variety of brush strokes to create emotion and a sense of movement throughout the composition.

Writing Examples

Key Competency	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
<b>Sentence Structure</b>	Understands and uses words in one to three 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 simple sentences in statement, command, and question sentence structures.	Understands and uses a variety of simple and familiar compound sentence types in structured oral texts and/or written paragraphs.	Understands and uses a variety of compound sentence types in structured oral texts and/or sequenced written paragraphs.	Understands and uses a variety of compound and complex sentence types in detailed oral texts and/or cohesive written paragraphs.	Understands and uses a variety of sentence lengths and types, including compound-complex sentences, for varying audiences, purposes, and styles, in extended oral and written texts.
<b>Example</b> English Language Arts and Literature	(copies) walk, run, school, home	he walk school she run	He walks to school. She runs home. She helps the dog.	They walk to school together in the morning. Then she ran home. Did she forget her lunch?  She forgot to let the dog outside. Hurry back!	On Monday, he walked slowly to school. He was practising for his presentation because he wanted to do well. His sister was helping him, but suddenly she ran home because she forgot to let the dog out before school.	The brother and sister made their way to school early that morning. He was thinking about the presentation he had for school, and he hoped that he would do well. She walked with him until she remembered that she forgot to let the dog out. She turned around quickly, and she ran home.	Unfortunately, he kept forgetting the closing line for his presentation. Not because he hadn't practised it enough, but because it felt like it wasn't natural. His mind was on his schoolwork, so he didn't notice that his sister was no longer walking to school beside him. Feeling disappointed, he sighed. He guessed she went back to let the dog out.	Even though he had practised a few endings, and thought that he finally decided on one, he was still unsure of how to end his presentation. His sister, yelled, "Just trust your intuition!" over her shoulder as she hurried back toward the house. During the morning rush, she had forgotten to let the dog out before they went to school.

Writing Examples

Key Competency	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
<b>Connections and Transitions</b>	Understands the word <i>and</i> to connect ideas.  Connects two- to three-words.	Understands and uses a few high-frequency words to connect ideas.	Understands and uses some high-frequency connector words and markers (time, place) to <ul style="list-style-type: none"> <li>• connect ideas</li> <li>• locate items/objects</li> </ul>	Understands and uses more high-frequency connector words, markers (sequence), and phrases to <ul style="list-style-type: none"> <li>• organize ideas</li> <li>• add detail</li> </ul>	Understands and uses some low-frequency connector and transition words and phrases to <ul style="list-style-type: none"> <li>• compare</li> <li>• contrast</li> </ul>	Understands and uses more low-frequency connector and transition words and phrases to <ul style="list-style-type: none"> <li>• express an opinion</li> <li>• emphasize</li> <li>• show cause and effect</li> <li>• express a condition</li> </ul>	Understands and uses a range of connector and transition words and phrases to <ul style="list-style-type: none"> <li>• summarize</li> <li>• introduce examples</li> <li>• conclude</li> <li>• clarify</li> <li>• qualify</li> </ul>	Understands and uses a broad range of connector and transition words and phrases to <ul style="list-style-type: none"> <li>• justify an opinion</li> <li>• rephrase</li> <li>• suggest a possibility</li> <li>• show               <ul style="list-style-type: none"> <li>- change of direction</li> <li>- exception</li> </ul> </li> </ul>
<b>Example Science</b>	(copies) leaf <b>and</b> tree  tree big	the green leaf <b>or</b> the red leaf  the flower is yellow <b>and</b> small	Leaves are green in the summer.  The leaves fall <b>down</b> .	<b>First</b> , a plant is a seed. <b>Then</b> , it can grow to be a flower.  <b>Next</b> spring, the leaves will grow green. The leaves will stay green <b>until</b> it is cold outside <b>again</b> . <b>When</b> it is cold outside, the leaves will change colour.	Trees are living things <b>because</b> they can grow. Trees are different <b>than</b> some living things <b>because</b> they need <b>both</b> light <b>and</b> something to grow in.	<b>Since</b> trees are important, we need to take care of them. <b>However</b> , if trees aren't protected, I think that the world would be affected <b>because of</b> the many humans and other animals depend on trees for food, clean water, shelter, and air for breathing.  Sun, <b>as well as</b> water, are basic needs for the survival of plants.	<b>Therefore</b> , it is important to understand the essential role decomposers, <b>such as</b> fungi and bacteria, play in an ecosystem. <b>For instance</b> , in forests, fungi are the main decomposers that break down organisms. <b>In general</b> , these decomposers help with matter recycling resulting in nutrients being available as part of a food web in forests that can include producers, like trees.	<b>To summarize</b> , trees play an important role when it comes to the health of the environment, <b>specifically regarding</b> their role in converting carbon dioxide into oxygen and sugar.  <b>As a potential consequence of</b> climate change, the increased frequency of forest fires can threaten the health of forests. <b>Subsequently</b> , we should take measures to protect forests so that trees can continue to play their important roles in balancing ecosystems.

# Supporting Competency Indicators

Supporting competencies are to be used as reference materials for further assessment and to inform explicit language instruction in subject areas.

	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
Pre-K-K Listening and Speaking	A	B	1					
Grade 1	A	B	1	2				
Grades 2-3	A	B	1	2	3			
Grades 4-6	A	B	1	2	3	4		
Grades 7-9	A	B	1	2	3	4	5	
Grades 10-12	A	B	1	2	3	4	5	6

Beginner
Intermediate
Advanced

General Supporting Competency	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
Instructional Strategies and Learning Supports	<p>Requires significant support (prompting, modelling) to engage in their learning.</p> <p>Requires literacy and numeracy intervention.</p> <p>Requires supports to access adapted learning outcomes, including</p> <ul style="list-style-type: none"> <li>physical modelling</li> <li>objects from everyday life (realia)</li> <li>gestures</li> <li>visuals</li> <li>classroom labels</li> <li>home language(s)</li> <li>multimedia</li> <li>dual-language resources</li> <li>wait time</li> <li>opportunities to use and understand language in small groups (with a focus on listening and gradually moving to include speaking)</li> </ul>	<p>Requires intensive supports across subject areas, including</p> <ul style="list-style-type: none"> <li>explicit instruction of language forms and functions in content areas</li> <li>explicit vocabulary instruction</li> <li>adaptation</li> <li>home language(s)</li> <li>dual-language resources</li> <li>objects from everyday life (realia)</li> <li>modelling</li> <li>text to speech</li> <li>sentence starters/frames</li> <li>patterned texts</li> <li>translation tools</li> <li>visuals</li> <li>multimedia</li> <li>wait time</li> <li>opportunities to understand and use language in small groups</li> <li>a scribe</li> </ul>	<p>Requires targeted supports across subject areas, including</p> <ul style="list-style-type: none"> <li>explicit instruction of language forms and functions in content areas</li> <li>explicit vocabulary instruction</li> <li>adaptation</li> <li>home language(s)</li> <li>dual-language resources</li> <li>word banks</li> <li>sentence starters/frames</li> <li>graphic organizers</li> <li>levelled texts</li> <li>visuals</li> <li>multimedia</li> <li>wait time</li> <li>opportunities to understand and use language in small groups; e.g., think, pair, share</li> <li>personal dual-language visual dictionaries</li> <li>speech to text</li> <li>a reader</li> </ul>	<p>Requires targeted supports across subject areas, including</p> <ul style="list-style-type: none"> <li>explicit instruction of language forms and functions in content areas</li> <li>explicit vocabulary instruction</li> <li>adaptation</li> <li>home language(s)</li> <li>dual-language books</li> <li>word lists</li> <li>word walls</li> <li>sentence frames for sentence variation</li> <li>graphic organizers</li> <li>levelled texts</li> <li>visuals</li> <li>multimedia</li> <li>exemplar texts (paragraph)</li> <li>opportunities to understand and use language in small groups; e.g., think, pair, share</li> <li>peer support</li> <li>anchor charts</li> </ul>	<p>Requires supports across subject areas, which may include</p> <ul style="list-style-type: none"> <li>explicit instruction of language forms and functions in content areas</li> <li>differentiation</li> <li>anchor charts</li> <li>sentence and paragraph frames increasing in complexity</li> <li>abridged texts</li> <li>graphic organizers</li> <li>exemplar texts (essay template, science lab)</li> <li>translation tools</li> <li>text to speech</li> <li>concept maps</li> <li>thesauri</li> <li>dictionaries</li> <li>small group discussion</li> <li>concept maps</li> </ul>	<p>Requires supports across subject areas, which may include</p> <ul style="list-style-type: none"> <li>explicit vocabulary instruction in content areas</li> <li>sentence/paragraph frames</li> <li>modelling cohesive devices</li> <li>graphic organizers</li> <li>translation tools</li> <li>concept maps</li> <li>thesauri</li> <li>dictionaries</li> <li>small group discussion</li> </ul>	<p>Requires access to supports to choose from independently, including,</p> <ul style="list-style-type: none"> <li>explicit vocabulary learning tools</li> <li>planning resources</li> <li>translation tools</li> <li>thesauri</li> <li>dictionaries</li> </ul>	



