
Common Framework of Reference (CFR)
Condensed: Reading and Writing:
Grade 9

Revised March 2021



Explanation of this document:

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 a team from 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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A1.1 Vocabulary		A1.2 Vocabulary		A2.1 Vocabulary		A2.2 Vocabulary		B1.1 Vocabulary		B1.2 Vocabulary	
	Writes alphabet independently		Uses phonetic spelling for most words		Uses accurate spelling for high frequency words		Demonstrate knowledge of irregular spelling patterns (e.g. <i>knife, pneumonia</i>)		Uses a variety of common spelling strategies to spell words accurately		Continues to use and develop academic vocabulary
	Shows awareness of sound symbol relationship		Labels charts, equipment, diagrams and maps with high frequency academic and content area words		Uses high frequency academic vocabulary independently		Uses a greater variety of academic and content area vocabulary		Continues to develop academic vocabulary		Uses a variety of words with multiple meanings
	Copies words learned in class				Uses high frequency content area vocabulary independently		Uses descriptive words in a variety of contexts, including for academic purposes (e.g. a science experience, an event in history; <i>Marie Antoinette was terrified when the angry mob approached Versailles</i>)		Shows awareness of words with multiple meanings (e.g. <i>consumer</i> in Science or Economics)		Continues to use a thesaurus
	Copies labels on a picture		Creates and uses personal word lists of familiar or recurring vocabulary (e.g. creates a personal dictionary)		Uses high frequency affixes and roots (e.g. <i>re-</i> , <i>un-</i> , <i>-ful</i>)		Uses high and low frequency affixes and roots		Continues to use a thesaurus		
	Labels independently diagrams, illustrations or maps using familiar words				Attempts to use low frequency affixes and roots (e.g. Greek and Latin roots <i>-ology, psych-</i>)				Attempts word choice enrichment (e.g. use of a thesaurus)		
	Uses words of personal relevance		Attempts to use high frequency academic words, with support (e.g. <i>explain, demonstrate, describe</i>)		Attempts to use high frequency content area vocabulary words, with support (e.g. <i>fiction, poem, sum, multiply</i>)						
			Attempts to use high frequency affixes (e.g. <i>re-, tri-, bi-, un-, -ful, -less, -ly</i>)		Uses a variety of descriptive words when writing about familiar subjects (e.g. <i>light blue, large, round, several</i>)						
			Uses common descriptive words (e.g. <i>purple, big, square, many, some</i>)		Uses word lists of synonyms, homonyms, and antonyms to extend and enrich word choice						

A1.1 Form; Organization; Content		A1.2 Form; Organization; Content		A2.1 Form; Organization; Content		A2.2 Form; Organization; Content		B1.1 Form; Organization; Content		B1.2 Form; Organization; Content		
	Uses left to right directionality		Uses basic organization in page layout (e.g. name, date, headings, subheadings, margins)		Organizes writing using multiple text features such as titles and headings (e.g. science experiment, report, note-taking)		Writes notes, using a model, template, or graphic organizer		Writes about story elements with support (e.g. character, setting, may use a graphic organizer)		Takes notes while listening	
	Uses a writing utensil correctly						Uses the 5W’s to explain an aspect of daily life or a current event				Writes about all story elements (e.g. character, conflict, atmosphere, plot)	
	Writes on the line											
	Uses correct word separation		Copies dates and facts from short simple text		Writes and responds to questions independently		Can provide personal background information on work, education, and skills (e.g. strengths, weaknesses)		Writes a multi-paragraph composition on a central idea with details in each paragraph		Writes a multi-paragraph composition for academic purposes (e.g. descriptive, narrative, expository, or persuasive)	
	Copies short, written information											Can provide personal information using short texts and diagrams (e.g. directions to their home)
	Writes patterned, simple sentences on topics of personal relevance, with assistance											
	Can provide personal information on a questionnaire		Writes simple sentences following a model		Gives personal opinion, with support (e.g. sentence starters using <i>think, know, hope, believe</i>)		Writes texts for a variety of academic purposes (e.g. personal response to a reading, lab report, summary of a historical event)		Sequences text logically, with support (e.g., strongest – weakest arguments, compare-contrast)		Writes a five-paragraph essay	
	Writes straightforward information about self in phrases (e.g. first and last names)		Writes simple information about self, including likes and dislikes			Uses concrete details in writing to support main idea				Completes writing process: -brainstorming, draft, revisions, editing -edits own work, with support -edits peer writing, with support		
	Writing may be in the form of a list			Writes simple messages for promotional communications (e.g. text messages or emails)			Uses multiple parts of the writing process (e.g. pre-writing and editing)		Completes the writing process, with assistance -uses a planning or pre-writing strategy (e.g. graphic organizer, topic sentence, supporting details) timeline -organizes by chronological sequence -edits own work, with assistance			Independently uses writing process
	Relies on visuals or illustrations to convey meaning in written work		Writes a simple paragraph, with support			Organizes information related to a central idea in a short paragraph using introductory, supporting and concluding sentences					Produces writing in more than one genre (e.g. report, journal, newspaper)	
	May write L1 words to communicate			Uses parts of the writing process (e.g. pre-writing, rewrite for neatness), with assistance			Organizes by chronological sequence, with support		Begins to demonstrate awareness of audience			
			Co-constructs a simple paragraph									Uses a variety of features to create an effective presentation or final product (e.g. technology, colour, font)

ENGLISH LANGUAGE ARTS (ELA) WRITING EXPECTATIONS – GRADE 9

ELA 9 students performing at level 4 of the 6 level ELA curriculum rubric create a variety of personal, literary, and informational texts. Their written composition is clear and straightforward. Their work is adequately developed, appropriate to purpose, and shows some awareness of audience. These students demonstrate control over the language elements and techniques. They demonstrate an understanding of writing strategies and the writing process. Minor errors, though noticeable, do not impede understanding.

