

PROVINCE OF BRITISH COLUMBIA

English Language Learning (ELL) Standards



Ministry of
Education

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Acknowledgments

The Ministry of Education would like to acknowledge the educators and groups who helped to develop the August 2015 draft document, English Language Learning Standards. The draft document served as the foundation and provided significant groundwork for the development of this resource.

In some instances, material from Alberta K-12 ESL Proficiency Benchmarks (Government of Alberta, 2010) and material from Alberta K-12 Instructional Supports for Supporting English Language Learners (Government of Alberta, 2012), the Common European Framework of Reference for Languages (CEFR, Council of Europe, 2001) and the PreK-12 English Language Proficiency Standards (TESOL, 2006) has been adapted for inclusion in the present publication.

The Ministry would also like to thank the members of the 2016 ELL Standards Working Group, who compiled and revised the material contained in this resource:

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Thanks is also extended to the individuals who provided reviews of various drafts and suggestions for improvement.

Introduction to the ELL Standards

The English Language Learning (ELL) Standards are descriptions of characteristics that K-12 English language learners typically exhibit at the various stages of their language learning process. They are founded upon the knowledge and experience of ELL educators, as reflected in literature from different educational jurisdictions and interpreted by representative BC practitioners.

The ELL Standards:

- complement the various approaches school districts have developed for planning and carrying out ongoing ELL student support, including assessment and classroom adaptations;
- provide common language for describing language proficiency among schools and school districts for potential clarity and consistency throughout the province;
- facilitate communication with ELL students and their parents; and
- encourage collaboration among all educators regarding the ELL students' language proficiency and support needs.

It will be useful to understand the following terms used throughout this document.

- **continuum** (continua): a set of expectations across a sequence of language proficiency levels that constitutes one piece of the ELL Standards; e.g. "*ELL Matrix: Secondary (8-12) Reading*" is one piece / continuum; there are 18 continua total in the ELL Standards.
- **matrix** (matrices): a full continuum that contains detailed descriptors of language proficiency across levels; there are 9 matrices in the ELL Standards.
- **quick scale(s)**: a summary continuum that contains examples of the language proficiency descriptors; there are 9 quick scales in the ELL Standards.
- **descriptor(s)**: a phrase that describes identifying characteristics of a student relating to their language proficiency.
- **aspect(s)**: a feature of language or literacy to which the descriptors in that particular row relate.
- **level(s)**: a position on a continuum in which identifying students would exhibit similar characteristics of language proficiency; there are five levels represented in the ELL Standards.
- **skill domain(s)**: a sphere of language relating to a particular language skill; there are three skill domains represented in the ELL Standards.

Although similar to the [BC Performance Standards](#), the ELL Standards are distinct in one main way. They are based on language proficiency descriptors, rather than on provincial learning standards from the modernized curriculum. Students who receive ELL support are, by definition, needing explicit and specific language support to access the curriculum of content-areas (such as English Language Arts, Social Studies, Mathematics, Science, etc.) at their grade level. Most often this support should be delivered in the context of the regular classroom environment.

The ELL Standards document is meant to be used by educators as a tool to help support ELL students in accessing the provincial curriculum and succeeding in the academic environment.

See [ELL Policy Guidelines](#) for more information on ELL students and inclusion.

Organization of the Standards

The ELL Standards are organized into continua (which includes “matrices” and “quick scales”). Often the same continuum will extend on to a second or third page in this document. There are separate continua for each of the following language skills:

- **Reading** (and viewing),
- **Writing** (and representing), and
- **Oral Language**.

For **Oral Language**, the descriptors pertaining to both receptive skills (listening) and expressive skills (speaking) are included on a single continuum.

Taking into consideration that language proficiency characteristics and expectations will differ as a student advances through the grades, a separate set of continua has been developed for each of the following age groups:

- **Primary** (Kindergarten to grade 3),
- **Intermediate** (grade 4 to grade 7), and
- **Secondary** (grade 8 to grade 12).

Please note that there are no **Reading** or **Writing** continua for Kindergarten students, as there are limited expectations regarding reading and writing skills for all students until they enter grade 1.

Together, the descriptors within the ELL Standards address the breadth of language proficiencies and interrelated cognitive and academic development found among K-12 ELL students. Districts across British Columbia organize their schools in a variety of grade groupings; though there are grades specified on the ELL Standards’ **Primary**, **Intermediate** and **Secondary** continua, it is purposefully and intentionally flexible as to which continuum an educator should use for a particular student, exercising their professional judgement.

Each continuum uses a five-level scale, reflecting current academic research on language acquisition, and many existing ELL practices across BC and other provinces in Canada. Five levels provide:

- more detailed information and fine-grained descriptors for diagnostic purposes;
- an extended scale to track a student’s progress further toward full competence, right at their grade level;
- a better recognition of differences in language proficiency and development at lower levels; and
- further consistency across the province in programs and support for ELL students.

The levels are:

- **Beginning (1)** – the student is in the *beginning* stages of language development,
- **Developing (2)** – the student is showing progress in *developing* their language skills,
- **Expanding (3)** – the student is *expanding* in their language development to further access classroom learning outcomes,
- **Consolidating (4)** – the student is *consolidating* their language skills in the academic environment, and
- **Bridging (5)** – the student is *bridging* to the grade-level language proficiency of their peers.

Note that these levels are across a continuum of language proficiency and educators should consult with colleagues and use professional judgment in interpreting and applying the leveled system.

It is useful to note the following:

- The amount of time required to progress from one level to the next will vary from one student to another.
 - Language learning is a complex and gradual process; progress varies in pace and can include apparent regression as well as improvement. Consequently, *a level as described in this document does not equate to a year of schooling* (i.e. a student may spend more than a year or less than a year to exhibiting characteristics of a particular level).
 - It is not possible to compress the time it takes to improve in language proficiency simply by devoting more hours to study.
- Some students may exhibit characteristics identified by the ELL Standards under more than one level (e.g. one student might be described as **Developing (2)** in some descriptors and **Expanding (3)** in other descriptors for a particular skill domain. *Use professional judgement in determining a student's level in a particular skill domain.*
- Some students may have a jagged profile (e.g. one student might be described as **Bridging (5)** in **Oral Language**, **Developing (2)** in **Reading**, and **Expanding (3)** in **Writing**). *Use professional judgement in determining a student's overall level.*
- Only those students who are in the beginning stages of language development will start as **Beginning (1)**. There is no “pre-Beginning” because the continua for **Beginning (1)** include some descriptors that apply to students who are completely new to English.
 - For example, the following descriptor from **Beginning (1)** in an **Oral Language** matrix describes language characteristics that are typical of students new to English on their very first day in a BC school: “Use strategies such as first language, memorized phrases, learned sentence patterns, copying others, visual prompts, & gestures to interact.”
- If students are assessed to be working at particular level in an initial assessment, close monitoring over the weeks following will indicate whether adjustment is needed.

*All ELL support services should be designed to support and enable students to progress in language proficiency **and** to increasingly meet the learning standards of the provincial curriculum. Accordingly, educators should be committed to students' language needs pertaining **both** to their proficiency levels and also to the subject-specific knowledge from content-area classes.*

Using the Standards

The ELL Standards **matrices** contain detailed descriptors of language proficiency across five levels. The matrices are useful for:

- educators who are familiar with the field of language acquisition;
- diagnostic purposes – evaluating and understanding the granular features of a student's language development corresponding to specific aspects of language acquisition;
- initial assessment – the detailed descriptors that line up with the aspects can better assist accurate levelling; and
- formative assessment – the matrix descriptors can be used as language goals for planning classroom adaptations, language instruction and other ELL supports.

A set of **quick scales** with snapshots and concrete language examples have been developed to correspond to the detailed matrices. The quick scales are useful for:

- educators who are not familiar with the terminology of language acquisition;
- a brief overview – the snapshots and condensed descriptors give a summary of student language proficiency levels for educators and for reporting to parents;
- printing – the quick scales are formatted for quick referencing and could be displayed in the classroom; and
- communicating – with simplified language, the quick scales can promote conversation between all teachers, administrators, students and parents.

The **aspect column** on each continuum makes explicit the features of language referred to in the corresponding descriptors. The aspect column is useful for:

- understanding descriptors – the aspects help to categorize and organize, providing clarity and meaning to the descriptors;
- connecting ELL with the broader curriculum – the aspects align with the language in the BC Performance Standards and within the content-area classroom, providing a platform for collaboration between ELL specialists and classroom teachers on ELL student support;
- ongoing assessment – the aspects can help an educator know what to look for within the classroom as they analyze language proficiency development on an ongoing basis;
- student goal setting – the aspects highlight the student's areas of strength that can be celebrated, and help identify areas for improvement that can become focused language goals; and
- planning ELL support – the aspects break down the components of language skills and help for planning lessons and adaptations focused around specific student needs.

It is not recommended to read these continua from start to finish. Instead, find and use the continuum that is relevant to your student's needs (considering their age / grade, the skill domain you are looking at, and the matrix or quick scale, depending on the purpose at hand), and use the resource to guide communication between all educators who have contact with the student.

How to use the ELL Standards in the classroom...	
Initial Assessment	Ongoing Assessment
The first language assessment of the student upon their entry to school or to ELL programming and supports.	Usually classroom-based language assessment that takes place throughout the student's educational journey.
<i>Gather...</i> - results from standardized language assessment tools (e.g. LOMERA) - other evidence of language (e.g. oral interview, writing sample)	<i>Gather ...</i> - multiple sources of evidence of student linguistic performance (e.g. observational notes, samples from classroom tasks & activities)
<i>Interpret this evidence of language proficiency using the corresponding continua.</i>	
<i>Use the interpretation to...</i> - inform support & placement decisions - create language goals & write an AIP - communicate student support needs with all other educators	<i>Use the interpretation to...</i> - inform instructional practices & support - understand & communicate student progress in language & subject areas - create language goals & revise AIPs

content-area courses are impacted by language proficiency. Comments reflecting the quick scale snapshots can be included in order to explain the student's language proficiency to parents and to the students themselves.

- A school district may report a student to the Ministry of Education for **ELL Supplemental Funding** if all of the appropriate conditions are met and documented, as specified by the provincial [ELL Policy Guidelines](#).
- The **Annual Instructional Plan** (AIP) should be kept in the student's files (electronic or otherwise). It is recommended that this plan include information on language assessment, language goals, and a support plan.
- School districts are responsible for choosing the model or combination of models that best support student needs. The classroom teacher, the ELL specialist and others with appropriate expertise all have a role to play, depending on the nature of the services provided.

For additional information on developing a student profile to better understand an individual student's support needs, refer to the accompanying *Figure 1: Know your ELL student*.

For additional assistance with using the ELL Standards to inform instructional supports and strategies, refer to *Appendix A: ELL Supports and Strategies by Level*, adapted with permission from Alberta's Benchmark support documents.

For further information on ELL students and appropriate support, funding, instruction, assessment and reporting practices, refer to the following Ministry of Education resources:

- [ELL Policy Guidelines](#);
- [ELL Planning Tool](#); and
- [Students from Refugee Backgrounds: A Guide for Teachers and Schools](#).

Policy Considerations

In determining how best to use the Standards, educators should keep the following ELL policy considerations in mind:

- Throughout the year, ongoing English language proficiency **assessment** is recommended to ensure each English language learner is developing the language skills and knowledge expected based on his or her individual abilities and circumstances. The ELL Standards can be used to establish the English language proficiency levels of students at intervals throughout the school year (e.g., September, January, June) and can be compared to previous results to establish how the English language learner is progressing. See [ELL Policy Guidelines](#) for further instructions on recommended frequency and nature of assessments.
- At the school district's regular **reporting** periods an ELL student's current language proficiency level should be communicated for each of the skill domains (Oral Language, Reading, Writing). It is also important to show how all

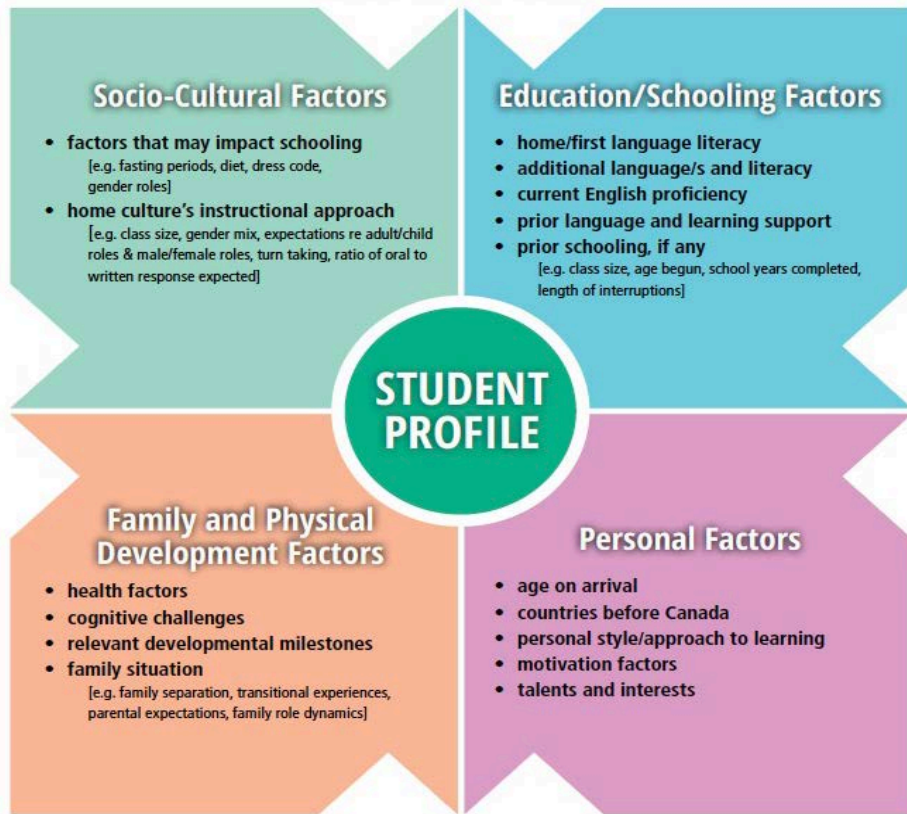


Figure 1: Know your ELL student

Literacy and the Standards

Some primary, intermediate or secondary students' age and level of developmental maturity point them to a particular grade, but they enter BC's education system having previously received limited formal schooling, academic exposure, or literacy experiences. As a result, their academic skills and literacy development may be well below grade level.

This may be due to any number of factors, including:

- schooling being interrupted because of war, poverty, or migration;
- coming from a remote or rural setting;
- coming from low-literacy communities; or
- having little previous opportunity for formal schooling.

Students needing literacy support may:

- lack literacy skills in their first language;
- have little or no experience with print and sound/symbol relationships;
- be unfamiliar with the mechanics of writing utensils (pencils, pens, markers, erasers);
- have no concept of reading and writing proceeding from left to right and top to bottom;
- show limited awareness of school organization or culture (including bells, lockers, and desks); and
- feel discouraged from even attempting tasks due to insufficient language.

These students will likely progress differently through these ELL Standards and typically require more intensive and customized support in language learning, cultural bridging, and development of academic skills. It is important to keep in mind that although these students may not be fully literate in the academic domain, they possess valuable life skills that can serve as a basis for academic learning.

Refer to the [ELL Planning Tool](#) to assist in planning supports and services for students with literacy needs. Refer to Council for Exceptional Children's [Core Instruction and Strategic Literacy Interventions](#) for suggested instructional strategies to support Primary literacy students.

Principles of Effective Additional Language Learning

The following principles of effective additional language learning are based on Cummins and Early, *"Big Ideas for Expanding Minds"*, 2015; Coelho, *"Adding English"*, 2007; and Margaret Early, *"Enabling First and Second Language Learners in the Classroom, Language Arts 67, Oct., 1990.*

- English language learning should build on a student's previous educational and personal experiences. These experiences are sometime referred to as schema.
- ELL students should be encouraged to use their oral and written linguistic experiences with other acquired languages to develop their English language skills and to promote their growth to literacy. Educators can use the student's other language(s) to scaffold English language learning.
 - E.g. Students can be encouraged to think in their first language, or do writing drafts in their first language to help them with concept

development and to write better in English.

- E.g. Students can be encouraged to use and create dual-language dictionaries to support their learning.
- It is not in the best interest of ELL students or the broader classroom environment to attempt to 'replace' a student's first language(s) with English. Instead, students should be encouraged to continue developing in their first language(s) simultaneously with their English language development and families of ELL students should be encouraged to continue supporting student progress in their first language(s).
- ELL students' cultural identities should be honoured by instructional practices (including Indigenous pedagogical practices); educators should teach both ELL students and non-ELL students about cultural diversity, cultural identity, Aboriginal perspectives and inclusiveness.
- It is important for educators to recognize that individual variations in rates and nature of development in language skills (see the following examples) are not indicative of a language disorder or cognitive problem for the majority of students. Rather, it is often evidence of normal language learning processes.
 - E.g. Some students may experience a silent period when initially exposed to English that could last for several months. During this time, they focus primarily on comprehension of English with little language output.
 - E.g. Some students may frequently use grammatical structures and words drawn from their first language in both English speech and writing. This is normal and research shows this to be simply part of the process of learning another language. Terms such as codeswitching and interlanguage are used to describe this behaviour.
- All teachers, not just ELL specialists, should address the learning needs of ELL students and be prepared to adapt their instructional approaches to accommodate the different levels of English proficiency and different learning rates and styles of their students. When given appropriate scaffolded instruction, students can be more successful.
- Integrating language teaching with the teaching of curricular content in thematic units simultaneously develops students' language, subject-specific knowledge, and high-order thinking skills.
- Isolated exercises in grammatical structures that fragment language at the word or sentence level and neglect the discourse level are not often effective in developing language proficiency. Instead, lessons should address both the big picture language (discourse level) and the detailed language (word or sentence level) in meaningful context.

The Standards and ESD Students

Some ELL students come from households where English is not the language of the home while other ELL students come from an environment where English is the home language, but they are not supported in developing academic English skills, or the English of the home is significantly different from the academic English of BC schools. The latter students are sometime referred to as **English as a Second Dialect (ESD)** students who speak a variation of English significantly different than that used in school are referred to as English as a Second Dialect (ESD) services.

The procedure for identifying ESD students is similar to the procedure for identifying other ELL students, and is described in the ELL Policy Guidelines. English language proficiency in these Standards is considered in broad terms to reflect both the language used for social interaction (often termed BICS – Basic Interpersonal Communication Skills) and language used for academic purposes in all content areas (often termed CALP – Cognitive Academic Language Proficiency). These ELL Standards have been developed to be relevant for use with *all* ELL students, including those who need ESD supports.