General Supporting Competency	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
Strategic Communication: Characteristics and Supports	<p>May experience a silent period.</p> <p>May make attempts at communication and then abandon them.</p> <p>May only respond by using home language(s), shaking head, pointing, miming, or by using other gestures.</p> <p>Needs modelling and significant supports, prompts, and encouragement for all forms of communication.</p>	<p>May experience a silent period.</p> <p>May make attempts at communication and appeal for help.</p> <p>May respond by using home language(s), gestures, miming, and facial expressions as needed.</p> <p>May need modelling significant supports, prompts, and encouragement for turn taking, leave taking, and greetings.</p>	<p>May attempt different strategies to overcome communication gaps, such as</p> <ul style="list-style-type: none"> <li>• using home language</li> <li>• translating</li> <li>• drawing</li> <li>• gesturing</li> <li>• miming</li> <li>• pointing</li> </ul> <p>May need significant supports, prompts, and encouragement for engaging in cooperative learning tasks and contributing to class discussions.</p>	<p>May attempt different strategies to overcome communication gaps, such as</p> <ul style="list-style-type: none"> <li>• describing</li> <li>• telling a story</li> <li>• using cognates</li> <li>• using home language</li> <li>• translation</li> </ul> <p>May need some supports, prompts, and encouragement for engaging in cooperative learning tasks and contributing to class discussions.</p>	<p>May use different strategies to overcome communication gaps, such as</p> <ul style="list-style-type: none"> <li>• message replacement; e.g., giving up on original message and trying a different form</li> <li>• home language(s) translation</li> <li>• circumlocution (talking around an unknown word; e.g., A student may want to say “lettuce” but does not know the word so instead says, “large, green thing you eat.”)</li> <li>• providing visual examples</li> </ul> <p>May use home language(s) translation or other strategies to confirm understanding and make connections to prior knowledge.</p> <p>May need advanced notice, observation opportunities, support, and practice prior to sharing with whole class in discussions.</p>	<p>May use different strategies to overcome communication gaps, such as</p> <ul style="list-style-type: none"> <li>• substitution of a known word for an unknown word; e.g., big for enormous</li> <li>• approximation (using a word close to the meaning of the intended word but not the correct word; e.g., boss for supervisor)</li> <li>• translation</li> <li>• circumlocution</li> </ul> <p>May appeal to peers or teachers for feedback or support (may need reminders to do so).</p> <p>May need occasional support and practice prior to giving a presentation to the whole class.</p>	<p>Uses a variety of strategies to overcome communication gaps.</p> <p>May appeal to peers or teachers for specific guidance or assistance in preparing for communicative tasks.</p> <p>Inquires about and accesses resources to prepare for communicative tasks, such as</p> <ul style="list-style-type: none"> <li>• observation opportunities</li> <li>• reference materials; e.g., dictionary, thesaurus</li> <li>• online guides, tutorials, demonstrations</li> </ul>	<p>Accesses appropriate strategies as needed to address any communication gaps.</p> <p>Seeks out and uses a variety of human and material resources to meet communication needs.</p>
Socio-linguistic	<p>Understands and uses the following in familiar social contexts:</p> <ul style="list-style-type: none"> <li>• greetings</li> <li>• social politeness</li> <li>• memorized expressions</li> </ul>	<p>Understands and uses the following in familiar social contexts:</p> <ul style="list-style-type: none"> <li>• greetings or leave taking</li> <li>• familiar social conventions</li> <li>• agreement or disagreement</li> <li>• common courtesy phrases</li> </ul>	<p>Understands and uses the following in familiar social and academic contexts:</p> <ul style="list-style-type: none"> <li>• familiar social language (greetings, farewells, courtesy phrases)</li> <li>• preferences</li> <li>• common social expressions</li> </ul>	<p>Understands and uses the following in familiar social and new academic contexts:</p> <ul style="list-style-type: none"> <li>• familiar slang</li> <li>• familiar idioms</li> <li>• familiar phrasal verbs; e.g., finish up, look out, come on</li> <li>• literal meaning of some similes (as slow as a turtle, quick like a bunny)</li> <li>• situational humour</li> </ul>	<p>Understands and uses the following in new social and academic contexts:</p> <ul style="list-style-type: none"> <li>• humour involving play on words</li> <li>• tone of voice</li> <li>• differences between formal and informal situations</li> <li>• similes</li> <li>• humorous anecdotes</li> <li>• slang</li> <li>• imagery</li> <li>• alliteration</li> <li>• hyperbole</li> </ul>	<p>Understands and uses the following appropriate to context and formality:</p> <ul style="list-style-type: none"> <li>• social expressions; e.g., of course, why not?</li> <li>• differences in formality of speech</li> <li>• humour: narrative jokes and puns</li> <li>• common cultural references</li> <li>• verb phrases</li> <li>• metaphors</li> <li>• personification</li> <li>• analogies</li> <li>• idioms</li> </ul>	<p>Understands and uses the following appropriate to context and formality:</p> <ul style="list-style-type: none"> <li>• idiomatic expressions; e.g., the last straw, cut corners, on the fence</li> <li>• slang</li> <li>• explicit social references</li> <li>• explicit cultural references</li> <li>• subtle figurative language; e.g., symbolism, proverbs, allusion</li> </ul>	<p>Understands and uses the following appropriate to context and formality:</p> <ul style="list-style-type: none"> <li>• sarcasm</li> <li>• innuendo</li> <li>• satire</li> <li>• implied meaning of cultural references</li> <li>• implied meaning of social references</li> <li>• subtle social references</li> <li>• subtle cultural references</li> </ul>

Listening Supporting Competencies	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
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 instructions on familiar topics.	Understands literal, recall, and information gap questions using <ul style="list-style-type: none"> <li>• who</li> <li>• what</li> <li>• when</li> <li>• where</li> <li>• how many</li> </ul>	Understands critical thinking and open-ended questions using <ul style="list-style-type: none"> <li>• who</li> <li>• what</li> <li>• when</li> <li>• where</li> <li>• how many</li> </ul>	Understands open-ended questions using <ul style="list-style-type: none"> <li>• why</li> <li>• how</li> <li>• tell me about</li> </ul>	Understands hypothetical questions using <ul style="list-style-type: none"> <li>• what if ...</li> <li>• if ... then ...</li> </ul>	Understands <ul style="list-style-type: none"> <li>• implied meaning of questions</li> <li>• inference questions</li> <li>• rhetorical questions</li> </ul>
Auditory Discrimination	Recognizes a few sounds (phonemes); e.g., a few letter sounds, a few letters.  Listens for recognizable words in familiar isolation.	Recognizes some sounds (phonemes); e.g., some letter sounds, some letters.  Segments and blends some sounds in words.  Listens for recognizable words in familiar phrases.	Recognizes <ul style="list-style-type: none"> <li>• sounds (phonemes) at the beginning, middle, and end of spoken English</li> <li>• most first, middle, or ending letters or sounds in words</li> <li>• many letters by name</li> </ul>	Recognizes <ul style="list-style-type: none"> <li>• letters and sounds in words</li> <li>• silent letters in words</li> <li>• words that rhyme</li> <li>• some minimal pairs; e.g., sit/sip, bat/but/bit</li> <li>• syllables in words</li> <li>• familiar reduced speech; e.g., Didja wanna? (Did you want to?)</li> <li>• tone of voice</li> </ul>	Distinguishes <ul style="list-style-type: none"> <li>• long and short vowel sounds</li> <li>• rhymes</li> <li>• cognates; e.g., <ul style="list-style-type: none"> <li>- (Spanish) car/carro,</li> <li>- (French) direct/direct,</li> <li>- (Tagalog) doctor/doctor,</li> <li>- (Mandarin) typhoon/taifeng</li> </ul> </li> <li>• more minimal pairs; e.g., bat/bait, fifty/fifteen</li> <li>• common contractions; e.g., can't, didn't, I'll</li> </ul>	Distinguishes word forms; e.g., know, known, unknown, knowledge, knowledgeable.  Understands rapid speech from familiar speakers in familiar social and academic contexts.	Understands speech from unfamiliar speakers in familiar social and academic contexts.  Distinguishes syllable stress that indicates differences in meaning; e.g., <ul style="list-style-type: none"> <li>• <b>content/content</b></li> <li>• <b>affect/affect</b></li> </ul>	Understands a variety of types and styles of speech on familiar and unfamiliar topics in social and academic contexts.
Oral Text Comprehension	Understands a few words in concrete, familiar contexts associated with routines, social situations, and actions with consistent repetition, gestures, modelling, and visual support.	Understands some words in concrete, familiar contexts associated with routines, social situations, and actions with gestures and visual support.	Understands some oral text in familiar contexts associated with routines, social situations, and instructions with support.	Understands some oral texts in familiar social and academic contexts with support.	Understands more detailed oral texts across familiar social and academic contexts with support.	Understands more detailed oral texts in unfamiliar social and familiar academic contexts and genres with support.	Understands more oral texts in unfamiliar academic contexts and genres.	Understands a range of oral texts in unfamiliar academic interdisciplinary contexts in a variety of genres.