Vocabulary ➤ Knowledge of words ➤ Word choice ➤ Word enrichment	<ul style="list-style-type: none"> • uses words that are appropriate for audience, purpose, and context and captures a particular aspect of intended meaning • uses appropriate language register (e.g., formal, informal, colloquial) • avoids jargon, slang, and clichés • uses emotional appeal or persuasive language (e.g., testimonials, emotional appeals, bandwagon effects) • uses specific words and synonyms for variety • uses common homonyms (e.g., threw/through) and often confused words (e.g., affect/effect) correctly • avoids overused and misused words (e.g., irregardless, anyways, among/between) • considers both the denotative and connotative meaning of words • avoids wordiness, mixed metaphors, or “fancy” words • spells most words correctly using Canadian spellings • checks spelling and verifies usage • uses a variety of strategies and resources to learn the correct spelling of words including knowledge of spelling generalizations • recognizes and uses words figuratively and for imagery • uses new vocabulary appropriately • uses inclusive language that supports and demonstrates respect for people across cultures, genders, ages, and abilities • uses reference tools including dictionaries, thesauri, and handbooks to determine meanings of words
Grammar and Syntax	<ul style="list-style-type: none"> • Sentence Structure <ul style="list-style-type: none"> – ensures that sentences are complete, interesting, and on topic – uses clear sentence structures that contain a verb and its subject (average length of sentences in free writing is 10.2; in rewriting, 9.8) – combines sentences to form compound and complex sentences for variety, interest, and effect – uses complete sentences with appropriate subordination and modification – uses subordination to precisely indicate the relationship between ideas (e.g., because, although, when) and to avoid a string of compound sentences – makes sentences more precise by reducing a main idea (clause) to a subordinate idea (clause) and reduces, when appropriate, a subordinate clause to a phrase or single word – recognizes that effective co-ordination, subordination, and apposition of ideas makes sentences clear and varied – recognizes and uses parallel structure or balanced sentences for parallel ideas

	<ul style="list-style-type: none"> – uses active versus passive verbs – varies sentence beginnings – varies sentence lengths – ensures agreement of subjects, verbs, and pronouns – uses correct pronouns acting as subjects or objects (e.g., <i>he and his brother</i> versus <i>him and his brother....</i>) – places qualifiers correctly within text – uses several different conjunctions – formulates simple, compound, and complex sentences (avoiding run-on sentences and sentence fragments) <ul style="list-style-type: none"> • Punctuation <ul style="list-style-type: none"> – uses effective capitalization – uses effective punctuation including periods, commas, semicolons, dashes, and hyphens
Form; organization; content	<ul style="list-style-type: none"> • uses a range of standard forms for texts including paragraphs and multi-paragraph compositions • writes to describe, to narrate, to explain and inform and to persuade • writes clear and focused narrative, descriptive, expository, and persuasive essays (e.g., 1,500 words) • writes responses to texts to demonstrate a comprehensive grasp of the significant ideas of literary texts and support important ideas and viewpoints through accurate and detailed references to the text • experiments with a variety of different text forms (e.g., poetry, précis, short script, advice column, comic strip) and techniques (e.g., tone, persona, point of view, imagery, dialogue, figurative language) • uses appropriate point of view (including third person) • uses organizational patterns within texts (chronological, enumerative, procedural, problem/solution, cause/effect, comparison/contrast) • crafts strong leads, coherent bodies, and effective conclusions • maintains focus and ensures unity and coherence in text from beginning to end • uses effective transition words • includes covering page and list of references when required • uses language and techniques to create a dominant impression, mood, tone, and style • acknowledge sources (e.g., acknowledge and cite sources accurately) • uses structures and features of text including form/genre, artistic devices (e.g., personification, figurative language such as similes and metaphors, exaggeration, symbolism), elements (e.g., point of view, conflict, theme, supporting arguments) and text features (e.g., credits, headings, diagrams, columns, side bars, pull quotes) • use printing (e.g., for labels on a map) and cursive writing (e.g., for writing a report) appropriate to purpose • writes legibly with appropriate speed and control • arranges and balances words, visuals, and fonts in order to send a clear, coherent message to a specific audience

Writing Strategies	<ul style="list-style-type: none"> • demonstrates an understanding of the creating process by planning, creating drafts, revising, and creating a final version • selects and uses appropriate strategies to communicate meaning before (e.g., considering and valuing own observations, thoughts, and opinions as sources for ideas), during (e.g., shaping and reshaping drafts with audience and purpose in mind), and after (e.g., ensuring that all parts support the main idea or thesis) writing activities • reflects and assesses personal writing strengths and needs; develops and pursues writing goals based on this assessment • assesses work for clarity, correctness, and impact
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GUIDING COMMENTS: EAL RUBRICS AND WRITING EXEMPLARS