Primary (Kindergarten to Grade 3)

light bulb
**The baker and the policeman
are friends.**
Though a bat flies,
a dog does not
population
It is nice **vegetable**
they run



ELL Matrix: Primary (1-3) Writing

If a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. *At the given level of language proficiency, this student can:*

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Meaning <ul style="list-style-type: none"> • Ideas & information • • • • • Use of detail • • • Strategies 	<ul style="list-style-type: none"> • Express ideas through copying models, drawing, first language, & labelling; meaning may be difficult to discern • • • Provide little or no detail • • • Use some strategies such as copying, repetition, models, & visuals to produce text 	<ul style="list-style-type: none"> • Express ideas through some copying, drawing, dictating, & listing using known phrases or patterned sentences; meaning is sometimes comprehensible • • Provide some minimal detail • • • Use strategies such as copying, repetition, known patterns, word banks, word walls sentence frames, models, graphic organizers, & visuals to produce text 	<ul style="list-style-type: none"> • Express ideas by listing, or by presenting several sentences that may be related; meaning is generally comprehensible • • • Provide a few details that may be repetitive or unrelated • • Use strategies such as graphic organizers, writing templates, word banks, familiar patterns, circumlocution, & visuals to produce text 	<ul style="list-style-type: none"> • Provide some ideas & opinions related to purpose; meaning is usually comprehensible • • • • Provide some detail to support ideas • • Use strategies such as organizers, models, circumlocution, rubrics & checklists, frameworks, templates, & word banks to produce text 	<ul style="list-style-type: none"> • Provide ideas & opinions related to purpose that are clear • • • • Provide some interesting & specific details & examples • • Use strategies such as writing plans, organizers, models, rubrics & checklists to produce text
Style <ul style="list-style-type: none"> • Word choice (diction, precise language) • • • • • Sentence fluency (rhythm, flow, variety) • • • Voice (phrasing, tone, purpose, awareness of audience) 	<ul style="list-style-type: none"> • Use a small range of vocabulary including sight words, high-frequency words, & a few descriptive words related to familiar objects & personal experiences • • • Copy simple phrases & complete patterned sentences • • • Rely on simple, concrete, & familiar words 	<ul style="list-style-type: none"> • Use some vocabulary including high-frequency, descriptive, & subject-specific words related to familiar objects, actions, & topics • • • • Complete patterned sentences independently & write simple sentences • • Rely on simple, conversational, & repetitive language; some evidence of individuality in pictures that accompany text 	<ul style="list-style-type: none"> • Use more vocabulary including high-frequency, descriptive, academic, & subject-specific words • • • • Write simple detailed & compound sentences • • Rely on straightforward, functional language; emerging evidence of individuality in pictures & text 	<ul style="list-style-type: none"> • Use a range of vocabulary including descriptive, academic, & subject-specific words, & synonyms & words with multiple meanings • • • • Write complex sentences • • • Attempt to choose more precise language that may include idioms & figurative language; emerging evidence of individuality in text 	<ul style="list-style-type: none"> • Use a broad range of vocabulary including high-frequency, descriptive, academic, & subject-specific words related to curriculum topics • • • Write a variety of sentence structures & experiment with paragraphs • • Attempt to choose & experiment with more precise language for effect; increasing evidence of individuality in attempt to engage audience

ELL Matrix: Primary (1-3) Writing (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Form <ul style="list-style-type: none"> • Organization & sequencing • • • Connections & transitions • • • Awareness of forms/genres 	<ul style="list-style-type: none"> • Draw the sequence of a basic narrative or procedure • • • Connect two or more words & substitute words in patterned sentences 	<ul style="list-style-type: none"> • Produce a short text that has some sense of sequence • • • Connect words in simple sentences with “and” & “then” • • • Represent the structure of a basic narrative or procedure (sequence of events, beginning, middle, end) through pictures, key words, or phrases 	<ul style="list-style-type: none"> • Produce a few sentences that are in generally logical sequence • • • Use some conjunctions & time markers • • • Produce some brief examples of a few basic genres (pieces of information about an object or thing, parts of a recount, descriptive words or phrases for a procedure) to suit purpose 	<ul style="list-style-type: none"> • Produce a text with a sense of beginning, middle, & end components • • Use a range of conjunctions, & time & sequence markers • • • Produce examples of a some genres (descriptions, recounts, narratives) to suit purpose 	<ul style="list-style-type: none"> • Produce a text that has a number of logically sequenced stages or series of events • • Use a variety of cohesive devices more effectively • • • Produce examples of a variety of genres (life cycles, flow charts, summaries, narratives, recounts, personal responses) to suit purpose
Convention <ul style="list-style-type: none"> • Capitals & Punctuation • • • Spelling • • • • Grammatical elements & syntax 	<ul style="list-style-type: none"> • Form or copy letters & words with increasing accuracy & leave spaces between words • • Spell some sight words accurately • • • • • Use some nouns, present tense verbs, prepositions, with errors 	<ul style="list-style-type: none"> • Use capitals at the beginning of some sentences, & periods at the end of some sentences • • Spell most familiar words accurately • • • • • Use nouns, simple past & present tense verbs, prepositions, & plurals with tense errors & omissions • Use some repetitive phrases & fragments, sometimes beginning with “and” or another connecting word 	<ul style="list-style-type: none"> • Use capitals, end of sentence punctuation, & some commas • • • Spell words with regular spelling patterns with some accuracy • • • • Use nouns, verbs in irregular past & progressive tenses, & function words such as prepositions, pronouns, & articles with usage errors • Demonstrate some control of word order in simple sentences (subject-verb-object) 	<ul style="list-style-type: none"> • Use common punctuation • • • Spell regular words & some irregular words according to knowledge of common spelling patterns • • • Use adjectives & adverbs, & demonstrate increasing control of plurals, & tenses • Use a variety of sentence types (statements, questions, negatives), with some accuracy 	<ul style="list-style-type: none"> • Attend to the conventions of capitalization & punctuation • • • Spell challenging words with increasing accuracy • • • • Use a range of grammatical structures demonstrating control of plurals, tenses, & subject-verb agreement • Use a variety of sentence types (statements, questions, negatives), with increasing accuracy

ELL Quick Scale: Primary (1-3) Writing

This Quick Scale is a summary of the corresponding Matrix.

If a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. *At the given level of language proficiency, this student can:*

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
SNAPSHOT	The student can use or copy a string of letters and simple words to communicate.	The student can use some familiar vocabulary, repetitive phrases and patterned sentences to communicate.	The student can use simple vocabulary with some descriptive words to create simple sentences.	The student can use a range of vocabulary and some connections to communicate personal ideas.	The student can use a wide range of vocabulary with loosely organized ideas, and begin to write clearly with some detail.
Meaning • Ideas & information • Detail • Strategies	<ul style="list-style-type: none"> • Copy models and substitute words in patterned sentences <i>e.g. Copies own name from letter models</i> • Draw and label with single words <i>e.g. Draws a picture of a bear eating berries to express the idea</i> <i>e.g. Labels pictures of a cat, paper, and a plate, or labels pictures of their family and home</i> • Intersperse first language 	<ul style="list-style-type: none"> • Write some repetitive phrases <i>e.g. "He is short.", "He is smart.", "He is happy.", "He is there."</i> • Label with short phrases <i>e.g. Labels pictures that show different actions such as a woman walking, a boy sitting, and a baby smiling</i> • Use visual strategies to complete sentences <i>e.g. Uses the sentence frame "I love..." to write a list of favourite foods</i> 	<ul style="list-style-type: none"> • Express some ideas by listing or writing simple sentences <i>e.g. "My family has my brother, sister, dad and grandma."</i> • Provide a few basic details to support ideas <i>e.g. "In summer I swim in the cold lake."</i> • Use visual strategies to write a sentence <i>e.g. Uses a word wall related to clothes to write, "she wears a warm coat and boots"</i> 	<ul style="list-style-type: none"> • Express ideas related to a topic <i>e.g. "On the soccer field there are two teams and twenty-two players."</i> • Provide several details or examples <i>e.g. "My fish is little and it is very small. It is bright blue and makes bubbles."</i> • Use visual strategies to write multiple sentences <i>e.g. Uses a completed "Venn diagram to write a few sentences describing bats and birds"</i> 	<ul style="list-style-type: none"> • Express ideas and opinions related to purpose, with specific details or examples <i>e.g. Writes a few sentences about what a person needs to be happy, with some specific examples</i> • Use visual strategies to write a complete paragraph <i>e.g. Uses a completed writing plan to write a paragraph about Terry Fox</i>
Style • Word choice • Sentence fluency • Voice	<ul style="list-style-type: none"> • Use a few common and familiar words <i>e.g. "cup", "see", "sun"</i> • Write two or three word phrases <i>e.g. "it is nice" "they run"</i> • Use some patterned phrases <i>e.g. "I like pizza", "I like bread"</i> 	<ul style="list-style-type: none"> • Begin to use some subject-specific words <i>e.g. "shoulder", "cute", "country"</i> • Use some simple sentences and patterned sentences <i>e.g. "Who is he", "There are three bowls."</i> 	<ul style="list-style-type: none"> • Use numerous common and subject-specific words <i>e.g. "level", "vegetable", "lift"</i> • Use some simple and compound sentences <i>e.g. "The baker and the policeman are friends."</i> 	<ul style="list-style-type: none"> • Use a variety of common and subject-specific words <i>e.g. "sign", "frustrated", "hidden", "predict"</i> • Write some complex sentences <i>e.g. "A bat flies, but not a dog."</i> 	<ul style="list-style-type: none"> • Use a wide variety of academic and subject-specific words <i>e.g. "population", "sequence", "rude"</i> • Write a variety of sentence types <i>e.g. "Though they prefer watching funny movies, they decided to watch an action movie and liked it."</i> • Begin to write a basic paragraph

ELL Quick Scale: **Primary (1-3) Writing** (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Form <ul style="list-style-type: none"> • Organization • Connections & transitions • Genre 	<ul style="list-style-type: none"> • Connect two or more words <i>e.g. "Cats drink milk"</i> • Organize some ideas through drawings and some key words and phrases <i>e.g. Describes their daily routine through drawings and key words related to their toothbrush, a bed, then their school building</i> 	<ul style="list-style-type: none"> • Use basic connecting words in simple sentences <i>e.g. "Joe and Sarah need help.", "I eat. Then I do homework."</i> • Organize some ideas loosely in personal or descriptive sentences <i>e.g. Re-tells a well-known children's story using short sentences and key words</i> 	<ul style="list-style-type: none"> • Use some connecting words and time words <i>e.g. "First they get water. Second they boil water. Third they make tea."</i> • Organize some ideas in personal or descriptive sentences <i>e.g. "The paper is on the table. There are three pieces of paper..."</i> 	<ul style="list-style-type: none"> • Use a range of connecting words and time words <i>e.g. "In the morning", "next", "after that"</i> • Organize a series of sentences with a sense of beginning, middle, and end information <i>e.g. "The paper is on my table. It has red letters. It looks important..."</i> 	<ul style="list-style-type: none"> • Use a variety of connecting words and time words accurately <i>e.g. "not only... but", "either... or", "the next day"</i> • Organize and develop text with several logical stages <i>e.g. The three papers sit next to me on the table. They look important because of the large red letters..."</i>
Convention <ul style="list-style-type: none"> • Capitals & punctuation • Spelling • Grammar 	<ul style="list-style-type: none"> • Spell a few common words and begin to use invented spelling <i>e.g. "culrs" for 'colours', "iz" for 'is'</i> • Leave spaces between words <i>e.g. Copies and spells some common and familiar words such as "and", "two", "can", "here"</i> 	<ul style="list-style-type: none"> • Write some basic sentences independently <i>e.g. "They will sing.", "The train is late."</i> • Use invented spelling and some accurate spelling for common words <i>e.g. Spells some familiar words such as "all", "have", "like", "now"</i> • Use capitals and periods with support 	<ul style="list-style-type: none"> • Begin to use some grammatical structures, including some articles, prepositions, and pronouns <i>e.g. Correctly orders subject-verb-object in "The cow eats grass, hay, and flowers"</i> <i>e.g. Uses some articles ("the", "a", "an"), prepositions ("on", "in", "under"), and pronouns ("he", "she", "it", "they")</i> • Use accurate spelling for many regular words <i>e.g. Spells "look", "read", "went"</i> • Use some commas and other common punctuation with support 	<ul style="list-style-type: none"> • Use a variety of grammatical structures, including some adjectives and adverbs <i>e.g. "The mall is open, so the girl goes there."</i> <i>e.g. Uses some adjectives ("pretty", "new", "red") and adverbs ("very", "some", "always")</i> • Use accurate spelling for most regular words and some irregular words <i>e.g. Spells "right", "tough", "fire"</i> • Use commas, capitals and other common punctuation 	<ul style="list-style-type: none"> • Use a range of grammatical structures <i>e.g. "Tom cried because the ball hit him, and I said "sorry"."</i> <i>e.g. "Because it was cold, I put on my coat."</i> • Spell some challenging words with increasing accuracy <i>e.g. Spells "quiet", "beautiful", "different"</i> • Use varied punctuation independently

ELL Matrix: Primary (1-3) Reading

If a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. *At the given level of language proficiency, this student can:*

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Strategies <ul style="list-style-type: none"> • Word attack skills • • • • • Decoding • • • • • Fluency 	<ul style="list-style-type: none"> • Use pictures to help read unfamiliar words & text • • • • • Begin to connect letters & words to print • • • • • Read letter-by-letter to sound out words 	<ul style="list-style-type: none"> • Use pictures, diagrams, & patterned sentences to read unfamiliar words & text • • • • Use some word-decoding strategies to identify beginning & ending sounds, & some high-frequency words • • • Read word-by-word 	<ul style="list-style-type: none"> • Use familiar phrases, patterned sentences, text structure, predicting, visualizing & background knowledge to read unfamiliar words & text • • • Use some word-decoding strategies to identify consonant blends, digraphs, simple word families, & a variety of high-frequency words • • • Read with some phrasing, re-reading, & sounding out words 	<ul style="list-style-type: none"> • Use an increasing range of strategies such as predicting, visualizing, & making connections to read unfamiliar words & text • • • Use varied strategies to decode long & short vowels in medial positions, vowel blends, r-controlled vowels, & complex word families • • Read with some expression, using some substitutions & occasionally self-correct 	<ul style="list-style-type: none"> • Use a variety of strategies such as re-reading, predicting, word analysis, visual cues, text features, & self-correction to read unfamiliar words & text • • Use a wide range of decoding strategies to decode two-or three-syllable words • • • Read smoothly with expression, attend to common punctuation, self-correct, & make meaningful substitutions

ELL Matrix: Primary (1-3) Reading (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Comprehension <ul style="list-style-type: none"> • Vocabulary <ul style="list-style-type: none"> • • • • Main ideas & details <ul style="list-style-type: none"> • • • • • Retelling & organizing information <ul style="list-style-type: none"> • • • Locating & recording information <ul style="list-style-type: none"> • • • • Drawing inferences <ul style="list-style-type: none"> • • • • Interpretations & socio-cultural elements <ul style="list-style-type: none"> • • • Knowledge of genres (structure & features) 	<ul style="list-style-type: none"> • Understand environmental print, symbols, icons, classroom words & labels, letters of the alphabet, & some sight words <ul style="list-style-type: none"> • • Comprehend simple patterned sentences <ul style="list-style-type: none"> • • • • • Sequence a short familiar text using visuals <ul style="list-style-type: none"> • • • Locate some information using picture clues <ul style="list-style-type: none"> • • • • • Understand that written & visual text contains a message or command, or gives information <ul style="list-style-type: none"> • • • Show awareness of how text & books work (front to back sequence, top-to- bottom, directionality) 	<ul style="list-style-type: none"> • Understand some vocabulary including high-frequency, descriptive, & subject-specific words <ul style="list-style-type: none"> • • Comprehend simple sentences containing prepositions & time markers <ul style="list-style-type: none"> • • • • Sequence pictures to retell a story or information process <ul style="list-style-type: none"> • • • Locate & record minimal, accurate information, when given cues <ul style="list-style-type: none"> • • • • • Understand the literal meaning of simple text <ul style="list-style-type: none"> • • • Identify the structure of a basic narrative or procedural text 	<ul style="list-style-type: none"> • Understand more vocabulary including high-frequency, descriptive, subject-specific, & some academic words <ul style="list-style-type: none"> • • Comprehend the main idea of compound sentences containing coordinating conjunctions & time markers <ul style="list-style-type: none"> • • • Retell the sequence of a story, steps, or content-area process <ul style="list-style-type: none"> • • • Locate & record some information using categories or a provided graphic organizer, with some errors <ul style="list-style-type: none"> • • • • Make a simple inference <ul style="list-style-type: none"> • • • Understand the literal meaning & sometimes the figurative meaning of simple text <ul style="list-style-type: none"> • • • Identify organization of a text, including structure & prominent features of several basic genres such as narrative, recount, procedure, report 	<ul style="list-style-type: none"> • Understand a range of vocabulary, including words with multiple meanings <ul style="list-style-type: none"> • • Comprehend the main idea & some details in complex sentences containing subordinating conjunctions & time & sequence markers <ul style="list-style-type: none"> • • Retell main events or key content ideas in sequence using some detail <ul style="list-style-type: none"> • • • Locate, record, & organize some information using a provided graphic organizer, with occasional errors <ul style="list-style-type: none"> • • • Make a few simple inferences <ul style="list-style-type: none"> • • • Understand the figurative meaning of some simple phrasal verbs & similes <ul style="list-style-type: none"> • • • Identify the purpose & structure of some basic genres such as labelling, story, procedure, description 	<ul style="list-style-type: none"> • Understand a wide range of vocabulary including most subject-specific words & some academic words <ul style="list-style-type: none"> • • Comprehend the main idea & supporting details in paragraphs connected by a variety of cohesive devices <ul style="list-style-type: none"> • • • Retell main events or key content ideas using some relevant details & inferences <ul style="list-style-type: none"> • • Locate, record, & organize information accurately using a provided graphic organizer <ul style="list-style-type: none"> • • • Make accurate inferences about characters & events <ul style="list-style-type: none"> • • Understand simple cultural references including age-appropriate idioms, metaphors, & humour <ul style="list-style-type: none"> • • Identify the purpose, structure, & range of features distinguishing basic genres
Response & Analysis <ul style="list-style-type: none"> • Opinions & reactions <ul style="list-style-type: none"> • • Connections (to other information, experiences, knowledge) 	<ul style="list-style-type: none"> • Express a preference for a text with non-verbal responses <ul style="list-style-type: none"> • • Provide personal response by drawing a picture 	<ul style="list-style-type: none"> • Clearly express a preference for a text <ul style="list-style-type: none"> • • Make a simple personal connection through words & pictures 	<ul style="list-style-type: none"> • Clearly express a preference for a text, & begin to give reasons <ul style="list-style-type: none"> • • Sometimes make simple concrete text-to-self connections 	<ul style="list-style-type: none"> • Offer simple opinions with some justification <ul style="list-style-type: none"> • • Make simple concrete text-to-self & text-to-text connections 	<ul style="list-style-type: none"> • Offer simple opinions with justification <ul style="list-style-type: none"> • • Make text-to-text & text-to-world connections spontaneously

ELL Quick Scale: Primary (1-3) Reading

This Quick Scale is a summary of the corresponding Matrix.

If a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. *At the given level of language proficiency, this student can:*

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
SNAPSHOT	The student can begin to recognize some letters, sounds, and words, and begin to make meaning of text.	The student can begin to use strategies to read and understand simple words and make personal connections to text.	The student can use some strategies to decode unfamiliar words and make basic connections to the world from text.	The student can use a variety of strategies to read unfamiliar text and understand increasingly complex words and meaning.	The student can use a range of strategies and understand a wide range of words to make connections and access concepts in text.
Strategies • Word attack skills • Fluency	<ul style="list-style-type: none"> • Begin to connect letters and words to print <i>e.g. Connects the letter “h” to the sound /h/</i> • Recognize some common words and sight words <i>e.g. Points to each word as it is spoken in “I like to swim”</i> <i>e.g. Recognizes common words like “I”, “the”, “is”, “at”, “me”, “like”</i> 	<ul style="list-style-type: none"> • Identify initial and ending sounds in some words <i>e.g. Uses knowledge of the “s” letter and /s/ sound to predict the words “snake stares”</i> • Use pictures to help make meaning <i>e.g. Looks at a picture in a book to read a word (picture of a dog, the word is “dog”)</i> • Read word-by-word with support <i>e.g. Reads “she... ran... out... the... d..oor...”</i> 	<ul style="list-style-type: none"> • Recognize some new words based on common word families and word roots <i>e.g. Uses knowledge of the words “lunch” and “dog” to read the words “punch” and “fog”</i> <i>e.g. Sees “writing” or “writer” and reads by relating them to the familiar “write”</i> • Begin to read in meaningful phrases <i>e.g. Reads “all-the-time” and “around-the-corner”, connecting the individual words into a phrase</i> 	<ul style="list-style-type: none"> • Use a variety of strategies to read unfamiliar words <i>e.g. Divides the word “editorial” into “edit...or...ial” and uses knowledge of the word “edit” in order to read it</i> • Read with some expression and self-correct for meaning <i>e.g. “He had a... truck on his head... I mean toque, he had a toque on his head”</i> 	<ul style="list-style-type: none"> • Use a wide range of strategies to successfully read unfamiliar words and text <i>e.g. Predicts the unfamiliar word “collapses” in “The tower of blocks collapses when the baby pushes it.”</i> • Read smoothly with expression <i>e.g. Groups connected words into meaningful phrases, emphasizing the ‘content’ words in “The two sides have to be equal.”</i>
Comprehension • Vocabulary • Main ideas • Genre • Retelling • Inferences • Interpretations	<ul style="list-style-type: none"> • Recognize letters and words in everyday life <i>e.g. Recognizes the letters on an alphabet chart</i> <i>e.g. Recognizes the word “stop”, having seen it on a stop sign</i> • Use visuals to understand most of the meaning in text <i>e.g. Understands the main storyline of a story by following pictures</i> • Show awareness of how books work <i>e.g. Opens a book from the correct side and knows to read from left to write on a page</i> 	<ul style="list-style-type: none"> • Understand some common words and a few ‘content’ words <i>e.g. “wear”, “socks”, “yellow”, “dress”</i> • Understand literal meaning of some simple text <i>e.g. Understands that “the trees were moving in the wind” means that the trees were visibly moving because it was windy</i> • Retell a simple text to show understanding of main idea <i>e.g. Reads key words and puts pictures in order to show understanding of the life cycle of a butterfly</i> 	<ul style="list-style-type: none"> • Understand many common and ‘content’ words <i>e.g. “light bulb”, “flat”, “temperature”</i> • Understand the main idea in some short stories and non-fiction <i>e.g. Reads and understands the general storyline of a short story about bedtime</i> • Begin to make simple inferences <i>e.g. Understands that “the moon looks very bright” means it is likely nighttime</i> 	<ul style="list-style-type: none"> • Understand a range of words, including some words related to academic content <i>e.g. Understands that “bark” can mean ‘the sound a dog makes’, or ‘the skin of a tree’</i> <i>e.g. “community”, “habitat”</i> • Begin to read a variety of different types of text with understanding <i>e.g. Reads a one-page biography, understanding the different stages in the person’s life</i> • Locate specific information in a text to demonstrate understanding <i>e.g. Scans a poem about ‘summer’ to find words that relate, such as “swimming”, “sun lotion”, “watermelon”</i> 	<ul style="list-style-type: none"> • Understand a wide range of words, including some academic language <i>e.g. Understands ‘science’ words like “environment”, “conservation”, “prey”</i> • Begin to recognize the purpose and features of a variety of text <i>e.g. Understands that a “Table of Contents” is to help the reader locate information and contains a list of headings summarizing content</i>

