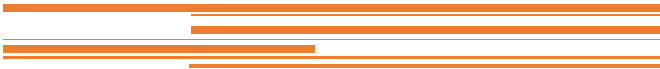




*Common Framework of Reference (CFR)  
Condensed: Grade 8*



Revised October 2020



**PRAIRIE SPIRIT**  
**SCHOOL DIVISION**  
*Learners for Life*

## Introduction:

The following pages are a condensed version of the original CFR documents for reading and writing created in 2015 by the Ministry of Education in partnership with Saskatoon Public School Division.

In order to make the document more user-friendly for classroom teachers, Prairie Spirit School Division sought to create a similar resource that teachers could use for the purposes of assessment, reporting to parents, and directing their teaching practice. Key features are as follows:

1. One document has been created *for each grade* to reduce superfluous material.
2. The rubric is intended to be compact and easy to scan visually as a single two-sided document. The descriptors come straight from the original CFR documents.
3. The rubric is formatted as a checklist for teachers to use as formative assessment.
4. The rubric includes a space for student information so that teachers can print one for each EAL student to easily track their progress.
5. An appendix is included with material referred to in the rubric (ie. Sight word lists, semantic maps, vocabulary templates, etc.).
6. Grade level expectations are included from the original document in order to make it applicable to all students.
7. Writing exemplars from the original document are included to assist teachers in comparing and scoring accuracy, not only for the EAL student but for all students.

The rubrics in this document are intended for teachers as a way of updating parents on student progress during parent teacher interviews and/or for conferring with other teachers on student achievement. **These rubrics are NOT intended to give to parents.**

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## General Overview Grade Eight Writing

A1.1	<p>Grades 8 students at A 1.1 can write the alphabet independently and, with assistance, some simple words. At the A 1.1 stage, students can print their own name, copy/write names of familiar objects, and convey meaning through drawings. They are aware of sound to symbol relationships, often representing a word with its beginning consonant. With assistance, they can write a patterned sentence and can fill in a questionnaire about themselves.</p>
A1.2	<p>Grades 8 students at A 1.2 are beginning, with support, to use subject area vocabulary and descriptive words. Their ideas are beginning to be connected by a topic. They are able to produce simple descriptions of everyday objects, simple informal messages, as well as label diagrams. They are attempting to use capital letters and some punctuation. They are able to produce simple sentences, including questions, in the present tense using familiar, learned patterns.</p>
A2.1	<p>Grades 8 students at A 2.1 use straightforward sentences and expressions to describe such things as their surroundings, their daily activities, and the people around them. They are using descriptive words, singular and plural word forms as well as some prepositions, and transitional words.</p>
A2.2	<p>Grades 8 students at A 2.2 describe personal experiences, common objects, or familiar places using short, straightforward sentences. They are using important connecting words, transitions, and more varied sentence types. They are attempting more advanced types of punctuation.</p>
B1.1	<p>Grades 8 students at B 1.1 have sufficient vocabulary to express themselves on most familiar topics of interest to them. Errors occur, but the intent of the communication is usually clear. B 1.1 students are beginning to use academic vocabulary and are capable of writing multi paragraph compositions in a number of genres.</p>
B1.2	<p>Grades 8 students at B 1.2 can write about familiar topics using comparison and contrast; describe objects of interest including the advantages and disadvantages involved; and present a personal opinion about an issue. These students can write descriptions of a process using appropriate transitional language. Their use of punctuation approaches that of grade level as does their facility to use appropriate conventions and spelling.</p>

Grade 8 CFR Writing Rubric	Student Name:	Primary Language:	Current CFR:
Teacher:	School:	School Year:	Year End CFR:

A1.1 Vocabulary	A1.2 Vocabulary	A2.1 Vocabulary	A2.2 Vocabulary	B1.1 Vocabulary	B1.2 Vocabulary
Writes simple words and very simple sentences, with assistance	Begins to use subject area vocabulary, with assistance	Uses a variety of descriptive words when writing about a familiar topic	Uses prepositions of direction and place (e.g. <i>behind, across from</i> ) Uses some content area vocabulary	Uses some academic vocabulary Uses prepositions with increased accuracy	Frequently uses subject specific vocabulary
Writes words of personal relevance (e.g. <i>mom, dad</i> )	Begins to use descriptive words (e.g. color, shape, size) on familiar topics	Uses content area vocabulary, with support	Uses adjectives and some adverbs to add detail	Writes simple descriptions on a variety of topics or experiences	Uses a variety of words including words with multiple meanings and different word forms
Uses limited descriptive words, with support	Fills in gapped text using a word list of familiar vocabulary Labels a diagram using a word list	Produces personal word lists of familiar or recurring vocabulary	Fills in missing facts, names and subject specific words in simple gapped text		Uses prepositions with accuracy
Labels a diagram or picture using familiar words from a word list		Uses simple prepositions (e.g. <i>in, on</i> )	Writes information on daily life, an event or personal experience, using simple language (e.g. celebrations)		

A1.1 Conventions	A1.2 Conventions	A2.1 Conventions	A2.2 Conventions	B1.1 Conventions	B1.2 Conventions
Writes alphabet independently	Uses word families in writing	Uses phonetic spelling for entire words	Edits own work, with assistance	Demonstrates knowledge of common spelling patterns	Uses grade/age appropriate conventions and spelling, with few errors
Represents sound-symbol relationships for all letters	Uses simple sight words (e.g. <i>and, is, the</i> )	Writes a growing number of sight words with increased accuracy	Spells common high-frequency words with accuracy		
Uses a writing utensil correctly	Begins to use phonetic spelling for most words (beginning and ending consonants)	Demonstrates knowledge of diphthongs (e.g. <i>th, wh, ch</i> )		Edits own work, with little support	Edits own work as well as peer writing
May represent a word using a single letter (e.g. beginning consonant)	Demonstrates knowledge of digraphs			Spells common words accurately	
May not leave separation between words	Demonstrates knowledge of initial and final blends Spells his/her name and address				

A1.1 Mechanics	A1.2 Mechanics	A2.1 Mechanics	A2.2 Mechanics	B1.1 Mechanics	B1.2 Mechanics
Demonstrates little awareness of capitalization and punctuation	Uses capital letters and final punctuation, with errors	Uses capitals and final punctuation, with some errors	Uses capitals and punctuation with greater accuracy	Uses capitals and basic punctuation, with few errors	Demonstrates mastery of capitals and basic punctuation
	Leaves spaces between most words		Begins to use advanced punctuation (e.g. commas, apostrophes, quotes), with support	Uses advanced punctuation (e.g. apostrophes, quotes), with errors	Uses advanced punctuation appropriate to grade level

A1.1 Grammar & Syntax	A1.2 Grammar & Syntax	A2.1 Grammar & Syntax	A2.2 Grammar & Syntax	B1.1 Grammar & Syntax	B1.2 Grammar & Syntax
Uses singular and plural words, with significant support	Uses singular and plurals, with some errors	Uses singular and plural word forms	Uses pronouns, with errors	Demonstrates some faculty with word order and plurals	Demonstrates control of word order and plurals
	Writes in simple present tense using a sentence frame (e.g. <i>I like apples; I can jump</i> )	Writes short sentences in simple past and present continuous tense (e.g. <i>I ate., You are eating.</i> )	Writes short sentences using irregular past (e.g. <i>ate, drank, saw</i> )	Experiments with verb tenses	Uses multiple verb tenses and inflected endings with greater accuracy
	Uses subject-predicate order, with some accuracy	Uses common prepositions of location and direction, with errors	Uses simple grammatical structures accurately	Attempts subject-verb agreement	Uses subject-verb agreement with increasing accuracy Uses irregular past tense with greater accuracy (e.g. <i>sank, ate</i> )

A1.1 Ideas		A1.2 Ideas		A2.1 Ideas		A2.2 Ideas		B1.1 Ideas		B1.2 Ideas	
Relies on visuals or illustrations to convey meaning	Writes brief messages (e.g. birthday note, postcard message)	Writes simple reminders or notes for personal use (journal, school planner)	Provides some concrete details such as where, what and when	Writes short notes asking for or giving simple information	Writes about familiar topics using comparison and contrast words	May write L1 words to communicate	Writes simple information about themselves (e.g. name, age, address)	Writes simple notes of greeting, invitation, thanks or best wishes	Provides descriptions of objects or places using short, direct sentences	Writes simple instructions about familiar procedures, with assistance	Describes objects of interest, explaining the advantages and disadvantages
Writes simple phrases and sentences on topics of personal relevance, with support	Writes simple descriptions of everyday objects (e.g. home, family)	Writes short sentences expressing beliefs, wants and preferences	Writes a summary sentence of a text's main points with a few details	Writes reflections on classroom learnings and learning goals	Presents, in simple sentences, an opinion about an issue or event	Writes straightforward information about themselves in short sentences	Uses simple sentences to describe surroundings, activities, or people	Writes key words during an oral presentation	Writes short, simple descriptions on familiar subjects using adjectives and adverbs	Writes simple instructions about familiar procedures using transitional language	
		Writes an explanation of where they live and how to get there, with visual	Exchanges useful information via emails or notes with friends	Writes about story elements using a graphic organizer				Provides personal reactions to a piece of age-appropriate literature	Summarizes simple text on familiar subjects	Provides details about story elements (e.g. setting, plot) using a graphic organizer	
										Provides personal reactions to class work or experiments in a learning journal	

A1.1 Organization		A1.2 Organization		A2.1 Organization		A2.2 Organization		B1.1 Organization		B1.2 Organization	
Uses left to right directionality	Begins to connect ideas by topic	Writes an introduction and/or conclusion, with assistance	Writes straightforward text using transitional words to indicate chronological order (e.g. <i>then, after</i> )	Describes everyday places, objects, events using complete sentences that are connected and clearly written	Sequences text logically	Writes on the line	Begins to use 'and' as a connecting word	Begins to use transition words (e.g. <i>first, next, then</i> ), with assistance	Devises a timeline for a topic	Sequences text, generally on one topic	Writing is concise
		Organizes text by chronological sequence, with support						Writes on a single topic			

A1.1 Form		A1.2 Form		A2.1 Form		A2.2 Form		B1.1 Form		B1.2 Form	
Writes patterned sentences, with support	Writes simple sentences using a familiar learned pattern	Uses compound sentences, with overuse of conjunctions (e.g. <i>and, then</i> )	Writes straightforward questions	Writes complex sentences and experiments with linking shorter elements into a linear sequence	Writes a short descriptive, narrative or expository text	Copies or writes own name	Copies or writes words and simple phrases being learned in class	Copies dates and facts from short simple text	Writes simple stories	Produces writing in more than one genre (e.g. report, journal)	Writes short summaries of narrative or expository text including audio-visual
Labels a diagram or illustration using familiar words from a list	Writes simple questions, following a model	Writes a simple paragraph, with assistance	Writes compound sentences	Writes a series of paragraphs on one topic	Writes in more advanced forms (e.g. compare/contrast, problem/solution)	Copies or writes labels on familiar objects in a picture or diagram	Responds to simple questions using a sentence frame	Writes and responds to simple questions	Writes complex sentences, with assistance	Uses the writing process	Writes a detailed paragraph
Copies short written text from the board	Copies facts from short, simple texts	Uses parts of the writing process	Writes a simple paragraph	Sometimes demonstrates awareness of an audience	Writes a five-paragraph essay, with support	Copies words being learned in class	Writes a simple paragraph alongside teacher		Writes about class work in a learning journal, using a writing frame		Writes personal letters describing feelings, experiences and reactions
	Uses part of the writing process (e.g. prewriting) with assistance		Writes about class work in a learning journal, using a writing frame					Writes about class work in a learning journal, using a writing frame	Writes about class work in a learning journal, using a writing frame		Recounts personal experiences
			Writes about class work in a learning journal, using a writing frame					Writes about class work in a learning journal, using a writing frame	Writes about class work in a learning journal, using a writing frame		Writes a variety of sentence types
			Writes about class work in a learning journal, using a writing frame					Writes about class work in a learning journal, using a writing frame	Writes about class work in a learning journal, using a writing frame		Demonstrates awareness of audience