About the rubrics:

- The rubrics are intended to help teachers of EAL learners in high school to determine writing skills and abilities along the CFR scale. However, the other language strands, including listening, spoken interaction, spoken production, and reading, are equally important and must be considered when assessing the progress of learners along the global scale.
- The rubrics are a work in progress, therefore users of this document are encouraged to revise or edit for clarity.
- The syntax category of this document that refers to classes of words and corresponding functions has been adapted from the Ontario Ministry of Education Grades 9 to 12 Curriculum [English as a Second Language and English Literacy Development \(2007\)](#)

Writing samples:

- The level assigned to students in each of the writing samples represents the level in which the student is currently working.

Suggestions for classroom use:

- As teachers assign global levels, they are encouraged to review several pieces of writing as well as their knowledge of student performance in various classes.
- The descriptors within the rubrics will vary so that they are suitable for the writing prompt selected.
- It is recommended that the teacher who spends the most time with the student provide the final assessment of skills and abilities along the CFR scale.

Clarification of terms used in the rubrics:

- **Attempts** means that the student is aware of the concept, showing some evidence of use, with error(s).
- **Uses** means that the student is fairly consistent and accurate with language use.
- **Academic vocabulary** in this context refers to the vocabulary that is based on Greek or Latin roots (e.g., observe, demonstrate, analyze, describe)
- **Content area vocabulary** refers to the vocabulary that is related to a specific subject area (e.g., poem, sum, beaker, guitar)
- **With assistance** means the teacher has provided guidance.
- **With support** includes the use of items such as print materials, a graphic organizer, dictionary, or thesaurus.

A1.1 WRITING RUBRIC: GRADE 9

Vocabulary - Knowledge of words - Word choice - Word enrichment	<ul style="list-style-type: none"> • writes alphabet independently • shows awareness of sound symbol relationship • copies words learned in class • copies labels on a picture • labels independently diagrams, illustrations or maps using familiar words • uses words of personal relevance (e.g., <i>mom, dad</i>)
Sentence structure; punctuation	<ul style="list-style-type: none"> • Sentence Structure <ul style="list-style-type: none"> – capitalizes proper nouns – capitalizes the first word of a sentence – attempts simple sentences: subject + verb + object or prepositional phrase (e.g., <i>She reads books. She reads in the classroom.</i>) • Punctuation <ul style="list-style-type: none"> – uses final punctuation (e.g., <i>period, question mark, exclamation mark</i>)
Form; organization; content	<ul style="list-style-type: none"> • uses left to right directionality • uses a writing utensil correctly • writes on the line • uses correct word separation • copies short, written information • writes patterned, simple sentences on topics of personal relevance, with assistance • can provide personal information on a questionnaire • writes straightforward information about self in phrases (e.g., <i>first and last names</i>) • writing may be in the form of a list • relies on visuals or illustrations to convey meaning in written work • may write L1 words to communicate
Grammar	<ul style="list-style-type: none"> • Nouns <ul style="list-style-type: none"> – count and non-count: singular and plural of regular and high-frequency irregular nouns • Verbs <ul style="list-style-type: none"> – be (e.g., <i>I am a boy.</i>) – there is/are – have (e.g., <i>I have a brother.</i>) – can: for ability and permission (e.g., <i>I, can sing. I can go to the party.</i>) – simple present, simple past (regular), simple future tenses • Adjectives <ul style="list-style-type: none"> – possessive: <i>my, your, his, her, its, our, their</i> – high-frequency (e.g., <i>red, small, dark, old, Canadian, square</i>) • Adverbs <ul style="list-style-type: none"> – used to modify adjectives (e.g., <i>very big, really early</i>) – some adverbs of frequency and time (e.g., <i>tomorrow, later, sometimes</i>) • Negation <ul style="list-style-type: none"> – be in simple present (e.g., <i>She is not here/Robert isn't here.</i>) – do (e.g., <i>We don't eat that.</i>) • Prepositions <ul style="list-style-type: none"> – of direction (e.g., <i>to, from</i>) – of time (e.g., <i>at, before, after, on, in</i>)

LEARNER WRITING EXEMPLAR: GRADE 9 - A1.1

Learner Profile for A 1.1

Daniel is a high school learner whose writing is at the A 1.1 level.

In the writing sample, you will see that Daniel:

- Uses left to right directionality and writes on the lines;
- Shows awareness of sound symbol relationships (exercis=exercise);
- Uses a capital letter for a proper noun (Canada) and mostly uses capitalization for the first word of a sentence;
- Uses correct word separation;
- Writes patterned simple sentences;
- Includes verbs in most sentences, but they are in the simple present and simple past tenses.

His writing indicates proficiency with some A 1.1 descriptors. Daniel should be supported as he continues to work on sentencing structure, the addition of modifiers, and the use of verbs.

How is [redacted] different from your school in your home country?