ELL Quick Scale: **Primary (1-3) Reading** (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
<p>Response & Analysis</p> <ul style="list-style-type: none"> • Connections • Opinions & reactions 	<ul style="list-style-type: none"> • Express a like or dislike for a simple text <i>e.g. Points to own hat that is red (favourite colour), in response to a sentence describing red and blue hats</i> 	<ul style="list-style-type: none"> • Make a simple personal connection to text through words or pictures <i>e.g. Draws a picture to show some favourite school activities in response to a short story about what a child likes to do in school</i> 	<ul style="list-style-type: none"> • Begin to provide some reasons for personal connections to text <i>e.g. Responds to a 'talking animals' story by describing when they talk to the animals in the woods outside their own home</i> 	<ul style="list-style-type: none"> • Begin to provide reasons for opinions about text <i>e.g. From a story about a large family, describes why they do not personally want ten siblings</i> • Make personal connections and connections between different texts <i>e.g. Sees the similarities between two characters in an Aboriginal story and a folk story from their home culture</i> 	<ul style="list-style-type: none"> • Independently make connections with new text and the world, with some elaboration <i>e.g. Describes how a text about 'the life cycle of a butterfly' compares to another text about 'the life cycle of a frog'</i>

ELL Matrix: Primary (K-3) Oral Language

If a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. *At the given level of language proficiency, this student can:*

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Meaning <ul style="list-style-type: none"> Vocabulary Word choice Expressing & understanding idea 	RECEPTIVE				
	<ul style="list-style-type: none"> Understand a minimal vocabulary of 'survival' & words related to familiar objects & actions Understand a few key words in related sentences about familiar topics or contexts 	<ul style="list-style-type: none"> Understand some vocabulary including common words & some descriptive words Understand the gist of phrases & sentences linked by "and" & "then" 	<ul style="list-style-type: none"> Understand more vocabulary including common & descriptive words, multiple meanings of some familiar words, & some subject-specific words Understand main ideas of familiar topics linked by common conjunctions, time, & sequence markers 	<ul style="list-style-type: none"> Understand a range of vocabulary including common, descriptive, subject-specific, & academic words, & familiar words with multiple meanings Understand main ideas & some details of unfamiliar topics linked by common conjunctions, & time & sequence markers 	<ul style="list-style-type: none"> Understand a broad range of vocabulary including descriptive, subject-specific, & academic words Understand most of the detail in grade-appropriate narratives, explanations, instructions, & discussions about unfamiliar topics linked by a variety of conjunctions, time, & sequence markers
Form <ul style="list-style-type: none"> Grammar (plurals, possessives, verb tense endings) Syntax (sentence structures, word order) Phonology Fluency (intonation, word stress, rhythm) 	EXPRESSIVE				
	<ul style="list-style-type: none"> Use some minimal vocabulary including 'survival' words, common words, & first language Connect ideas using "and", gestures, & memorized phrases 	<ul style="list-style-type: none"> Use some vocabulary including common words & some descriptive words Connect ideas in phrases & short simple sentences with common conjunctions 	<ul style="list-style-type: none"> Use more vocabulary including common, descriptive, & some subject-specific words Connect ideas in sentences with some appropriate detail using conjunctions & time markers 	<ul style="list-style-type: none"> Use a range of vocabulary with more precision including common, descriptive, & subject-specific words Connect ideas with some relevant details in related sentences using conjunctions, & time & sequence markers 	<ul style="list-style-type: none"> Use a broad range of vocabulary for effect including common, descriptive, & subject-specific words, & some academic words Connect ideas & some relevant details in related sentences using a variety of cohesive devices
Form <ul style="list-style-type: none"> Grammar (plurals, possessives, verb tense endings) Syntax (sentence structures, word order) Phonology Fluency (intonation, word stress, rhythm) 	RECEPTIVE				
	<ul style="list-style-type: none"> Understand basic phrases related to familiar routines Identify most English phonemes including some beginning sounds Listen for recognizable words in unfamiliar speech 	<ul style="list-style-type: none"> Understand simple sentences on familiar topics Recognize most English phonemes including beginning & ending sounds Recognize word boundaries in unfamiliar speech 	<ul style="list-style-type: none"> Understand detailed sentences on familiar topics Distinguish minimal pairs, identify beginning & ending sounds, recognize some rhyming words Understand some reduced forms of speech 	<ul style="list-style-type: none"> Understand complex sentences on familiar & some unfamiliar topics Recognize rhyming words Identify beginning, medial, & ending sounds Understand rapid speech containing some familiar vocabulary during everyday classroom academic tasks 	<ul style="list-style-type: none"> Understand varied & complex language structures on many unfamiliar topics Recognize word families Identify phonemes & syllables with increasing accuracy Understand rapid speech on unfamiliar topics
Form <ul style="list-style-type: none"> Grammar (plurals, possessives, verb tense endings) Syntax (sentence structures, word order) Phonology Fluency (intonation, word stress, rhythm) 	EXPRESSIVE				
	<ul style="list-style-type: none"> Use single words or phrases, memorized phrases & patterned sentences Use basic pronouns, nouns, & verbs with errors in word order & word ending Imitate some words in familiar routines, although pronunciation may interfere with meaning 	<ul style="list-style-type: none"> Use simple sentences Use pronouns, plurals, nouns, & verbs with overgeneralization of endings (-s, -ed) Attempt to use English rhythm, stress, & intonation in familiar social & classroom exchanges, although pronunciation errors may interfere with meaning 	<ul style="list-style-type: none"> Use affirmative & negative questions, statements & commands, with omissions & errors of verb tense & word order Use pronouns, adjectives, adverbs, nouns, & irregular verbs with some agreement & tense errors Use comprehensible pronunciation, rhythm, & intonation in familiar or rehearsed activities, with some errors 	<ul style="list-style-type: none"> Use more detail in questions, statements, & commands with some grammatical errors Use irregular plurals, nouns, & verb forms with occasional errors Use comprehensible pronunciation, rhythm & intonation for familiar or rehearsed activities, with occasional errors 	<ul style="list-style-type: none"> Use a variety of sentence structures, including simple, compound, & complex sentences Use appropriate tense & agreement with increasing precision Use comprehensible pronunciation & intonation in spontaneous or unrehearsed situations (accented speech is expected & valued)

ELL Matrix: Primary (K-3) Oral Language (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Use <ul style="list-style-type: none"> • Functions of language (social & academic) • Strategies • Social/ cultural conventions 	RECEPTIVE				
	<ul style="list-style-type: none"> • Understand a minimal range of spoken text • Understand simple instructions & “yes or no” questions • Understand basic, familiar, & social expressions • Follow routine & one-step commands 	<ul style="list-style-type: none"> • Understand a small range of spoken text • Understand literal questions such as “yes or no”, “who”, “what”, “where”, “when”, “how many” • Understand expressions used in classroom & school contexts • Follow two-step commands related to familiar routines 	<ul style="list-style-type: none"> • Understand a narrow range of spoken text in terms of purpose, structure, & organization • Understand basic inferential questions such as “what”, “where”, “when”, “who”, “how”, “why” • Recognize differences between formal & informal speech in familiar contexts • Follow three-step commands 	<ul style="list-style-type: none"> • Understand an expanding range of spoken text in terms of purpose, structure, & organization • Understand open-ended questions requiring explanation, elaboration, & comparison • Recognize differences between informal & formal speech in unfamiliar contexts • Follow most multi-step directions 	<ul style="list-style-type: none"> • Understand a wide range of spoken text in terms of purpose, structure, & organization • Understand hypothetical or inferential questions such as “If...”, “What if...”, “Would you...”, “How...” • Understand common idiomatic expressions & cultural references • Follow multi-step directions
EXPRESSIVE					
	<ul style="list-style-type: none"> • Use language to communicate basic needs & wants, personal information, simple requests, participate in familiar songs, rhymes, & chants • Seek clarification or confirmation through gestures, mimicking, single words, & short phrases • Use strategies such as first language, memorized phrases, learned sentence patterns, copying others, visual prompts, & gestures to interact • Use familiar greetings, polite phrases, & gestures to interact in familiar social situations 	<ul style="list-style-type: none"> • Use language for some purposes, including to ask & answer simple questions, share information, recount, retell, & describe • Seek clarification or confirmation using familiar phrases • Use strategies such as repetition, substitution of words in known patterns, familiar phrases, & learned sentence patterns to interact spontaneously with others • Use some common expressions & gestures to interact in familiar social & classroom contexts 	<ul style="list-style-type: none"> • Use language for a narrow range of purposes, including to discuss, recount/retell, predict, describe, give opinions & reasons, & explain • Seek clarification or confirmation with simple questions • Use strategies such as circumlocution, providing examples & opposites to interact with others • Use common colloquialism, slang, & idioms during social & classroom interactions 	<ul style="list-style-type: none"> • Use language for a range of purposes, including to discuss, recount/retell, describe, negotiate, role-play, make, & explain connections • Seek clarification & understanding with specific questions • Use strategies such as commenting, making personal connections, & questioning to initiate & sustain conversation with others • Use common colloquialisms, idioms, & phrasal verbs in appropriate contexts 	<ul style="list-style-type: none"> • Use language for a broad range of purposes, including to compare & contrast, explain, predict, reflect, connect, & summarize • Ask questions to gain information that extends knowledge during discussions • Use strategies such as paraphrasing, commenting, making personal connections, & questioning to initiate & sustain conversation with others • Use appropriate common colloquialisms, idioms, phrasal verbs, & modality in formal & informal situations

ELL Quick Scale: Primary (K-3) Oral Language

This Quick Scale is a summary of the corresponding Matrix.

If a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. *At the given level of language proficiency, this student can:*

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
SNAPSHOT	The student can understand and respond to simple statements and questions in familiar situations.	The student can participate in a conversation on everyday topics using simple structures.	The student can participate in a conversation about familiar topics and some academic content.	The student can participate in conversations with some opinions and details on a range of academic topics.	The student can speak fluently and accurately on a wide range of academic topics.
Meaning <ul style="list-style-type: none"> • Word attack skills • Fluency 	<ul style="list-style-type: none"> • Understand a few short, simple sentences on familiar topics <i>e.g. Does and repeats action phrases like “jump!”, “sit”, “look at me”</i> • Understand some common words related to school, self and home <i>e.g. Points to and says words such as “book”, “apple”, “nose”</i> • Express some basic personal information and needs <i>e.g. “bathroom”, “play”, “I’m ___”</i> 	<ul style="list-style-type: none"> • Understand and use routine classroom phrases with some support <i>e.g. “open/close the door”, “today is Wednesday”</i> • Express some words and phrases about self, family and interests <i>e.g. “My dad, Jorge, my sister, Sarah...”, “I want to eat”</i> 	<ul style="list-style-type: none"> • Understand familiar phrases and academic tasks <i>e.g. “Take out your journal”</i> • Express some words and phrases to describe and speak about academic content <i>e.g. “Lots of pens”, “on the chair”</i> <i>e.g. When familiar with topic, uses words like “player”, “shoot”, “goal” in context</i> 	<ul style="list-style-type: none"> • Understand some complex tasks and academic language <i>e.g. “Describe the changes of the seasons”</i> • Express a range of words and phrases to describe and speak about academic content <i>e.g. Expresses variation of words like “quicker”, “very/pretty big”</i> <i>e.g. When familiar with topics, uses words like “claw”, “cruel”, “climate” in context</i> 	<ul style="list-style-type: none"> • Understand complex instructions and academic content <i>e.g. “Tell me why bears hibernate?”</i> • Express a wide range of conversational and academic words and phrases <i>e.g. When given a topic, uses words like “atlas”, “massive”, “monument” in context</i> • Use different words with similar meanings <i>e.g. Recognizes difference between “tall” and “big”</i>
Form <ul style="list-style-type: none"> • Grammar • Syntax • Phonology • Fluency 	<ul style="list-style-type: none"> • Understand and use short memorized phrases <i>e.g. “how are you?”, “thank you”, “you’re welcome”</i> • Recognize and single out familiar words in speech <i>e.g. Recognizes the word ‘she’ in “she’s mad”, and the words ‘pizza’ and ‘I’ in “I like pizza”</i> • Express simple sounds in the form of songs or chants <i>e.g. Sings along to “Happy Birthday”</i> 	<ul style="list-style-type: none"> • Understand and use simple and familiar patterned phrases <i>e.g. “I want...”, “I like...”, “I need...”</i> • Understand and use some basic nouns, pronouns, verbs and connecting words <i>e.g. “It’s red and green”, “you touch this”</i> • Identify different sounds in short words <i>e.g. Identifies that “snake” begins with /s/ and “dog” ends with /g/</i> • Use rhythm in familiar songs or phrases <i>e.g. Sings “Old MacDonald had a farm...” with appropriate rhythm</i> 	<ul style="list-style-type: none"> • Understand and use correct word order (subject-verb-object) <i>e.g. “She smells the flowers”, “I read stories”</i> • Connect ideas to make short sentences <i>e.g. “My name is Amal and I like cats”</i> • Identify words that rhyme and word families <i>e.g. Identifies word families such as “pat” & “bat”, “shell” & “fell”</i> • Use rehearsed rhythm and intonation <i>e.g. Identifies emphasized syllables in saying “the BIRDS have EATen the WORMS”</i> 	<ul style="list-style-type: none"> • Understand and uses some negative phrases and subject-verb agreement <i>e.g. “She doesn’t like chocolate”</i> • Connect ideas to make long sentences <i>e.g. “Some houses are big, but some houses are small...”</i> • Segment and blend sounds <i>e.g. “frog” = /f/ /r/ /o/ /g/, and /b/ /a/ /n/ /d/ = “band”</i> • Use some rhythm and intonation independently <i>e.g. Shows appropriate intonation and pacing in saying “Yesterday, [slight pause] I went to-the-store.”</i> 	<ul style="list-style-type: none"> • Understand and use accurate word forms and subject-verb agreement <i>e.g. “The brown caterpillar isn’t small but the green one is.”</i> • Use complex sentences on familiar topics <i>e.g. “We will read what she wrote on the whiteboard after we finish”</i> • Use natural and appropriate rhythm and intonation <i>e.g. Shows natural intonation and pacing in saying “When I-was-at the-store yesterday, [slight pause] I bought candy.”</i>

ELL Quick Scale: Primary (K-3) Oral Language (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
<p>Use</p> <ul style="list-style-type: none"> • Connections • Opinions & reactions 	<ul style="list-style-type: none"> • Respond to simple yes/no questions <i>e.g. "Are you happy?" – "No"</i> • Respond to and repeat short commands <i>e.g. "Stand up"</i> <i>e.g. Sits in a circle with other students on floor when asked</i> • Respond to and use familiar social greetings and gestures <i>e.g. Waves to say goodbye</i> 	<ul style="list-style-type: none"> • Respond to simple choice questions <i>e.g. "Do you want white or blue?" – "blue, please"</i> • Respond to simple instructions and commands <i>e.g. "All eyes on me"</i> • Watch others and recognize key words to participate in classroom activities and conversations <i>e.g. Engages in classroom activity to stand up and greet a partner</i> 	<ul style="list-style-type: none"> • Respond to "what", "when" and "who" questions <i>e.g. "When is your birthday?" – "July 12"</i> • Respond to common instructions and commands <i>e.g. "Work you're your partner and put up your hand if you have a question"</i> • Respond to and use common social expressions, cues and slang in conversation <i>e.g. "What's wrong?" – "She's bugging me!"</i> 	<ul style="list-style-type: none"> • Respond to "how", "why" and "tell me about" questions <i>e.g. "How did you get to school?" – "I took the bus..."</i> • Respond to multi-step instructions and commands <i>e.g. "Find a partner and fill in the blanks using a pen"</i> • Ask for clarification and use cues to participate in conversations and some academic discussions <i>e.g. "I don't understand, could you repeat?"</i> 	<ul style="list-style-type: none"> • Respond to simple hypothetical or reasoning questions <i>e.g. "What would you do if you found some money?" – "I would give it to my teacher"</i> • Respond to long or complex directions <i>e.g. "Clean up time! Put your pencils and crayons away and come sit on the carpet"</i> • Use common idioms, cultural language and humour, and initiates conversation <i>e.g. "That's a rip-off", "How's it going?"</i> • Ask and answer questions to participate in a range of academic discussions <i>e.g. "You said __, right?"</i>

Intermediate (Grade 4 to Grade 7)

I am able to...

The girls went to the bakery,
when it opened.

The black bear has sharp claws
foliage and runs fast.

They baked and I ate. colleague

Furthermore



ELL Matrix: Intermediate (4-7) Writing

If a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. *At the given level of language proficiency, this student can:*

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Meaning <ul style="list-style-type: none"> Ideas & information Use of detail Strategies 	<ul style="list-style-type: none"> Express ideas through listing familiar words & phrases, labelling, & shared writing; meaning may be difficult to discern Present single idea or random unrelated ideas with no elaboration or detail to support meaning Use strategies such as oral dictation, first language, copying, word banks, picture prompts, & graphic organizers to produce text 	<ul style="list-style-type: none"> Express some logical ideas using lists & copying or adapting text; meaning is somewhat comprehensible Provide some minimal related details to support meaning Use strategies such as repetitive patterns, repetition, modelled forms, formulaic structures, sentences starters, & graphic organizers to produce text 	<ul style="list-style-type: none"> Express a main idea in simple text that is partially developed; meaning is generally comprehensible Provide a few related details to support meaning Use strategies such as graphic organizers, templates, writing plans, models, & knowledge of sentence patterns to produce & revise text 	<ul style="list-style-type: none"> Express a focused idea in more complex text with some elaboration & clarification; meaning is usually comprehensible Provide some relevant supporting details to enhance meaning Use strategies such as graphic organizers, templates, models, writing conferences, checklists, & rubrics to produce text 	<ul style="list-style-type: none"> Express & sustain a clear & focused main idea with some depth & coherence Provide some relevant & specific details & examples to support, clarify, & enhance meaning Use a variety of strategies such as pre-writing plans, writing conferences, models & templates, guidelines, & rubrics to produce & revise text
Style <ul style="list-style-type: none"> Word choice (diction, precise language) Sentence fluency (rhythm, flow, variety) Voice (phrasing, tone, purpose, awareness of audience) 	<ul style="list-style-type: none"> Use some high-frequency vocabulary related to familiar topics & personal experiences Complete simple patterned sentences, & use single words & phrases Write for some minimal purposes modelled on familiar forms & repetitive patterns 	<ul style="list-style-type: none"> Use some vocabulary including high-frequency, descriptive, & subject-specific vocabulary related to familiar objects, actions, & topics Produce simple & compound sentences; often repetitive Write for a few purposes using graphic organizers & models; some evidence of individuality evident in pictures used to support text 	<ul style="list-style-type: none"> Use more vocabulary including high-frequency, descriptive, academic, & subject-specific words, & familiar words with multiple meanings Produce simple, compound, & some complex sentences with little variety Write for an expanding range of purposes using organizers & models showing an emerging sense of individuality 	<ul style="list-style-type: none"> Choose from a range of vocabulary including high-frequency, descriptive, subject-specific, & academic words, including some homophones & homonyms Produce a variety of simple, compound, & complex sentences Write for a variety of purposes with a voice that reflects individuality & attempts to engage reader 	<ul style="list-style-type: none"> Choose from a broad range of academic & content vocabulary with more precision including words with multiple meanings, & a variety of word forms Produce connected sentences demonstrating a variety of lengths & patterns Write for a variety of purposes with a voice that attempts to engage & impact the reader

ELL Matrix: Intermediate (4-7) Writing (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Form <ul style="list-style-type: none"> • Organization & sequencing • • • • • Connections & transitions • • • • Awareness of forms/genre (linguistic & structural features) 	<ul style="list-style-type: none"> • Organize ideas in random order with no introduction or conclusion • • • • • Connect words using “and” to produce simple sentences • • • • Represent the structure of a basic narrative or procedure (sequence of events, beginning, middle, end) through pictures, key words, or phrases 	<ul style="list-style-type: none"> • Organize some related ideas together with a simple or vague introduction & no conclusion; sequence may be inconsistent & may include drawings • • • • • Connect sentences using “and” & simple time markers • • • • Produce some examples of a few basic genres (pieces of information about an object or thing, parts of a recount, descriptive words or phrases for a procedure) to suit purpose 	<ul style="list-style-type: none"> • Organize related ideas together in a simple paragraph with a predictable introduction & conclusion; sequence is generally logical • • • • • Connect ideas in related sentences using common conjunctions, & time & sequence markers • • • • Produce examples of a some genres (sequential explanations, factual texts, simple arguments, narratives) to suit purpose 	<ul style="list-style-type: none"> • Organize ideas in a multi-paragraph composition with a clear introduction & formulaic conclusion; sequence is logical • • • • • Connect sentences into a cohesive paragraph using a variety of conjunctions, & time & sequence markers • • • • Produce increasingly long & complex examples of a variety of genres (arguments, causal explanations, reports, narratives, poetry) to suit purpose 	<ul style="list-style-type: none"> • Organize ideas in a multi-paragraph composition with a purposeful introduction & conclusion; sequence is logical • • • • • Connect ideas in a composition using a variety of cohesive devices & some transition words • • • • Produce long & complex examples of a variety of genres (arguments, causal explanations, reports, narratives, poetry) to suit purpose
Conventions <ul style="list-style-type: none"> • Capitals & Punctuation • • • • Spelling • • • • Grammatical elements & syntax 	<ul style="list-style-type: none"> • Form or copy letters & words with attention to spacing, line, & direction • • • Spell some sight words accurately • • • • • Use familiar nouns, present tense verbs, plurals, & prepositions with errors & omissions 	<ul style="list-style-type: none"> • Use capitals at the beginning of sentences & periods at the end of sentences • • • Spell a range of familiar words accurately & use invented spelling as necessary • • • • Use nouns, present, past, & continuous tense verbs, pronouns, prepositions, & articles with errors 	<ul style="list-style-type: none"> • Use capitals, periods, & commas • • • • • Spell a range of words using word lists, personal dictionaries, & knowledge of common patterns • • • Use adjectives & adverbs, & demonstrate some control of word order, plurals, & tenses 	<ul style="list-style-type: none"> • Use capitals, periods, & commas, & some quotation marks, apostrophes, & hyphens • • • Use common & irregular spellings with increasing accuracy • • • • Use a range of grammatical structures showing more control of word order, plurals, tenses, & subject-verb agreement 	<ul style="list-style-type: none"> • Use mostly accurate punctuation • • • • • Spell many challenging words with accuracy • • • • Use a broad range of grammatical structures including embedded pronouns, irregular plurals, & various verb tenses with increasing accuracy

ELL Quick Scale: Intermediate (4-7) Writing

This Quick Scale is a summary of the corresponding Matrix.

