

Grades 10-12 Limited Formal Schooling Benchmarks

Listening

Early	Emerging
Competency: Linguistic (Vocabulary)	
<ul style="list-style-type: none"> Demonstrates understanding of basic vocabulary with visual support; <p>e.g. pencil, book, timetable.</p>	<ul style="list-style-type: none"> Demonstrates understanding of some utility and subject-specific vocabulary supported by nonverbal cue; <p>e.g. calculator. (Alberta benchmarks Gr. 7-9 Level 1)</p>
Competency: Linguistic (Grammar)	
<ul style="list-style-type: none"> Demonstrates understanding of simple commands and phrases; <p>e.g. Student is able to follow school routine instructions provided orally.</p>	<ul style="list-style-type: none"> Demonstrates understanding of simple commands and phrases; <p>e.g. Student is able to follow school routine instructions provided orally. (Alberta benchmarks Gr. 7-9 Level 1)</p>
<ul style="list-style-type: none"> Responds to short, simple questions on familiar topics; <p>e.g. Student is able to respond when the teacher says, “point to...” “show me....” (Alberta benchmarks gr.7-9Level 1)</p>	<ul style="list-style-type: none"> Demonstrates understanding of simple nouns, adjectives and verbs I present tense; <p>e.g. nouns: life, body; adjective: health, short, tall, thin, fat; verbs: walk, sleep,eat. (Alberta benchmarks Gr. 7-9 Level 1)</p>
Competency: Strategic	
<ul style="list-style-type: none"> Demonstrates listening for familiar words by using familiar clarification phrases; <p>e.g. “What?”, “Help me. “, “No understand.”</p>	<ul style="list-style-type: none"> Request clarification using literacy words and expressions sometimes accompanied gestures and facial expressions; <p>e.g. “I don’t understand the words on the paper.” (Alberta benchmarks Gr. 7-9 Level 1)</p>
Competency: Sociolinguistic	
<ul style="list-style-type: none"> Demonstrates understanding of familiar greetings, known gesture and tone of voice; <p>e.g. Answers “I am fine” to “How are you?”</p>	<ul style="list-style-type: none"> Responds appropriately to everyday greetings, known gestures and tone of voice; <p>e.g. Student responds appropriately to basic personal interactions. (Alberta benchmarks Gr. 7-9 Level 1)</p>
Competency: Discourse	
<ul style="list-style-type: none"> Follows classroom routines and one step oral instructions with visuals and/or 	<ul style="list-style-type: none"> Responds to the chaining of two high frequency commands;

<p>demonstrations;</p> <p>e.g. Student is able to follow instructions when the teacher says, “Get your backpack.”</p>	<p>e.g. Student responds appropriately when the teacher says, “Take out your science text book and turn to page 56.” (Alberta ESL Benchmarks Gr. 7-9 Level 1)</p>
<ul style="list-style-type: none"> • Demonstrates understanding of different language for teachers versus students in the school; <p>e.g. Student hears and repeats labels for adults like “principal”.</p>	<ul style="list-style-type: none"> • Demonstrates understanding of the gist of connected sentences on familiar topics with support; <p>e.g. following a series of CALM lessons on nutrition, students may be able to identify fruits or vegetables but may not know the specific names. (Alberta ESL Benchmarks Gr. 4-6 Level 1)</p>
Competency: Auditory Discrimination	
<ul style="list-style-type: none"> • Distinguishes phonemes, minimal pairs and cognates with slower pace and emphatic speech; <p>e.g. Student can hear the different sound and would speak or write using the correct sound ‘t’ and ‘d’ (bad/dad, pet/pen,) (Alberta benchmarks Gr. 7-9 Level 1)</p>	<ul style="list-style-type: none"> • Demonstrates understanding of phonemes by repeating orally words that contain sounds that are not common to first language; <p>e.g. fifth , proud</p>

**Grades 10-12 Limited Formal Schooling Benchmarks
Speaking**

Early	Emerging
Competency: Linguistic (Vocabulary)	
<ul style="list-style-type: none"> • Expresses needs and ideas using gestures and newly learned vocabulary limited to one word; <p>e.g. Student points to his home country’s flag to show where he is from.</p>	<ul style="list-style-type: none"> • Expresses needs and ideas using newly learned words in phrases, with support; <p>e.g. “I am from Pakistan.”</p>
Competency: Linguistic (Grammar)	
<ul style="list-style-type: none"> • Uses simple present tense with models for support; <p>e.g. Teachers asks, “Where is your homework?” Student responds, “Here is homework.”</p>	<ul style="list-style-type: none"> • Uses simple present tense and some plurals with errors; <p>e.g. “The books is here.” (Alberta ESL Benchmarks Gr.4-6 Level1)</p>