① Home country we wore uniform but in Canada we wore any clothes

② Our country school they beat us in Canada school we be free

③ In our country no gym in Canada is we have health, we go to gym & make exercise

④ Our country the school in many part, for example one house 3 or 4 class

* but in Canada we found all class combine

A1.2 WRITING RUBRIC: GRADE 9

<p>Vocabulary</p> <ul style="list-style-type: none"> - Knowledge of words - Word choice - Word enrichment 	<ul style="list-style-type: none"> • uses phonetic spelling for most words • labels charts, equipment, diagrams and maps with high frequency academic and content area words • creates and uses personal word lists of familiar or recurring vocabulary (e.g., <i>creates a personal dictionary</i>) • attempts to use high frequency academic words with support (e.g. <i>explain, demonstrate, describe</i>) • attempts to use high frequency content area vocabulary words with support (e.g., <i>fiction, poem, sum, multiply</i>) • attempts to use high frequency affixes (re-, tri-, bi-, un-, -ful, -less, -ly) • uses common descriptive words (e.g., <i>purple, big, square, many/some</i>)
<p>Sentence structure; punctuation</p>	<ul style="list-style-type: none"> • Sentence Structure <ul style="list-style-type: none"> – uses in-depth capitalization rules (e.g., days of the week, months, titles) – writes complete simple sentences – attempts compound sentences using common conjunctions (e.g., and, but, or, because) – answers questions using simple adverbial phrases (e.g., to the mall, after the movie) • Punctuation <ul style="list-style-type: none"> – uses apostrophes for contractions and possessive forms (e.g., He's buying a hat. The boy's hat is red. We don't like music.) – attempts comma use
<p>Form; organization; content</p>	<ul style="list-style-type: none"> • uses basic organization in page layout (e.g., <i>name, date, headings, subheadings, margins</i>) • copies dates and facts from short simple text • relies on patterned sentences to express more detail and answer questions • writes simple questions following a model • writes simple information about self, including likes and dislikes • writes simple messages for personal communication (e.g., <i>text messages or e-mails</i>) • uses parts of the writing process (e.g., <i>pre-writing, rewrite for neatness</i>) with assistance • co-constructs a simple paragraph
<p>Grammar</p>	<ul style="list-style-type: none"> • Nouns <ul style="list-style-type: none"> – possessive form of proper nouns (e.g., David's hat) – articles: a, an, the • Pronouns <ul style="list-style-type: none"> – subject: I, you, he, she, it, we, they – correctly using subject and object: me, you, him, her, it, us, them • Verbs <ul style="list-style-type: none"> – simple past high-frequency irregular verbs (e.g., She came late.) – present progressive (e.g., She is talking.) • Adjectives <ul style="list-style-type: none"> – comparative/superlative (e.g., bigger, bigger than/biggest; dirtier, dirtier than/dirtiest) – attempting comparative/superlative forms + more/most (e.g., more beautiful/most intelligent) – a little, a lot of, much, many, some, any, every, all • Adverbs

	<ul style="list-style-type: none"> - too • Negation <ul style="list-style-type: none"> - will (e.g., They won't drink milk.) • Prepositions <ul style="list-style-type: none"> - of location (e.g., in, on, at, under, on the right/left)
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LEARNER WRITING EXEMPLAR: GRADE 9 - A1.2

Learner Profile for A 1.2

Rahel is a high school learner whose writing is at the A 1.2 level.

In the writing sample, you will see that Rahel:

- Uses apostrophes for contractions (e.g., it's);
- Uses prepositions (e.g., in, at, of);
- Uses common descriptive words (e.g., terrible, pleasing);
- Writes complete simple sentences;
- Attempts compound sentences using common conjunctions (e.g., but, cause);
- Uses simple adverbial phrases (e.g., to the washroom, in my village).

Rahel shows firm evidence of A 1.2 skills, but she is also starting to display a few more advanced skills such as the use of high frequency affixes (e.g., peaceful, pleasing).

Paragraph about my story

I am going to talk about my country village where it's a peaceful but also afraid. I always like to visit in my pleasing village. In the village there are forest almost every where. I always terrible to be walk alone without no one. but the curious is when I went in the washroom I got so scared cause I always thought that someone looked at me or follow me. so I always scared to go in the washroom at my village. but I always do fun except to go to the washroom.