If a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. *At the given level of language proficiency, this student can:*

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
SNAPSHOT	The student can use or copy a string of simple words and phrases to communicate.	The student can use some familiar vocabulary, repetitive phrases and patterned sentences to communicate.	The student can use some academic vocabulary with some detail to create simple sentences and short paragraphs.	The student can use a range of vocabulary and connections to communicate ideas in sentences and paragraphs.	The student can use a wide range of vocabulary with loosely organized ideas, and begin to write clearly with insight and detail.
Meaning <ul style="list-style-type: none"> Ideas & information Detail Strategies 	<ul style="list-style-type: none"> Draw, label, list, and copy familiar words and phrases <i>e.g. Copies own name from letter models</i> <i>e.g. Draws a basic graph from some given data</i> Intersperse first language Write and complete patterned sentences <i>e.g. Inserts words such as "pen", "door", "book" in "This is a _____"</i> <i>e.g. "my father is in China" "he is smart"</i> 	<ul style="list-style-type: none"> Write some short phrases and repetitive sentences <i>e.g. Uses the sentence frame "I like to..." to write "I like to play in the snow", "I like to walk in the park"</i> Use some basic strategies to label and complete sentences <i>e.g. Uses sentences starters to write "there are two dogs", "there is one black cat"</i> 	<ul style="list-style-type: none"> Express ideas by writing simple sentences, with a few related details to support ideas <i>e.g. "I have a great family. We go to the lake. We like swimming."</i> Use a few strategies to write sentences and short paragraphs <i>e.g. Uses a graphic organizer on the topic "I am able to..." to write a series of sentences on abilities</i> 	<ul style="list-style-type: none"> Express ideas related to a topic, with relevant supporting details <i>e.g. "Soccer is an exciting sport played everywhere. There are two teams and twenty-two players. The players are skilled. People like to watch the game."</i> Use varied strategies to write multiple sentences and paragraphs <i>e.g. Uses a completed Venn diagram to write a paragraph comparing bats and birds</i> 	<ul style="list-style-type: none"> Express ideas and many specific details and examples related to purpose in a variety of contexts <i>e.g. Writes a paragraph about what makes a person happy, with details and examples</i> Use a wide range of strategies to write complete paragraphs on a topic <i>e.g. Uses a completed writing plan to write a paragraph about global warming</i>
Style <ul style="list-style-type: none"> Word choice Sentence fluency Voice 	<ul style="list-style-type: none"> Use mostly common and familiar words <i>e.g. "mother", "green", "walk", "good"</i> Write some basic short sentences <i>e.g. "I like school."</i> Use a string of simple and repetitive sentences <i>e.g. "The teacher is nice. I like her."</i> 	<ul style="list-style-type: none"> Use some common and subject-specific words <i>e.g. "backpack", "walking", "fast", "temperature"</i> Use simple sentences and some compound sentences <i>e.g. "I like school in Canada."</i> <i>e.g. "The bear has big claws."</i> 	<ul style="list-style-type: none"> Use numerous common and subject-specific words, and some descriptive words <i>e.g. "flew", "metal", "less than", "gravity", "butterfly"</i> Use simple sentences and compound sentences <i>e.g. "The black bear has sharp claws and runs fast."</i> 	<ul style="list-style-type: none"> Use a variety of common, academic, subject-specific, and descriptive words <i>e.g. "steering", "aluminum", "roll", "invent"</i> Use compound and complex sentences <i>e.g. "The grizzly bear has sharp dangerous claws and runs after its prey."</i> 	<ul style="list-style-type: none"> Choose from a wide variety of academic, subject-specific, and descriptive words <i>e.g. "equation", "predict", "unusual" e.g. "load", "unload", "loading", "payload"</i> Use a variety of sentence types, attempting to engage the reader <i>e.g. "The ferocious grizzly bear with its sharp dangerous claws swiftly attacked its prey."</i> Experiment with writing paragraphs

ELL Quick Scale: **Intermediate (4-7) Writing** (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Form <ul style="list-style-type: none"> • Organization • Connections & transitions • Genre 	<ul style="list-style-type: none"> • Connect a string of words and short phrases <i>e.g. "Cows make milk"</i> • Organize some ideas using words and/or drawings <i>e.g. Describes their daily routine through drawing a bed, their breakfast, a school bus, then their classroom</i> 	<ul style="list-style-type: none"> • Use simple connecting words and time markers <i>e.g. "Joe and Sarah smile. Then Joe and Sarah sing."</i> • Organize ideas with drawings and key words and phrases, using a predictable beginning and end <i>e.g. Tells a story about a raven stealing the sun through drawings and some key phrases</i> 	<ul style="list-style-type: none"> • Use some connecting words and time and sequence markers <i>e.g. "First, they get water. Second, they boil water. Third, they make tea."</i> • Organize sentences in a paragraph with a sense of beginning, middle, and end information • Write with some awareness of genre <i>e.g. "The raven flew toward the sun because the sky was dark."</i> 	<ul style="list-style-type: none"> • Use a range of connecting words and time and sequence markers <i>e.g. "In the morning", "next", "as well", "therefore", "In conclusion"</i> • Organize a series of paragraphs, with a clear introduction, middle, and conclusion • Write with an increasing awareness of genre <i>e.g. "When the raven swooped down to take the box, it reminds me of the time a seagull took my French fry at the beach."</i> 	<ul style="list-style-type: none"> • Use a variety of connecting and transition words accurately <i>e.g. "not only... but", "either... or", "however", "Furthermore"</i> • Organize and develops ideas effectively, providing an effective introduction, middle and conclusion • Write with an awareness of a variety of genres <i>e.g. "The legend of the raven has a long history in the storytelling of Aboriginal people..."</i>
Convention <ul style="list-style-type: none"> • Capitals & punctuation • Spelling • Grammar 	<ul style="list-style-type: none"> • Use basic nouns and 'simple' present tense <i>e.g. "he is here", "they go home."</i> • Spell some sight words and use invented spelling of unfamiliar words <i>e.g. Spells some common and familiar words such as "all", "good", "she", "there"</i> <i>e.g. "scool" for 'school', "difrint" for 'different'</i> • Leave spaces between words and lines 	<ul style="list-style-type: none"> • Begin to use some grammatical structures, including some 'simple' tenses <i>e.g. "They baked and I ate.", "The train is late.", "I want a cookie and cake."</i> • Use accurate spelling for some familiar words <i>e.g. Spells some familiar words such as "after", "just", "some", "thank"</i> • Begin to use capitals and periods 	<ul style="list-style-type: none"> • Use some different grammatical structures, including some plurals, 'simple' tenses, articles, and prepositions <i>e.g. Correctly order subject verb-object in "The cow eats grass, hay and corn."</i> <i>e.g. Uses a variety of articles ("the", "a", "an") and prepositions ("inside", "across", "before")</i> • Use some accurate spelling for unknown words <i>e.g. Spells "fight", "berries", "bottle"</i> • Use capitals, periods, and sometimes commas 	<ul style="list-style-type: none"> • Use a variety of grammatical structures, including plurals, tenses, adjectives, and adverbs <i>e.g. "The girls went to the bakery when it opened."</i> <i>e.g. Uses a variety of adjectives ("active", "general", "kind") and adverbs ("extremely", "only", "often")</i> • Spell most words with common rules accurately <i>e.g. Spells "kitchen", "strain", "know"</i> • Use commas, capitals, and other common punctuation independently 	<ul style="list-style-type: none"> • Use a wide range of grammatical structures with control, including plurals and a variety of tenses <i>e.g. "She had been watching the beaver for some time when it turned and smiled."</i> <i>e.g. "Because the soup and stew were too cold, I warmed them in the microwave."</i> • Spell many challenging words <i>e.g. Spells "government", "foilage", "colleague"</i> • Use varied punctuation with increasing accuracy

ELL Matrix: Intermediate (4-7) Reading

If a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. *At the given level of language proficiency, this student can:*

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Strategies <ul style="list-style-type: none"> • Word attack skills • • • • • • • Decoding • • • • Fluency 	<ul style="list-style-type: none"> • Use pictures, labelled diagrams, familiar phrases, & patterned sentences to read unfamiliar words & text • • • • Identify sight words & letter sounds • • • • Read word-by-word, with frequent pausing to refer to visuals 	<ul style="list-style-type: none"> • Use context & text features to read unfamiliar words & text • • • • • Decode word families, consonant blends, & long & short vowel sounds • • Read with some phrasing by sounding out words, referring to visuals, & re-reading 	<ul style="list-style-type: none"> • Use strategies such as re-reading, predicting, & self-correcting to read unfamiliar words & text • • • • • Decode consonant clusters & digraphs • • • Read with expression while substituting unknown words with familiar words & using some self-correction 	<ul style="list-style-type: none"> • Use a range of strategies such as word analysis, context cues, knowledge of text structure, skimming & scanning, transition words, & self-monitoring to read unfamiliar words & text • • Decode common morphemes such as root words, prefixes, & suffixes • • • Read with expression, attend to common punctuation, & make meaningful substitutions 	<ul style="list-style-type: none"> • Use a range of strategies such as drawing inferences, revising thoughts, & drawing conclusions to read unfamiliar words & text • • • • Decode multi-syllable words • • • • Read consistently with expression, attend to most punctuation, & self-correct most errors

ELL Matrix: **Intermediate (4-7) Reading** (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Response & Analysis <ul style="list-style-type: none"> • Opinions & reactions • • • Connections (to other information, experiences, knowledge) 	<ul style="list-style-type: none"> • Give simple, unsubstantiated reactions or opinions • • Sometimes make simple concrete text-to-self connections 	<ul style="list-style-type: none"> • Give simple reactions or opinions using a frame or model • • Make some simple concrete text-to-self connections (between new information & prior knowledge) 	<ul style="list-style-type: none"> • Offer simple opinions with minimal justification • • Make simple text-to-self connections 	<ul style="list-style-type: none"> • Offer simple opinions & reactions with some justification • • Make increasingly insightful text-to-self & text-to-text connections 	<ul style="list-style-type: none"> • Offer opinions & reactions with some specific justification • • Make & explain connections (including text-to-world connections) that require some inference or insight

ELL Quick Scale: Intermediate (4-7) Reading

This Quick Scale is a summary of the corresponding Matrix.

If a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. *At the given level of language proficiency, this student can:*

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
SNAPSHOT	The student can begin to recognize some common words and phrases, and begin to make meaning of text.	The student can begin to use strategies to read and understand simple text and make personal connections to text.	The student can use some strategies to decode unfamiliar words and text, and make basic connections to the world from text.	The student can use a variety of strategies to read unfamiliar text and understand increasingly complex words and meaning.	The student can use a range of strategies and understand a wide range of words to make connections and access concepts in text.
Strategies • Word attack skills • Fluency	<ul style="list-style-type: none"> Begin to connect letters and words to print <i>e.g. Connects the letters “p” and “g” to the sounds /p/ and /g/</i> Recognize and identify some common words and sight words <i>e.g. Recognizes high frequency words like “shirt”, “small”, “window”, “smart”, “boat”</i> Use pictures to help make meaning <i>e.g. Looks at a picture of a river and connects it to the word “river”</i> Read word-by-word with support <i>e.g. Pauses momentarily between words and letter combinations in “th...at ...tree... is... gr...een”</i> 	<ul style="list-style-type: none"> Recognize some new words based on common word families and word roots <i>e.g. “can”, “plan”, “than”, “ran”</i> <i>e.g. “move”, “mover”, “moving”, “moved”</i> Identify an increasing number of sight words <i>e.g. Identifies words such as “who”, “what”, “know”, “because”</i> Read with some phrasing <i>e.g. “Once-upon-a-time...”</i> 	<ul style="list-style-type: none"> Use knowledge of letter combinations to read unknown words <i>e.g. Uses knowledge of ‘wr’ in “write” to read “wreck”</i> Use strategies such as re-reading and predicting, and begin to self-correct <i>e.g. “That didn’t make sense. I need to read it again.”</i> Make meaningful substitutions <i>e.g. Predicts ‘home’ for ‘house’ as an acceptable substitution</i> Read with some attention to punctuation <i>e.g. Sometimes pauses at periods and commas</i> 	<ul style="list-style-type: none"> Use context clues and knowledge of prefixes and suffixes to read unknown words <i>e.g. “symmetric” and “asymmetrical”, “react” and “reaction”</i> Use knowledge of text to self-monitor and predict words <i>e.g. “The habits of the polar bear..... no, that is the habitat of the polar bear...”</i> Read with some expression and self-correct for meaning <i>e.g. Raises voice at end of question</i> 	<ul style="list-style-type: none"> Use a wide range of strategies to successfully read long words and unknown words <i>e.g. Predicts the unfamiliar word “permafrost” by using knowledge of the phrase “permanently frozen”</i> Read smoothly with expression <i>e.g. Groups connected words into meaningful phrases, emphasizing the ‘content’ words in “The growing needs of humans have destroyed many animal habitats.”</i>

ELL Quick Scale: **Intermediate (4-7) Reading** (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Comprehension <ul style="list-style-type: none"> • Vocabulary • Main ideas • Genre • Retelling • Inferences • Interpretations 	<ul style="list-style-type: none"> • Recognize letters and words in everyday life <i>e.g. Recognizes classroom and school words such as “window”, “smart”, “soft”</i> • Understand main idea of text with visuals and some support to build background knowledge <i>e.g. Understands the main storyline of a short story about friendship by following the pictures and some of the simple text</i> • Understand literal meaning of some short, simple text <i>e.g. Understand the meaning of “October is in the fall.”</i> • Show awareness of how print and books work <i>e.g. Opens a book from the correct side and knows to read from left to right on a page</i> 	<ul style="list-style-type: none"> • Understand some common words and ‘content’ words <i>e.g. “country”, “large/small”, “population”</i> • Understand literal meaning of simple text <i>e.g. Understands the overall meaning of “Canada is a large country but has a relatively small population.”</i> • Retell simple text to show understanding of main idea <i>e.g. Puts pictures and text in order to show understanding of the process of photosynthesis</i> • Begin to make simple inferences <i>e.g. Understands that the sentence, “He put on his coat, hat and mittens...” means it is likely cold outside</i> 	<ul style="list-style-type: none"> • Understand a variety of common words and ‘content’ words <i>e.g. “identify”, “calm”, “renewable resources”</i> • Record and organize relevant information from text to demonstrate understanding <i>e.g. “This paragraph is about dogs. Three facts about dogs are...”</i> • Understand the purpose of some different kinds of text <i>e.g. Distinguishes between fiction and non-fiction through reading phrases such as “once upon a time...” and “he was born in 1998”</i> • Make some inferences <i>e.g. Infers that the sentence, “Her heart beat fast and she began to sweat...” could mean she was nervous or frightened</i> 	<ul style="list-style-type: none"> • Understand a range of words, including some with several meanings <i>e.g. Understands that “point” can mean ‘using your finger to show’, ‘a geometric term,’ or ‘4.7 [four point seven]’</i> • Begin to read a variety of different types of text with understanding <i>e.g. Reads a one-page biography, understanding the passing of time and different stages in the person’s life</i> • Locate specific information in a text to demonstrate understanding <i>e.g. Scans a poem written by an Aboriginal writer to find words that relate to caring for the environment</i> 	<ul style="list-style-type: none"> • Understand a wide range of words, including some academic and literary language <i>e.g. Understands the implications of ‘signal words’ such as “as a result of”, “because”, “on the contrary”</i> • Begin to distinguish the purpose and features of a variety of text <i>e.g. Understands that a poem often contains figurative meaning, but a news article contains mostly facts and opinions</i> • Understand common metaphors and cultural references in text <i>e.g. Understands the implied meaning of phrases such as “Canada, the melting pot” and “the classroom was a zoo”</i>
Response & Analysis <ul style="list-style-type: none"> • Connections • Opinions & reactions 	<ul style="list-style-type: none"> • Express a like or dislike for a simple text <i>e.g. In response to a text on common foods, expresses a preference for cheese</i> 	<ul style="list-style-type: none"> • Make personal connections to text through words or pictures <i>e.g. Describes favourite games in response to a short story about children playing soccer</i> 	<ul style="list-style-type: none"> • Provide reasons for personal connections to text <i>e.g. “People need to stop driving cars and take the bus to stop global warming so polar bears can have a place to live.”</i> 	<ul style="list-style-type: none"> • Provide reasons for opinions about text <i>e.g. From a story about a large family, describes why they need a large vehicle</i> • Make personal connections and connections between different texts <i>e.g. Sees the similarities between an Aboriginal folk tale and a folk story from their home culture</i> 	<ul style="list-style-type: none"> • Make thoughtful connections with self, other texts and the world <i>e.g. “The author is trying to convince us that global warming does not exist. I disagree because...”</i> <i>e.g. Connects a news article about ‘orcas living in captivity’ to a poem about ‘confinement’</i>

ELL Matrix: Intermediate (4-7) Oral Language

If a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. *At the given level of language proficiency, this student can:*

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Meaning <ul style="list-style-type: none"> Vocabulary Word choice Expressing & understanding idea 	RECEPTIVE				
	<ul style="list-style-type: none"> Understand some minimal vocabulary, including some 'survival', common, & basic descriptive words Understand familiar commands, simple phrases, & the gist of conversations in familiar, social, & classroom contexts 	<ul style="list-style-type: none"> Understand some vocabulary including common, descriptive, & subject-specific words, as well as more than one meaning of some familiar words Understand the main ideas on familiar topics presented in simple sentences & linked by common conjunctions, & time & sequence markers 	<ul style="list-style-type: none"> Understand more vocabulary including common, descriptive, academic, & subject-specific words, as well as multiple meanings of familiar words Understand the main ideas & some details presented in sentences linked by common conjunctions, & time & sequence markers 	<ul style="list-style-type: none"> Understand a range of vocabulary including more common, descriptive, academic, & subject-specific words, & words with multiple meanings Understand main ideas & specific details presented in longer discourse, & linked by conjunctions, & time & sequence markers 	<ul style="list-style-type: none"> Understand a broad range of vocabulary including academic & subject-specific words Understand most main ideas & specific details on academic topics, presented in complex sentences containing a variety of cohesive devices
	EXPRESSIVE				
	<ul style="list-style-type: none"> Use some minimal vocabulary including 'survival', common, & descriptive words Connect familiar words into short phrases or simple sentences using basic conjunctions 	<ul style="list-style-type: none"> Use some vocabulary including common, descriptive, & subject-specific words Connect ideas in simple sentences using basic conjunctions, & time & sequence markers 	<ul style="list-style-type: none"> Use more vocabulary including common, descriptive, subject-specific, & academic words Connect ideas with some appropriate detail in related sentences using a variety of conjunctions, & time & sequence markers 	<ul style="list-style-type: none"> Use a range of vocabulary including common, descriptive, subject-specific, & academic words with some precision Connect ideas & some relevant details in more complex discourse using a variety of cohesive devices 	<ul style="list-style-type: none"> Use a broad range of vocabulary including common, descriptive, subject-specific, & academic words with precision Connect related ideas & specific supporting details in complex discourse using a variety of cohesive devices
Form <ul style="list-style-type: none"> Grammar (plurals, possessives, verb tense endings) Syntax (sentence structures, word order) Phonology Fluency (intonation, word stress, rhythm) 	RECEPTIVE				
	<ul style="list-style-type: none"> Understand key words & basic phrases on familiar topics Understand the distinction between individual sounds, words, & familiar phrases in speech spoken at a slower rate 	<ul style="list-style-type: none"> Understand simple sentences on familiar topics Distinguish rhymes, cognates, minimal pairs, syllables, common contractions, & longer phrases in speech spoken at a slower rate 	<ul style="list-style-type: none"> Understand detailed sentences on familiar topics Understand short passages spoken at a natural rate 	<ul style="list-style-type: none"> Understand complex sentences on familiar & some unfamiliar topics Understand most extended speech spoken at a natural rate with pauses 	<ul style="list-style-type: none"> Understand varied & complex language structures with academic vocabulary on most unfamiliar topics Understand some rapid speech on unfamiliar topics
	EXPRESSIVE				
	<ul style="list-style-type: none"> Use isolated words or phrases, & familiar patterned phrases & sentences Use simple present tense, nouns, pronouns, & some plurals with errors & omissions Use some English sounds & rhythm with some pronunciation errors that may interfere with meaning 	<ul style="list-style-type: none"> Form affirmative & negative statements, questions, offers, & commands Use simple prepositions, pronouns, adverbs, plurals, & simple tense verb forms with errors Use English sounds, rhythm, intonation, & stress; pronunciation errors may interfere with meaning 	<ul style="list-style-type: none"> Form more detailed affirmative & negative statements, questions, & commands Use pronouns, irregular plurals, & tenses with some errors Use comprehensible pronunciation, rhythm, & intonation for familiar or rehearsed activities; pronunciation errors may still occur 	<ul style="list-style-type: none"> Form longer detailed sentences with some clauses Use pronouns, prepositions, irregular plurals & verbs, & word forms with occasional errors Use comprehensible pronunciation & appropriate intonation in familiar or rehearsed activities with occasional errors 	<ul style="list-style-type: none"> Form varied sentences including simple, compound, & complex Use a variety of verb tenses, subject-verb agreement, & word forms with increasing accuracy Use comprehensible pronunciation & intonation for unrehearsed situations involving spontaneous dialogue