## ENGLISH LANGUAGE ARTS (ELA) WRITING EXPECTATIONS - GRADE 8

**A Grade Eight student meeting curricular expectations is performing at level four of the six level ELA curriculum rubric. The student writes compositions that are clear and straightforward. The compositions are adequately developed, appropriate to purpose, and show an awareness of audience. The student demonstrates control over the language elements and techniques. Minor errors, though noticeable, do not impede communication.**

<p>VOCABULARY</p> <ul style="list-style-type: none"> <li>• Knowledge of words</li> <li>• Word choice</li> </ul>	<ul style="list-style-type: none"> <li>✓ Uses words appropriate for audience, purpose, and context.</li> <li>✓ Uses specific words and synonyms for variety.</li> <li>✓ Uses words figuratively (e.g., similes, metaphors, and personification) and for imagery.</li> </ul>
<p>CONVENTIONS</p> <ul style="list-style-type: none"> <li>• Spelling</li> <li>• Phonemic awareness</li> <li>• Print knowledge</li> </ul>	<ul style="list-style-type: none"> <li>✓ Spells most grade appropriate words correctly.</li> <li>✓ Uses Canadian spellings.</li> <li>✓ Selects and uses a variety of spelling strategies and resources.</li> <li>✓ Uses legible cursive handwriting.</li> <li>✓ Arranges and balances words and visuals as well as fonts (typefaces/print) to send coherent, clear messages.</li> </ul>
<p>MECHANICS</p> <ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Capitalization</li> </ul>	<ul style="list-style-type: none"> <li>✓ Uses appropriate capitalization and correct and effective punctuation (such as periods, commas, semicolons, quotation marks, colons, dashes, and hyphens).</li> <li>✓</li> </ul>
<p>GRAMMAR AND SYNTAX</p>	<ul style="list-style-type: none"> <li>✓ Ensures sentences are complete, interesting, and on topic.</li> <li>✓ Uses clear sentence structures that contain a verb and its subject.</li> <li>✓ Attends to subject-verb agreement and noun-pronoun agreement.</li> <li>✓ Ensures sentences use appropriate verb tense.</li> </ul>
<p>IDEAS</p> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Details</li> <li>• Clarity</li> </ul>	<ul style="list-style-type: none"> <li>✓ Provides relevant details, examples, and explanations.</li> <li>✓ Uses paragraphs that have main ideas and supporting details.</li> </ul>
<p>ORGANIZATION</p> <ul style="list-style-type: none"> <li>• Sequencing</li> <li>• Coherence</li> <li>• Transitioning</li> </ul>	<ul style="list-style-type: none"> <li>✓ Maintains focus from beginning to end providing a clear sequence with related ideas grouped together.</li> <li>✓ Uses subordination to show the relationship between ideas (e.g., because, although, when).</li> <li>✓ Uses a variety of transitional words.</li> <li>✓ Combines closely related ideas into compound structures using conjunctions or joining words.</li> <li>✓ Includes appropriate, required text features (e.g., titles, headings, illustrations).</li> </ul>
<p>FORM</p> <ul style="list-style-type: none"> <li>• Following models</li> <li>• Using different genres</li> <li>• Using sentence variety</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understands and uses a range of standard forms for texts including paragraphs and multi-paragraph compositions.</li> <li>✓ Uses common organizational patterns within texts (e.g., chronological, cause/effect, enumerative, comparison/contrast, etc.).</li> <li>✓ Crafts strong leads and effective conclusions.</li> <li>✓ Varies sentence beginnings.</li> <li>✓ Creates a variety of written text including personal narratives, responses or reactions to texts stories, reports, articles, introductions, instructions, explanations, letters, scripts, and poems.</li> <li>✓ Writes multi-paragraph (minimum of five paragraphs) compositions of at least 500-800 words.</li> </ul>

## LEARNER WRITING EXEMPLARS: GRADES 8

### Learner Profile for EAL A 1.1

Khubaibii is a Grade Eight student whose writing is at the A 1.1 level.

I like

- 1 Basketball is not easy.
- 2 Football is fun.
- 3 Volleyball is well.
- 4 ~~baseball~~ Table tennis is easy.
- 5 Badminton is ~~the~~ my favourite sport.

In the writing sample, you will see that Khubaibi:

- Writes simple sight words and very simple sentences with assistance;
- Uses limited descriptive words with support;
- Writes simple phrases and sentences on topics of personal relevance if provided with support;
- Uses left to right directionality;
- Writes on the paper's lines;
- Writes patterned sentence with assistance;
- Writes own name.

### Learner Profile for EAL A 1.2

Fariha is a Grade Seven student whose writing is at the A 1.2 level.

Physical activity

(Gym) = I think because <sup>its</sup> make body active also if the gym is outdoor in summer its so fun because we have a fresh air, health body active. it make me power for a day.

(Race) = I think because if we run look like all part of body go active. And i like run and race with my friend, brother because run make me to do fast work as you can.

(Tourment) = Tourment, challenge, race, careful don't get hurt, hardwork, playing sport, do you home work its come all in my life not one time its come again.

(Tourment) = Tourment is thing we all do an an life do an our life. we partice and partice two compete partice and challenge

In the writing sample, you will see that Fariha:

- Is beginning to use subject area vocabulary when given assistance;
- Uses some simple sight words (and, is);
- Attempts to represent simple words phonetically, particularly beginning and ending consonants (tourmant, partice);
- Spells own name;

- Attempts capital letters and final punctuation with some errors;
- Uses subject followed by predicate order with some accuracy;
- Is beginning to connect ideas by topic.

### Learner Profile for EAL A 2.1

Matt is a Grade Eight student whose writing is at the A 2.1 level.

#### Healthy student

The student need to eat healthy food like fruits, vegetables and vitamins. They need to exercise everyday to make stronger and eat a different foods. If you eat Junkfood not to mind. Students need exercise like yoga, jog, sport, swimming and more. Eat a healthy breakfast like, eggs, pancake, apple and more. We need sleep, to don't tired and stop playing video games at night because you can't remember because you forgot how to study, read and to count numbers and we can't learned. If you go to school your faces look tired and you don't know what your doing and you make a trouble.

I'm gonna say eat healthy and exercise every morning and you feel good.

In the writing sample, you will see that Matt:

- Uses a variety of descriptive words when writing about a familiar topic (different, healthy, tired);
- Uses content area vocabulary if given support (study, read, count, numbers);
- Writes a growing number of sight words with increasing accuracy;
- Uses capitalization and final punctuation ;
- Uses singular and plural word forms;
- Writes short sentences expressing beliefs, wants, and/or preferences;
- Uses straightforward sentences and expressions to describe daily activities;
- Writes an introduction and/or conclusion if given assistance;
- Writes on a single topic;
- Writes a simple paragraph if given assistance.



## Learner Profile for EAL A 2.2

Omar is a Grade Seven student whose writing is at the A 2.2 level.

Change your lifestyle.

Change your lifestyle doesn't really always means change your whole life, but it means to keep your self healthy. Healthy means to always be active, join sports, jog, and walk but you know what, every single <sup>things</sup> that I told you don't have to do all at a time. Let's get on some healthy food to eat instead of eating junk food because junk food is not good for eat. You should need to eat fruits and vegetable to keep your self healthy.

I saw sometime when people are starting to get old, they can't walk how they used to be, but some of them can because they were active in past.

So start working hard on your physical activities and life style.

In the writing sample, you will see that Omar:

- Has sufficient vocabulary to provide information on an aspect of daily life using simple language.
- Uses pronouns Spells common, high-frequency words with increasing accuracy
- Uses capitals and basic punctuation with increasing accuracy and is beginning to use more advanced punctuation such as commas and apostrophes
- Uses pronouns ( they, them, your)
- Uses simple grammatical structures accurately
- Writes a summary sentence of a text's main points
- Writes a simple paragraph

## Learner Profile for EAL B 1.1

Tatum is a Grade Seven student writing at the B 1.1 level.

### Importance of a healthy lifestyle

It is really important to have a healthy life. Maybe for your family, friends, the world, etc. If you have a good life you can have fun and enjoy everything in the world. You'll feel like you can do anything and strong.

If you want a healthy life you have to do at least one hour of proper exercises like playing volleyball, basketball, hockey, etc. or joining any physical activity like biking, canoeing, running with your family, friends and neighbours.

You also have to eat healthy foods like, right amount of water, vegetable, fruits, protein, iron, calcium, etc. They'll give you right amount of energy to choose your healthy lifestyle.

But, you really need a healthy nature/environment to freshen up your mind. If you have fresh mind you can eat, think or do what ever you want calmly. We need oxygen to breathe. So, if there is enough tree you can breathe and feel the coolness of nature.

Anything wouldn't matter if you don't choose the healthy choices. By saying healthy choices, I meant, drug/alcohol free life. Choosing shelter in a good environment and making good friends. If you don't choose a friend who is careful about healthy choices, thinks good and helps you make good choices, it would be hard for you.

If you follow or have made choices like above, you'll have a healthy life. You'll feel healthy and make everyone around you happy and healthy.

In the writing sample, you will see that Tatum:

- Uses some academic vocabulary
- Has sufficient vocabulary to write simple descriptions on a number of varied topics of interest;
- Demonstrates knowledge of common spelling patterns;
- Spells common words accurately;
- Uses more advanced knowledge of advanced punctuation such as commas and apostrophes ;
- prepositions with increased accuracy (our, my, they);
- Demonstrates some facility with word order;
- Adds details and explanations with support;
- Summarizes simple text on familiar subjects;
- Writes a series of paragraphs on one topic;
- Writes complex sentences.

## Learner Profile for EAL B 1.2

Emil is a Grade Eight student writing at the B 1.2 level.

### Let's see the Healthy life style and Physical activities

I am writing a proposal about Physical activities and Healthy life style. In schools, or at home people should do exercises or other Physical activities to make them-selves healthy and not sick. Also, everyone should eat healthy food, but with limits because if you eat over limit then you will be sick and over weight. It will be also really hard to exercise and loss weight. So, these two things are very difficult to do but, still people should do these things to protect them from sickness.

Physical activities makes people life much easier because then they get really active to so anything. In school, students have gym and recess to make them physical. They should also have physical activities in class, like make them do exercise after a while, when they are tired. If people aren't active physically then in their life, when they will do Job they need to be active to their family and them-self healthy. There are differnet things that everyone can do to make them-selves perfectly fit. An additionally, watch television less than 40 minutes so it will not effect our eyes and our health.