Speaking Supporting Competency	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
Strategic Communication: Participation and Interaction	Participates using strategies such as <ul style="list-style-type: none"> <li>repeated words and phrases</li> <li>home language(s)</li> </ul>	Participates using strategies such as <ul style="list-style-type: none"> <li>memorized words and phrases</li> <li>repeated words and phrases</li> <li>home language(s)</li> </ul>	Participates and interacts more spontaneously using strategies such as <ul style="list-style-type: none"> <li>familiar words and phrases</li> <li>asking questions</li> <li>using question starters: what is..., who is..., can I..., where is...</li> <li>home language(s) and translation tools</li> </ul>	Participates and interacts spontaneously using strategies such as <ul style="list-style-type: none"> <li>using known phrases and high-frequency vocabulary</li> <li>responding to familiar comments and questions</li> <li>initiating conversations with peers</li> <li>translation tools</li> </ul>	Interacts using strategies such as <ul style="list-style-type: none"> <li>asking and answering questions on familiar topics</li> <li>responding to and making comments</li> <li>engaging with peers in familiar social and classroom conversations</li> </ul>	Engages in social and learning conversations using strategies such as <ul style="list-style-type: none"> <li>making personal connections</li> <li>asking clarifying questions</li> <li>asking specific questions</li> <li>repeating</li> <li>commenting</li> </ul>	Initiates and sustains learning conversations by using strategies such as <ul style="list-style-type: none"> <li>paraphrasing</li> <li>restating</li> <li>clarifying</li> <li>questioning</li> <li>redirecting</li> </ul>	Uses a variety of techniques for effect in learning conversations and to hold audience attention when presenting such as <ul style="list-style-type: none"> <li>seeking elaboration of another's ideas</li> <li>affirming</li> <li>leading</li> <li>prompting</li> <li>summarizing</li> <li>concluding</li> <li>elaborating</li> </ul>
Pronunciation	Attempts the following in familiar social, classroom, and learning contexts: <ul style="list-style-type: none"> <li>a few English letter sounds</li> <li>one or two English words</li> </ul> Pronunciation errors may interfere with communication. <p>Note: For all levels, comprehensibility of the communication is the focus of the pronunciation competency. Many variations of English are spoken throughout the world. Various dialects and accents are expected and accepted.</p>	Attempts the following in familiar social, classroom, and learning contexts: <ul style="list-style-type: none"> <li>some English letter sounds</li> <li>a few words and phrases</li> </ul> Pronunciation errors may interfere with communication.	Attempts the following in familiar phrases and rehearsed activities: <ul style="list-style-type: none"> <li>sounds at the beginning and ends of words</li> <li>many letters</li> <li>multi-syllable words</li> </ul> Approximates <ul style="list-style-type: none"> <li>English rhythm</li> <li>intonation</li> </ul> Pronunciation errors may interfere with communication.	Approximates the following in familiar and rehearsed activities: <ul style="list-style-type: none"> <li>rhythm</li> <li>intonation</li> <li>stress</li> </ul> Pronunciation may interfere with communication.	Demonstrates, with occasional errors, the following in familiar and rehearsed activities: <ul style="list-style-type: none"> <li>rhythm</li> <li>intonation</li> <li>stress</li> </ul>	Demonstrates, with occasional errors, the following in rehearsed and unrehearsed activities where dialogue is spontaneous: <ul style="list-style-type: none"> <li>comprehensible pronunciation</li> <li>appropriate intonation</li> </ul>	Demonstrates, with increasing accuracy, the following in unfamiliar and unrehearsed activities: <ul style="list-style-type: none"> <li>appropriate expression</li> <li>appropriate inflection</li> </ul>	Demonstrates the following consistently and accurately in a variety of contexts: <ul style="list-style-type: none"> <li>appropriate expression</li> <li>appropriate inflection</li> </ul>
Grammar Observations	Uses a few grammar elements with errors and omissions.	Uses some grammar elements with errors and omissions.	Uses familiar grammar elements with errors and omissions.	Uses familiar grammar elements with increasing awareness and accuracy and begins to correct noticeable grammatical errors with regular prompting.	Uses familiar grammar structures with increasing control over word order, agreement, and word choice. <p>Self-corrects common grammatical errors with occasional prompting.</p>	Uses familiar grammar structures with increasing accuracy and may self-correct. <p>May make errors when attempting more advanced grammatical structures.</p>	Uses more advanced grammatical structures with increasing accuracy. <p>Experiments with applying sophisticated language features; e.g., a variety of verb tenses, irregular plurals.</p>	Uses a variety of advanced grammatical structures appropriate to genre or subject and applies sophisticated language features with increasing accuracy. <p>Adjusts appropriately for the context.</p>