ELL Matrix: Intermediate (4-7) Oral Language (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Use <ul style="list-style-type: none"> • Functions of language (social & academic) • Strategies • Social/ cultural conventions 	RECEPTIVE				
	<ul style="list-style-type: none"> • Understand some minimal spoken text • Understand short & simple questions on familiar topics • Demonstrate understanding of familiar greetings, expressions, basic gestures, & tone of voice • Follow classroom routines & simple one-step instructions 	<ul style="list-style-type: none"> • Understand a small range of spoken text • Understand literal questions (“yes/no”; what, where, when, who, how many) on familiar topics • Demonstrate understanding of common social expressions & some simple idioms • Follow a sequence of three instructions related to familiar routines 	<ul style="list-style-type: none"> • Understand a narrow range of spoken text in terms of purpose, structure, & organization • Understand open-ended questions about familiar topics • Demonstrate understanding of a variety of colloquial language, idiomatic expressions, & phrasal verbs • Follow simple multi-step instructions 	<ul style="list-style-type: none"> • Understand an expanding range of spoken text in terms of purpose, structure, & organization • Understand open-ended questions about unfamiliar topics • Demonstrate understanding of a wider range of colloquialisms, idioms, & phrasal & modal verbs • Follow more detailed multi-step instructions 	<ul style="list-style-type: none"> • Understand a wide range of spoken text in terms of purpose, structure, & organization • Understand hypothetical & inferential questions • Demonstrate understanding of more idiomatic expressions, humour, & cultural references • Follow detailed multi-step instructions independently most of the time
EXPRESSIVE					
	<ul style="list-style-type: none"> • Use language to communicate basic needs, wants, & feelings, & respond to simple questions • Use basic greetings & formulaic expressions to interact in routine social & classroom contexts • Use gestures, first language, individual words, repetition, memorized phrases, & familiar questions to interact 	<ul style="list-style-type: none"> • Use language for a some minimal purposes, including to recount, describe, explain, & retell • Use common expressions & slang to purposefully interact in social & classroom contexts • Use known phrases & expressions, learned words, & simple literal questions to interact 	<ul style="list-style-type: none"> • Use language for a narrow range of purposes, including to give opinions, negotiate, recount, retell, describe, & problem-solve • Use familiar slang, phrasal verbs, & some idiomatic & humorous language in appropriate contexts • Use known expressions, substitutions, & questions to interact & check understanding 	<ul style="list-style-type: none"> • Use language for an expanding range of purposes, including to compare & contrast, summarize, describe, explain, & classify • Use a variety of phrasal verbs, colloquial, idiomatic, & humorous language for effect in appropriate contexts • Use strategies such as circumlocution, paraphrasing, & asking clarifying questions 	<ul style="list-style-type: none"> • Use academic language for a broad range of purposes, including to compare & contrast, conclude, show cause & effect, analyze, & problem- solve • Use a variety of culturally-based idioms, colloquialisms, & phrasal & modal verbs appropriately in a variety of contexts • Use strategies such as paraphrasing, elaborating, commenting, & asking clarifying questions to gain information, initiate, & sustain interactions

ELL Quick Scale: Intermediate (4-7) Oral Language

This Quick Scale is a summary of the corresponding Matrix.

If a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. *At the given level of language proficiency, this student can:*

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
SNAPSHOT	The student can understand and respond to simple statements and questions in familiar situations.	The student can participate in a conversation on everyday topics using simple structures.	The student can participate in a conversation about familiar topics and some academic content.	The student can participate in conversations with some opinions and details on a range of academic topics.	The student can speak fluently and accurately on a wide range of academic topics.
Meaning • Vocabulary • Understanding & expression of ideas	<ul style="list-style-type: none"> Understand short, simple sentences on familiar topics <i>e.g. Follows actions like “raise your hand”, “look at me”, “line up”</i> Understand some common words related to school, self and family <i>e.g. Points to and says words such as “book”, “apple”, “nose”</i> Express some personal information <i>e.g. Says “hello”, “my name is...”, “I like...”</i> 	<ul style="list-style-type: none"> Understand and use routine classroom phrases <i>e.g. “May I go to the washroom?”, “turn to page 5”</i> Express a variety of words about self, home and interests <i>e.g. “I like basketball and soccer”, “My room has...”, “My friend is...”</i> 	<ul style="list-style-type: none"> Understand familiar phrases and academic tasks <i>e.g. “Line up beside the wall”</i> Express some words and phrases to describe and speak about academic content <i>e.g. “We need lots of vegetables”, “the dictionary on the table...” e.g. When familiar with topic, uses words like “referee”, “penalty”, “goal” in context</i> 	<ul style="list-style-type: none"> Understand some complex tasks and academic language <i>e.g. “Compare these two types of government”</i> Express a range of words and phrases to describe and speak about academic content <i>e.g. Expresses variations of words like “more/less quickly”, “very/pretty difficult” e.g. Uses academic phrases in context like “I made a connection...”, “I wonder...”</i> 	<ul style="list-style-type: none"> Understand complex phrases and grade-appropriate academic content <i>e.g. “Simplify the fractions”</i> Express a wide range of conversational and academic words and phrases <i>e.g. “Global warming is a problem because we have too much pollution.”</i> Use different words with similar meanings <i>e.g. Recognizes difference between “run” and “jog”</i>
Form • Grammar • Syntax • Phonology • Fluency	<ul style="list-style-type: none"> Understand and use simple memorized phrases <i>e.g. “how are you?”, “thank you”, “you’re welcome.”</i> Recognize and single out familiar words in speech <i>e.g. Recognizes the word ‘recess’ in “Let’s get ready for recess.”</i> Express simple sounds in the form of songs or chants <i>e.g. Sings along to “Happy Birthday”</i> 	<ul style="list-style-type: none"> Understand and use simple and familiar patterned phrases <i>e.g. “I want...”, “I need...”, “my favourite is...”</i> Understand and use some nouns, pronouns, verbs and connecting words <i>e.g. “It’s red and green”, “move it over there”</i> Use rhythm in familiar songs or phrases <i>e.g. Chants “It’s raining, it’s pouring...” with appropriate rhythm</i> 	<ul style="list-style-type: none"> Understand and use correct word order (subject-verb-object) <i>e.g. “I love hockey but they play soccer.”</i> Connect ideas to make short sentences <i>e.g. “I’m Anis and I like sea otters”</i> Begin to recognize differences in word endings <i>e.g. Distinguishes different word endings such as “boy” & “boys”, “play” & “played”</i> Use some rhythm and intonation independently <i>e.g. Shows appropriate pacing and volume</i> 	<ul style="list-style-type: none"> Understand and use some negative phrases and subject-verb agreement <i>e.g. “I would love to go there but I can’t!”</i> Connect ideas to make long sentences <i>e.g. “We have to hurry because we’re late...”</i> Recognize differences in several similar sounding words <i>e.g. “boring” & “bored”, “walked” & “walker”</i> Use a variety of rhythm and intonation <i>e.g. Shows appropriate tone, volume, pacing and emphasis in saying, “Yesterday I went to the mall and I got a new backpack.”</i> 	<ul style="list-style-type: none"> Understand and use accurate subject-verb agreement and word forms <i>e.g. “I can’t run because I hurt my foot while I was playing basketball.”</i> Connect ideas effectively and efficiently by using a variety of sentence structures <i>e.g. “In conclusion, there are many distinguishing features in fiction and non-fiction books.”</i> Use natural and appropriate rhythm and intonation <i>e.g. Uses different variations in tone, pacing, and emphasis to communicate</i>

ELL Quick Scale: **Intermediate (4-7) Oral Language** (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
<p>Use</p> <ul style="list-style-type: none"> • Social • Academic • Cultural • Strategies 	<ul style="list-style-type: none"> • Respond to simple yes/no questions <i>e.g. "Are you in Grade 6?" – "No"</i> • Respond to and repeat simple commands <i>e.g. "Stand up"</i> <i>e.g. Sits with a partner when asked</i> • Respond to and use familiar social greetings and gestures <i>e.g. "How are you?"</i> 	<ul style="list-style-type: none"> • Respond to simple choice questions <i>e.g. "Would you like white or blue?" – "blue, please"</i> • Respond to simple instructions and commands <i>e.g. "Eyes on me"</i> • Respond to some common expressions, cues and slang <i>e.g. "Sorry I'm running late", "When did you get up?"</i> • Watch others and recognize key words to participate in activities and conversations <i>e.g. Shares with a partner their favourite soccer team</i> 	<ul style="list-style-type: none"> • Respond to "what", "when" and "who" questions <i>e.g. "When is your birthday?" – "On Tuesday"</i> • Respond to common instructions and commands <i>e.g. "Put away your books and take out a pencil."</i> • Express simple opinions and reasons to participate in classroom conversations <i>e.g. Justifies their choice of favourite soccer team in a discussion</i> 	<ul style="list-style-type: none"> • Respond to "how", "why" and "tell me about" questions <i>e.g. "Why are you here?" – "Because I forgot my book and I need to..."</i> • Respond to multi-step instructions and commands <i>e.g. "Make groups of 3 and fill in some of the chart with markers"</i> • Use some academic language to participate in conversations and academic discussions <i>e.g. Explains to a partner the difference between urban and rural communities</i> 	<ul style="list-style-type: none"> • Respond to some hypothetical or reasoning questions <i>e.g. "What would you do if you were an explorer and you arrived in Vancouver for the first time?" – "I would..."</i> • Respond to long or complex directions <i>e.g. "We're going to do silent reading now, so find your book and sit down in a spot to read quietly by yourself."</i> • Use common idioms, cultural language and humour <i>e.g. "Can I have a lift?", "It's easy peasy"</i> • Use academic language and questions to engage in a range of discussions <i>e.g. Uses persuasive language to convince a classmate to always recycle</i>

Secondary (Grade 8 to Grade 12)

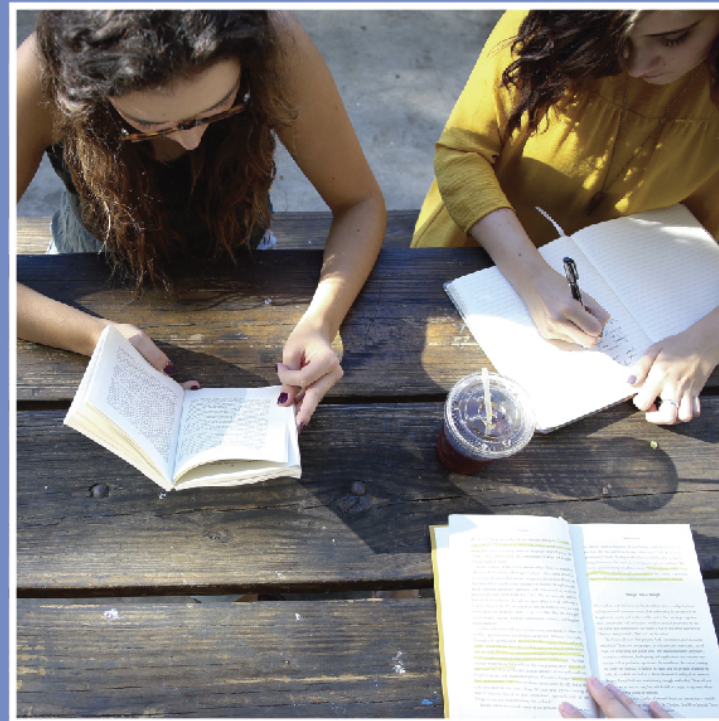
Sorry I'm running late
**I can't run because I hurt my foot
while I was playing basketball.**

what when who

If you don't have the right materials,
we won't be able to separate the DNA.

I made a connection...

Can I have a lift?



ELL Matrix: Secondary (8-12) Writing

If a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. *At the given level of language proficiency, this student can:*

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Meaning <ul style="list-style-type: none"> Ideas & information Use of detail Strategies 	<ul style="list-style-type: none"> Convey meaning by writing some familiar words, memorized phrases, patterned phrases, & drawings; meaning may be difficult to discern Provide minimal elaboration or detail to support meaning Use strategies such as oral dictation, first language, word banks, picture prompts, translators, & copying to produce text 	<ul style="list-style-type: none"> Express a main idea in simple text that is partially developed; meaning is somewhat comprehensible Provide some general details to support meaning Use strategies such as modelled forms, repetitive patterns, repetition, translators, formulaic structures, & dictionaries to produce text 	<ul style="list-style-type: none"> Express a focused idea with some elaboration; meaning is generally comprehensible Provide some general & relevant details to support meaning Use strategies such as pre-writing plans, multiple sources, frameworks, models, knowledge of sentence patterns, & dictionaries to produce & revise text 	<ul style="list-style-type: none"> Express focused & developed ideas relevant to the purpose; meaning is usually comprehensible Provide some specific & appropriate details to enhance meaning Use strategies such as pre-writing plans, multiple sources, writing conferences, frameworks & models, checklists, & rubrics to produce & revise text 	<ul style="list-style-type: none"> Develop & emphasize focused ideas with some depth & complexity; meaning is consistently comprehensible Provide relevant & specific details & examples to support, clarify, & enhance meaning Use strategies such as pre-writing plans, multiple sources, analyzing models, teacher & peer conferences, & referring to guidelines & rubrics to produce & revise text
Style <ul style="list-style-type: none"> Word choice (diction, precise language) Sentence fluency (rhythm, flow, variety) Voice (phrasing, tone, purpose, awareness of audience) 	<ul style="list-style-type: none"> Use mostly high-frequency, descriptive, & subject-specific words that have personal relevance Use simple declarative, negative, & questions sentences using frames, models, or patterns Use repetitive, basic language, & familiar words & phrases 	<ul style="list-style-type: none"> Use more vocabulary including high-frequency, descriptive, & subject-specific words Use simple sentences & simple compound sentences Use simple, conversational language in text for a few different purposes 	<ul style="list-style-type: none"> Use vocabulary more purposefully, including high-frequency, descriptive, subject-specific, & academic words, & some cognates Use a variety of compound & complex sentences Use some descriptive, expressive, & technical language to develop text; some evidence of personal & authentic voice 	<ul style="list-style-type: none"> Choose from a range of vocabulary including high-frequency, descriptive, subject-specific, & academic words, & words with multiple meanings Use a variety of sentence structures that include embedded clauses & phrases Use some clear & varied descriptive, expressive, technical, & figurative language Use a growing sense of voice, tone, & register to develop text appropriate to purpose & audience 	<ul style="list-style-type: none"> Choose deliberately from a broad range of vocabulary to convey precise meaning in complex & abstract texts Choose appropriate sentence structures to suit the purpose, audience, & style of writing Use a wide range of clear & varied language appropriate to purpose, & to create effect Use knowledge of voice, tone, & register to develop a variety of texts appropriate to the purpose & audience more effectively

ELL Matrix: Secondary (8-12) Writing (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Form <ul style="list-style-type: none"> • Organization & sequencing • • • • Connections & transitions • • • Awareness of forms/genre (linguistic & structural features) 	<ul style="list-style-type: none"> • Begin to provide some organizational framework for simple texts supported by sentence frames & templates as necessary • • Connect ideas in simple sentences using common conjunctions, & time & sequence markers • • • Represent the structure of a basic narrative or procedure (sequence of events, beginning, middle, end) through pictures, key words, or phrases 	<ul style="list-style-type: none"> • Provide an introduction, middle, & conclusion in a basic paragraph • • • Connect ideas using common conjunctions, & time & sequence markers supported by templates & models as necessary • • Produce brief examples of a few basic personal, informational, & imaginative genres (pieces of information about an object or thing, parts of a recount, descriptive words or phrases for a procedure) to suit purpose 	<ul style="list-style-type: none"> • Provide an effective introduction & predictable conclusion in a basic multi-paragraph composition • • • Connect ideas using transition words & subordinate conjunctions supported by graphic organizers & models as necessary • • Produce brief examples of personal, informational & imaginative genres (recounts, narratives, descriptions, procedures, simple explanations, arguments, opinions) to suit purpose 	<ul style="list-style-type: none"> • Provide an effective introduction, clear middle, & conclusion in a multi-paragraph composition • • • Connect ideas using a variety of cohesive devices supported by graphic organizers & models as necessary • • Produce examples of a wider range of personal, informational, & imaginative genres (sequential explanations, factual texts, simple arguments, narratives) to suit purpose 	<ul style="list-style-type: none"> • Provide a purposeful introduction, cohesive middle, & effective conclusion in a well-developed composition • • Organize ideas in a variety of extended texts suitable to purpose & audience using a wide range of cohesive devices • • Produce increasingly long & complex examples of a variety of personal, informational, & imaginative genres (arguments, causal explanations, re-ports, narratives, poetry), combining information from multiple sources when necessary
Conventions <ul style="list-style-type: none"> • Capitals & punctuation • • • Spelling • • • Grammatical elements & syntax • • • • • • Editing 	<ul style="list-style-type: none"> • Use some periods & capitalization of names & words at the beginning of sentences • • Use regular spelling patterns to spell some familiar words • • • Use familiar nouns, pronouns, basic prepositions, & verbs with tense errors & omissions • • • • • • • • Begin to edit sentences for basic punctuation & spelling of familiar words 	<ul style="list-style-type: none"> • Use periods, capitalization, & some commas in lists • • • Spell a range of familiar words accurately & use invented spelling as necessary • • Use regular plurals, possessive pronouns, prepositional phrases, regular verbs in continuous & simple past tenses, & irregular verbs in continuous & simple past tenses, with errors • • Edit & revise paragraphs for some word choice, punctuation, & regular spelling 	<ul style="list-style-type: none"> • Use capitalization & commas, & some apostrophes, quotation marks, & hyphens • • • Spell a range of words using word lists, personal dictionaries, & knowledge of common patterns • • Use some negatives, irregular plurals, object pronouns, prepositions, regular verbs in past & future continuous tenses, & irregular verbs in past & future continuous tenses, with occasional errors • • Edit & revise expository & narrative text for word choice, punctuation, spelling, basic grammatical structures, & some fragments & run-ons 	<ul style="list-style-type: none"> • Use most punctuation with increasing accuracy • • • Use common & irregular spellings with increasing accuracy • • • Use phrasal expressions, conditional structures, & a range of past, present, future & perfect tenses in active & passive voice with increasing accuracy • • • • • • • Edit & revise essays for word choice, fragments, run-ons, & most punctuation conventions & grammatical structures 	<ul style="list-style-type: none"> • Use sophisticated punctuation with accuracy • • • Spell many challenging words with accuracy • • • Use many grammatical structures with accuracy, such as conditionals, passive voice, & relative clauses • • • • • • • Edit & revise extended text for word choice, coherence, punctuation, grammatical structures, voice, tone, audience, & purpose

ELL Quick Scale: Secondary (8-12) Writing

This Quick Scale is a summary of the corresponding Matrix.