A2.1 WRITING RUBRIC: GRADE 9

<p>Vocabulary</p> <ul style="list-style-type: none"> - Knowledge of words - Word choice - Word enrichment 	<ul style="list-style-type: none"> • uses accurate spelling for high frequency words • uses high frequency academic vocabulary independently • uses high frequency content area vocabulary independently • uses high frequency affixes and roots (e.g., re-, un-, -ful) • attempts to use low frequency affixes and roots (e.g. <i>Greek and Latin roots –ology, psych-</i>) • uses a variety of descriptive words when writing about familiar subjects (e.g. <i>light blue, large, round, several</i>) • uses words lists of synonyms, homonyms, and antonyms to extend and enrich word choice
<p>Sentence structure; punctuation</p>	<ul style="list-style-type: none"> • Sentence Structure <ul style="list-style-type: none"> – uses a variety of compound sentences (e.g., and, but, or, because) • Punctuation <ul style="list-style-type: none"> – uses commas for items in a list, in compound sentences to separate clauses, and/or introductory phrases
<p>Form; organization; content</p>	<ul style="list-style-type: none"> • organizes writing using multiple text features such as titles and headings (e.g., <i>science experiment, report, note-taking</i>) • writes and responds to questions independently • can provide personal information using short texts and diagrams (e.g., <i>directions to their home</i>) • uses simple sentences to describe common objects or familiar places such as their surroundings, their daily activities and the people around them • gives personal opinion with support (e.g., <i>sentence starters using think, know, hope, believe</i>) • uses multiple parts of the writing process (e.g., <i>pre-writing and editing</i>) • writes a simple paragraph with support • organizes information related to a central idea in a short paragraph using introductory, supporting, and concluding sentences • organizes by chronological sequence with support
<p>Grammar</p>	<ul style="list-style-type: none"> • Nouns <ul style="list-style-type: none"> – count nouns: singular and plural of low-frequency irregular forms (e.g., half /halves, goose/geese) – gerunds for activities and pastimes (e.g., running, singing) – collective nouns (e.g., team, crowd, group, family, – subject-verb agreement with collective nouns (e.g., The crowd is cheering.) • Pronouns <ul style="list-style-type: none"> – possessive: mine, yours, his, hers, its, ours, theirs – demonstrative: this/these, that/those • Verbs <ul style="list-style-type: none"> – future with <i>going to</i> (e.g., <i>We’re going to finish.</i>) – simple past of low-frequency irregular verbs (e.g., <i>leave/left, run/ran,</i>) – <i>there was/were</i> – modals: <i>have to, must, can, need, may and might</i> (e.g., <i>I have to go now. I must stop because I’m tired. He can send e-mails to his friends.</i>) • Adjectives <ul style="list-style-type: none"> – noun + lower frequency adjectives or noun + two adjectives (e.g., <i>shiny</i>) • Adverbs <ul style="list-style-type: none"> – of manner (e.g., verb + adverb: <i>She ate quickly.</i>)

	<ul style="list-style-type: none"> – verb + two adverbs (e.g., <i>The teacher talked very slowly in the class.</i>) – of opinion (e.g., <i>obviously, clearly, actually</i>) • Transition Words and Phrases <ul style="list-style-type: none"> – <i>first, second, next, finally, for example, also</i> – conjunctions: <i>so, since, because, because of</i> • Negation <ul style="list-style-type: none"> – <i>be</i> in simple past (e.g., <i>They were not happy. They weren't happy.</i>) • Prepositions <ul style="list-style-type: none"> – with simple/literal phrasal verbs (e.g., <i>take off, put on, put away, turn on/off, get up, wait for, look for, look at, talk over</i>)
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LEARNER WRITING EXEMPLAR: GRADE 9 - A2.1

Learner Profile for A 2.1

Bilal is a high school learner whose writing is at the A 2.1 level.

In the writing sample, you will see that Bilal:

- Uses commas for items in a list (e.g. ...there was a kitchen, living room....);
- Uses accurate spelling for high frequency words;
- Uses a variety of compound sentences (e.g., but, because, and);
- Organizes information related to a central idea in a short paragraph using introductory, supporting, and concluding sentences;
- Uses a variety of descriptive words when writing about a familiar subject (e.g., big, fancy, small, tall, regular, comfortable);
- Uses gerunds for activities and pastimes (e.g., playing, protecting);
- Make use of modals (e.g. ...we would have to....);
- Uses transitional words and phrases (e.g., first, followed by,);
- Uses both possessive (e.g., my, their) and demonstrative (e.g., that) pronouns.

Bilal's writing skills most closely match those of A2.1. His communication could be improved upon with additional attention to words omitted.

Descriptive Paragraph - Home

My neighbourhood back in my country there was a tar road that had single house on both side. Some house were big and fancy some were just small 3 bedroom houses. In the tar road you would kids playing on their frontyards. Teenagers would be playing soccer on the tar roads using 2 brick stones as goal posts and everytime a car passed by we would have to remove the bricks and put them back. On my frontyard they^{use} used to be small stones instead of a lawn. There was a tall fence that was about 9ft long protecting the house. If you would inside the fence there was a lawn in front of the house which was surrounded by flower pots full of flowers. We lived in a three bedroomed regular house. Inside the house there was a kitchen, living room and 3 bedrooms. When you walked inside you would walk into the kitchen first and then the living room followed by a hallway. The^{that} had bedrooms on each side and a washrooms. Everytime you would walk inside the house you would smell moms cooking. In Zimbabwe there are no basements and the houses are made of bricks. It was my favourite to be because I felt comfortable around my house.

