

Grades 7-9 Limited Formal Schooling Benchmarks

Listening

Early	Emerging
Competency: Linguistic (Vocabulary)	
<ul style="list-style-type: none"> Demonstrates understanding of basic conversational vocabulary; <p>e.g. Use newly learning utility words with in phrases with support.</p>	<ul style="list-style-type: none"> Demonstrates understanding of basic vocabulary with visual support; <p>e.g. pencil, book, worksheet. (Alberta benchmarks gr. 4-6 Level 1)</p>
Competency: Linguistic (Grammar/Syntax)	
<ul style="list-style-type: none"> Demonstrates understanding of simple commands and phrases; <p>e.g. the student takes out a pencil and paper when asked to do so</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. 4-6 Level 1)</p>
<ul style="list-style-type: none"> Demonstrates understanding through simple phrases, to simple questions; <p>e.g. Where are you from? I'm from Myanmar. What language do you speak? Speak Karen.</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. 4-6 Level 1)</p>
Competency: Strategic	
<ul style="list-style-type: none"> Demonstrates listening for cueing words by using one word questions for clarification; <p>e.g., This? Now?</p>	<ul style="list-style-type: none"> Demonstrates listening for familiar words by using familiar clarification phrases; <p>e.g., "What?", "Help me. ", "No understand." (Alberta benchmarks gr. 4-6 Level 1)</p>
Competency: Sociolinguistic	
<ul style="list-style-type: none"> Demonstrates understanding of familiar social expressions; <p>e.g. waves good-bye, shakes hands, nods and smiles</p>	<ul style="list-style-type: none"> Demonstrates understanding of familiar greetings, known gestures and tone of voice; <p>e.g., Answers "I am fine" to "How are you?" (Alberta benchmarks gr. 4-6 Level 1)</p>
Competency: Discourse	
<ul style="list-style-type: none"> Follows simple routines and one step instructions; <p>e.g. raises hand when having to go to the</p>	<ul style="list-style-type: none"> Follows classroom routines and one to two step oral instructions with visuals and/or demonstrations;

washroom	e.g. Student is able to follow instructions when the teacher says, “Take out your science textbook and turn to page 25.” (Alberta benchmarks gr.4-6 Level 1)
<ul style="list-style-type: none"> Demonstrates understanding of common basic requests; <p>e.g. gives name, address, phone number</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 health lessons on nutrition, student may be able to identify fruits or vegetables but not know the specific names. (Alberta benchmarks gr. 4-6 Level 1)</p>
Competency: Auditory Discrimination	
<ul style="list-style-type: none"> Distinguishes phonemes, particularly the rime of simple words by repeating the sound; <p>e.g. “og” of dog, “ack” of black.</p>	<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. 4-6 Level 1)</p>

Grades 7-9 Limited Formal Schooling Benchmarks Speaking

Early	Emerging
Competency: Linguistic (Vocabulary)	
<ul style="list-style-type: none"> Expresses needs using gestures and newly learned vocabulary limited to one word; <p>e.g. Student grabs his stomach bag to demonstrate that he doesn’t feel well.</p>	<ul style="list-style-type: none"> Expresses needs using newly learned words in phrases, with support; <p>e.g. “I like Phys. Ed.”</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 book and says, “book.”</p>	<ul style="list-style-type: none"> • Uses newly learned vocabulary in patterned sentences with sentence frames provided; <p>e.g. Canada has <u>laws</u>. Canada has <u>rights</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>pencil!</u>” “Can I go <u>next?</u>”</p>
Competency: Socio-Linguistic	
<ul style="list-style-type: none"> • Gestures in response to commands, greetings and expressions; <p>e.g. Teacher says, “Good Morning,” and the student nods.</p>	<ul style="list-style-type: none"> • Uses modeled greetings and expressions; <p>e.g. “How are you?” “I am fine.”</p>
Competency: Discourse	
<ul style="list-style-type: none"> • Uses short phrases to connect newly learned vocabulary; <p>e.g. “Canada!”</p>	<ul style="list-style-type: none"> • Connects familiar words into short phrases and uses sequence words in isolation; <p>e.g. “Canada is country” “First” “Second” “Third”</p> <p>(Alberta ESL Benchmarks Gr.4-6 Level1)</p>
Competency: Pronunciation	
<ul style="list-style-type: none"> • Repeats beginning phonemes, particularly the onset of simple words; <p>e.g. “h” for hat “p” for pen</p>	<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>

Grades 7-9 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 man, men a book, books</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 appropriate time.</p>	<ul style="list-style-type: none"> Expresses what is liked/disliked about a book, using sentence frames provided; <p>e.g. “I like the <u>character</u>.”</p>

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. The candle is hot. The oven is hot.</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 7-9 Limited Formal Schooling Benchmarks Writing

Early	Emerging
Competency: Linguistic Vocabulary	
<ul style="list-style-type: none"> Composes high frequency words in context <p>e.g. Fluently produces words in the preprimer high frequency word list.</p>	<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>
Competency: Linguistic Grammar	
<ul style="list-style-type: none"> Writes verb-preposition combinations <p>e.g. stand up, sit down, think about.</p>	<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>
Competency: Linguistic Grammar	
<ul style="list-style-type: none"> Writes plural forms <p>e.g. the men, five dogs.</p>	<ul style="list-style-type: none"> Uses singular and plural

Competency: Strategic (Conventions)	
<ul style="list-style-type: none"> Spells sight words with increasing accuracy e.g. come, one, yellow. 	<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.
Competency: Strategic (Editing)	
<ul style="list-style-type: none"> Re-reads writing to check and correct spelling e.g. knows when a word “looks wrong” and phonetically attempts to correct. 	<ul style="list-style-type: none"> 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’
Competency: Socio-linguistic	
<ul style="list-style-type: none"> Generates text with some understanding of audience and purpose e.g. “Love your son” on a mother’s day card. 	<ul style="list-style-type: none"> Writes words and phrases to express ideas, thoughts, feelings and needs; e.g. draws/writes in a personal journal (weekend news)
Competency: Discourse	
<ul style="list-style-type: none"> Reproduce text features in own writing e.g. Copies phone number, writes address, completes agenda. Write labels for objects, pictures, and diagrams. e.g. Label countries on a map. 	<ul style="list-style-type: none"> Labels pictures and diagrams, copies patterned sentences and fills in blanks; e.g., I like _____. Connects words using ‘and’ and produces simple sentences; e.g. The dog is black and white.