If a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. *At the given level of language proficiency, this student can:*

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
SNAPSHOT	The student uses some simple words and/or repetitive phrases to communicate.	The student uses basic vocabulary to create simple sentences or a paragraph.	The student uses a range of vocabulary with some descriptive words to create sentences and paragraphs and communicate ideas.	The student uses a wide range of descriptive, subject-specific, and academic vocabulary to make connections and communicate ideas in multi-paragraph compositions.	The student uses a broad range of precise, descriptive, subject-specific, and academic vocabulary with clear and coherent details in multi-paragraph compositions.
Meaning • Ideas & information • Detail • Strategies	<ul style="list-style-type: none"> • Draw, list, label, and copy, interspersing first language <i>e.g. Draws a picture of the microscope, labelling some words</i> • Use simple and memorized phrases with little elaboration <i>e.g. Writes a string of key words about their dreams for the future</i> • Use some basic strategies to write some words related to a topic <i>e.g. Uses a word bank and the sentence frame "I can..." to write a list of abilities</i> 	<ul style="list-style-type: none"> • Express main idea with some general details and brief examples <i>e.g. "Today I went with my friend to the cafeteria."</i> • Communicate in a way that is somewhat understandable • Use a few strategies to write sentences <i>e.g. Uses the sentence starter "They will..." to write "They will go to the museum. They will see animal bones. They will have fun."</i> 	<ul style="list-style-type: none"> • Elaborate on main idea with some relevant details and examples <i>e.g. "I have a great family. We enjoy going to the lake and we like swimming."</i> <i>e.g. "Today I went with my friends to the cafeteria to eat pizza."</i> • Communicate in a way that is generally understandable • Use varied strategies to write sentences and short paragraphs <i>e.g. Uses a completed mind map to write a few sentences on the causes of World War I</i> 	<ul style="list-style-type: none"> • Express ideas related to a topic, with relevant supporting details and examples <i>e.g. "Soccer is an exciting sport played worldwide. There are two teams and twenty-two players on the field. The players are skilled and people love to watch the game."</i> • Communicate in a way that is understandable • Use a range of strategies to write multiple sentences and paragraphs <i>e.g. Uses a completed Venn Diagram to write about a comparison of two characters</i> 	<ul style="list-style-type: none"> • Express ideas related to a purpose, with specific details and examples <i>e.g. Writes a series of paragraphs about what makes a person happy, with specific details and examples</i> • Communicate in a way that is consistently understandable • Use a wide range of strategies to write complete paragraphs on a topic <i>e.g. Uses a completed writing plan to write several complete paragraphs about global warming</i>
Style • Word choice • Sentence fluency • Voice	<ul style="list-style-type: none"> • Use mostly common and familiar words and phrases <i>e.g. "father", "laugh", "normal"</i> • Write a string of simple memorized phrases or sentences <i>e.g. "I like this school. My teacher is nice. She is happy."</i> 	<ul style="list-style-type: none"> • Use some common and subject-specific words, and begin to use some descriptive words and phrases <i>e.g. "hurry", "weird", "fitness"</i> • Write simple sentences and some compound sentences <i>e.g. "I like school and friends in Canada."</i> <i>e.g. "The house was beautiful."</i> 	<ul style="list-style-type: none"> • Use numerous common, academic, and subject-specific words, and some academic words <i>e.g. "compete", "curious", "explain"</i> • Write some compound and complex sentences <i>e.g. "The teachers are kind and helpful."</i> • Experiment with using expressive language <i>e.g. "I have seen the principal in the cafeteria a million times."</i> 	<ul style="list-style-type: none"> • Use a variety of academic, subject-specific, and descriptive words <i>e.g. "classify", "furious", "photosynthesis"</i> • Write with a variety of sentence types and clauses <i>e.g. "When I saw the principal, I waved."</i> • Use some expressive and figurative language, attempting to engage the reader <i>e.g. "I think I did very well on my Physics 11 test. The questions on velocity were a piece of cake."</i> 	<ul style="list-style-type: none"> • Use a wide variety of precise academic, subject-specific, and descriptive words <i>e.g. "pitch", "significance", "convey", "dash"</i> <i>e.g. "active", "activate", "activity", "actively"</i> • Write with a variety of sentence types to suit purpose and style <i>e.g. "I most likely aced my Physics 11 test because the questions on velocity and force were easy to calculate."</i> • Use creative, expressive and figurative language to engage the reader <i>e.g. "Their heads were spinning from all the new information."</i>

ELL Quick Scale: **Secondary (8-12) Writing** (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Form <ul style="list-style-type: none"> • Organization • Connections & transitions • Genre 	<ul style="list-style-type: none"> • Connect a string of words and short phrases using simple connecting words <i>e.g. "I smile and laugh.", "Then I sing."</i> • Organize ideas using some drawings, words, and/or short phrases <i>e.g. Describes their day through writing key words and drawing a bed, breakfast, then a bus</i> 	<ul style="list-style-type: none"> • Use some connecting words <i>e.g. "First they get water and then they boil water. Finally they make tea."</i> • Write some loosely organized sentences in a short paragraph <i>e.g. "Yesterday it rained. I am happy because it is sunny today. I hope tomorrow will be sunny."</i> • Write with an awareness of a few genres 	<ul style="list-style-type: none"> • Use several connecting words <i>e.g. "last term", "in fact", "while"</i> • Write an introduction and predictable conclusion in several paragraphs • Write with some awareness of genre <i>e.g. Writes a short descriptive paragraph on a character from a classic play with a simple introduction and conclusion</i> 	<ul style="list-style-type: none"> • Use a range of cohesive devices <i>e.g. "therefore", "eventually", "if... then"</i> • Write an effective introduction, and a clear middle and conclusion in well-developed paragraphs • Write an increasing awareness of genre <i>e.g. Writes a persuasive paragraph on the consequences of drugs with a clear introduction, middle and conclusion</i> 	<ul style="list-style-type: none"> • Use a wide range of cohesive devices with precision in a variety of different texts <i>e.g. "not only... but", "likewise", "especially", "in summary"</i> • Provide a purposeful introduction, well-developed middle, and effective conclusion • Write with an awareness of a wide variety of genres <i>e.g. Writes for a mock editorial article on 'what makes a good leader' with an introduction, several middle paragraphs, and a conclusion</i>
Convention <ul style="list-style-type: none"> • Capitals & punctuation • Spelling • Grammar • Editing 	<ul style="list-style-type: none"> • Begin to use some basic nouns, pronouns, and 'simple' tense verbs <i>e.g. "Canada is big", "they go to school."</i> • Use some invented spelling and regular spelling of familiar words <i>e.g. "prpul" for 'purple', "fite" for 'fight' e.g. Spells some common and familiar words such as "any", "first", "off", "very"</i> • Sometimes use capitals and periods • Begin to edit 	<ul style="list-style-type: none"> • Begin to use some grammatical structures, including some plurals and 'simple' tenses <i>e.g. "They will bake."</i> <i>e.g. "The train is late. It is slow."</i> <i>e.g. "I made two cards."</i> <i>"There were some papers."</i> • Use accurate spelling for familiar words <i>e.g. Spells some familiar words such as "better", "grow", "small", "together"</i> • Use capitals, periods, and sometimes commas • Edit and revise some simple text 	<ul style="list-style-type: none"> • Use different grammatical structures with some accuracy, including some irregular plurals, tenses, articles, and prepositions <i>e.g. Correctly order subject verb-object in "The cow ate grass, hay, and corn."</i> <i>e.g. Uses articles ("the", "a, "an"), and some prepositions ("below", "toward", "since")</i> <i>e.g. "She has said...", "She had said..."</i> • Spell most words with common rules <i>e.g. Spells "because", "needle", "glasses"</i> • Use some common punctuation accurately • Begin to edit and revise complex text 	<ul style="list-style-type: none"> • Use a variety of grammatical structures with increasing accuracy, including plurals, tenses, adjectives, and adverbs <i>e.g. "Yesterday, the girls went to the bakery when it opened – they bought cinnamon buns."</i> <i>e.g. Uses a variety of adjectives ("healthy", "important", "recent") and adverbs ("both", "least", "honestly")</i> <i>e.g. "She has been saying...", "He had gone..."</i> • Attempt to spell some challenging words <i>e.g. Spells "plaid", "microphone", "tier"</i> • Use common punctuation accurately and experiment with other punctuation • Edit and revise complex text 	<ul style="list-style-type: none"> • Use a wide range of grammatical structures with accuracy, including a variety of plurals and tenses <i>e.g. "At the stadium, Tom cried because the ball hit him; the pitcher apologized immediately."</i> <i>e.g. "Because the soup was still entirely frozen, I put it in the microwave."</i> <i>e.g. "She will have been reading for...."</i> • Spell challenging words with increasing accuracy <i>e.g. Spells "cardigan", "homonym", "embarrassed"</i> • Use most punctuation with accuracy • Edit and revise extended complex text

ELL Matrix: Secondary (8-12) Reading

If a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. *At the given level of language proficiency, this student can:*

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Strategies <ul style="list-style-type: none"> • Word attack skills • • • • • Decoding • • • • Fluency 	<ul style="list-style-type: none"> • Use pictures, familiar phrases, patterned sentences, context, shared experiences, or first language & culture to comprehend simple text on familiar topics • • Decode high-frequency words • • • • Read word-by-word with some phrasing 	<ul style="list-style-type: none"> • Use strategies such as re-reading, predicting, & word recognition to read text on familiar topics • • • • Decode word families, consonant blends, & long & short vowel sounds • • Read with some phrasing, re-reading, sounding out words, pausing to refer to visuals, & substitution of unknown words with familiar words 	<ul style="list-style-type: none"> • Use predicting, inferencing, contextual clues, & word analysis to read unfamiliar text • • • • Decode root words, prefixes, suffixes, & vowel digraphs • • • Read with more expression, attend to common punctuation, & make meaningful substitutions 	<ul style="list-style-type: none"> • Use predicting, synthesizing, summarizing, drawing conclusions, contextual clues, & word analysis to read a variety of unfamiliar text • • • • Decode multi-syllable words & complex letter combinations • • • Read more consistently with expression, attend to most punctuation, & self-correct as needed 	<ul style="list-style-type: none"> • Select from a variety of effective strategies to predict, interpret, & evaluate unfamiliar & complex text • • • • Decode words with unique spelling patterns • • • Read fluidly with intonation & expression, attend to all punctuation, & self-correct as needed

ELL Matrix: Secondary (8-12) Reading (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Response & Analysis <ul style="list-style-type: none"> • Opinions & reactions • • • • Connections (to other information, experiences, knowledge) 	<ul style="list-style-type: none"> • Offer simple opinions & reactions • • • • Make simple & obvious connections to self • Make simple connections to background knowledge with support 	<ul style="list-style-type: none"> • Offer simple opinions or responses with some reasons • • • • Make obvious connections to self or other texts • Make simple comparisons to background knowledge 	<ul style="list-style-type: none"> • Express opinions with some rationale • • • • Make logical connections to self or other texts supported by reasons • Support key ideas with background knowledge 	<ul style="list-style-type: none"> • Provide reactions or judgments supported by reasons & examples • • • • Make logical connections to own ideas, other texts, & themes • Make logical connections between new information & background knowledge 	<ul style="list-style-type: none"> • Offer thoughtful reactions & judgments supported by reasoned arguments & well-chosen examples • • Make insightful connections to own ideas, other texts, & themes • Consider new information in terms of background knowledge & articulate connections

ELL Quick Scale: Secondary (8-12) Reading

This Quick Scale is a summary of the corresponding Matrix.

If a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. *At the given level of language proficiency, this student can:*

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
SNAPSHOT	The student can begin to recognize common words and phrases, and begin to make meaning of text.	The student can use a few strategies to read and understand simple text and make personal connections to text.	The student can use strategies to decode unfamiliar words and text, and make basic connections to the world from text.	The student can use a variety of strategies to read unfamiliar text and understand increasingly complex words and meaning.	The student can use a range of strategies and understand a wide range of words to make connections and access concepts in text.
Strategies • Word attack skills • Fluency	<ul style="list-style-type: none"> • Connect letters and words to print <i>e.g. Connects the letters “th” and “ine” to the corresponding sounds</i> • Recognize and identify some common words and sight words <i>e.g. Recognizes high frequency words like “day”, “walk”, “good”, “happy”, “health”</i> • Use pictures to help make meaning <i>e.g. Looks at a picture of a flower and connects it to the word “flower”</i> • Read word-by-word <i>e.g. Pauses momentarily between words in “the h...eart... pumps... bl... ood...”</i> 	<ul style="list-style-type: none"> • Recognize some word families and word roots <i>e.g. “should”, “would”, “could”</i> <i>e.g. “light”, “lighter”, “alight”</i> • Use strategies such as re-reading and predicting <i>e.g. “That didn’t make sense. I need to read it again.”</i> • Begin to read in meaningful phrases <i>e.g. “in-the-house”, “on the-table”</i> 	<ul style="list-style-type: none"> • Use knowledge of root words to make meaning <i>e.g. “vary”, “variable”, “invariable”, “variability”</i> • Make meaningful substitutions <i>e.g. “The heart has many chambers and veins [valves].”</i> • Read with some expression, paying attention to important words and common punctuation <i>e.g. Raises voice at end of a sentence with a question mark</i> 	<ul style="list-style-type: none"> • Use context clues and knowledge of root words, prefixes and suffixes to make meaning of long words <i>e.g. “photosynthesis”, “metamorphosis”, “disintegration” e.g. Uses context to read “thought” versus “though”</i> • Read some complex letter combinations <i>e.g. “cough”, “psychology”, “miscellaneous”</i> • Read with expression, and self-correct for meaning <i>e.g. “The heart has many chambers and veins... many chambers & valves.”</i> 	<ul style="list-style-type: none"> • Select from a wide range of strategies to successfully read unknown words <i>e.g. Having heard the word before, uses context clues to read “epitome”</i> • Read long words and complex letter combinations <i>e.g. “Liaison”, “bouquet”, “glamour”, “chateaux”</i> • Read smoothly with expression <i>e.g. “The heart has many chambers and veins... valves [slight pause]. It pumps blood which carries oxygen to the cells and picks up carbon dioxide.”</i>

ELL Quick Scale: **Secondary (8-12) Reading** (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
<p>Comprehension</p> <ul style="list-style-type: none"> • Vocabulary • Main ideas • Genre • Retelling • Inferences • Interpretations 	<ul style="list-style-type: none"> • Recognize words in everyday life <i>e.g. Understands key words on timetable or supplies list</i> • Understand main idea of text with the support of visuals and background knowledge <i>e.g. Uses background knowledge and visuals to understand a text about the circulatory system in the body</i> • Understand literal meaning of short, simple text <i>e.g. Understands the purpose of a simple text about the capitals of countries and continents</i> 	<ul style="list-style-type: none"> • Begin to understand a variety of common words and 'content' words <i>e.g. "date", "glad", "purpose", "march"</i> • Understand literal meaning of simple text <i>e.g. Understands the overall meaning of "Canada is the third biggest country and welcomes many immigrants."</i> • Retell simple text to show understanding of main idea <i>e.g. "The polar bears in this story are losing their habitat because..."</i> • Begin to make inferences <i>e.g. Understands that the sentence, "She saw what was on the table and her mouth began to water..." means she was probably hungry</i> 	<ul style="list-style-type: none"> • Understand a variety of words, including some familiar words with several meanings <i>e.g. Understands words with different meanings such as "ground", "late", "draft", "chair"</i> • Record and organize relevant information from text <i>e.g. "Scrutinize is a new word to me but in this text I think it means looking really closely."</i> • Understand the purpose of some different types of text <i>e.g. Reads a one-page biography, understanding the passing of time and different stages in the person's life</i> 	<ul style="list-style-type: none"> • Understand a range of complex words, including words with several meanings <i>e.g. Understands complex words with various meanings such as "reservation", "basin", "current"</i> • Locate specific information in a text and take notes to demonstrate understanding <i>e.g. Scans an article about an earthquake to find science words related to geology</i> • Understand some cultural references in text <i>e.g. "I am not a lumberjack, or a fur trader. And I do not live in an igloo."</i> • Begin to distinguish the purpose and features of a variety of text <i>e.g. "This article is about nutrition and health. I think it will give me some ideas for a better diet."</i> 	<ul style="list-style-type: none"> • Understand a wide range of words, including academic language <i>e.g. "sanction", "cobble", "slim/ skinny"</i> • Understand both explicit and implicit information <i>e.g. Understands both the explicit ("It was a stormy night.") and the implicit ("The trees swayed wildly and she got drenched.")</i> • Understand a range of figurative language & cultural references in text <i>e.g. Understands that the sentence "There is a fork in the road..." could be a metaphor for a choice needing to be made</i> • Distinguish the purpose and features of a wide range of different text <i>e.g. "The poem I read represents some of the main points of the chapter in our textbook."</i>
<p>Response & Analysis</p> <ul style="list-style-type: none"> • Connections • Opinions & reactions 	<ul style="list-style-type: none"> • Make some personal connections to text <i>e.g. From an individual timetable, identifies similar courses in their home culture</i> • Offer simple opinions and reactions to text with support <i>e.g. "Going on an airplane is faster than taking the bus."</i> 	<ul style="list-style-type: none"> • Begin to give reasons for personal connections to text <i>e.g. Connects a short text about Aboriginal culture to personal experience with cultural diversity in their own community</i> • Make simple connections to background knowledge <i>e.g. "Airplanes are transportation so cars and busses are transportation, too."</i> 	<ul style="list-style-type: none"> • Make logical connections to self and other texts supported by some reasons <i>e.g. Shows how some lines in a classic play represent the power of love</i> • Support key ideas with background knowledge <i>e.g. "If people stop driving cars and use transit, global warming can be slowed down. Then polar bears can survive."</i> 	<ul style="list-style-type: none"> • Offer judgments and provide reasons for opinions about text <i>e.g. From reading a lab write up about an acoustics experiment, give reasons why they think the hypothesis is wrong</i> • Make logical connections with background knowledge <i>e.g. "The group of kids in this story got lost. Someone should have looked up directions on their GPS before leaving..."</i> 	<ul style="list-style-type: none"> • Make and support thoughtful connections with new texts, experiences, and the world <i>e.g. "The conflict in this book reminds me of conflicts in the world today. For example..."</i>

ELL Matrix: Secondary (8-12) Oral Language

If a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. *At the given level of language proficiency, this student can:*

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Meaning <ul style="list-style-type: none"> Vocabulary Word choice Expressing & understanding idea 	RECEPTIVE				
	<ul style="list-style-type: none"> Understand some minimal vocabulary including 'survival', common, descriptive, & subject-specific words Understand basic phrases, & the gist of discussions that contain simple & related sentences using "and" & "then" 	<ul style="list-style-type: none"> Understand some vocabulary, including common, descriptive, subject-specific, & academic words Understand the gist of ideas of discussions that contain related sentences connected by common conjunctions, & time & sequence markers 	<ul style="list-style-type: none"> Understand more vocabulary, including common, descriptive, subject-specific, & academic words, & multiple meanings of familiar words Understand main ideas & examples linked by cohesive devices in straight-forward discourse on academic topics 	<ul style="list-style-type: none"> Understand a range of academic & subject-specific vocabulary including synonyms, antonyms, adjectives, adverbs, & words with various meanings Understand main ideas & supporting details linked by cohesive devices & transition words in longer discourse on academic topics 	<ul style="list-style-type: none"> Understand a wide range of vocabulary associated with academic topics & concepts Understand main ideas & details linked by a variety of cohesive devices presented in more sophisticated academic discourse
Form <ul style="list-style-type: none"> Grammar (plurals, possessives, verb tense endings) Syntax (sentence structures, word order) Phonology Fluency (intonation, word stress, rhythm) 	EXPRESSIVE				
	<ul style="list-style-type: none"> Use some minimal vocabulary, including 'survival', descriptive, & subject-specific words Express needs, feelings, & opinions using familiar phrases & simple sentences connected by "and" & "then" 	<ul style="list-style-type: none"> Use some vocabulary, including common, descriptive, & subject-specific words Express, connect, & sequence ideas using common conjunctions, & time & sequence markers 	<ul style="list-style-type: none"> Use more vocabulary, including common, descriptive, subject-specific, & academic words Express & connect ideas & some supporting details using conjunctions, prepositional phrases, & time & sequence markers 	<ul style="list-style-type: none"> Choose from a range of vocabulary, including common, descriptive, subject-specific, & academic words, & words with multiple meanings Express & connect ideas & supporting details using a variety of cohesive devices 	<ul style="list-style-type: none"> Select more precisely & confidently from a wide range of vocabulary to engage in discussions about practical, social, & academic topics Express, organize, & connect ideas using logical & coherent patterns
Form <ul style="list-style-type: none"> Grammar (plurals, possessives, verb tense endings) Syntax (sentence structures, word order) Phonology Fluency (intonation, word stress, rhythm) 	RECEPTIVE				
	<ul style="list-style-type: none"> Understand simple sentences in familiar contexts Understand some speech spoken at a slower rate 	<ul style="list-style-type: none"> Understand compound sentences Understand speech spoken at a slower rate 	<ul style="list-style-type: none"> Understand compound & complex sentences Understand speech on familiar topics 	<ul style="list-style-type: none"> Understand a variety of complex sentence structures including compound-complex sentences, conditional sentences Understand rapid speech on familiar & unfamiliar topics 	<ul style="list-style-type: none"> Understand a broad range of sentence structures, including embedded clauses, ellipses, & how structural differences influence meaning Understand a variety of types & styles of speech on familiar & unfamiliar topics
Form <ul style="list-style-type: none"> Grammar (plurals, possessives, verb tense endings) Syntax (sentence structures, word order) Phonology Fluency (intonation, word stress, rhythm) 	EXPRESSIVE				
	<ul style="list-style-type: none"> Use common pronouns, adjectives, nouns, & simple present tense verbs, with errors & omissions Begin to use key words, patterned sentences, formulaic phrases, & subject-verb-object sentences accompanied by gestures as necessary Begin to approximate rhythm & intonation in familiar & rehearsed activities (pronunciation may interfere with meaning) 	<ul style="list-style-type: none"> Use regular plurals, possessives, prepositions, continuous, & simple past tense verbs, with errors Use modelled, patterned, & predictable affirmative & negative statements, questions, & commands Use stress, rhythm, & intonation patterns appropriately in familiar & rehearsed activities (pronunciation may still affect meaning) 	<ul style="list-style-type: none"> Use negatives, noun phrases, adjective phrases, irregular plurals, possessives, prepositions, & future continuous & irregular past tense verbs, with some usage errors Add detail to affirmative & negative statements, questions, offers, & commands Attempt to use variation in intonation, tone, pacing, volume, & emphasis to affect meaning, with occasional errors 	<ul style="list-style-type: none"> Use phrasal expressions, a range of past, present, future & perfect tenses in active & passive voice with occasional errors Use compound, complex, & conditional sentence structures Use variation in intonation, tone, volume, pacing, & emphasis for effect with some degree of accuracy 	<ul style="list-style-type: none"> Use many patterns of complex structures such as conditionals, passive voice, & relative clauses, with increasing accuracy Manipulate word order to influence & convey precise meaning in complex sentence structures Use variation in intonation, tone, pacing, volume, & emphasis to influence meaning accurately & appropriately (accented speech is accepted & valued).

