

## Grades 10-12 Limited Formal Schooling Benchmarks

### Listening

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

<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"> <li>• Demonstrates understanding of different language for teachers versus students in the school;</li> </ul> <p>e.g. Student hears and repeats labels for adults like “principal”.</p>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the gist of connected sentences on familiar topics with support;</li> </ul> <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>
<b>Competency: Auditory Discrimination</b>	
<ul style="list-style-type: none"> <li>• Distinguishes phonemes, minimal pairs and cognates with slower pace and emphatic speech;</li> </ul> <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"> <li>• Demonstrates understanding of phonemes by repeating orally words that contain sounds that are not common to first language;</li> </ul> <p>e.g. fifth , proud</p>

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

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

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

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

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

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

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

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