Healthy life style is really important thing that we have to do everyday. To make your-self healthy, you need to eat healthy food not over balanced following the food guide. If you were eating junck fod then you will get sick and weak. Also, if you smoke or drug, it also effect you body, health and you will get diseases. Parents should put healthy food on the table and the children can get them from the table because children will see the food on the table everyday so then they won't eat junck food and they woll get use to the food.

The benifits for physical and healthy lifestyle is that you can live much longer and will have great skin, pretty hair and the kids will get tall by eating healthy food. If you just eat and do nothing after that then u will be sick because your weight will grow and your will get effections. So, you have to exercises after eating to make your weight balanced and stay fit in your life. It's really great to make you and your family healthy and physically active, they both help you furthur in you life.

In the writing sample, you will see that Emil:

- Uses academic vocabulary on a frequent basis;
- Uses advanced punctuation appropriate to grade level ;
- Uses multiple verb tenses with increasing accuracy;
- Writes about familiar topics using comparisons and contrasts;
- Presents, in simple sentences, a personal opinion about an issue or an event;
- Sequences text thoughtfully;
- Writes short descriptive text;
- Writes using a variety of sentence types;
- Writes a detailed paragraph and a multi-paragraph composition with some support.

## General Overview Grade Eight Reading

<b>A1.1</b>	<b>Grades 8 students at A 1.1 can mimic phonemes and recognize the sound-symbol relationships of most letters. They are beginning to recognize and understand pre-taught vocabulary and may read line by line, but without regard for punctuation.</b>
<b>A1.2</b>	<b>Grades 8 students at A 1.2 recognize word families. They can distinguish between factual and fictional text. They are beginning to identify medial vowel sounds as well as segment and blend phonemes. They read in chunks or phrases and can engage in choral reading.</b>
<b>A2.1</b>	<b>Grades 8 students at A 2.1 understand common phonetic rules. They are beginning to use expression when re-reading familiar text and use simple punctuation like the colon and the quotation mark to guide that expression. They can return to text and self-correct in order to ensure meaning. They begin to use context clues to work out unknown words.</b>
<b>A2.2</b>	<b>Grades 8 students at A 2.2 can manipulate words by adding or removing phonemes. They regularly use context clues to decipher the meaning of unknown words. They are beginning to read familiar text with appropriate speed, expression, phrasing and intonation. They are starting to use key words, diagram, graphs and illustrations to support reading comprehension.</b>
<b>B1.1</b>	<b>Grades 8 students at B 1.1 are beginning to interpret literal and non-literal meanings of words and phrases and understand the use of figurative language. They can demonstrate understanding of text by creating notes, summaries and/or reports. Students at this level can use key words, diagrams, graphs and illustrations to support reading comprehension. They can decode most grade-appropriate words.</b>
<b>B1.2</b>	<b>Grades 8 students at B 1. 2 understand most vocabulary in grade level text. Students at this level are able to adjust their reading rate according to the purpose and difficulty of the text. They select and apply a variety of comprehension strategies according to the nature of the text. They are able to identify faulty reasoning, persuasion and propaganda in text.</b>

Grade 8 CFR Reading Rubric	Student Name:	Primary Language:	Current CFR:
Teacher:	School:	School Year:	Year End CFR:

A1.1 Phonological and Phonemic Awareness		A1.2 Phonological and Phonemic Awareness		A2.1 Phonological and Phonemic Awareness		A2.2 Phonological and Phonemic Awareness		B1.1 Phonological and Phonemic Awareness		B1.2 Phonological and Phonemic Awareness	
Identifies beginning sounds of words	Identifies, produces and recognizes end sounds of words	Identifies and recognizes medial vowel sounds in words	Identifies and recognizes final blends (e.g. <i>nd, mp</i> )	Recognizes diphthongs (e.g. <i>ow, oo, oi</i> )	Demonstrates competence in grade appropriate skills related to phonological and phonemic awareness						
Identifies and produces all sounds of the alphabet	Begins to identify and recognize medial vowel sounds in words	Identifies and recognizes most beginning blends	Recognizes common vowel digraphs (e.g. <i>ee, oa</i> )	Recognizes trigraphs (e.g. <i>sch-, squ</i> )							
Mimics phonemes	Identifies and recognizes beginning digraphs (e.g. <i>th, sh, ch</i> )	Begins to identify and recognize final blends (e.g. <i>-nd, -mp</i> )	Begins to identify and recognize diphthongs (e.g. <i>ow, oo, oi</i> )	Begins to recognize irregular spellings (e.g. <i>ph-, -ough</i> )							
Recites the alphabet	Identifies and recognizes common Beginning blends (e.g. <i>bl, tr, st, sk</i> )	Begins to recognize common vowel digraphs (e.g. <i>ee, oa</i> )	Begins to recognize trigraphs (e.g. <i>sch-, str</i> )								
Recognizes sound-symbol relationship of most letters	Begins to segment and blend phonemes (e.g. <i>d-o-g = dog</i> ) and graphemes	Identifies and recognizes rhyming words	Generates some rhyming words								
Recognizes most beginning sounds of words	Segments polysyllabic words	Identifies and recognizes inflected endings (e.g. <i>-s, -ing</i> )	Manipulates words by adding or removing phonemes								
	Recognizes word families (e.g. <i>cat, hat</i> )	Segments and blends most common graphemes	Recognizes rhyming words with differing spelling (e.g. <i>sneeze, Belize</i> )								
		Knows common phonetic rules (e.g. silent e)									

A1.1 Vocabulary		A1.2 Vocabulary		A2.1 Vocabulary		A2.2 Vocabulary		B1.1 Vocabulary		B1.2 Vocabulary	
Relies on illustrations to make meaning and identify unknown words	May substitute a word with a different tense (e.g. <i>I seed vs. I saw</i> )	Begins to use context clues to solve unknown words	Regularly uses context clues to solve unknown words	Begins to use print or electronic references (e.g. dictionary, thesaurus, online resources)	Uses print or electronic references (e.g. dictionary, thesaurus, online resources)						
May substitute alternate word based on an illustration (e.g. <i>forest vs. trees</i> )	May interchange masculine/feminine words (e.g. <i>he/she</i> )	Understands the meaning of most inflected endings (e.g. <i>-ed</i> is used for past tense)	Begins to examine word structure to determine meaning using simple affixes (e.g. <i>-un, -ly</i> )	Examines word structure to determine meaning using simple affixes (e.g. <i>-un, -ly</i> )							
May only identify objects in illustration	Understands the meaning of some inflected endings (e.g. <i>-s</i> , is used for plural)	Begins to recognize homonyms and homophones	Dissects compound words to predict meaning								
Understands environmental labels (e.g. calendar, word wall)	Uses a graphic organizer to illustrate meaning of word from text	Uses an illustrated dictionary to look up meaning of words	Uses a graphic organizer to define word from text	Begins to create semantic maps to convey word relationships							
Begins to recognize and understand pre-taught vocabulary	Begins to recognize cognates	Begins to dissect compound words to predict meaning	Recognizes homonyms and homophones	Begins to identify analogies (e.g. <i>dog/mammal; parrot/bird</i> )							
	Begins to classify and categorize words into sets or groups	Uses a graphic organizer to define word from text, with support	Uses a graphic organizer to provide synonym/ antonym for word from text	Begins to use strategies (e.g. examples, comparisons) to clarify meanings of new concepts in content area texts							
	Recognizes and understands pre-taught vocabulary	Begins to apply knowledge of cognates	Regularly applies knowledge of cognates	Begins to interpret literal and non-literal meanings of words and phrases	Creates semantic maps to convey word relationships						
		Classifies and categorize words into sets or groups	Begins to understand "shades" of meaning in related words (e.g. <i>shouted, hollered</i> )	Begins to understand use of figurative language (e.g. idioms, similes, metaphors)							
				Understands "shades" of meaning in related words (e.g. <i>shouted, hollered</i> )							

A1.1 Visual Processing		A1.2 Visual Processing		A2.1 Visual Processing		A2.2 Visual Processing		B1.1 Visual Processing		B1.2 Visual Processing	
Understands left-right directionality	Reads patterned and predictable text	Regularly uses text features (e.g. title, illustrations)	Begins to use advanced text features (e.g. glossary, table of contents, headings)	Uses advanced text features (e.g. glossary, table of contents, headings)	Regularly uses sources of reference found in text to enhance comprehension						
May track word by word	Begins to use text features (e.g. title, illustrations, author)		Begins to use key words, diagrams, graphs and illustrations to support reading comprehension	Uses key words, diagrams, graphs and illustrations to support reading comprehension							
Uses patterns to read predictable text	Distinguishes between fictional and factual text										

A1.1 Fluency		A1.2 Fluency		A2.1 Fluency		A2.2 Fluency		B1.1 Fluency		B1.2 Fluency	
Reads in 2-3 word phrases	Reads in chunks or phrases	Reads in chunks or phrases	Uses simple punctuation to guide expression (e.g. ?,!)	Begins to use advanced punctuation to guide expression and phrasing (e.g. ?, !)	Uses expression when re-reading familiar text	Begins to read familiar text with appropriate speed, expression, phrasing and intonation	Uses advanced punctuation to guide expression and phrasing (e.g. ? ""')	Reads with increasingly appropriate speed, expression, phrasing, and intonation	Demonstrates automaticity (i.e. automatic recognition of words)	Adjusts reading rate according to the purpose and difficulty of the text	
May read line by line without regard for punctuation	Decodes simple CVC and CCVC words	Engages in choral reading	Engages in choral reading	Decodes words with common phonetic rules (e.g. silent e)	Decodes words with common phonetic rules (e.g. silent e)	Begins to demonstrate automaticity (i.e. automatic recognition of words)	Begins to demonstrate automaticity (i.e. automatic recognition of words)	Decodes most grade appropriate words			
Engages in choral reading, with errors	Engages in choral reading	Engages in choral reading	Engages in choral reading	Engages in choral reading	Engages in choral reading	Engages in choral reading	Engages in choral reading	Engages in choral reading	Engages in choral reading	Engages in choral reading	Engages in choral reading
Recognizes 75 or more sight words	Recognizes 150 or more sight words	Recognizes 150 or more sight words	Recognizes 150 or more sight words	Recognizes 150 or more sight words	Recognizes 150 or more sight words	Recognizes 150 or more sight words	Recognizes 150 or more sight words	Recognizes 150 or more sight words	Recognizes 150 or more sight words	Recognizes 150 or more sight words	Recognizes 150 or more sight words