ELL Matrix: Secondary (8-12) Oral Language (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Use <ul style="list-style-type: none"> • Functions of language (social & academic) • Strategies • Social/ cultural conventions 	RECEPTIVE				
	<ul style="list-style-type: none"> • Understand some minimal speech supported by visual resources • Understand literal questions (who, what, where, when, how many), basic commands, & two-step directions • Understand everyday social expressions, nonverbal cues, & tone of voice 	<ul style="list-style-type: none"> • Understand a small range of spoken text in terms of purpose, structure, & organization • Understand some open-ended questions • Understand common social expressions, intonation, & simple idiomatic expressions in everyday contexts 	<ul style="list-style-type: none"> • Understand an expanding range of spoken text in terms of purpose, structure, & organization • Understand hypothetical questions • Understand some common social expressions, slang, humour, & common idioms, & recognize differences in register & intonation in various contexts 	<ul style="list-style-type: none"> • Understand a wide range of spoken discourse in terms of purpose, structure, & organization • Understand inferential questions • Understand a range of idiomatic expressions, slang, & sarcasm indicated by subtle change in tone, volume, speed, & intonation 	<ul style="list-style-type: none"> • Understand a wider variety of spoken discourse in terms of purpose, structure, & organization • Understand evaluative & inferential questions • Understand subtle social or cultural references & identify biased language
EXPRESSIVE					
	<ul style="list-style-type: none"> • Use language to communicate basic needs, feelings, & preferences, & respond to simple questions • Use techniques such as visual cues, gestures, repetition, memorized phrases, simple questions, & first language translation to participate in routine exchanges • Use common greetings, courtesy expressions, & familiar social expressions to participate in social & classroom situations • Seek clarification by using familiar words & expressions, along with non-verbal strategies as necessary 	<ul style="list-style-type: none"> • Use language for a small range of purposes, including to communicate ideas, ask & answer questions, provide simple explanations & descriptions, give simple opinions with reasons, & make statements • Use substitution, everyday expressions, & questions to participate in short & predictable exchanges • Use common expressions, idioms, gestures, & slang to engage with peers • Seek clarification by restating or paraphrasing information 	<ul style="list-style-type: none"> • Use language for an expanding range of purposes, including to comment, give opinions, clarify, express agreement/ disagreement, describe, recount, sequence, & explain • Use some expressions, idioms, gestures, common social references, & appropriate register to suit the context • Use a some strategies including circumlocution, active listening, & clarifying questions to initiate & sustain a range of communicative tasks • Seek clarification by asking questions 	<ul style="list-style-type: none"> • Use language for a wide range of purposes, including to discuss topics, give opinions, inquire, persuade, compare & contrast, speculate, negotiate, conclude, & show cause & effect • Use & experiment with various expressions, idioms, gestures, humour, sarcasm, & register most appropriate to the context • Use a variety of strategies including elaborating, commenting, restating, & questioning to initiate, sustain, & extend communicative tasks • Seek clarification by asking specific questions using academic language 	<ul style="list-style-type: none"> • Use language for a wider range of purposes, including to explain, report, justify, elaborate on, negotiate, & debate • Adapt & experiment with speech, vocabulary, & gestures according to the formality of the context, audience, & purpose • Confidently use a wide variety of strategies including paraphrasing, clarifying, redirecting, & asking rhetorical questions to initiate, sustain, & extend communicative tasks • Seek clarification by asking complex questions using academic language

ELL Quick Scale: Secondary (8-12) Oral Language

This Quick Scale is a summary of the corresponding Matrix.

If a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. *At the given level of language proficiency, this student can:*

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
SNAPSHOT	The student can understand and respond to simple statements and questions in familiar situations.	The student can participate in a conversation on everyday topics using simple structures.	The student can participate in conversations about familiar topics and some academic content.	The student can participate in conversations with some opinions and details on a range of academic topics.	The student can speak fluently and accurately on a wide range of academic topics.
Meaning • Vocabulary • Understanding & expression of ideas	<ul style="list-style-type: none"> Understand short, simple sentences on familiar topics <i>e.g. Follows actions like “open your book”, “follow me”, “sit down”</i> Understand some common words related to school, self and home <i>e.g. Points to and says words such as “book”, “car”, “school”</i> Express some personal information <i>e.g. Says “hello”, “my name is...”, “I like...”</i> 	<ul style="list-style-type: none"> Understand and use routine classroom phrases <i>e.g. “turn to page 23”, “today is Wednesday, January 5”</i> Express a variety of words and phrases about self, family and interests <i>e.g. “My mom is kind. She is very smart.” e.g. “I have a sister. She is three. My teacher is Mr. Smith.”</i> 	<ul style="list-style-type: none"> Understand familiar phrases and academic tasks <i>e.g. “Head down to the computer lab”</i> Express some academic words to describe and speak about academic content <i>e.g. “lots of people”, “get on the bus/ out of the car” e.g. When familiar with topics, uses words like “voter”, “elect”, “members” in context</i> 	<ul style="list-style-type: none"> Understand some complex tasks and academic language <i>e.g. “First put rubbing alcohol and detergent into the wheat germ. Then shake it and it separates the DNA.”</i> Express a range of words to describe and speak about academic content <i>e.g. Uses academic words in saying, “I had a similar experience when I lived in...”, “I wonder about that”</i> 	<ul style="list-style-type: none"> Understand complex phrases and academic content <i>e.g. “Identify the co efficient and variable in the expression.”</i> Express a wide range of conversational and academic words and phrases <i>e.g. “In order to improve safety conditions in the work place, we should make sure employees have safety training.”</i> Use different words with similar meanings <i>e.g. Recognizes difference between “handsome” and “beautiful”</i>
Form • Grammar • Syntax • Phonology • Fluency	<ul style="list-style-type: none"> Understand and use simple memorized phrases <i>e.g. “how are you?”, “thank you”, “I’m good”, “I understand”</i> Recognize familiar words in speech <i>e.g. Recognizes the words ‘book’ and ‘give’ in “give me your book please.”</i> Participate in simple songs and chants <i>e.g. Sings along to “We wish you a Merry Christmas”</i> 	<ul style="list-style-type: none"> Understand and use simple and familiar patterned phrases <i>e.g. “I want...”, “my favourite... “Canada is...”</i> Understand and use some nouns, pronouns, verbs and connecting words <i>e.g. “They like baseball and soccer”, “He is the leader”</i> Use rhythm in familiar phrases <i>e.g. Uses appropriate rhythm in saying “Can I have a pen and paper, please?”</i> 	<ul style="list-style-type: none"> Understand and use correct word order (subject-verb-object) <i>e.g. “She loves piano but doesn’t like the violin.”</i> Connect ideas to make short sentences <i>e.g. “My name is Amir and I’m from Iraq.”</i> Use some rhythm and intonation <i>e.g. Shows appropriate pacing and volume in saying, “When is your Chemistry block tomorrow?”</i> 	<ul style="list-style-type: none"> Understand and use some negative phrases and subject-verb agreement <i>e.g. “Antarctica doesn’t have natural resources”</i> Connect ideas to make long sentences <i>e.g. “We’re late so we have to hurry and catch the bus”</i> Use a variety of rhythm and intonation <i>e.g. Shows appropriate tone, volume, pacing and emphasis in saying, “You should go to China and see the Great Wall!”</i> 	<ul style="list-style-type: none"> Understand and use accurate word order and verb tenses <i>e.g. “If you don’t have the right materials, we won’t be able to separate the DNA.”</i> Connect ideas effectively and efficiently by using a variety of sentence structures <i>e.g. “In the beginning, the main character, Salima, is living in the Sahara desert with her family. Furthermore...”</i> Use natural and appropriate rhythm and intonation <i>e.g. Uses different variations in tone, pacing, and emphasis to communicate effectively</i>

ELL Quick Scale: **Secondary (8-12) Oral Language** (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
<p>Use</p> <ul style="list-style-type: none"> • Social • Academic • Cultural • Strategies 	<ul style="list-style-type: none"> • Respond to simple yes/no questions <i>e.g. "Are you in Grade 10?" – "Yes"</i> • Respond to simple commands <i>e.g. "Write your name here."</i> <i>e.g. Sits in a group with other students when asked</i> • Respond to and use familiar social greetings and gestures <i>e.g. Uses gestures to greet and introduce</i> 	<ul style="list-style-type: none"> • Respond to simple choice questions <i>e.g. "Would you rather finish it now or later?" "now, please"</i> • Respond to simple instructions and commands <i>e.g. "Go find a partner."</i> • Respond to some common expressions, cues and slang <i>e.g. "What's up?", "Please hand in your paper."</i> • Watch others and recognize key words to participate in activities and conversations <i>e.g. Participates in a class discussion on favourite characters</i> 	<ul style="list-style-type: none"> • Respond to "what", "when" and "who" questions <i>e.g. "What do you like about school?" – "I like..."</i> • Respond to common instructions and commands <i>e.g. "Grab a ball and meet me at the field"</i> • Respond to and use common social expressions, cues and slang <i>e.g. "Please drop everything for a second"</i> • Express simple opinions and reasons to participate in classroom conversations <i>e.g. Justifies their choice of a favourite character in a discussion</i> 	<ul style="list-style-type: none"> • Respond to "how", "why" and "tell me about" questions <i>e.g. "Tell me about your weekend" – "On Friday..."</i> • Respond to multi-step instructions and commands <i>e.g. "Find your partner and fill in 2 columns of the chart with your felt markers"</i> • Switch between social and academic language appropriately <i>e.g. Switches between academic "This is complicated", and social "That is so lame!"</i> • Use some academic language to participate in conversations and academic discussions <i>e.g. Explains to a group the difference between a meteorite and a comet</i> 	<ul style="list-style-type: none"> • Ask and respond to questions, including hypothetical or reasoning questions <i>e.g. "What would you do if you won \$1m?" – "I would eliminate poverty in the world"</i> • Respond to long and complex directions <i>e.g. "We're going to take a break in five minutes so wrap up your discussion and hand in the first part of your summary"</i> • Understand and use common idioms, cultural language and humour <i>e.g. To wet paint, says sarcastically "Could you dry a little slower?"</i> • Use academic language and questions to engage in a range of discussions <i>e.g. Uses academic language to persuade a classmate to reduce their carbon footprint</i>

Appendix A: ELL Supports and Strategies by Level

Adapted from Alberta Ministry of Education; Instructional Supports for Supporting English Language Learners; Programming Information.
http://www.learnalberta.ca/content/eslapb/organizing_for_instruction_instructional_supports.html

Explicit Language Instruction:

Intentionally teach language form, function and vocabulary in all content areas in the regular classroom, based on the proficiency of the ELL student.

Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
<ul style="list-style-type: none"> • Basic vocabulary and simple phrases and sentences to engage in classroom experiences • Early literacy skills (as developmentally appropriate) 	<ul style="list-style-type: none"> • Basic and utility vocabulary and structures for social interaction and academic experiences • Strengthening decoding and reading comprehension • Developing essential writing skills 	<ul style="list-style-type: none"> • Attention to vocabulary, grammatical forms and language functions required for academic tasks • Explicit instruction in reading and writing strategies 	<ul style="list-style-type: none"> • Attention to broadening scope and use of vocabulary and syntax • Explicit instruction in typical patterns of academic discourse for grade level (e.g., expository paragraphs, reports) 	<ul style="list-style-type: none"> • Strengthening the range of language patterns for oral and written production (e.g., style, tone, voice, audience)

Differentiation:

Attend to the curricular learning standards while altering resources, learner tasks, and teaching strategies based on the proficiency of the ELL student.

Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
<ul style="list-style-type: none"> • Provide process support; e.g., guided practice, strategic grouping, supportive templates, labelled graphic organizers with instructional support, cloze, group-generated projects • Provide scaffolded opportunities for students to demonstrate their learning with end products, such as scripted and practised presentations, categorizing and labelling 	<ul style="list-style-type: none"> • Provide process support; e.g., guided practice, strategic grouping, supportive templates, labelled graphic organizers with instructional support, cloze, group-generated projects • Provide scaffolded opportunities for students to demonstrate their learning with products, such as scripted and practised presentations, categorizing and labelling 	<ul style="list-style-type: none"> • Provide scaffolded support for learning tasks; e.g., supported rehearsal for oral presentation, support for editing final products, support to expand on ideas • Provide scaffolded opportunities for students to demonstrate their learning with products, such as formatted or patterned texts, structured group activities 	<ul style="list-style-type: none"> • Provide scaffolded support for learning tasks; e.g., writing prompts, supported research or inquiry, problem solving with language support, support to generate a greater level of detail, support with rehearsals, editing support with more complex and specific language • Have students give and receive some peer support • Have students generate texts based on models 	<ul style="list-style-type: none"> • Provide scaffolded support for learning tasks; e.g., specific and higher level language scaffolding • Have students give and receive peer support • Have students generate a variety of text types independently

Culturally Responsive Practices:

Acknowledge the first language(s) and prior knowledge of ELL students, support the use of the students' languages to understand the English language and academic concepts, and encourage opportunities for students to share their cultures.

Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
<ul style="list-style-type: none"> • Use first language buddies • Use dual language books and texts • Ensure materials represent multicultural perspectives; e.g., food, shelters and structures, landforms • Organize centre activities that reflect various cultures; e.g., imaginative play area provides clothing from many cultures 	<ul style="list-style-type: none"> • Encourage students to generate first draft writing in their first language • Pre-teach language and socio-cultural norms for participating in cooperative learning tasks • Ensure materials represent multicultural perspectives; e.g., food, shelters and structures, landforms • Use a storytelling approach to introduce new information • Teach culturally appropriate social interaction skills for conflict resolution 	<ul style="list-style-type: none"> • Explicitly teach background information related to Canadian culture, including First Peoples perspectives • Ensure materials represent multicultural perspectives; e.g., food, shelters and structures, landforms • Provide translation and first language interaction opportunities 	<ul style="list-style-type: none"> • Select materials that demonstrate multiple perspectives; e.g., global literature • Model expectations related to Canadian forms of products and assignments; e.g., essays, lab reports • Provide technologies to access multiple sources of information in multiple languages 	<ul style="list-style-type: none"> • Provide students with opportunities to demonstrate understanding through their culture • Address stylistic differences in literature and discourse patterns in writing between languages/ cultures

Resources:

Engage ELL students in all content areas in the regular classroom through multimodal resources representing multiple perspectives.

Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
<ul style="list-style-type: none"> • Realia and visuals to build background knowledge • Manipulatives • Simple levelled texts, high interest/low vocabulary texts, modified texts, visually supported texts • Video with an adjusted rate of speech, subtitles, essential concepts only • Pre-selected websites and apps at an appropriate level • Digital tools; e.g., translator dictionary, text-to-speech and speech-to-text software • Interactive multimedia at appropriate level 	<ul style="list-style-type: none"> • More specific realia and visuals to build background knowledge • Manipulatives • Texts introducing design features, high interest/low vocabulary texts, modified texts, abridged texts, visually supported texts • Video with an adjusted rate of speech, subtitles, essential concepts, with some detail • Preselected websites at an appropriate level • Technologies; e.g., translator dictionary, text-to-speech and speech-to-text software • Interactive multimedia at appropriate level 	<ul style="list-style-type: none"> • Realia to activate prior knowledge • Visuals with text, concept maps • Manipulatives • Highly formatted texts, levelled texts, abridged texts, visually supported texts • Video with appropriate content and • Choice of preselected websites and apps at an appropriate level • Technologies; e.g., translator dictionary, text-to-speech and speech to text software • Interactive multimedia at appropriate level 	<ul style="list-style-type: none"> • Realia to activate prior knowledge • More detailed visuals with text with increased vocabulary, e.g., diagrams, concept maps, might be student generated • Manipulatives • Highly formatted texts • Video with appropriate content and visuals • Student-selected websites with teacher support • Technologies; e.g., translation tools, online thesaurus/ dictionary • Interactive multimedia at appropriate level 	<ul style="list-style-type: none"> • Realia to activate prior knowledge • Visuals with increased complexity and specificity, e.g., diagrams, concept maps, might be student generated • Manipulatives • Highly formatted texts • Video with appropriate content and visuals • Independent selection and navigation of websites and apps • Technologies; e.g., translation tools, online thesaurus/ dictionary • Interactive multimedia at appropriate level

Appendix B: Glossary of Terms

Some term definitions adapted from the EAL/D Teacher Resource (Australian Curriculum, Assessment and Reporting Authority, 2014).

Academic language: Language used to express ideas and thought across content areas; it can be oral and/or written language, and it is of a more succinct and formal register. Orally, students need to learn when it is appropriate to say “Hiya” to a friend as opposed to greeting someone in a more formal context by saying, “Hello”. Choosing which greeting is appropriate depends on various factors that may include age and social standing relative to the person being addressed, how well you know that person and where the communication is happening. This variation is equally reflected in the written word. Telling the class that blood moves around the body is socially acceptable in a conversation. Describing how the circulatory system functions within the context of the other body systems demonstrates a mature and more academic approach and understanding and uses more academic language.

Related terms – Functions of language, Register.

Active voice: One of two “voices” of verbs (passive voice, active voice). When the verb of a sentence is in the active voice, the subject is doing the acting (e.g. in the sentence “Peter hit the ball” Peter [the subject of the sentence] acts in relation to the ball). Most writing occurs in the active writing voice, as it is generally clearer and more concise.

Related term – Passive voice.

Articles: Refer to *Definite article, Indefinite article.*

Auxiliary verbs: Refer to *Modals.*

Beginning sounds: The first sound–letter combination of a word (e.g. “sh” in “shower”, “p” in “path”).

Related terms – Ending sounds, Sound-symbol relationships.

BICS [Basic Interpersonal Communication Skills]: Language skills needed in everyday social situations. They are usually context embedded. These language skills usually take approximately 6 months to 2 years to acquire (e.g. talking on the phone, playing on the playground, shopping in a mall, ordering food in a restaurant).

Related terms – Functions of language, CALP.

Bilingual: Able to speak two languages.

Related terms – Literacy, Monolingual.

CALP [Cognitive Academic Language Proficiency]: Language skills needed in the academic classroom. They are usually context-reduced and abstract. These language skills usually take approximately five to seven years to acquire (e.g. listening, speaking, reading, writing about subject-specific content, etc.).

Related terms – Functions of language, BICS.

Circumlocution: Using more words than necessary to express an idea or communicate information.

Clause: A group of related words that has a subject with a verb that is directly connected to the subject.

Related terms – Independent clause, Dependent clause.

Code-mixing: Refer to *Interlanguage.*

Codeswitching: The ability to change from one language/dialect to another to suit the context.

Cognates: Words that have common linguistic derivation, the same etymological origin. They share similar pronunciation, meaning and spelling in two languages. Cognates can be a useful tool when learning a new language (e.g. dentist [English] – dentiste [French], dictionary [English] – dictionnaire [French], coast [English] – costa [Spanish], elephant [English] – elefante [Spanish]).

Related term – False friends.

Cohesive devices: Grammatical or lexical items that hold a text ‘together’ and create clear meaning. There are five commonly used cohesive devices: reference, ellipsis, lexical cohesion, substitution and conjunctions.

Related terms – Ellipses, Conjunctions, Paragraphing.

Collocations: Two or more words that commonly occur in close association with one another (e.g. salt and pepper, black and white).

Related term – Phrasal verbs.

Colloquialisms: Informal expressions, often connected to the local culture.

Related term – Idiomatic expression.

Common words: Refer to *High-frequency words.*

Complex letter combinations: Combinations of letters including “-tch”, “-dge”, “spl”, “spr”, “str”, “scr”, “shr”, and “squ”.

Related terms – Consonant blend, Diagraph.

Complex sentence: A sentence that has an independent (or main) clause and one or

more dependent (or subordinate) clauses.

Related term – Clause.

Compound sentence: Two simple sentences linked by a joining word (conjunction).

Related term – Conjunctions.