A2.2 WRITING RUBRIC: GRADE 9

<p>Vocabulary</p> <ul style="list-style-type: none"> - Knowledge of words - Word choice - Word enrichment 	<ul style="list-style-type: none"> • demonstrates knowledge of irregular spelling patterns (e.g., <i>knife, pneumonia</i>) • uses a greater variety of academic and content area vocabulary • uses descriptive words in a variety of contexts, including for academic purposes (e.g. <i>a science experiment, an event in history; Marie Antoinette was <u>terrified</u> when the <u>angry mob</u> approached Versailles.</i>) • uses high and low frequency affixes and roots • attempts word choice enrichment (e.g., <i>use of a thesaurus</i>)
<p>Sentence structure; punctuation</p>	<ul style="list-style-type: none"> • Sentence Structure <ul style="list-style-type: none"> – attempts complex sentences – attempts direct and indirect speech (e.g., <i>"I study English," said Luis. He said he studies at this school.</i>) • Punctuation <ul style="list-style-type: none"> – uses commas for a variety of purposes – attempts quotation mechanics
<p>Form; organization; content</p>	<ul style="list-style-type: none"> • writes notes using a model, template or graphic organizer • uses the 5Ws to explain an aspect of daily life or a current event • can provide personal background information on work, education, and skills (e.g., <i>strengths, weaknesses</i>) • writes texts for a variety of academic purposes (e.g., <i>personal response to a reading, lab report, summary of a historical event</i>) • uses concrete details in writing to support main idea • completes the writing process with assistance <ul style="list-style-type: none"> - uses a planning or pre-writing strategy (e.g., <i>graphic organizer, topic sentence, supporting details</i>) timeline - organizes by chronological sequence - edits own work with assistance
<p>Grammar</p>	<ul style="list-style-type: none"> • Nouns <ul style="list-style-type: none"> – plural possessive forms of nouns (e.g. <i>the boys' pen</i>) – simple use of gerunds: <i>go + ing</i> (e.g., <i>They are going skating.</i>); gerund with verbs of like/dislike (e.g., <i>She hates studying. We love eating.</i>); gerund as subject (e.g., <i>Listening in class is easy</i>) • Pronouns <ul style="list-style-type: none"> – reflexive: <i>myself, yourself, himself, herself, ourselves, yourselves, themselves</i> – indefinite: <i>some, no, any, every + body/thing</i> • Verbs <ul style="list-style-type: none"> – past progressive (e.g., <i>He was standing in line.</i>); future progressive (e.g., <i>I'll be looking at the mail.</i>) – consistent use of verb tenses (e.g., maintain the same verb tense in a sentence or paragraph) • Adjectives <ul style="list-style-type: none"> – irregular comparative/superlative (e.g., <i>better/(the) best; worse/(the) worst</i>) • Transition Words and Phrases <ul style="list-style-type: none"> – <i>like/unlike, similar to/different from</i>

LEARNER WRITING EXEMPLAR: GRADE 9 - A2.2

Learner Profile for A 2.2

Lara is a high school learner whose writing is at the A 2.2 level.

In the writing sample, you will see that Lara:

- Attempts direct speech and quotation mechanics;
- Uses commas for a variety of purposes;
- Uses descriptive vocabulary in a variety of contexts (e.g., overwhelmed, treasure hunt, suspected, "fishy", terror);
- Uses concrete details;
- Uses gerunds regularly (e.g., sorting, playing, finishing);
- Organizes composition using a chronological sequence;
- Reveals purposeful vocabulary development
- Completes the writing process with assistance.

Lara has written a simple story on a topic with which she is familiar. Her writing shows evidence of purposeful vocabulary enrichment.

Halloween Candy Tragedy

"OH! oh my god! I have no more candies left. Well... Two days until it ^{will be} halloween and it means... unlimited candy!" I was sitting in my room playing with my toys. I live ~~in~~ ⁱⁿ saskatoon with my parents. my room walls are painted pink and I have ^{lot of} unlimited number of Gorgieus dolls on my bed. My friends came over ^{and my} ~~we~~ ^{served us with} some princess shaped jello as snacks. ~~and~~ ^{we} ~~we~~ ^{planned} on our route for halloween trick or treating. After we were done playing they all went ^{to their homes} home and I ~~lost~~ ^{explained} the entire plan for halloween to Dad. Sleep ^{at this night} ~~at this night~~ ^{was quite short} and the next day ~~came~~ ^{arrived}. Mom and Dad took me to store and ~~we~~ ^{she} got bought a snow white costume for the Halloween. we came home and somehow the day was spent. I was waiting for halloween. up patiently.

After all the waiting. finally! Halloween arrived. In the morning after breakfast I ~~got ready in my~~ ^{wore my} costume. I went to school ^{and} we had some candies as treat from our teacher. ^{she also} ~~the teacher~~ took our pictures. I enjoyed the day in school. ^{later in day when I came} ~~came back~~ home, and after supper my friends came over ^{and} we went for trick or treating. ^{we spent} ~~was out for~~ 2 hours picking candies. This was our lucky halloween, we didn't get tricked. I came back to home with a bag full of different type of Candies and chocolates, ~~and~~ ^{and} I was overwhelmed by the Candies! After sorting out the candies I ^{went to} ~~sleep~~ sleep.

I had dreams about candies all night. ~~long~~ ^{long} I ~~wake up~~ ^{wake up} earlier than usual this morning. ^{but} ~~just~~ ^{didn't} wait to eat candy that I have had gathered. I came down to breakfast table and asked for candy so mom said "come have breakfast first, we will talk about candies

after, so I sat down and started to eat my cereals. mom and dad were talking uneasy to me which I suspected that there is something fishy, but I ignored it. I was just too happy to ^{eat} the candies.