A1.1 Comprehension pre-reading		A1.2 Comprehension pre-reading		A2.1 Comprehension pre-reading		A2.2 Comprehension pre-reading		B1.1 Comprehension pre-reading		B1.2 Comprehension pre-reading	
Engages in a picture walk, with support	Activates prior knowledge	Activates prior knowledge	Generates and answers simple questions (e.g. 5 W's)	Generates and answers deep thinking questions	Demonstrates an awareness of genre (e.g. folk tales, comics)	Uses personal experiences, content knowledge and knowledge of similar text to make predictions, with support	Sets purpose for reading	Uses personal experiences, content knowledge and knowledge of similar text to make predictions	Examines key vocabulary prior to reading to support comprehension	Selects and applies a variety of comprehension strategies, according to the nature of the text	
Activates prior knowledge, with guidance (e.g. completes KWL)	Generates and answers simple questions (e.g. 5 W's)	Generates and answers simple questions (e.g. 5 W's)	Uses text features (e.g. title, illustrations) to predict content	Understands purpose for reading	Understands purpose for reading	Scans text to find information	Scans text to find information	Examines key vocabulary prior to reading to support comprehension	Examines key vocabulary prior to reading to support comprehension	Examines key vocabulary prior to reading to support comprehension	Examines key vocabulary prior to reading to support comprehension
Asks questions, with assistance	Uses text features (e.g. title, illustrations) to predict content	Uses text features (e.g. title, illustrations) to predict content	Evaluates a text to determine readability, with support	Selects and evaluates text for purposefulness, with support (e.g. choosing a research book)	Selects and evaluates text for purposefulness, with support (e.g. choosing a research book)	Skims text to develop a general idea of content	Skims text to develop a general idea of content	Skims text to develop a general idea of content	Skims text to develop a general idea of content	Skims text to develop a general idea of content	Skims text to develop a general idea of content
	Evaluates a text to determine readability, with support	Evaluates a text to determine readability, with support	Evaluates a text to determine readability, with support	Evaluates a text to determine readability, with support	Evaluates a text to determine readability, with support	Reads and evaluates synopsis, with support	Reads and evaluates synopsis, with support	Reads and evaluates synopsis, with support	Reads and evaluates synopsis, with support	Reads and evaluates synopsis, with support	Reads and evaluates synopsis, with support

A1.1 Comprehension during reading		A1.2 Comprehension during reading		A2.1 Comprehension during reading		A2.2 Comprehension during reading		B1.1 Comprehension during reading		B1.2 Comprehension during reading	
Uses illustrations to recognize next topic	Makes text-self connections	Makes text-self connections	Makes and reflects on some predictions based on illustrations	Makes text-text connections	Makes and reflects on predictions based on illustrations and storyline	Makes text-world connections, with support	Identifies author's intent	Make text-world connections	Differentiates fact from opinion, using extracts from the text	Recognizes author's techniques (e.g. foreshadowing)	
Makes text to self-connections, with guidance	Makes and reflects on some predictions based on illustrations	Makes and reflects on some predictions based on illustrations	Backtracks in text to self-correct to ensure meaning, when prompted	Makes predictions on solutions to problems raised in a story	Makes predictions on solutions to problems raised in a story	Identifies author's intent	Makes and reflects on predictions based on illustrations, storyline, prior knowledge and personal experience	Regularly makes connections while reading	Monitors vocabulary comprehension	Recognizes author's devices (e.g. personification, symbolism)	
	Backtracks in text to self-correct to ensure meaning, when prompted	Backtracks in text to self-correct to ensure meaning, when prompted	Backtracks in text to self-correct to ensure meaning, when prompted	Begins to construct mental images	Begins to construct mental images	Constructs mental images	Constructs mental images	Monitors vocabulary comprehension	Identifies point of view in narrative	Identifies point of view in narrative	Identifies point of view in narrative
	Backtracks to self-correct to ensure meaning	Backtracks to self-correct to ensure meaning	Backtracks to self-correct to ensure meaning	Backtracks to self-correct to ensure meaning	Backtracks to self-correct to ensure meaning	Begins to understand complex sentence structure	Begins to understand complex sentence structure	Realizes when more information is required to understand text	Understands complex sentence structure	Understands complex sentence structure	Understands complex sentence structure

A1.1 Comprehension post-reading		A1.2 Comprehension post-reading		A2.1 Comprehension post-reading		A2.2 Comprehension post-reading		B1.1 Comprehension post-reading		B1.2 Comprehension post-reading	
Reflects on new learning, with guidance (e.g. adding to KWL)	Reflects on new learning (e.g. adding to KWL)	Reflects on new learning (e.g. adding to KWL)	Infers character's feelings, with support	Infers characters feelings	Hypothesizes how characters could have behaved differently, with support	Discusses characters' feelings and provides evidence from text	Hypothesizes how characters could have behaved differently	Empathizes with character's feelings and motivations	Understands writing techniques appropriate to genre (e.g. humour)	Evaluates author's techniques to influence readers' perspectives (e.g. creating an appealing character)	
Identifies main character and setting in a story	Infers character's feelings, with support	Infers character's feelings, with support	Revisits text to find important information	Identifies problem and solution	Begins to identify the moral of the story	Understands writing techniques appropriate to genre (e.g. humor), with support	Understands writing techniques appropriate to genre (e.g. humor), with support	Justifies preference for a book	Explains writer's use of specific words to convey meaning (e.g. <i>shouted, cried</i> )	Evaluates author's style of writing	
Demonstrates basic knowledge of text by retelling one or two main points	Identifies problem and solution, with support	Identifies problem and solution, with support	Demonstrates basic knowledge of text by retelling main points and one or two supporting details	Identifies simple cause-effect, with support	Identifies simple cause-effect, with support	Explains writer's use of specific words to convey meaning (e.g. <i>shouted, cried</i> ), with support	Explains writer's use of specific words to convey meaning (e.g. <i>shouted, cried</i> ), with support	Explains writer's use of specific words to convey meaning (e.g. <i>shouted, cried</i> )	Begins to evaluate author's techniques to influence readers' perspectives (e.g. creating an appealing character)	Reflects and revises opinion based on new understandings	
	Demonstrates basic knowledge of text by retelling main points and one or two supporting details	Demonstrates basic knowledge of text by retelling main points and one or two supporting details	Demonstrates basic knowledge of text by retelling main points and one or two supporting details	Justifies preference for a book, with support	Justifies preference for a book, with support	Identifies simple cause-effect relationships	Identifies simple cause-effect relationships	Begins to evaluate author's techniques to influence readers' perspectives (e.g. creating an appealing character)	Uses critical analysis to determine bias, with support	Uses critical analysis to determine bias	
	Begins to identify structural features of popular multimedia (e.g. newspaper, magazines)	Begins to identify structural features of popular multimedia (e.g. newspaper, magazines)	Begins to identify structural features of popular multimedia (e.g. newspaper, magazines)	Begins to identify structural features of popular multimedia (e.g. newspaper, magazines)	Begins to identify structural features of popular multimedia (e.g. newspaper, magazines)	Identifies the moral of a story	Identifies the moral of a story	Demonstrates understanding of text by creating notes, summaries or reports	Demonstrates understanding of text by creating notes, summaries or reports	Determines the adequacy of evidence for an author's conclusions	
	Makes and reflects upon ongoing predictions based on illustrations, storyline, prior knowledge and personal experiences	Makes and reflects upon ongoing predictions based on illustrations, storyline, prior knowledge and personal experiences	Makes and reflects upon ongoing predictions based on illustrations, storyline, prior knowledge and personal experiences	Makes and reflects upon ongoing predictions based on illustrations, storyline, prior knowledge and personal experiences	Makes and reflects upon ongoing predictions based on illustrations, storyline, prior knowledge and personal experiences	Compares and contrasts different texts	Compares and contrasts different texts	Defines how tone or meaning is conveyed in poetry (e.g. sentence structure, rhythm)	Defines how tone or meaning is conveyed in poetry (e.g. sentence structure, rhythm)	Analyzes sequential organization of text (e.g. chronological, order of importance)	
	Demonstrates knowledge of text by retelling main points and a few supporting details	Demonstrates knowledge of text by retelling main points and a few supporting details	Demonstrates knowledge of text by retelling main points and a few supporting details	Demonstrates knowledge of text by retelling main points and a few supporting details	Demonstrates knowledge of text by retelling main points and a few supporting details	Begins to demonstrate understanding of text by creating notes, summaries or reports	Begins to demonstrate understanding of text by creating notes, summaries or reports	Demonstrates knowledge of text by summarizing and synthesizing main points and key supporting details	Demonstrates knowledge of text by summarizing and synthesizing main points and key supporting details	Identifies faulty reasoning, persuasion, and propaganda in text	
	Demonstrates knowledge of text by retelling main points and supporting details	Demonstrates knowledge of text by retelling main points and supporting details	Demonstrates knowledge of text by retelling main points and supporting details	Demonstrates knowledge of text by retelling main points and supporting details	Demonstrates knowledge of text by retelling main points and supporting details	Demonstrates knowledge of text by retelling main points and supporting details	Demonstrates knowledge of text by retelling main points and supporting details	Demonstrates knowledge of text by summarizing and synthesizing main points and key supporting details	Demonstrates knowledge of text by summarizing and synthesizing main points and key supporting details	Demonstrates knowledge of text by summarizing and synthesizing main points and a range of supporting details	

## ENGLISH LANGUAGE ARTS (ELA) READING EXPECTATIONS – GRADE 8

A grade 8 student performing at level 4 of the 6 level ELA curriculum rubric reads and responds to a range of contemporary and traditional grade-level texts in a variety of forms and for a variety of purposes including for learning, interest and enjoyment. A student at this level comprehends most of what is read and demonstrates an adequate understanding of ideas, information, concepts and/or themes. They demonstrate an awareness of a range of task-relevant strategies before, during and after reading and sense when there is a comprehension breakdown making an effort to correct.

<b>Phonics &amp; Phonemic Awareness</b>	<ul style="list-style-type: none"> <li>✓ Recognizes and comprehend sound-symbol relationships.</li> <li>✓ Recognizes and comprehends the stress, pitch and juncture of a word,</li> <li>✓ Recognizes and explains onomatopoeia and alliterative words.</li> </ul>
<b>Vocabulary Acquisition</b>	<ul style="list-style-type: none"> <li>✓ Recognizes and comprehends affixes and root words.</li> <li>✓ Recognizes and comprehends words that are appropriate to the audience, purpose and context and capture a particular aspect of intended meaning.</li> <li>✓ Recognizes synonyms used for variety.</li> <li>✓ Uses context, prefixes, suffixes, root words, sounds and reference tools including dictionaries, thesauri and handbooks to determine meanings of words.</li> <li>✓ Recognizes words used figuratively and for imagery.</li> </ul>
<b>Visual Processing</b>	<ul style="list-style-type: none"> <li>✓ Recognizes and comprehends word patterns.</li> <li>✓ Recognizes and explains how structures and features of texts can work to shape understanding including form/genre, artistic devices (e.g., personification, figurative language including similes and metaphors, exaggeration, symbolism), elements (e.g., point of view, conflict, theme, supporting elements) and text features (e.g., credits, headings, diagrams, columns, pull-quotes and sidebars)</li> <li>✓ Understands a range of standard forms for texts including paragraphs and multi-paragraph compositions.</li> <li>✓ Recognizes common organizational patterns within texts (e.g., chronological, enumerative, problem/solution, cause/effect and comparison/contrast).</li> <li>✓ Understands how author organized text to achieve unity and coherence.</li> <li>✓ Uses structural cues within text such as transitional words to construct meaning.</li> <li>✓ Recognizes the author’s use of language and language register (i.e., formal, informal, colloquial, jargon, slang and cliché).</li> <li>✓ Recognizes and comprehends:             <ul style="list-style-type: none"> <li>• complete, interesting and clear sentence structures that contain a verb and its subject.</li> <li>• compound and complex sentences used for variety, interest and effect.</li> <li>• effective use of qualifiers.</li> <li>• appropriate subordination and modification.</li> <li>• effective punctuation including periods, commas, semicolons, quotation marks, colons, dashes and hyphens.</li> <li>• effective capitalization.</li> </ul> </li> <li>✓ Recognizes rhetorical techniques and craft of text (e.g., hyperbole, parallelism, colour, repetition).</li> <li>✓ Identifies how texts were constructed, shaped and produced.</li> </ul>