Conditional clause: A type of subordinate clause, most commonly introduced by the conjunction *if* or *unless*. The conditional clause can either go before the main clause, or after it (e.g. “If the man walks to the park every day, he will be in good health.”).

Related terms – Clause, Subordinate clause.

Conjugations of verbs: Unpacking a verb, describing each of its forms according to person and tense (e.g. I am, you are, he is, I was, you were, he was).

Related terms – Regular verb, Irregular verb.

Conjunctions: A conjunction is a word used to connect words, phrases, clauses, or sentences. There are three types of conjunctions: coordinate conjunctions (e.g. “The comment was effective [but] blunt”), correlative conjunctions (e.g. “I could [neither] forgive [nor] forget”), and subordinate conjunctions (e.g. “We’ll stay at home [until] it stops snowing”).

Consonant blend: A group of 2 or 3 consonants in a word that make a distinct sound (e.g. “bl”, “spl”, “ng”, “fl”, “gr”, “pl”, “thr”, “sl”, “rl”).

Related terms – Diagraph, Complex letter combinations.

Content-area vocabulary: Words or phrases specific to a particular subject area and required to understand the information or concepts associated with that subject area.

Coordinate conjunctions: *Refer to Conjunctions.*

Correlative conjunctions: *Refer to Conjunctions.*

Decoding: The ability to apply knowledge of sound-symbol relationships and letter patterns to correctly pronounce written words. Decoding is also the process of translating a printed word into a sound.

Related terms – Sound- symbol relationship, Word analysis, Phonics.

Definite article: The word *the*, usually used to describe something in particular or something that has been already been mentioned.

Related term – Indefinite article.

Dependent clause: A clause that cannot stand alone, forming an incomplete sentence (e.g. “When the man walks to the park,” “As she laughs at the funny scene in the movie”).

Related terms – Clause, Independent clause, Subordinate clause.

Dialect: A variety of a language. A dialect is distinguished by its vocabulary, grammar and pronunciation. Where a distinction can be made only in terms of pronunciation, the term ‘accent’ is more appropriate, not ‘dialect’.

Diagraph: A combination of two letters representing one sound (e.g. “ph”, “ey”, “ee”, “or”).

Related terms – Consonant blend, Complex letter combinations.

Discourse conventions: The accepted way and manners of holding conversations, such as taking turns, greetings and so on.

Related term – Functions of language.

Discourse markers: Words and phrases used in speaking and writing to ‘signpost’ discourse by showing turns, joining ideas together, showing attitude, and generally controlling communication. Some people regard discourse markers as a feature of spoken language only (e.g. actually, so, okay, right?, anyway, eh).

Echo chant: *Refer to Echo reading.*

Echo reading: A technique in which learners repeat a line or phrase after the teacher or another learner has said/read it aloud first; in repeating, the student attempts to mimic the pronunciation, phrasing, tone, etc. This technique supports not only careful listening but offers an indirect focus on intonation, inflection and pronunciation. In addition, students not yet able to articulate much English on their own have the opportunity to hear multiple versions and ‘mumble along’ until they progress in both confidence and comprehension.

Ellipses: The omission of words that repeat what has gone before – these words are simply understood.

Embedded clause: A clause that is within a main/independent clause (e.g. “My car, which is fairly new, is very comfortable and reliable.”).

Related term – Clause.

Ending sounds: The final sound–letter blend of a word (e.g. “er” in “shower”, “th” in “path”).

Related terms – Beginning sounds, Sound-symbol relationships.

Environmental print: Writing found around the classroom and everyday environment.

Related term – Sight words.

Explanation: A type of text that tells how and/or why something happens. A sequential

explanation explains how something works (e.g. how a kettle boils water, how avalanches occur) and a causal explanation explains why things happen (e.g. why objects expand and contract).

Related term – Text genre.

Expressive language: Refer to *Figurative language*.

False friends: A word or expression that has a similar form to one in a person’s native language, but a different meaning (e.g. magazine [English] and magasin [French for ‘shop’]).

Related term – Cognates.

Figurative language: Language that cannot be taken literally since it was written to create a special effect or feeling.

Related term – Imagery.

Figurative meaning: The metaphorical, idiomatic, or ironic sense of a word or expression, in contrast to its literal meaning.

Related term – Literal.

Fluency [in oral reading]: When an individual is able to read accurately, at a good speed and with expression and intonation that is appropriate. Refer to Echo reading for one way to help learners practice toward becoming fluent readers.

Formulaic structures: Refer to *Patterned sentences*.

Functions of language: The use of language for specific purposes within a context, whether the context is social (as in face-to-face, with peers, with those in authority, etc.) or more academic (as in written reports, academic debates, etc.)

Related terms – Register, Academic language.

Genre: Refer to Literary genre, Text genre.

High-frequency words: Words that appear often in written or spoken text. This can be a relative term, but there are standard word lists available that reflect the level of frequency of the words contained within.

Related term – Sight words.

Home language: The language predominantly spoken in the home. This is sometimes but not always synonymous with ‘native language’ and/or ‘first language’.

Related term – Native speaker.

Idiom: A phrase whose meaning does not lie in the literal meaning of the words, but derives from a figurative understanding (e.g., “with strings attached,” “the ball is in your

court,” “blessing in disguise,” “that is the last straw”).

Related terms – Idiomatic expression, Metaphor.

Idiomatic expression: Language, dialect, jargon, or a style of speaking representative of a group of people and specific to a particular language; it cannot be literally translated into another language.

Related terms – Idiom, Colloquialisms.

Imagery: Imagery in text is the use of sensory detail to evoke a mental picture.

Related term – Figurative language.

Imperative sentence: A sentence that instructs, requests or commands. It begins with a verb (e.g. “Close the door”).

Indefinite article: The words “a” and “an”, usually used to identify a general noun rather than a specific noun.

Related term – Definite article.

Independent clause: A clause that can stand alone, forming a complete sentence (e.g. “The man walks to the park.”, “She laughs at the funny scene in the movie.”).

Related terms – Clause, Dependent clause.

Inference: Refer to *Inferential*.

Inferential: A level of comprehension where information is implied in the text, and is combined with current and assumed information to understand that which is not explicitly stated in the text.

Inseparable phrasal verbs: Phrasal verbs where the object must come after the particle (e.g. They [subject] are [helping verb] looking after [phrasal verb] their children [object]).

Related term – Phrasal verbs.

Interlanguage: frequently evident in learners while they are in the process of acquiring English language skills; an internal language system that consists of combinations of English rules, the students’ native language rules, and ad hoc rules adapted from either or both languages; this hybrid language system is transitional and constantly changing (e.g. “Thank you for your coming.”, “I no can run.”).

Intonation: The rise and fall of the voice when speaking.

Intransitive phrasal verbs: Phrasal verbs that do not take an object (e.g. the phrasal verb “is out” in “It was snowing this morning, but now the sun is out.”).

Related term – Phrasal verbs.

Irregular verb: A verb that does not have easily identifiable patterns when unpacked for person or tense (e.g. the verb to be has the following conjugations: was, is, am, are, were, been).

Related terms – Regular verb, Conjugation of verbs.

Language mixing: *Refer to Interlanguage.*

Later to literacy: Having limited ability to read or write in any language (including first language) and often having little awareness of the conventions of reading and writing (e.g., in English, text is read from right to left, letters indicate a sound, letters are combined to create words).

Related term – Literacy.

Lexis: Content words. Words are divided into two groups: lexis words (words that carry meaning, e.g. chair) and grammatical words (words that explain tense or mood, e.g. might, be, have).

Linguistic features:

- text and discourse (communicating): the way sentences are structured, grouped and sequenced for achieving a particular purpose in a context.
- pragmatics (social usages): the factors governing language choices in social interaction
- semantics (meanings): the way meanings are represented and conveyed
- syntax (structures): the way words are arranged to show relationships of meaning within phrases/groups and clauses
- lexis (vocabulary): the way content is mapped onto words
- morphology (word formation): the way words can be built up of meaningful parts
- phonology (sounds): the way sounds are organized in a language

Related term – Structural features.

Literacy: The ability to read, write, listen, and speak in at least one language.

Related term – Later to literacy.

Literal: Stated explicitly in the text that is being read.

Related term – Figurative meaning.

Literary genre: Categories of literature and art. This includes such as action/ adventure, comedy, fantasy, horror, science fiction, poetry, drama, satire and more.

Long vowel: A vowel or vowel combination that sounds like the name of a vowel and is usually pronounced longer.

- There is a long /a/ in basic, grade, day, train, vein, and they.
- There is a long /e/ in he, bee, peak, ceiling, chief, and key.
- There is a long /i/ in mime, high, height, final, sky, and pie.
- There is a long /o/ in go, rose, local, boat, low, and foe.
- There is a long /u/ in tune, cube, sue, hue, stew, few, student, future.

Related term – Short vowel.

Metaphor: An implied comparison between two things that are only alike in the way they are being compared (e.g. “She has a heart of gold”).

Related term – Idiom.

Minimal pairs: Words that vary by only a single sound, be it a vowel or consonant sound. Minimal pairs often represent two sounds that are easily or frequently mixed up (e.g. desk – disk; ship – sheep; yam – jam; hurry – hairy; buy – pie; hissed – hit; mess – mesh; cat – cart; mate – maid).

Modality: A speaker or writer uses modality to express how they feel. This could be ability, possibility, certainty, obligation, or necessity and is expressed using modal words and expressions (e.g. can, could, may, might, will, shall, should, ought to, must).

Related term – Modals.

Modals: Auxiliary verbs such as can, could, may, might, must, should, will, and would. Modals modify the meaning of a main verb by expressing ability, authority, formality, politeness, or various degrees of certainty (e.g. “You should take something for your headache.”, “Applicants must have a high school diploma.”).

Related term – Modality.

Monolingual: Speaking only one language.

Related terms – Literacy, Bilingual.

Native speaker: A speaker using their first language.

Non-verbal strategies: Body language, eye contact, personal space, gesture, stance, posture.

Onset rimes: *Refer to Word families.*

Oral dictation: An activity that focuses on listening for words or sentences. Oral dictation activities can take many forms (e.g. dictations of instructional language, using pictures or diagrams given as barrier exercises, running dictations).

Paragraphing: The way paragraphs are formed. Typically, students move:

- from the graphic phase (an awareness of the need for paragraphs but no understanding of where, how or why this should occur);
- to the topical stage (an awareness that each paragraph is a distinct entity that should have its own ‘topic’ or subject matter);
- to the textual phase (an awareness of how cohesive devices can be used appropriately to achieve whole-text coherence).

Related term – Cohesive devices.

Paraphrase: Repeat the same information in a more condensed and original form.

Passive voice: One of two “voices” of verbs (passive voice, active voice). One can change the normal word order of many active sentences (active voice) to those with a direct object so that the subject is no longer active, but is, instead, being acted upon by the verb - or passive (e.g. note how the subject-verb relationship has changed in these sentences – “The sandwiches must have been eaten by John.” Sandwiches [subject] are being eaten [verb]; “The ball was thrown by John.” The ball [subject] was being thrown [verb]; because the subject is being “acted upon” [or is passive], such sentences are said to be in the passive voice).

Related term – Active voice.

Patterned phrases: Refer to *Patterned sentences*.

Patterned sentences: Sentences or phrases that provide a framework of repeated words and parts (e.g. “Brown bear, brown bear, what do you see?” “Brown bear, brown bear, what do you hear?” and “I like pizza” “I like cookies” “I like _____”).

Phoneme: The smallest unit of sound in a word (e.g. The word “is” has two phonemes: /i/ and /z/; the word ship has three phonemes: /sh/, /i/, /p/).

Phonics: A method of teaching people to read by correlating sounds with letters or groups of letters in an alphabetic writing system.

Related term – Sound-symbol relationships.

Phonological awareness: An individual’s awareness of the phonological (sound) structure of words.

Phrasal verbs: Consists of a verb and a preposition or adverb that modifies or changes the meaning in a sentence (e.g. ‘give up’ is a phrasal verb that means ‘stop doing’ something, which is very different from the literal ‘give’ [versus ‘receive’] ‘up’ [versus ‘down’]). There are several different types of phrasal verbs.

Related terms – Intransitive phrasal verbs, Inseparable phrasal verbs, Separable phrasal

verbs.

Prefix: A meaningful element (morpheme) added to the beginning of a word to change its meaning (e.g. “re” in “recalculate”).

Related term – Suffix.

R-coloured Vowel: When a vowel is followed by an r, the vowel sound is ‘coloured’ and becomes a special sound (e.g. butter, dinner, guitar, cat – cart, head – herd, stat – start, tote – torte).

Recount: A type of text that tells of events that have happened in the past (e.g. personal: retelling an activity the writer has experienced; factual: recording a historical or sporting event, writing about a science experiment; imaginative: “A day in the life of a butterfly”).

Related term: Text genre.

Reduced forms of speech: Words or syllables that run together in natural speech and are difficult for non-native speakers to hear (e.g. “I’m gonna go [I am going to go]”; “on t’th’road [on to the road]”; “where y’off to [where are you off to]”; “d’you wanna [do you want to]”; “I dunno [I don’t know]”; “he woulda [he would have]”; “whaddaya think [what do you think]”).

Related term – Vowel reduction.

Register: The degree of familiarity or formality adopted in language. This is seen through linguistic choices, grammar, and tone, and it generally indicates the relationship (or balance of power) between communicators.

Related term – Functions of language.

Regular verb: A verb that has easily identifiable patterns when unpacked for person or tense (e.g. the verb “to walk” adds “-s” to the third person “he walks” and “-ed” to the past tense “walked”).

Related terms – Irregular verb, Conjugation of verbs.

Rehearsed activities: Learners practice and rehearse words, short phrases or a series of sentences repeatedly for fluency. Rehearsed activities can provide learners who have limited English skills with some memorized language to manage their immediate needs.

Related term – Roleplay.

Relative clause: A clause that begins with who, whom, whose, that or which or when, where, or why and acts like an adjective. It needs an independent clause to complete the sentence as it does not express a complete thought on its own (e.g. “who walked to the park each day [relative clause on its own]”, “The children waved to the man, who walked to the park each day.”).

Related term – Clause.

Rhythm: The arrangement of spoken words alternating stressed and unstressed elements, reflecting the musicality and flow of English speech.

Related term – Stress.

Roleplay: An activity similar to a rehearsed activity but generally involves turn taking or negotiation. Typical examples of roleplays could be: practicing common greetings or other turn taking scenarios such as making a request, a telephone conversation, or ordering at a restaurant.

Related term – Rehearsed activities.

Separable phrasal verbs: Phrasal verbs where the object must come between the verb and the particle (e.g. For the phrasal verb “set apart” – “The quality of their work sets them apart from their rivals”), or where the object can be before or after the particle; though when a pronoun is used it always comes before the particle (e.g. “turn the TV off” and “turn off the TV” become “turn it off”).

Related term – Phrasal verbs.

Sequence markers: A certain group of items, mainly adverbs and preposition phrases that link sentences together into a larger unit. These linguistic items go by various names such as conjuncts, sentence adverbials, connectives, and linking devices. Sequence markers can signal how to interpret the relationship between sentences in a number of different ways:

- They can indicate chronological order, or order of importance (first, secondly, thirdly; to begin with, next).
- They can add to or reinforce what has already been said (furthermore; moreover, in addition).
- They can indicate that two propositions have equal status (likewise; similarly).
- They can indicate cause-result relationships (consequently; so; as a result).
- They can indicate that a given proposition contradicts an earlier one (conversely; on the contrary; in contrast).
- They can indicate concession (nevertheless; in any case; for all that; all the same).

Related term – Time markers.

Short vowel: A vowel or vowel combination that is usually pronounced short. When reading a word that uses a short vowel sound, the sound that the letter makes is not same as the name of the letter.

There is a short /a/ in tap [long /a/ in tape].

- There is a short /e/ in met [long /e/ in meet].
- There is a short /i/ in lit [long /i/ in light].

- There is a short /o/ in hop [long /o/ in hope].
- There is a short /u/ in cut [long /u/ in cute].

Related term – Long vowel.

Sight words: Words recognizable instantly (without decoding what sound each letter represents).

Related term – High-frequency words.

Sound-symbol relationships: The relationships between a sound (phoneme) and a symbol (a letter or letter combination) (e.g. “sh” represents the /sh/ sound).

Related term – Phonics.

Stress: The emphasis placed on certain syllables in words (e.g. “ENGLISH”, not “EngLISH”; “the WATer is BEAUtiful”).

Related term – Rhythm.

Structural features:

- In English grammar:
 - morphology – at the word or phrase level (e.g. noun, adjective, verb, adverb, conjunctions, etc.; simile, metaphor, idiom, etc.);
 - syntax – how phrases, clauses and sentences are constructed to make meaning (e.g. “Piano for sale by elderly lady with ornamental legs.” versus “Piano with ornamental legs for sale by elderly lady.”);
 - discourse – a longer stretch of language from a paragraph to a story or information text (e.g. writers create meaning and shades of meaning, show interest or express point of view by strategic use of language at the word or sentence level, etc.)
- In essay writing: introduction, body, conclusion
- In literature: plot, setting, and theme
- In texts: table of contents, glossary, headings and sub-headings, chapters or topic headers, index, etc.

Related term – Linguistic features.

Subordinate clause: A clause that begins with a subordinate conjunction or a relative pronoun and will contain both a subject and a verb. It requires additional information to be a complete sentence (e.g. “Until the man gets his new shoes”, “After the man walked in the park”).

Related terms – Clause, Conditional clause, Conjunctions, Dependent clause.

Subordinate conjunction: *Refer to Conjunctions.*

Suffix: A meaningful element added to the end of a word to change its meaning. (e.g. “ly” in “suddenly”, “ology” in “biology”).

Related term – Prefix.

Survival language: Consists of everyday words and phrases encountered in daily situations, and often includes phrases that help with language learning (e.g. “How do you spell...?”; “What does ____ mean?”; “I don’t understand.”; “Could you repeat that?”; and classroom phrases relating to school rules, phrases used for playing games, phrases to give or follow instructions, phrases for talking on the phone, etc.).

Survival words: *Refer to Survival language.*

Symbol: Different from a sign that holds only one meaning, a symbol is more complex and can mean more than one thing. Symbols stand for something other than their literal selves, but can mean different things depending on the context. Symbols can carry a universal or cultural meaning (e.g., a flag, a trickster), but symbols can also be created in a text by a writer who wants a certain object, or symbol, to mean something more than it is.

Related term – Figurative language.

Symbolism: *Refer to Symbol.*

Syntax: The ways words, phrases and clauses are structured in sentence.

Synthesizing: A process where a student merges new information with prior knowledge to form a new idea or perspective which provides an evolving understanding of text.

Technical language: Terms and phrases that are typically best understood by people who specialize in a particular field or area (e.g. pixel, splice, blog, font).

Text connections: *Refer to Text-to-text, Text-to-self, Text-to-world.*

Text genre: How reading and writing is processed. Introducing students to how texts are constructed helps them ‘unpack’ meaning. Typical text genres include narration, description, definition, classification, comparison and contrast, cause and effect, opinion and persuasion.

Related terms – Recount, Explanation.

Text-to-text [connection]: A connection between a particular text and another story or text that a reader has previously been exposed to.

Related terms – Text-to-self, Text-to-world.

Text-to-self [connection]: A highly personal connection that a reader makes between a piece of reading material and the reader’s own experiences or life (e.g. text-to-self “This

story reminds me of a visit to my grandmother’s house.”).

Related terms – Text-to-text, Text-to-world

Text-to-world [connection]: A larger connection that a reader brings to a reading situation. We all have ideas about how the world works that go far beyond our own personal experiences. Text-to-world is a connection between the text and something that is occurring or has occurred in the world (e.g. when a reader says, “I saw a program on TV that talked about things described in this book”).

Related terms – Text-to-text, Text-to-self.

Time markers: Words or phrases that mark or indicate the passage of time (e.g. in 10 years, two weeks from now, these days, since 1990, in the 12th century, at that time, nowadays, currently, at the moment, for many years, eventually, over 3 months ago).

Related term – Sequence markers.

Visual cues: Images that give clues about the written text.

Voice: *Refer to Passive voice, Active voice.*

Vowel reduction: Any of various changes in the acoustic quality of vowels, which are related to changes in stress, duration, loudness, articulation, or position in the word. Vowel reduction is usually perceived as a ‘weakening’ of the vowel sound.

Related terms – Reduced forms of speech, Rhythm.

Vowels: *Refer to Long vowel, Short vowel.*

Word analysis: The process of using the relationships between spelling and pronunciation at the letter, syllable, and word levels to figure out unfamiliar words. Students engage in “word analysis” to break words down into their smallest units to make meaning.

Related terms – Sound-symbol relationships, Phonics, Decoding.

Word boundaries: The beginning and ending of a word; in writing represented by a space between words, in speech by pauses or phonetic boundaries.

Word families: Groups of words that have a common feature or pattern (e.g. at, cat, hat, and fat are a family of words with the “at” sound and letter combination in common).

Word forms: The different forms of a word (noun, verb, adjective, adverb, etc.) with the various prefixes, suffixes, plurals, etc. that could be added or removed (e.g. read, reader, reading, pre-read, re-read, reads; beauty, beautiful, beautify, beautifully).

END