Reading Supporting Competency	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
Strategic: Decoding	<p>Recognizes</p> <ul style="list-style-type: none"> <li>• differences between Roman text, non-Roman text, images, and numbers</li> <li>• a few letters of the alphabet</li> <li>• own name</li> </ul>	<p>Recognizes</p> <ul style="list-style-type: none"> <li>• a few high-frequency words in isolation with visual support</li> <li>• that text goes top to bottom and left to right</li> <li>• that spaces separate words</li> <li>• that letters relate to sounds</li> </ul>	<p>Recognizes</p> <ul style="list-style-type: none"> <li>• a few high-frequency words</li> <li>• sound-symbol relationships</li> <li>• beginning and ending sounds</li> <li>• simple word families</li> </ul>	<p>Uses phonemic awareness and an understanding of phonics to decode</p> <ul style="list-style-type: none"> <li>• some high-frequency words</li> <li>• one- to two-syllable words</li> <li>• beginning and ending sounds</li> <li>• consonant sounds in the beginning, middle, or ending of words</li> <li>• simple vowel sounds (ai, ea, ee, oa, oo)</li> <li>• common root words; e.g., play, happ</li> </ul>	<p>Uses phonemic awareness and an understanding of phonics to decode</p> <ul style="list-style-type: none"> <li>• consonants at the beginning and end of words</li> <li>• consonant letters that represent no sounds</li> <li>• short and long vowels in medial positions; e.g., kit/kite, can/cane</li> <li>• more complex word families</li> </ul>	<p>Decodes</p> <ul style="list-style-type: none"> <li>• consonant clusters</li> <li>• vowel digraphs; e.g., ou, ie, au</li> <li>• root words</li> <li>• vowel clusters; e.g., -ious, -eau</li> </ul>	<p>Decodes</p> <ul style="list-style-type: none"> <li>• multi-syllabic words</li> <li>• complex letter combinations</li> </ul>	<p>Decodes</p> <ul style="list-style-type: none"> <li>• words with unique spelling patterns</li> </ul>
Strategic: Fluency	<p>Reads using visuals.</p> <p>Handles books and digital tools and texts appropriately.</p>	<p>Reads</p> <ul style="list-style-type: none"> <li>• a few high-frequency word families and sight words using phonemic awareness and phonics</li> <li>• letter by letter</li> <li>• to phonetically sound out a few high-frequency words by matching some sight words to words heard out loud</li> </ul>	<p>Reads</p> <ul style="list-style-type: none"> <li>• word by word</li> <li>• some high-frequency words by sounding out unfamiliar words</li> <li>• by pausing to refer to visuals</li> <li>• word substitutions influenced by pictures or context rather than spelling of the word; e.g., “car” for “truck”</li> <li>• with emerging phrasing</li> </ul> <p>Engages in discussion about texts they have listened to.</p>	<p>Reads</p> <ul style="list-style-type: none"> <li>• blending sounds with words to decode unfamiliar words</li> <li>• some high-frequency words with support</li> <li>• some phrasing</li> <li>• with attention to basic punctuation (period, question mark, exclamation mark)</li> <li>• word substitutions influenced by <ul style="list-style-type: none"> <li>- first letter or phoneme; e.g., “bird” instead of “blue jay”, “table” instead of “tablet”</li> <li>- pictures</li> <li>- context rather than spelling of the word</li> </ul> </li> <li>• with self-correction, with prompting</li> </ul>	<p>Reads high-frequency word families and sight words with</p> <ul style="list-style-type: none"> <li>• intonation</li> <li>• accuracy</li> <li>• developing expression</li> <li>• attention to common punctuation</li> <li>• meaningful word substitutions</li> <li>• awareness of need for self-correction</li> </ul>	<p>Reads familiar texts to reflect understanding with appropriate</p> <ul style="list-style-type: none"> <li>• phrasing</li> <li>• expression</li> <li>• appropriate stress on words</li> <li>• attention to punctuation</li> <li>• meaningful word substitutions</li> <li>• self-correction</li> </ul>	<p>Reads familiar texts and unfamiliar texts with support to reflect understanding with appropriate</p> <ul style="list-style-type: none"> <li>• expression</li> <li>• appropriate stress on words</li> <li>• attention to punctuation</li> <li>• meaningful word substitutions</li> <li>• self-correction</li> </ul>	<p>Reads a variety of subject-area texts to reflect understanding with increasingly appropriate</p> <ul style="list-style-type: none"> <li>• expression</li> <li>• stress on words</li> <li>• intonation</li> <li>• attention to punctuation</li> <li>• self-correction</li> </ul>

Reading Supporting Competency	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
Strategic: Comprehension	<p>Understands a few memorized words in print and patterned text, relying on appropriate literacy interventions and learning supports, including</p> <ul style="list-style-type: none"> <li>• home language(s)</li> <li>• visuals</li> <li>• multimedia</li> <li>• audio</li> </ul> <p>Demonstrates understanding by</p> <ul style="list-style-type: none"> <li>• pointing to images in response to questions</li> <li>• visually representing ideas</li> <li>• using gestures to act out an idea</li> <li>• identifying words using first letter recognition</li> <li>• sequencing a story using images and home language(s)</li> <li>• identifying information from visuals in text</li> <li>• using familiar digital applications with significant support</li> </ul>	<p>Understands a few common, familiar words while relying on appropriate interventions and learning supports, including</p> <ul style="list-style-type: none"> <li>• home language(s)</li> <li>• visuals</li> <li>• multimedia</li> <li>• audio</li> </ul> <p>Demonstrates understanding by</p> <ul style="list-style-type: none"> <li>• pointing to images and sections of text in response to questions</li> <li>• matching letters/words to pictures or spoken vocabulary</li> <li>• sequencing a story using isolated words, images, and home language(s)</li> <li>• identifying information from visuals in text and text features; e.g., cover, title</li> <li>• using familiar digital applications with support</li> </ul>	<p>Understands simple, familiar patterned sentences while relying on appropriate learning supports, including</p> <ul style="list-style-type: none"> <li>• home language(s)</li> <li>• translation tools</li> </ul> <p>Demonstrates understanding by</p> <ul style="list-style-type: none"> <li>• retelling a story using words encountered in text</li> <li>• asking questions related to text</li> <li>• matching words and pictures, including simple graphs and diagrams</li> <li>• using home language(s) as needed</li> <li>• identifying information from visuals in text and text features; e.g., page numbers, author's name, illustrator's name</li> <li>• using familiar digital applications with increasing independence</li> </ul>	<p>Understands, while relying on appropriate learning supports, that text is created to share messages and information.</p> <p>Demonstrates understanding by</p> <ul style="list-style-type: none"> <li>• identifying key words, ideas, and details when supported by visuals such as illustrations or gestures</li> <li>• retelling main ideas in text using images and home language(s)</li> <li>• sequencing multiple events from text</li> <li>• identifying information from visuals in text and text features; e.g., cover, title, navigation tools</li> <li>• navigating familiar digital applications independently</li> </ul>	<p>Understands</p> <ul style="list-style-type: none"> <li>• that visuals and text organization can contribute to the meaning of-text, using learning supports as needed</li> <li>• text on familiar subject-specific content supported by visuals</li> <li>• main ideas in familiar text</li> <li>• informational texts, such as brochures and maps, supported by visuals</li> </ul> <p>Demonstrates understanding by</p> <ul style="list-style-type: none"> <li>• retelling key information using familiar phrases and patterned sentences</li> <li>• connecting text to personal experience</li> <li>• noticing similarities and differences in text features between home language(s) and English</li> <li>• identifying text features; e.g., table of contents, index, chapter titles, basic website navigation</li> <li>• predicting events or next steps</li> <li>• discerning meaning of unknown words from context</li> <li>• using accompanying visuals, such as diagrams, charts, and tables, to enhance understanding</li> <li>• using home language(s) as needed</li> </ul>	<p>Understands</p> <ul style="list-style-type: none"> <li>• informational text</li> <li>• the distinction between main ideas and supporting details in text on familiar subject-specific content</li> </ul> <p>Demonstrates understanding by</p> <ul style="list-style-type: none"> <li>• comparing, contrasting, and summarizing main ideas</li> <li>• rereading for better understanding and to confirm predictions</li> <li>• answering open-ended questions using supporting details from text</li> <li>• using strategies such as predicting, inferencing, and using context cues</li> <li>• recording and sharing information and referencing text features in a variety of formats, including diagrams, charts, tables, and formatted text (bold, italicized, underlined), in English or home language(s)</li> <li>• distinguishing fact from opinion</li> <li>• using text details to infer information about author, context, theme, and topic</li> <li>• drawing upon home language(s) and culture as needed</li> </ul>	<p>Understands text on familiar topics, including subject-area content.</p> <p>Demonstrates understanding by</p> <ul style="list-style-type: none"> <li>• assessing relevance and accuracy of information</li> <li>• inferring meaning of new words and sentences using subtle information from context cues and word analysis</li> <li>• skimming and scanning to locate information</li> <li>• revising thoughts</li> <li>• drawing conclusions</li> <li>• making connections to personal experiences and other texts</li> <li>• referencing text features; e.g., index, references, citations, annotations, quotations, footnotes, end notes</li> <li>• collating and synthesizing information from various texts on a topic</li> <li>• drawing upon home language(s) and culture as needed</li> </ul>	<p>Understands a variety of text on new topics, including subject-area content.</p> <p>Demonstrates understanding by</p> <ul style="list-style-type: none"> <li>• interpreting and applying textual information to new situations</li> <li>• critically evaluating information to <ul style="list-style-type: none"> <li>– identify author's perspective or worldview</li> <li>– identify appropriate course of action</li> <li>– interpret complex instructions accurately</li> </ul> </li> <li>• referencing text features as needed</li> <li>• synthesizing</li> <li>• summarizing</li> <li>• drawing conclusions</li> <li>• making connections using personal experiences and other texts to understand cultural and social references</li> <li>• drawing upon home language(s) and culture as needed</li> </ul>