<p><b>Fluency</b></p>	<ul style="list-style-type: none"> <li>✓ Reads grade 8 appropriate texts orally and silently for enjoyment and to increase fluency and expression. Reads text at 140-180 wcpm orally and 180-230 wcpm silently.</li> <li>✓ Reads independently and demonstrates comprehension of a variety of information texts.</li> <li>✓ Adjusts reading rates according to the text complexity and purpose.</li> </ul>
<p><b>Comprehension: <i>pre-reading</i></b></p>	<ul style="list-style-type: none"> <li>✓ Selects, independently, texts that address learning needs and interests.</li> <li>✓ Reads a variety of visual, print and multi-media (including digital) texts that address grade-level themes and issues related to identity, social responsibility and efficacy.</li> <li>✓ Selects and uses appropriate pre-reading strategies including: <ul style="list-style-type: none"> <li>• Activates and builds prior knowledge (e.g., reviews what is known and what has been learned about subject of text; Identifies what needs to be learned from text to fill in gaps).</li> <li>• Generates questions to guide reading (e.g., surveys text and asks questions about it; forms implicit questions and searches for answers in text).</li> <li>• Previews text (e.g., looks briefly at each section or page of a text, paying attention to the headings, illustrations, boldface type and organizational structure.</li> <li>• Reads the first and last paragraph of text.</li> <li>• Anticipates message and author’s intent (e.g., considers the author’s possible intention given a brief biographical sketch of his/her background and causes.</li> <li>• Makes predictions of what text will be about (e.g., review an outline of the main ideas in a text and predict what information or stance will be used to support these main ideas).</li> <li>• Sets purpose for reading (e.g., discusses and sets a purpose with peers).</li> </ul> </li> </ul>
<p><b>Comprehension: <i>during-reading</i></b></p>	<ul style="list-style-type: none"> <li>✓ Demonstrates the behaviours of an effective and active reader (e.g., reading with purpose in mind, making jot notes to assist recall, analyzing and evaluating ideas and craft as one reads and recognizing underlying biases, stereotypes and prejudices in text.</li> <li>✓ Adjust strategies (e.g., skim, scan, or read carefully) depending on the text complexity and purpose.</li> <li>✓ Selects and uses appropriate during-reading strategies including: <ul style="list-style-type: none"> <li>• Makes connections to self, other texts and to the world to help with making predictions, visualizing and drawing conclusions.</li> <li>• Notes key ideas and what supports them (e.g., stops at the end of each page, section, or chapter to answer the who, what, where, when, why and how questions: notes how examples, illustrations and visual aids support or detract from the key message.</li> <li>• Constructs mental images (e.g., imagines what a character might be seeing or feeling at a particular point in time).</li> <li>• Makes, confirms and adjusts predictions (e.g., identifies and explains the clues in the text that confirm defensible predictions).</li> <li>• Makes, confirms and adjusts inferences and draws conclusions (e.g., (e.g., analyze, infer and explain unstated ideas in texts).</li> <li>• Uses cueing systems to construct meaning and self-monitors comprehension (e.g., insert notations such as? for “I don’t understand that”, * for “I think that is an important point, or + for “that’s a new idea”.</li> </ul> </li> </ul>



<b>Comprehension:</b> <i>post-reading</i>	<ul style="list-style-type: none"><li>✓ Reads and demonstrates comprehension and interpretation of a wide range of grade-appropriate literary and informational text.</li><li>✓ Selects and uses appropriate post reading strategies, including recalling; paraphrasing; summarizing; synthesizing (e.g., connecting comparing and contrasting ideas in texts; determining literal and figurative messages; making notes to assist recall).</li><li>✓ Reflects and interprets (e.g., keeps an open mind and considers ideas different from own).</li><li>✓ Responds personally providing supporting evidence from text (e.g., connects, compares and contrasts ideas in text to own knowledge and experience).</li><li>✓ Re-reads to deepen understanding and pleasure as well as to evaluate the effectiveness and overall impact of the text to deliver the message intended.</li><li>✓ Clearly, completely and accurately summarizes and explains the ideas and both implicit and explicit messages (including setting, conflicts, characters, events, themes) in texts.</li><li>✓ Cites details that support the main ideas.</li><li>✓ Makes logical inferences.</li><li>✓ Recognizes and explains function and purposes of text including informing, persuading, narrating, describing.</li><li>✓ Explains the motivations of characters in literary text, offering and supports from text.</li><li>✓ Identifies and describes techniques used to create mood in written and digital text.</li><li>✓ Explains preferences for various texts, genres, or specific authors.</li><li>✓ Describes the purpose of specific texts and explains how their key features aid understanding.</li><li>✓ Reflects on and assesses reading experiences and the reading strategies selected.</li><li>✓ Sets and pursues personal goals for reading.</li></ul>
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<b>Grade 8 CFR Speaking Rubric</b>	Student Name:	Primary Language:	<b>Current CFR:</b>
Teacher:	School:	School Year:	<b>Year End CFR:</b>

A1.1 Vocabulary		A1.2 Vocabulary		A2.1 Vocabulary		A2.2 Vocabulary		B1.1 Vocabulary		B1.2 Vocabulary	
Repeats words, phrases, and memorized chunks of language related to different topics	Begins to generate phrases and word combinations related to different topics	Uses a wider range of common nouns, verbs, and complex adjectives to describe familiar topics	Begins to use increasingly advanced adjectives	Uses increasingly advanced adjectives and adverbs, with prompting	Uses adjectives and adverbs frequently to enhance meaning	Begins to name common objects and personal needs in the school environment using familiar nouns and verbs	Uses familiar verbs and describes familiar nouns using simple adjectives, with greater accuracy	Uses limited content area vocabulary, with assistance	Begins to use simple adverbs	Uses academic words frequently	Continues to use and develop a variety of grade appropriate content and academic vocabulary, including words with multiple meanings and word forms (affixes)
Uses limited descriptive words, with assistance (e.g. colours, big, small)	Uses high frequency utility words, with increased accuracy	Begins to use academic words (e.g. identify, describe), with support (e.g. sentence frame)	Uses content area vocabulary, independently	Uses academic words, with increased accuracy							
Begins to use high incidence utility words, with assistance	Begins to use limited content area vocabulary, with assistance										

A1.1 Meaningful Communication		A1.2 Meaningful Communication		A2.1 Meaningful Communication		A2.2 Meaningful Communication		B1.1 Meaningful Communication		B1.2 Meaningful Communication	
Expresses wants and needs through single words, accompanied by gestures	Expresses wants and needs with short phrases, accompanied by gestures	Expresses wants and needs with short phrases	Expresses and justifies wants and needs with some details	Expresses and justifies wants, needs or opinions with increased details	Clearly expresses and justifies preferences or opinions	Expresses a lack of understanding through single words, accompanied by gestures	Expresses lack of understanding through learned phrases. Begins to ask for clarification of unknown words or expressions	Begins to explain to a teacher where s/he is having difficulty or asks for clarification of unknown words and expressions	Explains to the teacher where s/he is having difficulty or asks to have words repeated or said in a different way	Responds to academic questions, with assistance (e.g. sentence frames, sentence starters)	Responds to academic questions independently
May be silent, use L1, use single words or repeat single words others say	Responds to familiar questions using learned or memorized phrases	Responds to familiar questions using patterned frames, with assistance	Begins to respond to academic questions, with support (e.g. sentence frames or starters)	Asks specific questions to help solve difficulties	Engages in social conversation with ease	Begins to engage in social conversations or small-group discussions using single words or short phrases.	Engages in familiar social conversations or small group discussions using short phrases and sentences	Engages in familiar social conversations with errors that may impede comprehension	Engages in social conversations, with occasional errors	Elaborates on ideas in academic discussions	Provides evidence and justifies position during academic discussions
	Begins to engage in academic discussions with short phrases or sentences (e.g. sentence frames), with support	Engages in academic discussions, with support (e.g. sentence frames)	Engages in academic discussions with increasing details and elaboration, with prompting	Ideas and meaning are becoming more concise	Gives an academic presentation that is grade appropriate	May use L1 word compensate for a lack of vocabulary	May use known vocabulary to "talk around" the unknown word (circumlocution)	Relies on circumlocution to express meaning (e.g. hand clock = watch)	Gives short formal presentation on topic of choice	Engages in communicative tasks by paraphrasing, commenting and questioning	Engages in communicative tasks by paraphrasing, commenting and questioning
	Uses simple transition words (e.g. and, but, or)	Uses transition words (e.g. because, then, next)	Uses more complex transition words (e.g. for, so, when, if...then)	Describes a complex sequence independently	Uses almost all verb tenses appropriately along with subject-verb agreement. Grammatical use and syntax near native like	Reads a short informal script (e.g. readers theatre, weather report)	Reads a short presentation on a familiar topic	Gives a short presentation on a familiar topic, using notes	Uses advanced transition words (e.g. since, during, usually)		
	Expresses preferences (e.g. I like) and personal strengths (e.g. I can)	Begins to describe a sequence (e.g. story, simple directions). Begins to give reasons for preferences or opinions, with support	Describes a more complex sequence (explain a process), with support. Gives brief reasons for preferences or opinions	Begins to engage in communicative tasks by paraphrasing, commenting and questioning, with support							
	Uses simple grammatical rules with frequent errors. Can use subject-predicate order accurately, with assistance.	Uses simple grammar and syntax accurately (e.g. simple subject-predicate order, regular plurals) More complex forms, with assistance	Uses complex forms of grammar and syntax with errors (e.g. irregular plurals, irregular verb tense, articles)	Uses complex forms of grammar and syntax with few errors. (e.g. misuses a few verb tenses or subject-verb agreement)							

A1.1 Pragmatic Knowledge		A1.2 Pragmatic Knowledge		A2.1 Pragmatic Knowledge		A2.2 Pragmatic Knowledge		B1.1 Pragmatic Knowledge		B1.2 Pragmatic Knowledge	
Uses one or two learned expressions of greeting, farewell and politeness	Uses some common expression and cultural greetings	Uses common expressions and cultural greetings	May use limited figurative and idiomatic phrases	May use some figurative and idiomatic phrases (may be errors in usage)	Uses age appropriate figurative and idiomatic phrases	Begins to engage in cooperative speech to demonstrate understanding of a conversation (e.g. uh-huh, really)	Engages in cooperative speech to demonstrate understanding of a conversation	Engages in conversation (e.g. question/comment modeling), with support	Begins to sustain conversations by commenting and asking questions	Initiates and sustains formal and informal conversations by commenting, paraphrasing and asking questions	
				Adapts speech to demonstrate an awareness of audience in diverse academic contexts	Adapts speech to demonstrate an awareness of audience in increasingly diverse academic contexts						