Competency: Linguistic (Syntax)	
<ul style="list-style-type: none"> • Uses newly learned vocabulary in one word utterances only; <p>e.g. Student points to a picture of farm and says, “Prairie”</p>	<ul style="list-style-type: none"> • Uses newly learned vocabulary in patterned sentences with sentence frames provided; <p>e.g. Farmers grow <u>wheat</u>. Farmers grow <u>corn</u>.</p>
Competency: Strategic	
<ul style="list-style-type: none"> • Uses gestures, pictures and one word to communicate; <p>e.g. Student shrugs shoulders to communicate he doesn’t know.</p>	<ul style="list-style-type: none"> • Uses modeled sentence patterns to communicate with peers and teachers; <p>e.g. “I need a <u>textbook</u>!” “May I get a <u>drink</u>?”</p>
Competency: Socio-Linguistic	
<ul style="list-style-type: none"> • Gestures in response to commands, greetings and expressions; <p>e.g. Teacher says, “Hello,” and the student says, “Hello.</p>	<ul style="list-style-type: none"> • Uses modeled greetings and expressions; <p>e.g. “How was your weekend?” “It was good.”</p>
Competency: Discourse	
<ul style="list-style-type: none"> • Uses short phrases to connect newly learned vocabulary; <p>e.g. “I (<u>name</u>)!”</p>	<ul style="list-style-type: none"> • Connects familiar words into short phrases and uses sequence words in isolation; <p>e.g. “My name is _____!” “First” “Then” “Finally” (Alberta ESL Benchmarks Gr.4-6 Level1)</p>
Competency: Pronunciation	
<ul style="list-style-type: none"> • Repeats beginning and ending phonemes of simple words; <p>e.g. “b” for ball “tr” for train “at” for hat “en” for pen</p>	<ul style="list-style-type: none"> • Imitates English sounds, rhythm and intonation; <p>e.g. Student may say “show” for “shoe”, “da” for “the”, “pease” for “please”, “tanksu berryma” for “thank you very much.”</p> <p>(Alberta ESL Benchmarks Gr.7-9 Level1)</p>

**Grades 10-12 Limited Formal Schooling Benchmarks
Reading**

Early	Emerging
Competency: Linguistic (Vocabulary)	
<ul style="list-style-type: none"> Names upper and lower case letters, recognizes common classroom words and labels; <p>e.g. Student reads the word “printer”, “whiteboard”, “map” posted next to these objects in the classroom.</p>	<ul style="list-style-type: none"> Names upper and lower case letters, identifies letter sounds and reads pre-primer high frequency words previously taught; <p>e.g. Student reads words from classroom posters and charts.</p>
Competency: Linguistic (Grammar)	
<ul style="list-style-type: none"> Distinguishes between common singular and plural nouns and articles; <p>e.g. a class, classes a teacher, teachers</p>	<ul style="list-style-type: none"> Distinguishes between nouns and verbs; <p>e.g. Understands that a “desk” is a thing and “going” is an action.</p> <p>(Alberta ESL Benchmarks Gr.4-6 Level1)</p>
Competency: Linguistic (Syntax)	
<ul style="list-style-type: none"> Demonstrates letter and word patterns that form printed text. <p>e.g. Student understands that a space shows the end of the word.</p>	<ul style="list-style-type: none"> Demonstrates understanding of short patterned sentences on familiar topics; <p>e.g. This is a food web.</p> <p>(Alberta ESL Benchmarks Gr.4-6 Level1)</p>
Competency: Strategic	
<ul style="list-style-type: none"> Uses finger to track word by word when reading; <p>e.g. Student points to each word and follows along as the class reads together.</p>	<ul style="list-style-type: none"> Relies on labelled diagrams and illustrations to understand new words; <p>e.g. Student looks at the glyph of toxin to read the word poison in a textbook.</p> <p>(Alberta ESL Benchmarks Gr.4-6 Level1)</p>
Competency: Socio-Linguistic	
<ul style="list-style-type: none"> Identifies a feeling associated with a story read aloud; <p>e.g. While reading along to a story, the student laughs out loud at an</p>	<ul style="list-style-type: none"> Expresses what is liked/disliked about a book, using sentence frames provided; <p>e.g. “I do not like the <u>ending</u>.” “I like the <u>character</u>.”</p>