Writing Supporting Competency	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
Strategic: Writing Characteristics	<p>Knows how to hold a pen or pencil.</p> <p>Experiments with drawing lines, shapes, images, letters, and numbers.</p> <p>Copies letters and numbers with attention to</p> <ul style="list-style-type: none"> <li>spacing</li> <li>line</li> <li>direction</li> </ul> <p>Is dependent on visuals and support.</p> <p>Copies words letter by letter.</p> <p>Learns hand position on keyboard.</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 understand purpose for writing.</p> <p>Learns to locate letter keys on keyboard.</p>	<p>Participates in shared writing activities to create sentences.</p> <p>Adds words to create sentences using sentence frames.</p> <p>Copies, with increasing accuracy,</p> <ul style="list-style-type: none"> <li>group-generated texts</li> <li>patterned sentences</li> <li>words</li> </ul> <p>Attempts to spell familiar words.</p> <p>Transfers knowledge about home language(s) words.</p>	<p>Follows pattern of group-generated texts to write a short original composition.</p> <p>Adds phrases to create sentences using sentence frames.</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>Transfers knowledge about home language(s) spelling conventions.</p> <p>Learns a variety of keys on keyboard.</p>	<p>Creates paragraphs on specific topics using templates as a guide.</p> <p>Completes, with some support,</p> <ul style="list-style-type: none"> <li>graphic organizers</li> <li>writing plan templates</li> </ul> <p>Uses familiar strategies, such as</p> <ul style="list-style-type: none"> <li>spelling according to common patterns and from memory</li> <li>spelling from personal dictionaries, charts, lists, and other visuals</li> <li>copying words and phrases</li> <li>following examples</li> <li>accessing digital tools</li> <li>home language(s) transfer</li> </ul> <p>Develops proficiency with keyboarding.</p>	<p>Creates appropriate text types, demonstrating a developing sense of</p> <ul style="list-style-type: none"> <li>topic</li> <li>purpose</li> </ul> <p>Uses familiar strategies, such as</p> <ul style="list-style-type: none"> <li>using word walls, word banks, personal dictionaries, textbooks, and online sources to spell words</li> <li>adding detail</li> <li>changing word order for effect</li> <li>varying sentence structures</li> <li>accessing digital tools</li> <li>home language(s) transfer</li> </ul>	<p>Creates appropriate text types, demonstrating a developing sense of</p> <ul style="list-style-type: none"> <li>style</li> <li>voice</li> <li>audience</li> </ul> <p>Uses familiar strategies, such as</p> <ul style="list-style-type: none"> <li>using various sources to find alternative words</li> <li>making more effective word choices</li> <li>sequencing sentences strategically</li> <li>adding descriptions to writing</li> <li>accessing dictionaries, thesauri, dual-language sources, and translation tools</li> <li>revising for sequence of ideas</li> <li>home language(s) transfer</li> </ul>	<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"> <li>selecting precise words to effectively convey meaning</li> <li>using more advanced punctuation</li> <li>accessing grammar references and translation tools</li> <li>accessing various digital tools</li> </ul>
Revising and Editing Supports	<p>Requires intensive support to edit and check individual letters and numbers for accuracy.</p>	<p>Requires intensive support to edit and check letters and numbers for accuracy.</p>	<p>Requires targeted support, using sentence frames, visuals, word banks, and modelling, to revise and edit</p> <ul style="list-style-type: none"> <li>sight words</li> <li>familiar words</li> </ul>	<p>Requires targeted support to revise and edit</p> <ul style="list-style-type: none"> <li>capital letters at the beginning of <ul style="list-style-type: none"> <li>names</li> <li>sentences</li> <li>days of the week and months</li> </ul> </li> <li>periods, question marks, and exclamation marks at the end of sentences</li> <li>spelling of familiar words with targeted support using sentence frames, visuals, word banks, and modelling</li> </ul>	<p>Revises, with support,</p> <ul style="list-style-type: none"> <li>word choice</li> <li>synonyms/antonyms</li> </ul> <p>Edits for</p> <ul style="list-style-type: none"> <li>capital letters in the name of a specific person or place</li> <li>punctuation using apostrophes, contractions, and commas in a list</li> <li>spelling of compound words</li> <li>simple verb tenses, with support, using sentence frames, visuals, and word banks</li> </ul>	<p>Revises for sequence of ideas.</p> <p>Edits sentences for</p> <ul style="list-style-type: none"> <li>capitalization of words in different contexts</li> <li>use of quotation marks</li> <li>use of commas to follow a transition word</li> <li>a variety of tenses</li> <li>common irregularly spelled words</li> <li>verb tenses</li> </ul>	<p>Revises for addition of detail and purpose.</p> <p>Edits text independently for</p> <ul style="list-style-type: none"> <li>apostrophes, quotation marks, hyphens, dashes, and commas</li> <li>regular and irregular spelling</li> <li>collocations</li> <li>subject-verb agreement</li> <li>verb tenses</li> <li>spelling of homophones and homonyms</li> </ul>	<p>Revises for content, organization, and audience.</p> <p>Edits text independently for</p> <ul style="list-style-type: none"> <li>most punctuation conventions</li> <li>appropriate word forms and word choice</li> <li>verb tense</li> <li>active and passive voice</li> </ul>

Writing Supporting Competency	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
Grammar Observations	Uses a few grammar elements with errors and omissions.	Uses some grammar elements with errors and omissions.	Uses familiar grammar elements with errors and omissions.	Uses familiar grammar elements with increasing awareness and improved accuracy and begins to correct noticeable grammatical errors with regular prompting.	Uses familiar grammar structures with increasing control over word order, agreement, and word choice.  Self-corrects common grammatical errors with occasional prompting.	Uses familiar grammar structures with increasing accuracy and may self-correct.  May make errors when attempting more advanced grammatical structures.	Uses more advanced grammatical structures with increasing accuracy.  Experiments with applying sophisticated language features; e.g., a variety of verb tenses, irregular plurals.	Uses a variety of advanced grammatical structures appropriate to genre or subject and applies sophisticated language features with increasing accuracy.  Adjusts appropriately for the context.



# English Language Continuums

	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
Pre-K-K <small>Listening and Speaking</small>	A	B	1					
Grade 1	A	B	1	2				
Grades 2-3	A	B	1	2	3			
Grades 4-6	A	B	1	2	3	4		
Grades 7-9	A	B	1	2	3	4	5	
Grades 10-12	A	B	1	2	3	4	5	6