<b>Grade 8 CFR Listening Rubric</b>	Student Name:	Primary Language:	<b>Current CFR:</b>
Teacher:	School:	School Year:	<b>Year End CFR:</b>

A1.1 Vocabulary		A1.2 Vocabulary		A2.1 Vocabulary		A2.2 Vocabulary		B1.1 Vocabulary		B1.2 Vocabulary	
Understands some high frequency familiar nouns and common descriptive words in a structured interaction, with assistance	Understands high frequency nouns, common verbs and descriptive words in familiar contexts	Understands a wider range of basic nouns, verbs, and complex adjectives in familiar contexts	Begins to understand basic verbs and nouns in unfamiliar contexts, with support	Understands a wider range of basic verbs and nouns in unfamiliar contexts, with support	Understands a wider range of basic verbs and nouns in unfamiliar contexts as well as most content-area vocabulary	May recognize cognates from L1 (e.g. <i>blousa/blouse</i> )	Understands single words in social conversations on familiar topics	Responds to simple, predictable questions and short phrases in the classroom	Understands increasingly advanced descriptive words	Understands descriptive words in a variety of contexts including academic tasks	Continues to develop understanding of grade appropriate content and academic vocabulary
Responds to common classroom directives, with prompting	Responds to common classroom directives and begins to respond to social interactions	Understands some vocabulary in social conversations, on familiar topics	Understands most vocabulary in social conversations, on familiar topics	Understands most vocabulary in social interactions	Understands key content-area vocabulary and academic words (e.g. estimate, solve), with support	Understands most content-area vocabulary, with support	Understands key content area vocabulary and a wider range of academic words, with support	Understands most vocabulary in complex academic interactions			
May respond to social interactions through gestures and single words	Understands limited content area vocabulary, with assistance										

A1.1 Listening for Meaning		A1.2 Listening for Meaning		A2.1 Listening for Meaning		A2.2 Listening for Meaning		B1.1 Listening for Meaning		B1.2 Listening for Meaning		
Understands simple classroom instructions, spoken slowly, with gestures and pictures	Understands simple familiar information spoken slowly and clearly	Responds briefly to social conversations and engages in social interactions with unfamiliar people, with assistance	Responds to social conversations and engages in social interaction with unfamiliar people	Responds to and extends social conversations with familiar and unfamiliar people	Follows and engages in longer social conversations with multiple speakers	Understands short pieces of information such as time, location with visuals and gestures	Begins to respond briefly to social conversations (e.g. yes/no)	Follows simple two-step instructions, with support	Begins to follow multi-step instructions, with support	Follows multi-step instructions, with support	Understands main idea and key details in academic discussions	
Begins to understand simple information (e.g. their name, age, grade) and personal greetings	Begins to understand main idea of familiar academic discussion, with support and assistance	Understands main idea in presentations or simple stories on a familiar topic, with assistance (e.g. visuals, graphic organizer)	Understands main idea and some details in presentations on a familiar topic, with assistance (e.g. presenter notes)	Understands main idea and key details in academic discussions	Understands main ideas and key details in presentations and unfamiliar texts	Understands single words, short phrases, with assistance but requires significant wait time to process information and form a response	Begins to understand main idea of short picture books, with support	Understands most speech at a slower rate in familiar contexts. Requires minimal wait time to process and form a response	Understands main idea and some details in familiar academic discussions	Begins to understand main ideas and details in unfamiliar presentations and short texts, with assistance		Understands a short, grade-appropriate academic video
	Begins to record single words in familiar academic listening activity, with support	Understands more complex sentences and verb tenses on familiar topics	Begins to take doze notes (fill in blanks) from a presentation or video, with support	Understands main idea and some details in a video, with support		Understands average-paced speech in unfamiliar contexts	Understands simple language, spoken slowly with pauses but requires wait time to process information and form a response	Understands more detailed complex sentences with common verb tenses on familiar topics, with support	Begins to take notes from a presentation or video, with support	Begins to understand most average paced speech in unfamiliar contexts		
	Understands language using simple grammatical rules (SVO) or compound sentences, with support		May need wait time to process and form a response	Understands detailed sentences on familiar topics.	Understands complex sentences in a variety of contexts			Begins to understand complex sentences in unfamiliar contexts				

A1.1 Pragmatic Knowledge		A1.2 Pragmatic Knowledge		A2.1 Pragmatic Knowledge		A2.2 Pragmatic Knowledge		B1.1 Pragmatic Knowledge		B1.2 Pragmatic Knowledge	
Understands basic greetings and politeness	Begins to understand commonly used expressions in familiar contexts	Understands commonly used expressions	Begins to understand figurative language and idiomatic phrases, with assistance	Understands some figurative language and idiomatic phrases, with assistance	Continues to develop understanding of age-appropriate figurative language and idiomatic expressions	May demonstrate limited understanding through facial expressions and gestures	May copy/repeat other students' responses as their own	Begins to use other students' responses as models for their own response, with assistance	Uses other students' responses as models for their own response, with assistance	Uses other students' responses as models for their own response	Recognizes differences in speech formality in a variety of contexts
			Begins to recognize differences in speech formality, with assistance	Recognize differences in speech formality, with assistance							

# Appendix

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Fry 1000 Instant Sight Words

Analogies

Freyer Model for Vocabulary Development

Semantic Word Maps

Sample Sentence Frames

Academic Language Terms

## 1st 100 Words

the	at	there	some	my
of	be	use	her	than
and	this	an	would	first
a	have	each	make	water
to	from	which	like	been
in	or	she	him	called
is	one	do	into	who
you	had	how	time	oil
that	by	their	has	sit
it	words	if	look	now
he	but	will	two	find
was	not	up	more	long
for	what	other	write	down
on	all	about	go	day
are	were	out	see	did
as	we	many	number	get
with	when	then	no	come
his	your	them	way	made
they	can	these	could	may
I	said	so	people	part

## 2nd 100 Words

over	name	boy	such	change
new	good	follow	because	off
sound	sentence	came	turn	play
take	man	want	here	spell
only	think	show	why	air
little	say	also	ask	away
work	great	around	went	animal
know	where	form	men	house
place	help	three	read	point
years	through	small	need	page
live	much	set	land	letter
me	before	put	different	mother
back	line	end	home	answer
give	right	does	us	found
most	too	another	move	study
very	means	well	try	still
after	old	large	kind	learn
things	any	must	hand	should
our	same	big	picture	Canada
just	tell	even	again	world

### 3<sup>rd</sup> 100 Words

high	light	life	sea	watch
every	thought	always	began	far
near	head	those	grow	Indian
add	under	both	took	real
food	story	paper	river	almost
between	saw	together	four	let
own	left	got	carry	above
below	don't	group	state	girl
country	few	often	once	sometimes
plant	while	run	book	mountains
last	along	important	hear	cut
school	might	until	stop	young
father	close	children	without	talk
keep	something	side	second	soon
tree	seem	feet	late	list
never	next	car	miss	song
start	hard	mile	idea	being
city	open	night	enough	leave
earth	example	walk	eat	family
eyes	begin	white	face	it's

### 4<sup>th</sup> 100 Words

body	usually	hours	five	cold
music	didn't	black	step	cried
color	friends	products	morning	plan
stand	easy	happened	passed	notice
sun	heard	whole	vowel	south
questions	order	measure	true	sing
fish	red	remember	hundred	war
area	door	early	against	ground
mark	sure	waves	pattern	fall
dog	become	reached	numeral	king
horse	top	listen	table	town
birds	ship	wind	north	I'll
problem	across	rock	slowly	unit
complete	today	space	money	figure
room	during	covered	map	certain
knew	short	fast	farm	field
since	better	several	pulled	travel
ever	best	hold	draw	wood
piece	however	himself	voice	fire
told	low	toward	seen	upon

## 5<sup>th</sup> 100 Words

done	front	stay	warm	object
English	feel	green	common	am
road	fact	known	bring	rule
half	inches	island	explain	among
ten	street	week	dry	noun
fly	decided	less	though	power
gave	contain	machine	language	cannot
box	course	base	shape	able
finally	surface	ago	deep	six
wait	produce	stood	thousands	size
correct	building	plane	yes	dark
oh	ocean	system	clear	ball
quickly	class	behind	equation	material
person	note	ran	yet	special
became	nothing	round	government	heavy
shown	rest	boat	filled	fine
minutes	carefully	game	heat	pair
strong	scientists	force	full	circle
verb	inside	brought	hot	include
stars	wheels	understand	check	built

## 6<sup>th</sup> 100 Words

can't	region	window	arms	west
matter	return	difference	brother	lay
square	believe	distance	race	weather
syllables	dance	heart	present	root
perhaps	members	site	beautiful	instruments
bill	picked	sum	store	meet
felt	simple	summer	job	third
suddenly	cells	wall	edge	months
test	paint	forest	past	paragraph
direction	mind	probably	sign	raised
center	love	legs	record	represent
farmers	cause	sat	finished	soft
ready	rain	main	discovered	whether
anything	exercise	winter	wild	clothes
divided	eggs	wide	happy	flowers
general	train	written	beside	shall
energy	blue	length	gone	teacher
subject	wish	reason	sky	held
Europe	drop	kept	grass	describe
moon	developed	interest	million	drive

## 7<sup>th</sup> 100 words

cross	buy	temperature	possible	fraction
speak	century	bright	gold	Africa
solve	outside	lead	milk	killed
appear	everything	everyone	quiet	melody
metal	tall	method	natural	bottom
son	already	section	lot	trip
either	instead	lake	stone	hole
ice	phrase	iron	act	poor
sleep	soil	within	build	let's
village	bed	dictionary	middle	fight
factors	copy	hair	speed	surprise
result	free	age	count	French
jumped	hope	amount	consonant	died
snow	spring	scale	someone	beat
ride	case	pounds	sail	exactly
care	laughed	although	rolled	remain
floor	nation	per	bear	dress
hill	quite	broken	wonder	cat
pushed	type	moment	smiled	couldn't
baby	themselves	tiny	angle	fingers

## 8<sup>th</sup> 100 Words

row	grew	east	suppose	direct
least	skin	choose	woman	ring
catch	valley	single	coast	serve
climbed	cents	touch	bank	child
wrote	key	information	period	desert
shouted	president	express	wire	increase
continued	brown	mouth	pay	history
itself	trouble	yard	clean	cost
else	cool	equal	visit	maybe
plains	cloud	decimal	bit	business
gas	lost	yourself	whose	separate
England	sent	control	received	break
burning	symbols	practice	garden	uncle
design	wear	report	please	hunting
joined	bad	straight	strange	flow
foot	save	rise	caught	lady
law	experiment	statement	fell	students
ears	engine	stick	team	human
glass	alone	party	God	art
you're	drawing	seeds	captain	feeling



## 9<sup>th</sup> 100 Words

supply	fit	sense	position	meat
corner	addition	string	entered	lifted
electric	belong	blow	fruit	process
insects	safe	famous	tied	army
crops	soldiers	value	rich	hat
tone	guess	wings	dollars	property
hit	silent	movement	send	particular
sand	trade	pole	sight	swim
doctor	rather	exciting	chief	terms
provide	compare	branches	Japanese	current
thus	crowd	thick	stream	park
won't	poem	blood	planets	sell
cook	enjoy	lie	rhythm	shoulder
bones	elements	spot	eight	industry
mall	indicate	bell	science	wash
board	except	fun	major	block
modern	expect	loud	observe	spread
compound	flat	consider	tube	cattle
mine	seven	suggested	necessary	wife
wasn't	interesting	thin	weight	sharp

## 10<sup>th</sup> 100 Words

company	France	shoes	workers	rope
radio	repeated	actually	Washington	cotton
we'll	column	nose	Greek	apple
action	western	afraid	women	details
capital	church	dead	bought	entire
factories	sister	sugar	led	corn
settled	oxygen	adjective	march	substances
yellow	plural	fig	northern	smell
isn't	various	office	create	tools
southern	agreed	huge	British	conditions
truck	opposite	gun	difficult	cows
fair	wrong	similar	match	track
printed	chart	death	win	arrived
wouldn't	prepared	score	doesn't	located
ahead	pretty	forward	steel	sir
chance	solution	stretched	total	seat
born	fresh	experience	deal	division
level	shop	rose	determine	effect
triangle	suffix	allow	evening	underline
molecules	especially	fear	hoe	view

## Creating Analogies

Analogies help us see how seemingly dissimilar things are similar, increasing our understanding of new information. **Example:** core is to earth as nucleus is to atom.