After finishing the breakfast, finally the moment came, on which I was going to eat candy. But wait... WHAT!!!! mom and dad said they ate all the candies ^{managed to eat} after I slept. I was shocked at first but then I ^{managed to say} said it's okay --- I just want you to be happy and ^{for the moment} got over the situation but I started a treasure hunt in home as I knew they can never eat this much candy in one night. I scanned the entire home. I went through all the closets. now I was getting upset that all of my candy was gone. ^{because I couldn't find it in the} at last I went to storage room. It was dark in there, I heard some squeaking noise and then saw something small move in front of me. Because of terror I bumped into a shelf and stood there. the bump caused the shelf to move and the candy bag on top dropped on my head. I was sooooo happy to have my candy back! I went and showed it to mom and dad ~~and they said they just joked with me~~ and shared the success of my treasure hunt with them as they were just ^{pooling} (kidding) with me.

B1.1 WRITING RUBRIC: GRADE 9

Vocabulary - Knowledge of words - Word choice - Word enrichment	<ul style="list-style-type: none"> • uses a variety of common spelling strategies to spell words accurately • continues to develop academic vocabulary • shows awareness of words with multiple meanings (e.g., "consumer" in Science or Economics) • continues to use a thesaurus
Sentence structure; punctuation	<ul style="list-style-type: none"> • Sentence Structure <ul style="list-style-type: none"> – uses complex sentences (e.g., <i>While we were working, we saw a dog who seemed lost. As she thought about him, she wondered how his new job would change their lives. Carlos, who studied with Viktor, was standing outside.</i>) – self corrects common sentence errors (e.g., run-ons and fragments) • Punctuation <ul style="list-style-type: none"> – uses colons before a list (e.g., <i>Bring the following items: pen, pencil, and paper.</i>) – uses quotation mechanics
Form; organization; content	<ul style="list-style-type: none"> • writes about story elements with support (e.g., <i>character, setting, may use a graphic organizer</i>) • writes a multi-paragraph composition on a central idea with details in each paragraph • sequences text logically with support (e.g., <i>strongest –weakest arguments, compare-contrast</i>) • completes writing process <ul style="list-style-type: none"> - brainstorming, draft, revisions, editing

	<ul style="list-style-type: none"> - edits own work, with support - edits peer writing, with support • produces writing in more than one genre (e.g., <i>report, journal, newspaper</i>) • begins to demonstrate awareness of audience
Grammar	<ul style="list-style-type: none"> • Verbs <ul style="list-style-type: none"> – used to (e.g., <i>They used to live in Panama.</i>) – modals: <i>should, could, would</i> (e.g., <i>I should study after school. We could buy that car.</i>) – simple use of infinitives with <i>would like, ask, tell</i> (e.g., <i>I would like to visit Canada. My mother asked me to go to the store.</i>) – conditional statements: probable and unlikely situations (e.g., <i>If it snows, we will wear our boots. If I had a lot of money, I would go on vacation.</i>) • Adjectives <ul style="list-style-type: none"> – <i>other, another, each</i> – <i>both, all, enough + of</i> • Adverbs <ul style="list-style-type: none"> – <i>somewhere, nowhere, anywhere, everywhere</i> • Transition Words and Phrases <ul style="list-style-type: none"> – conjunctions: <i>before, after, when, then, while, both ... and, in contrast, in conclusion, yet, for example, therefore, similarly, as a result, on the other hand, at first</i> – conjunctions: <i>yet, although, since, because of</i> – comparative using <i>as ... as</i> (e.g., <i>My brother is as old as your brother.</i>) <i>as soon as, as well as, nearly as, just as, not quite as, whereas</i> • Negation <ul style="list-style-type: none"> – negation in a variety of tenses (e.g., <i>He hasn't worked. She shouldn't go to bed late.</i>) • Prepositions <ul style="list-style-type: none"> – with (simple figurative) phrasal verbs (e.g., <i>give up, look after, bring up, get along, clear up, go through, hang around, hold on, point out, put down</i>)

LEARNER WRITING EXEMPLAR: GRADE 9 - B1.1

Learner Profile for B1.1

Ofelia is a high school learner whose writing is at the B 1.1 level.

In the writing sample, you will see that Ofelia:

- Writes a multi-paragraph composition on a central idea with details in each paragraph;
- Writes conditional statements (e.g., *if a student got caught eating, then..../ if a student did not wear his uniform then....*);
- Uses a variety of transitional words (e.g., *moreover, also, for example, therefore*);
- Attempts to use complex sentences;
- Sequences text logically with a compare and contrast structure.

While Ofelia needs to work on improving a few skills, such as the use of verbs in the past tense, her overall writing demonstrates the descriptors at B 1.1.

There are so many differences between schools in Iraq and schools here, in Canada. The time that is spent in the school is less in Iraq than here. Also, the way of teaching and the level of the subjects are harder there. A uniform is required there; and the rules of the schools are different in lots of ways. The way that schools are split are different; there are schools for only guys and schools for only girls. Moreover the grades that attend schools are different than here. Schools are different in Iraq than in Canada; and in ways they are much harder.

The time that is spent in the school is different between the two countries. For example in Iraq, school starts at 8:00 am and ends at 12:30 or sometimes at 1:00. But the difference is that there are no breaks between classes. Usually there are 5 or 6 classes a day, and we stay in the same room but teachers come to us. It becomes so hard to concentrate when staying in one room for 4 or 5 hours with loads of studying.