Beginner
Intermediate
Advanced

## Vocabulary Continuum

	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
High-frequency Common Words	<ul style="list-style-type: none"> <li>child</li> <li>say</li> <li>house</li> <li>time</li> <li>day</li> <li>chair</li> <li>walk</li> <li>laugh</li> <li>music</li> </ul>	<ul style="list-style-type: none"> <li>kid</li> <li>talk</li> <li>home</li> <li>year</li> <li>night</li> <li>seat</li> <li>step</li> <li>joke</li> <li>song</li> </ul>	<ul style="list-style-type: none"> <li>youth</li> <li>speak</li> <li>apartment</li> <li>week</li> <li>morning</li> <li>bench</li> <li>march</li> <li>chuckle</li> <li>tune</li> </ul>	<ul style="list-style-type: none"> <li>teen</li> <li>express</li> <li>shelter</li> <li>age</li> <li>evening</li> <li>stool</li> <li>wander</li> <li>howl</li> <li>chorus</li> </ul>	<ul style="list-style-type: none"> <li>infant</li> <li>chat</li> <li>residence</li> <li>date</li> <li>afternoon</li> <li>desk chair</li> <li>hike</li> <li>giggle</li> <li>melody</li> </ul>	<ul style="list-style-type: none"> <li>teenager</li> <li>communicate</li> <li>dwelling</li> <li>era</li> <li>sunset</li> <li>rocking chair</li> <li>stride</li> <li>cackle</li> <li>ballad</li> </ul>	<ul style="list-style-type: none"> <li>adolescent</li> <li>converse</li> <li>bungalow</li> <li>span</li> <li>sunrise</li> <li>armchair</li> <li>stumble</li> <li>snort</li> <li>lullaby</li> </ul>	<ul style="list-style-type: none"> <li>toddler</li> <li>articulate</li> <li>habitation</li> <li>epoch</li> <li>dusk</li> <li>recliner</li> <li>stagger</li> <li>chortle</li> <li>hymn</li> </ul>
Descriptive Words	<ul style="list-style-type: none"> <li>big</li> <li>small</li> <li>good</li> <li>bad</li> <li>happy</li> <li>okay</li> <li>mad</li> </ul>	<ul style="list-style-type: none"> <li>large</li> <li>little</li> <li>fine</li> <li>wrong</li> <li>glad</li> <li>nice</li> <li>angry</li> </ul>	<ul style="list-style-type: none"> <li>huge</li> <li>tiny</li> <li>okay</li> <li>rotten</li> <li>pleased</li> <li>fair</li> <li>furious</li> </ul>	<ul style="list-style-type: none"> <li>gigantic</li> <li>mini</li> <li>alright</li> <li>rude</li> <li>delighted</li> <li>lovely</li> <li>frustrated</li> </ul>	<ul style="list-style-type: none"> <li>massive</li> <li>puny</li> <li>pleasant</li> <li>naughty</li> <li>cheerful</li> <li>pleasant</li> <li>annoyed</li> </ul>	<ul style="list-style-type: none"> <li>enormous</li> <li>miniature</li> <li>worthy</li> <li>unruly</li> <li>ecstatic</li> <li>acceptable</li> <li>enraged</li> </ul>	<ul style="list-style-type: none"> <li>immense</li> <li>micro</li> <li>adequate</li> <li>mischievous</li> <li>joyful</li> <li>satisfying</li> <li>livid</li> </ul>	<ul style="list-style-type: none"> <li>vast</li> <li>petite</li> <li>agreeable</li> <li>disobedient</li> <li>joyful</li> <li>gratifying</li> <li>fuming</li> </ul>
Academic Words	<ul style="list-style-type: none"> <li>point</li> <li>tell</li> <li>place</li> <li>use</li> <li>draw</li> <li>know</li> <li>question</li> <li>answer</li> </ul>	<ul style="list-style-type: none"> <li>label</li> <li>show</li> <li>group</li> <li>direct</li> <li>circle</li> <li>get</li> <li>ask</li> <li>explain</li> </ul>	<ul style="list-style-type: none"> <li>mark</li> <li>describe</li> <li>sort</li> <li>reuse</li> <li>map out</li> <li>see</li> <li>call on</li> <li>return</li> </ul>	<ul style="list-style-type: none"> <li>identify</li> <li>demonstrate</li> <li>organize</li> <li>operate</li> <li>frame</li> <li>understand</li> <li>demand</li> <li>respond</li> </ul>	<ul style="list-style-type: none"> <li>flag</li> <li>express</li> <li>arrange</li> <li>apply</li> <li>define</li> <li>recognize</li> <li>request</li> <li>comment</li> </ul>	<ul style="list-style-type: none"> <li>stamp</li> <li>illustrate</li> <li>distribute</li> <li>employ</li> <li>determine</li> <li>appreciate</li> <li>plead</li> <li>reply</li> </ul>	<ul style="list-style-type: none"> <li>characterize</li> <li>portray</li> <li>classify</li> <li>utilize</li> <li>diagram</li> <li>comprehend</li> <li>implore</li> <li>remark</li> </ul>	<ul style="list-style-type: none"> <li>designate</li> <li>depict</li> <li>categorize</li> <li>exercise</li> <li>delineate</li> <li>conceive</li> <li>solicit</li> <li>retort</li> </ul>
Words with Multiple Meanings (Homonyms)	<ul style="list-style-type: none"> <li>heel (noun) – back of foot</li> <li>play (verb) – to be active for enjoyment</li> <li>pitch (verb) – to throw</li> </ul>	<ul style="list-style-type: none"> <li>heel (noun) – back bottom part of shoe</li> <li>play (verb) – participate in sport</li> <li>pitch (noun) – type of throw</li> </ul>	<ul style="list-style-type: none"> <li>heel (noun) – crust end of loaf</li> <li>play (verb) – perform on an instrument</li> <li>pitch (noun) – a field</li> </ul>	<ul style="list-style-type: none"> <li>heel (verb) – follow closely</li> <li>play (verb) – to engage in imagination</li> <li>pitch (verb) – to set up a tent</li> </ul>	<ul style="list-style-type: none"> <li>heel (noun) – base of hand near wrist</li> <li>play (noun) – a dramatic show</li> <li>pitch (noun) – quality of sound</li> </ul>	<ul style="list-style-type: none"> <li>heel (noun) – end of bow of violin</li> <li>play (verb) – to make a move in a game</li> <li>pitch (noun) – persuasive words</li> </ul>	<ul style="list-style-type: none"> <li>heel (noun) – bottom end of mast of ship</li> <li>play (verb) – to bet or gamble</li> <li>pitch (noun) – slope steepness</li> </ul>	<ul style="list-style-type: none"> <li>heel (figurative) – well-heeled, wealthy</li> <li>play (verb) – “with”: to take advantage of someone</li> <li>pitch (verb) – description of motion</li> </ul>

Note: The language continuums are not intended to be taught as sequenced programs; rather, they are to be used as exemplars to inform language proficiency assessment and explicit instruction of language forms and functions at each level.

## Vocabulary Continuum

	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
Subject-Specific Words	<ul style="list-style-type: none"> <li>want</li> <li>number</li> <li>body</li> <li>place</li> <li>animal</li> <li>music</li> </ul>	<ul style="list-style-type: none"> <li>need</li> <li>count</li> <li>mind</li> <li>space</li> <li>family</li> <li>sound</li> </ul>	<ul style="list-style-type: none"> <li>wish</li> <li>add</li> <li>health</li> <li>location</li> <li>order</li> <li>beat</li> </ul>	<ul style="list-style-type: none"> <li>desire</li> <li>total</li> <li>condition</li> <li>surrounding</li> <li>class</li> <li>pitch</li> </ul>	<ul style="list-style-type: none"> <li>right</li> <li>altogether</li> <li>fitness</li> <li>setting</li> <li>species</li> <li>rhythm</li> </ul>	<ul style="list-style-type: none"> <li>requirement</li> <li>sum</li> <li>wellness</li> <li>environment</li> <li>kingdom</li> <li>harmony</li> </ul>	<ul style="list-style-type: none"> <li>liberty</li> <li>calculate</li> <li>well-being</li> <li>climate</li> <li>hierarchy</li> <li>melody</li> </ul>	<ul style="list-style-type: none"> <li>privilege</li> <li>determine</li> <li>vitality</li> <li>terrain</li> <li>classify</li> <li>tempo</li> </ul>
Affixes			<ul style="list-style-type: none"> <li>-s/es</li> </ul>	<ul style="list-style-type: none"> <li>re-</li> <li>-er</li> <li>-ed</li> <li>-ing</li> </ul>	<ul style="list-style-type: none"> <li>un-</li> <li>pre-</li> <li>inter-</li> <li>-ly</li> </ul>	<ul style="list-style-type: none"> <li>mis-</li> <li>pro--</li> <li>-ic</li> <li>-able</li> </ul>	<ul style="list-style-type: none"> <li>in-</li> <li>trans-</li> <li>-ist</li> <li>-meter</li> </ul>	<ul style="list-style-type: none"> <li>poly-</li> <li>pan-</li> <li>-ology</li> <li>-ject</li> </ul>

Note: The language continuums are not intended to be taught as sequenced programs; rather, they are to be used as exemplars to inform language proficiency assessment and explicit instruction of language forms and functions at each level.