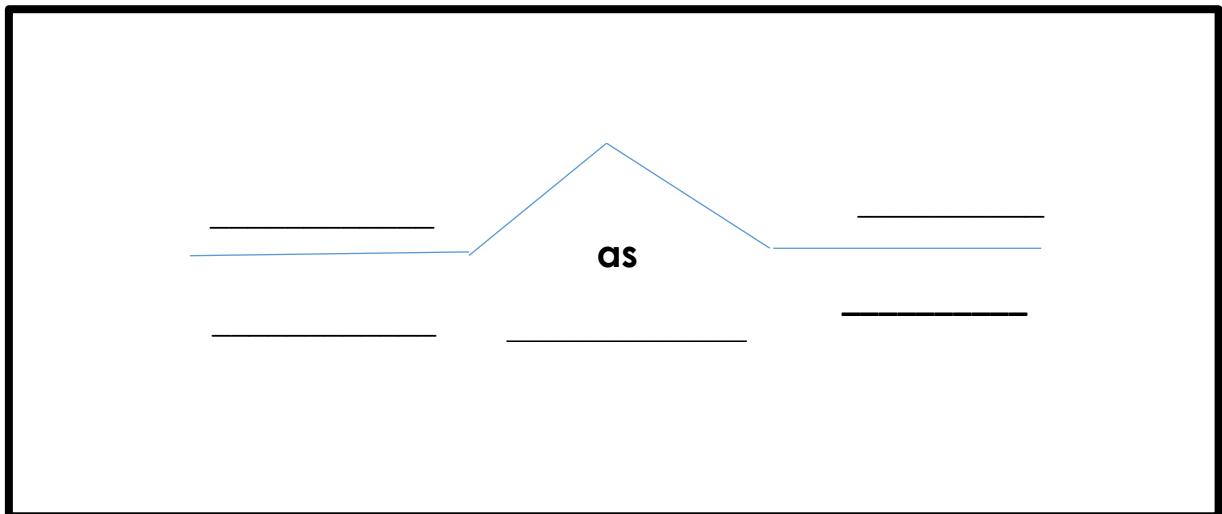
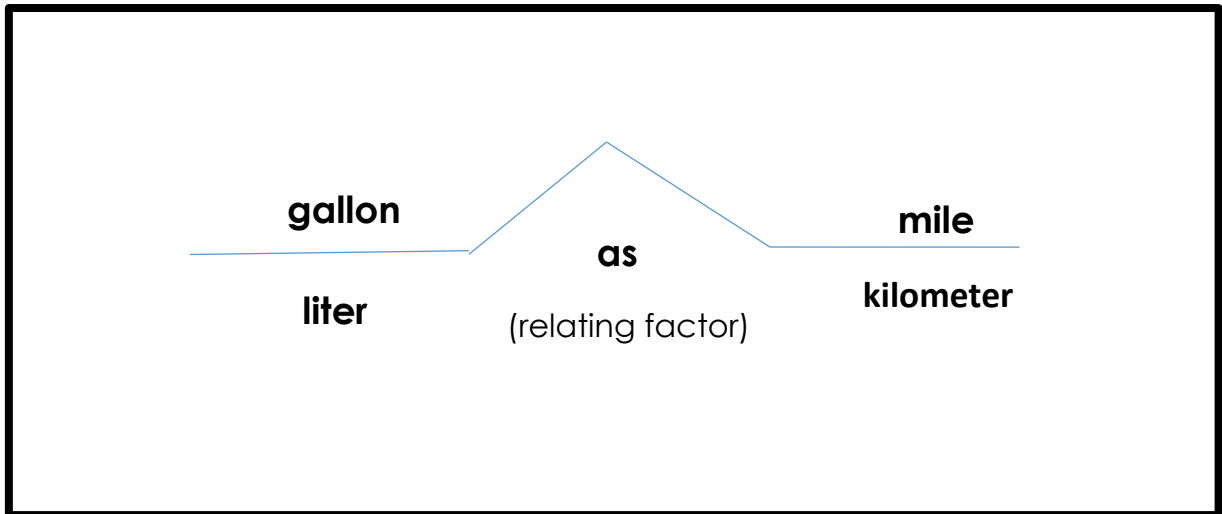
thermometer    ...is to...    temperature  
**as** Both measure things  
odometer    ...is to...    speed

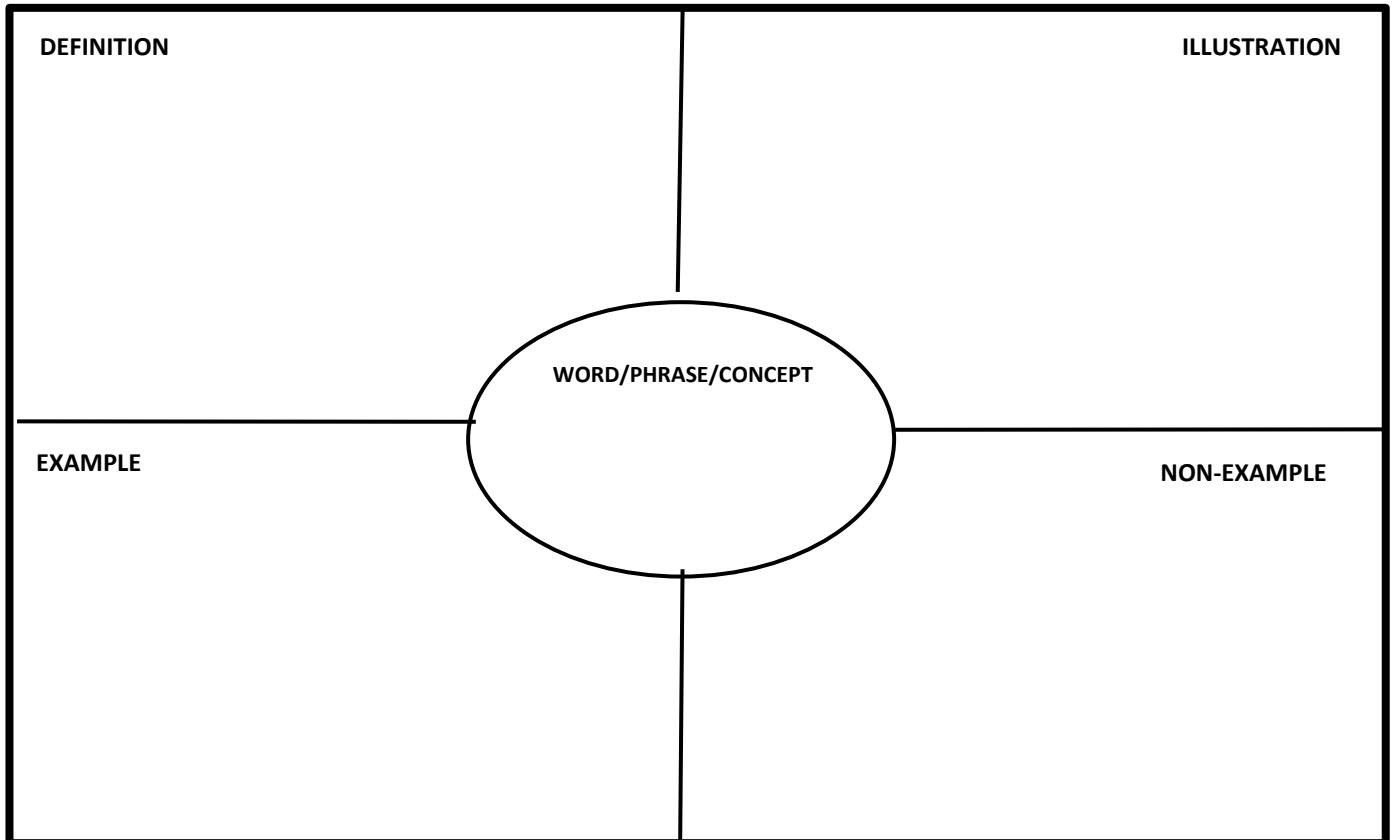
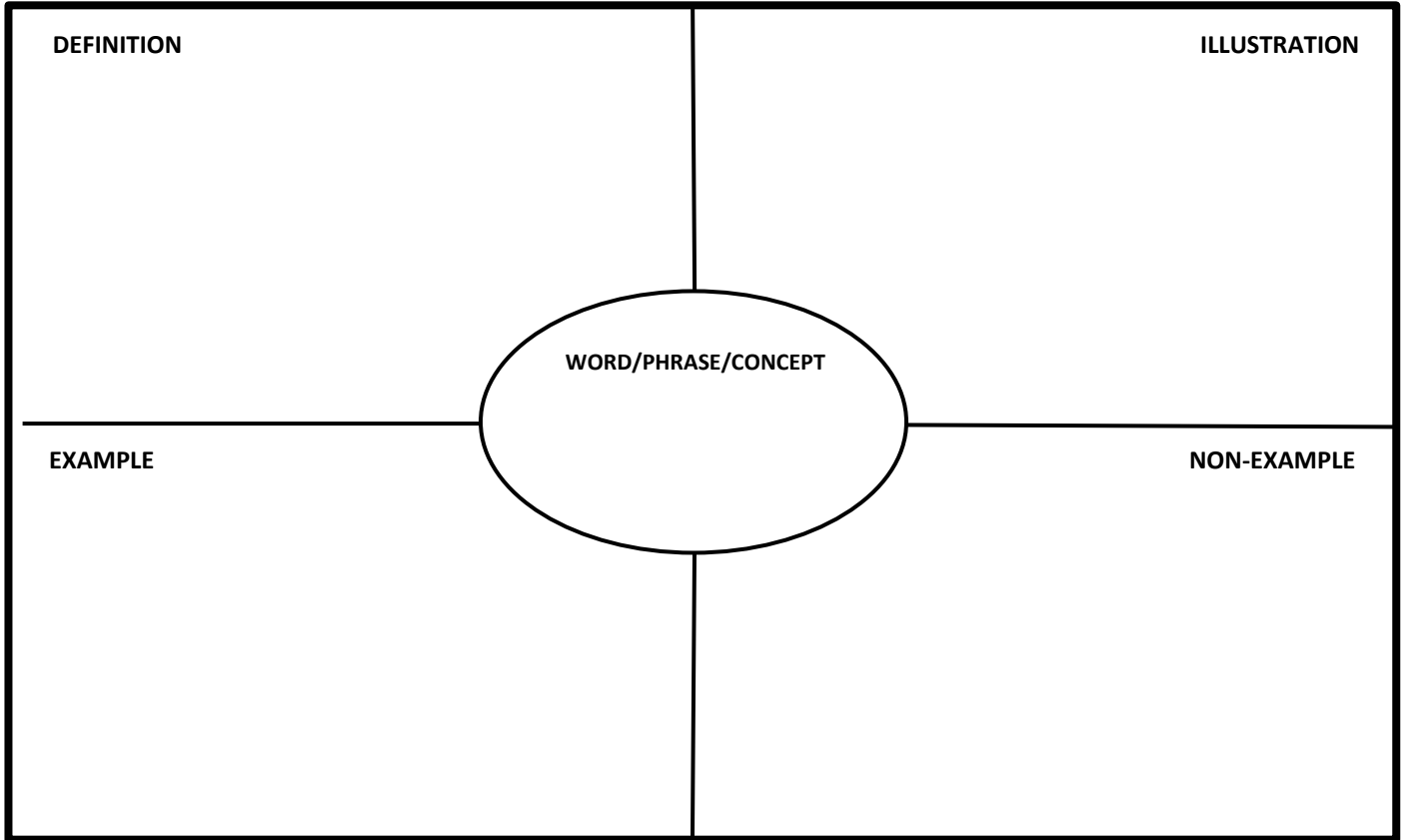
_____	... is to ...	_____
<b>as</b>		
_____	... is to ...	_____