appropriate time.	
Competency: Discourse	
<ul style="list-style-type: none"> Understands concepts of print; <p>e.g. Point to the front of the book. Tell me how many words are on the page.</p>	<ul style="list-style-type: none"> Comprehends simple patterned sentences; <p>e.g. Student reads a basic story and retells it. It is snowy in winter. It is icy in winter.</p>
Competency: Fluency	
<ul style="list-style-type: none"> Not applicable at this time as students are recognizing sounds in isolation only. 	<ul style="list-style-type: none"> Reads phonetically regular and pre-primer high frequency words previously taught; <p>e.g., the, be, to, dig, ant</p>
Competency: Phonological Awareness	
<ul style="list-style-type: none"> Uses phonemic awareness to identify the beginning sound in one syllable words; <p>e.g., “What sound do you hear at the beginning of bug?” “b”</p>	<ul style="list-style-type: none"> Uses phonemic awareness to blend and segment one syllable words and identify the medial and final sounds; <p>e.g. “What sound do you hear at the end of cat?” “t”</p>

**Grades 10-12 Limited Formal Schooling Benchmarks
Writing**

Early	Emerging
Competency: Linguistic (Vocabulary)	
<ul style="list-style-type: none"> Uses basic utility vocabulary related to familiar topics and personal experiences; <p>e.g. body parts, clothing, school objects: ruler, eraser, colours, numbers.</p>	<ul style="list-style-type: none"> Uses basic utility and subject specific vocabulary related to familiar objects, actions, and topics; <p>e.g. Timetable in locker.</p>
Competency: Linguistic (Syntax)	
<ul style="list-style-type: none"> Completes simple patterned sentences and writes phrases and sentences independently using present tense; <p>e.g. “The plains are flat. The mountains are tall.”</p>	<ul style="list-style-type: none"> Writes simple patterned sentences from models using nouns, verbs and prepositional phrases (which contain omissions and errors); <p>e.g. “Japan island on water.”</p>
Competency: Linguistic (Grammar)	

<ul style="list-style-type: none"> • Uses singular and plural in simple sentences. <p>e.g. “Women dance.” “The boy ran.”</p>	<ul style="list-style-type: none"> • Writes sentences with simple tenses of past and present; <p>e.g. “Yesterday I was sick.”</p>
<p>Competency: Strategic (Conventions)</p>	
<ul style="list-style-type: none"> • Forms letters and numbers with attention to spacing, line and direction, and spells sight words accurately; • e.g., the, at, red, tree 	<ul style="list-style-type: none"> • Copies words and phrases with increasing accuracy and attend to basic convention like capitals, commas, and periods for sentences. <p>e.g. Calgary is cold.</p>
<p>Competency: Strategic (Editing)</p>	
<ul style="list-style-type: none"> • Copies words and phrases with increasing accuracy, attempts to spell familiar words and labels diagrams; <p>e.g., Student writes known words such as ‘is, to, a, this, of, like, can and in:, and attempts to spell words such as “sed for said, bat for bad.”</p>	<ul style="list-style-type: none"> • Edits for spelling of high frequency and sight words; <p>e.g. Student will refer to notes, translators, classroom visuals, and texts to edit for spelling.</p>
<p>Competency: Sociolinguistic</p>	
<ul style="list-style-type: none"> • Writes words and phrases to express ideas, thoughts, feelings and needs; <p>e.g., draws/writes in a personal journal (weekend news)</p>	<ul style="list-style-type: none"> • Produces text using familiar words and phrases to complete common social forms for writing and follow models with support; <p>e.g. Thank you for _____. Thank you for buying lunch.</p>
<p>Competency: Discourse</p>	
<ul style="list-style-type: none"> • Labels pictures and diagrams, copies patterned sentences and fills in blanks; <p>e.g., I like _____.</p> <ul style="list-style-type: none"> • Connects words using ‘and’ and produces simple sentences; <p>e.g., The dog is black and white.</p>	<ul style="list-style-type: none"> • Composes simple related sentences in response to visual cues and shared experiences; <p>e.g., writes patterned sentences demonstrated by teacher and writes simple sentences independently with many errors and omissions. • Connects words using ‘but’ and produces simple sentences; <p>e.g., I like math but I don’t like P.E.</p> </p>