## Sentence Structure Continuum

		← Simpler								More Complex →
		A	B	1	2	3	4	5	6	
		Emerging Literacy								
Sentence Type	Minor Sentence		Simple Sentence			Compound Sentence		Complex Sentence	Compound-Complex Sentence	
	<ul style="list-style-type: none"> <li>One or more words.</li> <li>Incomplete sentence – does not contain a subject and predicate (verb phrase).</li> </ul>		<ul style="list-style-type: none"> <li>Contains one independent clause.</li> <li>An independent clause can stand alone as a sentence.</li> <li>Does not contain a dependent clause.</li> <li>A dependent clause cannot stand alone as a sentence.</li> </ul>			<ul style="list-style-type: none"> <li>Contains two or more independent clauses.</li> <li>Does not contain any dependent clauses.</li> <li>Independent clauses are connected by coordinating conjunctions (and, but, for, nor, or, so, yet).</li> </ul>		<ul style="list-style-type: none"> <li>Contains one or more dependent clauses and at least one independent clause.</li> </ul>	<ul style="list-style-type: none"> <li>Contains at least one dependent clause and more than one independent clause.</li> <li>Independent clauses are connected by coordinating conjunctions.</li> </ul>	
<b>Declarative (Statement)</b> <ul style="list-style-type: none"> <li>Makes a statement</li> <li>Positive or negative</li> <li>Ends with a period</li> </ul>	<ul style="list-style-type: none"> <li>Please.</li> <li>No.</li> <li>Yes.</li> <li>Bye.</li> <li>Hi.</li> </ul>		<ul style="list-style-type: none"> <li>Plants have leaves.</li> <li>A dog is an animal.</li> <li>It is cold outside.</li> <li>It is easy.</li> <li>I am fine.</li> <li>I like the story.</li> </ul>			<ul style="list-style-type: none"> <li>A plant is a living thing and air is a non-living thing.</li> <li>All trees have things in common, yet they also have features that make them different.</li> </ul>		<ul style="list-style-type: none"> <li>Things are considered to be living if they include three factors: they breathe, reproduce, and eat.</li> <li>Although it was challenging, the team climbed to the peak.</li> </ul>	<ul style="list-style-type: none"> <li>Explain, using the periodic table, how elements combine to form compounds, and list reasons why the naming of compounds is important.</li> <li>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.</li> </ul>	
<b>(Command)</b> <ul style="list-style-type: none"> <li>Gives a command or directive</li> <li>Subject is implied</li> <li>Ends with a period or an exclamation point</li> </ul>	<ul style="list-style-type: none"> <li>Let's Go.</li> <li>Stop!</li> <li>Come here.</li> <li>Walk!</li> <li>Please!</li> </ul>		<ul style="list-style-type: none"> <li>Choose the animals.</li> <li>Sort the pictures of living things.</li> <li>Try it now!</li> <li>Stop that right now!</li> <li>Walk to the hallway!</li> <li>Go away!</li> </ul>			<ul style="list-style-type: none"> <li>Name three sources of light and write about each in a sentence.</li> <li>Describe the process of mitosis in your own words or describe it in a drawing.</li> <li>Choose one of the following three methods for gathering data and indicate how you plan on recording the results.</li> </ul>		<ul style="list-style-type: none"> <li>Examine the image that follows to find examples of relationships between species, including parasitism.</li> <li>Before it gets too hot, put on some sunscreen!</li> <li>Based on their actions in the story, I think that the character is confident.</li> </ul>	<ul style="list-style-type: none"> <li>After you have read the assigned material, complete your observations and describe how the various plant species contribute to the biodiversity of their ecosystem.</li> <li>If the chemicals spill, wipe the surface with a clean cloth and open all the vents.</li> </ul>	
<b>Interrogative (Question)</b> <ul style="list-style-type: none"> <li>Asks a question</li> <li>Positive or negative</li> <li>Ends with a question mark</li> </ul>	<ul style="list-style-type: none"> <li>What?</li> <li>Why?</li> <li>How?</li> <li>Me?</li> </ul>		<ul style="list-style-type: none"> <li>Why not?</li> <li>How many?</li> <li>What colour is the rock?</li> <li>What do you think?</li> </ul>			<ul style="list-style-type: none"> <li>Are plants living things and how do you know?</li> <li>In what ways are plants and animals similar and in what ways are they different?</li> <li>Can you make a diagram of a leaf and label the parts with the new words we have studied?</li> </ul>		<ul style="list-style-type: none"> <li>How could a lack of biodiversity, whether it be a lack of diversity in plants or animals, impact an ecosystem?</li> <li>Why wouldn't you go to the play last night even though I couldn't come?</li> <li>As a result of there being many flowers on the tree, can we estimate the size of the apple crop this year?</li> </ul>	<ul style="list-style-type: none"> <li>Using your notes, complete the assignment on cell functions, and do not forget your illustrations.</li> <li>Should we intervene if the population of rodents starts to impact other living things in the prairie ecosystem, and in what ways, or should we allow the population to regulate itself naturally?</li> </ul>	
<b>Exclamatory</b> <ul style="list-style-type: none"> <li>Shows strong emotion or emphasis</li> <li>Positive or negative</li> <li>Ends with an exclamation point</li> </ul>	<ul style="list-style-type: none"> <li>Yes!</li> <li>No!</li> <li>Happy!</li> <li>Thanks, good!</li> <li>Go!</li> </ul>		<ul style="list-style-type: none"> <li>Yes, there are five!</li> <li>There is the plant!</li> <li>I have that!</li> <li>What a fun day!</li> <li>It's your turn!</li> </ul>			<ul style="list-style-type: none"> <li>Let's get on the bus and start our class trip!</li> <li>Stay on the path, please, and we will protect the grasses!</li> <li>Label your samples so you don't forget where they were gathered!</li> <li>Pick up the papers and put them in the recycling after you are done!</li> </ul>		<ul style="list-style-type: none"> <li>I can't believe that even after all the evidence was presented, they still wouldn't justify protecting the wetlands!</li> <li>On the other hand, imagine what it would be like if we didn't have the boreal forest!</li> </ul>	<ul style="list-style-type: none"> <li>If you didn't already know, this is a protected area, and you should have noticed the signs when you entered!</li> </ul>	

Note: The language continuums are not intended to be taught as sequenced programs; rather, they are to be used as exemplars to inform language proficiency assessment and explicit instruction of language forms and functions at each level.

## Connections and Transitions Continuum

Function-To:	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
Connect	and		then	also, when, as, again	because, of course	while, both ... and ..., alike, however, finally	so that, as if, still, equally, indeed, after all	whether, likewise, aside from, equally important, even though
Add	and		more	plus, add	with	as well as, while, both ... and ..., for, alike	in addition, along with	furthermore, moreover, combined with
Show Time			names of weekdays, names of months	morning, today, year, week, hour, minute, time	afternoon, immediately, "x" o'clock, tomorrow, yesterday, since	later, earlier, next week, next weekend, next time, last week, last weekend, last time, just a second/minute	in the past, at the same time, previously, in a second, in a minute, in the future, immediately	during the year, in the last century, over the next decade, formerly, afterward, simultaneously
Show Place			where, in, on, over, here, out, there	near, outside, below, under, beside	inside, between, by, before, after, across, behind, with, around, after	past, among, onto, opposite, along	following, lower, against	beneath, underneath, beyond, midst
Sequence and Organize			now	first, last, next, until	before, after, second, once, quickly, beginning, ending, then	after that, finally, firstly, lastly, during	currently, meanwhile, secondly, primarily, eventually, suddenly	initially, in the meantime, subsequently
Compare and Contrast	and	but, or	too	like, same, also, or	still, though, similar, different	as well as, however, compared to, unless, instead, in case, than, except, yet, if, then	although, at the same time, equally, on the other hand, meanwhile, that means, in addition, despite, against, in contrast	whether, in comparison, likewise, admittedly, in contrast with, similarly, essentially, evidently, nevertheless, in spite of, regardless, supposing
Express a Condition				if, when	until, since	unless, while	in case	supposing, provided that
Show Cause and Effect					since	because of, however	due to, besides, as a result, therefore, apart from	whether, otherwise, in my view, provided that, consequently, for this reason, subsequently

Note: The language continuums are not intended to be taught as sequenced programs; rather, they are to be used as exemplars to inform language proficiency assessment and explicit instruction of language forms and functions at each level.