_____	... is to ...	_____
<b>as</b>		
_____	... is to ...	_____

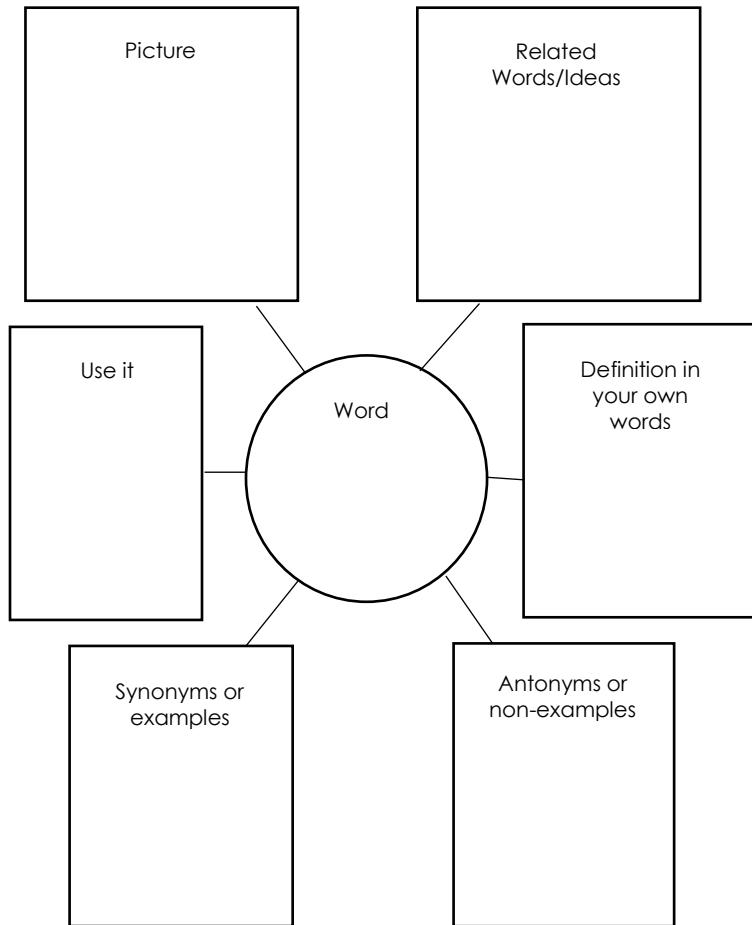
# Creating Analogies

Analogies help us see how seemingly dissimilar things are similar, increasing our understanding of new information. **Example:** core is to earth as nucleus is to atom.





# Semantic Map



**New Word:**

\_\_\_\_\_

**Definition**

**Picture**

**Synonyms**

**Antonyms**

**Context**

**Sentence**

## Sample Sentence Frames

Relationship Or Connection	Sentence Frame Examples	Transitions																						
Describe	<ul style="list-style-type: none"> <li>The _____ has _____, and _____.</li> <li>How does the _____?</li> <li>Why did/didn't the _____?</li> <li>_____ is located (prepositional phrase) the _____.</li> <li>The _____ are usually _____.</li> </ul>	<i>for example</i> <i>for instance</i> <i>in support of this</i> <i>in fact</i> <i>as evidence</i>																						
Argument  Agree or Disagree	<ul style="list-style-type: none"> <li>I don't think the evidence supports _____ because _____.</li> <li>I don't agree with that statement because _____.</li> <li>As we just saw in the experiment, _____ does _____ due to _____.</li> </ul>	<table border="1"> <tr> <td>I realize you</td> <td>Believe</td> <td>But</td> </tr> <tr> <td>I understand you</td> <td>Feel</td> <td>Yet</td> </tr> <tr> <td>Even though you</td> <td>Maintain</td> <td>However</td> </tr> <tr> <td>Although you</td> <td>Want</td> <td>I doubt</td> </tr> <tr> <td>Some people</td> <td>Favour</td> <td>I question</td> </tr> <tr> <td>It may be that you</td> <td>Support</td> <td>Let me explain</td> </tr> <tr> <td>On the contrary</td> <td>Argue</td> <td>On the other hand</td> </tr> </table>	I realize you	Believe	But	I understand you	Feel	Yet	Even though you	Maintain	However	Although you	Want	I doubt	Some people	Favour	I question	It may be that you	Support	Let me explain	On the contrary	Argue	On the other hand	
I realize you	Believe	But																						
I understand you	Feel	Yet																						
Even though you	Maintain	However																						
Although you	Want	I doubt																						
Some people	Favour	I question																						
It may be that you	Support	Let me explain																						
On the contrary	Argue	On the other hand																						
Cite Information	<ul style="list-style-type: none"> <li>Here we see that _____.</li> <li>The data shows that _____.</li> <li>The (author/text) reveals that _____.</li> </ul>	<i>As evidence</i> <i>I notice</i>																						
Estimate	<ul style="list-style-type: none"> <li>Looking at the _____, I think there are _____.</li> </ul>	<i>approximately, about, roughly</i>																						
Hypothesize & Make Predictions	<ul style="list-style-type: none"> <li>I think _____ will _____.</li> <li>What I already know about _____ helps me predict that _____.</li> <li>Because _____, I predict that _____.</li> <li>If _____ had _____, then _____ would have _____.</li> </ul>	<i>In my opinion</i> <i>There is no doubt that</i> <i>I question whether</i> <i>I believe</i> <i>From my point of view</i> <i>I (dis)agree</i> <i>It is my belief that</i> <i>It seems to me that</i> <i>I maintain that</i>																						
Give and Support Opinions	<ul style="list-style-type: none"> <li>(I think) _____ is _____ because _____.</li> <li>(I like) _____ because _____.</li> </ul>	<i>first</i> <i>furthermore, besides</i> <i>further</i> <i>second</i> <i>in addition</i> <i>next</i> <i>finally</i>	<i>equally important</i> <i>likewise</i> <i>again</i> <i>third(ly)</i> <i>also</i> <i>moreover</i> <i>similarly</i> <i>last (ly)</i>																					
Cause and Effect	<ul style="list-style-type: none"> <li>The _____ had _____ so _____.</li> <li>Due to the fact that _____, _____ decided to _____.</li> </ul>	<i>since</i> <i>caused by</i> <i>in effect</i> <i>because of</i> <i>this results in</i> <i>brought about</i> <i>due to consequently,</i> <i>made possible,</i>	<i>therefore</i> <i>as a result of</i> <i>give rise to</i> <i>if... then</i> <i>leads to</i> <i>was responsible for</i> <i>for this reason,</i> <i>accordingly,</i> <i>as might be expected</i>																					

Draw Conclusions	<ul style="list-style-type: none"> <li>The _____ is _____ because _____.</li> <li>She/He feels _____ because _____.</li> </ul>	<i>for the reasons above to sum up in short in brief as you can see to be sure undoubtedly without a doubt in conclusion</i>	<i>in any case in other words in summation obviously concluding on the whole unquestionably in any event as I have noted</i>
Compare	<ul style="list-style-type: none"> <li>This _____ is similar to _____ because both _____.</li> </ul>	<i>in like manner likewise similarly as well as</i>	<i>in the same way have in common all are compared to</i>
Contrast	<ul style="list-style-type: none"> <li>This _____ is similar to _____ because both _____.</li> </ul>	<i>after all for all that on the other hand although this may be true, however on the contrary and yet in contrast to this still</i>	<i>nevertheless yet but notwithstanding as opposed to conversely even though rather than in spite of at the same time</i>
Sequence	<ul style="list-style-type: none"> <li>We saw that first, _____, then _____, and at the end _____.</li> </ul>	<i>again first moreover also further(more) next and then in addition secondly besides last(ly) thirdly</i>	<i>equally important too finally likewise, after a few days immediately meanwhile, afterward in the meantime soon at length</i>
Measure	<ul style="list-style-type: none"> <li>A _____ is _____ cm. long, _____ cm. wide, and _____ cm. tall.</li> <li>This _____ holds a volume of _____ mls.</li> <li>Before we _____, the liquid _____, but now it _____.</li> </ul>	<i>approximately about roughly</i>	<i>estimate nearly</i>
Construct charts, tables, and graphs	<ul style="list-style-type: none"> <li>Plot _____ and _____.</li> <li>Plot _____ as _____.</li> <li>Graph the independent variable _____ as a function of _____.</li> </ul>	<i>plot graph function variable direction</i>	<i>quadrant coordinate plane slope</i>
Distinguish fact from opinion	<ul style="list-style-type: none"> <li>Although you say _____ the table says that _____.</li> <li>The word _____ is evidence that _____ is a(n) _____.</li> <li>This is a(n) _____ because we can/cannot prove _____.</li> </ul>	<i>although as opposed to whether or not</i>	<i>on the contrary in spite of</i>
Summarize	<ul style="list-style-type: none"> <li>The main idea from this observation is that _____.</li> <li>In short _____, but actually _____.</li> </ul>	<i>as has been noted in other words indeed as I have said</i>	<i>on the whole for example in sum to be sure</i>

		in short to sum up in fact	for instance in brief in any event
Identify Relationships	<ul style="list-style-type: none"> <li>• This ____ is necessary for ____ because it ____.</li> <li>• Both ____ and ____ could be classified as ____.</li> <li>• The reason ____ goes with ____ is because ____.</li> </ul>	since caused by in effect because of this results in brought about due to consequently made possible	if...then leads to was responsible for as might be expected therefore as a result of give rise to for this reason accordingly

Taken from: <http://literacy.dpsnc.net/five-pillars/writing/sentence-frames>