

## Grades 7-9 Limited Formal Schooling Benchmarks

### Listening

Early	Emerging
<b>Competency: Linguistic (Vocabulary)</b>	
<ul style="list-style-type: none"> <li>Demonstrates understanding of basic conversational vocabulary;</li> </ul> <p>e.g. Use newly learning utility words with in phrases with support.</p>	<ul style="list-style-type: none"> <li>Demonstrates understanding of basic vocabulary with visual support;</li> </ul> <p>e.g. pencil, book, worksheet. (Alberta benchmarks gr. 4-6 Level 1)</p>
<b>Competency: Linguistic (Grammar/Syntax)</b>	
<ul style="list-style-type: none"> <li>Demonstrates understanding of simple commands and phrases;</li> </ul> <p>e.g. the student takes out a pencil and paper when asked to do so</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. 4-6 Level 1)</p>
<ul style="list-style-type: none"> <li>Demonstrates understanding through simple phrases, to simple questions;</li> </ul> <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"> <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. 4-6 Level 1)</p>
<b>Competency: Strategic</b>	
<ul style="list-style-type: none"> <li>Demonstrates listening for cueing words by using one word questions for clarification;</li> </ul> <p>e.g., This? Now?</p>	<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." (Alberta benchmarks gr. 4-6 Level 1)</p>
<b>Competency: Sociolinguistic</b>	
<ul style="list-style-type: none"> <li>Demonstrates understanding of familiar social expressions;</li> </ul> <p>e.g. waves good-bye, shakes hands, nods and smiles</p>	<ul style="list-style-type: none"> <li>Demonstrates understanding of familiar greetings, known gestures and tone of voice;</li> </ul> <p>e.g., Answers "I am fine" to "How are you?" (Alberta benchmarks gr. 4-6 Level 1)</p>
<b>Competency: Discourse</b>	
<ul style="list-style-type: none"> <li>Follows simple routines and one step instructions;</li> </ul> <p>e.g. raises hand when having to go to the</p>	<ul style="list-style-type: none"> <li>Follows classroom routines and one to two step oral instructions with visuals and/or demonstrations;</li> </ul>

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"> <li>Demonstrates understanding of common basic requests;</li> </ul> <p>e.g. gives name, address, phone number</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 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>
<b>Competency: Auditory Discrimination</b>	
<ul style="list-style-type: none"> <li>Distinguishes phonemes, particularly the rime of simple words by repeating the sound;</li> </ul> <p>e.g. “og” of dog, “ack” of black.</p>	<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. 4-6 Level 1)</p>

### Grades 7-9 Limited Formal Schooling Benchmarks Speaking

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

## Grades 7-9 Limited Formal Schooling Benchmarks

### Reading

Early	Emerging
<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 man, men a book, books</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 appropriate time.</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 like the <u>character</u>.”</p>

<b>Competency: Discourse</b>	
<ul style="list-style-type: none"> <li>Understands concepts of print;</li> </ul> <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"> <li>Comprehends simple patterned sentences;</li> </ul> <p>e.g. Student reads a basic story and retells it. The candle is hot. The oven is hot.</p>
<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;</li> </ul> <p>e.g. the, be, to, dig, ant</p>
<b>Competency: Phonological Awareness</b>	
<ul style="list-style-type: none"> <li>Uses phonemic awareness to identify the beginning sound in one syllable words;</li> </ul> <p>e.g. “What sound do you hear at the beginning of bug?” “b”</p>	<ul style="list-style-type: none"> <li>Uses phonemic awareness to blend and segment one syllable words and identify the medial and final sounds;</li> </ul> <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
<b>Competency: Linguistic Vocabulary</b>	
<ul style="list-style-type: none"> <li>Composes high frequency words in context</li> </ul> <p>e.g. Fluently produces words in the preprimer high frequency word list.</p>	<ul style="list-style-type: none"> <li>Uses basic utility vocabulary related to familiar topics and personal experiences;</li> </ul> <p>e.g. body parts, clothing, school objects: ruler, eraser, colours, numbers.</p>
<b>Competency: Linguistic Grammar</b>	
<ul style="list-style-type: none"> <li>Writes verb-preposition combinations</li> </ul> <p>e.g. stand up, sit down, think about.</p>	<ul style="list-style-type: none"> <li>Completes simple patterned sentences and writes phrases and sentences independently using present tense;</li> </ul> <p>e.g. “The plains are flat. The mountains are tall.”</p>
<b>Competency: Linguistic Grammar</b>	
<ul style="list-style-type: none"> <li>Writes plural forms</li> </ul> <p>e.g. the men, five dogs.</p>	<ul style="list-style-type: none"> <li>Uses singular and plural</li> </ul>

<b>Competency: Strategic (Conventions)</b>	
<ul style="list-style-type: none"> <li>Spells sight words with increasing accuracy e.g. come, one, yellow.</li> </ul>	<ul style="list-style-type: none"> <li>Forms letters and numbers with attention to spacing, line and direction, and spells sight words accurately;  e.g., the at red, tree.</li> </ul>
<b>Competency: Strategic (Editing)</b>	
<ul style="list-style-type: none"> <li>Re-reads writing to check and correct spelling  e.g. knows when a word “looks wrong” and phonetically attempts to correct.</li> </ul>	<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>
<b>Competency: Socio-linguistic</b>	
<ul style="list-style-type: none"> <li>Generates text with some understanding of audience and purpose  e.g. “Love your son” on a mother’s day card.</li> </ul>	<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>
<b>Competency: Discourse</b>	
<ul style="list-style-type: none"> <li>Reproduce text features in own writing  e.g. Copies phone number, writes address, completes agenda.</li> <li>Write labels for objects, pictures, and diagrams.  e.g. Label countries on a map.</li> </ul>	<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>