Connections and Transitions Continuum

Function-To:	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
Emphasize				also		certainly, in fact	especially, above all, definitely, mainly, absolutely, obviously	whereas, particularly, having said that
Suggest a Possibility				if			in my opinion, due to, besides	consequently, so long as, it can be seen that
Clarify			so	if	because, so that	because of, in fact	in other words, in my opinion	to clarify, otherwise, in my view, for this reason, it seems to me that
Qualify		but				however, unless, as long as	despite, although	nevertheless, in spite of, aside, even though
Introduce Examples			so, to	also, as	because, take, like, since, yet	instead, as long as, for example	in other words, for instance	this implies, to demonstrate, to illustrate, the evidence supports, this suggests
Conclude					and so, in conclusion	to conclude, for this reason	on the whole, in summary, as a result, therefore	to sum up, to summarize, this is illustrated by, this is demonstrated by, that is to say, consequently, so long as, excluding
Summarize						finally, generally, overall	in general, in other words	in short, on the whole, in brief, to sum up
Rephrase						feel that	disagree, cannot agree	that is to say, to put it more simply
Change of Direction		but, or			except	because of	although, therefore	consequently
Exception					and so, except	aside, even though	despite, although, other than	furthermore, aside from, excluding

Note: The language continuums are not intended to be taught as sequenced programs; rather, they are to be used as exemplars to inform language proficiency assessment and explicit instruction of language forms and functions 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 EAL learners. Benchmarks 1.0 created common standards and understanding around language proficiency; served to highlight the linguistic elements requiring instruction and support for EAL learners, and helped school authorities to assess, monitor, and report language proficiency growth. The *Alberta K–12 English as an Additional Language (EAL) Proficiency Benchmarks* (Benchmarks 2.0) builds upon the strong foundation of Benchmarks 1.0 and incorporates feedback from the field, a review of current literature, research, and international and interprovincial/territorial English language proficiency scales. The following shifts between the two versions are noteworthy.

Area	Shift from (Benchmarks 1.0)	Shift to (Benchmarks 2.0)
<b>Divisions</b>	<ul style="list-style-type: none"> <li>benchmarks by division:                             <ul style="list-style-type: none"> <li>Kindergarten (Listening and Speaking)</li> <li>Grades 1–3 (Listening, Speaking, Reading, and Writing)</li> <li>Grades 4–6 (Listening, Speaking, Reading, and Writing)</li> <li>Grades 7–9 (Listening, Speaking, Reading, and Writing)</li> <li>Grades 10–12 (Listening, Speaking, Reading, and Writing)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>benchmarks by grade range:                             <ul style="list-style-type: none"> <li>Pre-K–Kindergarten (Listening and Speaking)</li> <li>Grade 1 (Listening, Speaking, Reading, and Writing)</li> <li>Grades 2–3 (Listening, Speaking, Reading, and Writing)</li> <li>Grades 4–6 (Listening, Speaking, Reading, and Writing)</li> <li>Grades 7–9 (Listening, Speaking, Reading, and Writing)</li> <li>Grades 10–12 (Listening, Speaking, Reading, and Writing)</li> </ul> </li> </ul>
<b>Summary</b> 5 divisions to 6 grade ranges	<ul style="list-style-type: none"> <li>No Pre-K benchmarks</li> <li>Grade 1 benchmarks are the same as grades 2 and 3.</li> </ul>	Adjusted for developmental appropriateness: <ul style="list-style-type: none"> <li>Pre-K added to Kindergarten benchmarks</li> <li>Grade 1 benchmarks separated from grades 2 and 3 for developmental purposes</li> </ul>
<b>Levels</b>	<ul style="list-style-type: none"> <li>Each division has levels 1–5 to show beginning to advanced proficiency.</li> <li>Five levels per division staircase for a total of nine levels overall.</li> <li>Levels change across each division; e.g., a Level 3 in grades 1–3 becomes a Level 2 in grades 4–6.</li> </ul>	<ul style="list-style-type: none"> <li>Beginner to advanced proficiency levels are identified in each grade range (same).</li> <li>Eight levels overall (including emerging literacy levels).</li> <li>Clear understanding that language complexity increases throughout K–12.</li> </ul>
<b>Summary</b> 9 levels to 12 levels	<ul style="list-style-type: none"> <li>Students could regress from being a Level 5 in one division to a Level 4 in the subsequent division.</li> <li>Limited formal schooling benchmarks are an external document.</li> </ul>	<ul style="list-style-type: none"> <li>No regression by moving grade range.</li> <li>Literacy benchmarks for students with limited formal schooling are embedded.</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>Seven competencies to be assessed to determine language proficiency</li> <li>Unique indicators for each competency and each strand with corresponding examples:                             <ul style="list-style-type: none"> <li>Linguistic Vocabulary (L, S, R, W)</li> <li>Linguistic Syntax (L, S, R, W)</li> <li>Linguistic Grammar (S, W)</li> <li>Socio-linguistic (L, S, R, W)</li> <li>Strategic (S, W)</li> <li>L: Clarification, Questioning</li> <li>R: Decoding, Comprehension</li> <li>Discourse (L, S, R, W)</li> <li>Strand Specific                                     <ul style="list-style-type: none"> <li>L: Auditory Discrimination</li> <li>S: Pronunciation</li> <li>R: Fluency</li> <li>W: Editing</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Three key competencies (vocabulary, sentence structure, connections and transitions) to be assessed.</li> <li>Common indicators for each key competency across the strands with subject-specific examples:                             <ul style="list-style-type: none"> <li>Vocabulary (L, S, R, W) – refresh</li> <li>Sentence Structure (L, S, R, W) – refresh</li> <li>Connections and Transitions (L, S, R, W) – refresh</li> </ul> </li> <li>Supporting Competencies                             <ul style="list-style-type: none"> <li><b>General</b> <ul style="list-style-type: none"> <li>Instructional Strategies and Learning Supports – new</li> <li>Strategic Communication: Characteristics and Supports – new</li> <li>Socio-linguistic – refresh</li> </ul> </li> <li><b>Strand Specific</b> <ul style="list-style-type: none"> <li>L: Strategic Communication: Questioning – refresh</li> <li>L: Auditory Discrimination – refresh</li> <li>L: Strategic Communication: Oral Text Comprehension – new</li> <li>S: Strategic Communication: Participation and Interaction – new</li> <li>S: Pronunciation – refresh</li> <li>S: Grammar Observations – new</li> <li>R: Strategic: Decoding – refresh</li> <li>R: Strategic: Fluency – refresh</li> <li>R: Strategic: Comprehension – refresh</li> <li>W: Strategic: Writing Characteristics – refresh</li> <li>W: Revising and Editing Supports – refresh</li> <li>W: Grammar Observations – new</li> </ul> </li> </ul> </li> </ul>
<b>Summary</b> Reduction from 28 competencies to 12 key competencies and 15 supporting competencies	<ul style="list-style-type: none"> <li>Seven competencies assessed in four strands (listening, speaking, reading, and writing) = 28 competencies in total.</li> <li>Total competency indicators = 90 (10 competency indicators in Kindergarten and 20 competency indicators in each of grades 1–3, 4–6, 7–9, and 10–12).</li> </ul>	<ul style="list-style-type: none"> <li>Three key competencies assessed in four strands (listening, speaking, reading, and writing) = 12 total key competencies.</li> <li>Total competency indicators = 24.</li> <li>Supporting competencies may be used as reference material for further assessment and to inform explicit language instruction.</li> <li>Option for school authorities to assess one strand = 3 key competencies.</li> <li>Recommend language proficiency assessment of 3 key competencies in all 4 strands.</li> </ul>
<b>Strands</b>	<ul style="list-style-type: none"> <li>Listening, Speaking, Reading, Writing</li> </ul>	<ul style="list-style-type: none"> <li>No change: Listening, Speaking, Reading, Writing</li> </ul>
<b>New English Language Continuums</b>		<ul style="list-style-type: none"> <li>Continuum of language forms and/or functions for each of the key competencies (vocabulary, sentences structure, connections and transitions).</li> <li>Demonstrates the complexity of language growth by language proficiency level.</li> </ul>

Benchmarks 1.0						Benchmarks 2.0																																																																				
						<table border="1"> <thead> <tr> <th></th> <th>A Emerging Literacy</th> <th>B Emerging Literacy</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>Pre-K–K</td> <td>A</td> <td>B</td> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grade 1</td> <td>A</td> <td>B</td> <td>1</td> <td>2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grades 2–3</td> <td>A</td> <td>B</td> <td>1</td> <td>2</td> <td>3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grades 4–6</td> <td>A</td> <td>B</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td></td> <td></td> </tr> <tr> <td>Grades 7–9</td> <td>A</td> <td>B</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td></td> </tr> <tr> <td>Grades 10–12</td> <td>A</td> <td>B</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> </tbody> </table>							A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6	Pre-K–K	A	B	1						Grade 1	A	B	1	2					Grades 2–3	A	B	1	2	3				Grades 4–6	A	B	1	2	3	4			Grades 7–9	A	B	1	2	3	4	5		Grades 10–12	A	B	1	2	3	4	5	6
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