The ways of teaching there are harder than the ways in Canada. For example children in grade one have homework to take home. In Canada, children in elementary schools usually don't have any homework. Also the levels of the subjects are harder in Iraq. For example the things that are learned there in grade 6, they are learned here in grade 9. They put so much pressure on students there which make them work hard and do their best. Also in grade 6, 9, and 12 the final exams are national which means that the teachers have to cover everything in the book. Moreover, the final exam in Iraq is worth a lot, so failing the final means failing the grade. Also, failing one subject there means failing the whole grade, which means all of the class should be retaken again.

In Iraq, there are so many rules that are not found here. There should be a uniform there and if a student did not wear his uniform then he can not enter the school. No food is allowed during classes, if a student got caught eating then he will go to the principle or will be punished. Also, students should ask before they leave the class. They need to ask the teacher when they need to drink water. Moreover, students can't leave the school once they are in it. There are guards that stand on the doors.

The way that schools are split are different than the Canadian way. There are schools for boys and schools for girls; but that's only for high school. Elementary schools are from grade one to grade six. Middle school and high school are the same buildings. Middle schools are from grade 7 to grade 9 and then high schools are from grade 10 to grade 12. Therefore it can be seen how schools are so different in Iraq and here.

B1.2 WRITING RUBRIC: GRADE 9

Vocabulary - Knowledge of words - Word choice - Word enrichment	<ul style="list-style-type: none"> • continues to use and develop academic vocabulary • uses a variety of words with multiple meanings • continues to use a thesaurus
Sentence structure; punctuation	<ul style="list-style-type: none"> • Sentence Structure <ul style="list-style-type: none"> – uses a variety of complex sentences (e.g., <i>The ball, which he hit powerfully, flew across the net to Roberto, who had raced to hit it.</i>) • Punctuation <ul style="list-style-type: none"> – uses parentheses (e.g., <i>for additional information</i>) – uses semi-colons – uses colons (e.g. <i>before extended quotations; to replace "for example"; follow a salutation</i>)
Form; organization; content	<ul style="list-style-type: none"> • takes notes while listening • writes about all story elements (e.g., <i>character, conflict, atmosphere, plot</i>) • writes a multi-paragraph composition for academic purposes (e.g., <i>descriptive, narrative, expository, or persuasive</i>) • writes a five-paragraph essay • adds details, examples, and explanations to convey meaning • sequences text logically

	<ul style="list-style-type: none"> • independently uses writing process • edits own and peer writing • demonstrates awareness of audience • uses a variety of features to create an effective presentation or final product (e.g., <i>technology, color, font</i>)
Grammar	<ul style="list-style-type: none"> • Nouns <ul style="list-style-type: none"> – abstract nouns (e.g., <i>advice, information, beauty, knowledge, philosophy, democracy</i>) + <i>a, an, the</i>, or no article (e.g., <i>He had a good knowledge of science. He had knowledge about many things.</i>) • Pronouns <ul style="list-style-type: none"> – relative: <i>who, that, which, whose</i> in defining relative clause (e.g., <i>The man who drives the bus smiles a lot.</i>) • Verbs <ul style="list-style-type: none"> – present and past perfect (e.g., <i>He has just finished.</i>) – simple passive (e.g., <i>The dog was found in the park last Friday.</i>) – conditional statement: cannot be fulfilled (e.g., <i>If I had known that they were celebrating a birthday, I would have brought a cake.</i>) • Adjectives and Adverbs <ul style="list-style-type: none"> – <i>the</i> + adjective (e.g., <i>The small round ball is mine.</i>) – <i>does not confuse adjectives and adverbs</i> – gerund as adjective or as part of a compound noun (e.g., <i>running water, walking stick, diving board</i>) – <i>either, neither</i> • Adverbs <ul style="list-style-type: none"> – of possibility (e.g., <i>probably, possibly, definitely</i>) • Negation <ul style="list-style-type: none"> – with conjunction <i>unless</i> (e.g., <i>Don't spend the money unless you need new clothes.</i>) • Transition Words and Phrases <ul style="list-style-type: none"> – variety of transition words and phrases used correctly and extensively throughout the writing

LEARNER WRITING EXEMPLAR: GRADE 9 - B1.2

Learner Profile for B1.2

Abena is a high school learner whose writing is at the B 1.2 level.

In the writing sample, you will see that Abena:

- Writes using the various story elements-character, conflict, atmosphere, plot;
- Adds details, examples, and explanations to convey meaning;
- Sequences text logically;
- Uses a variety of complex sentences;
- Uses more advanced punctuation, including semi-colons;
- Uses relative pronouns (e.g., *which, that*).

Abena's writing displays competence in a number of areas including verb usage and the use of complex sentence structures. Her overall writing demonstrates the descriptors at B 1.2.

All of the people in our town were very busy at that time. My neighbors, including my Aunt Belly, cooked and prepared food for the cafeteria in our school. Pancakes, rice cakes, salads, hotdogs, fruits and various kinds of drinks were the foods that they prepared for all the students in our school. Most of the people in our small town, including me, had no choice but to attend the only elementary school in our town. Rizal Elementary School was almost fifty-nine years old and it is located right beside our house. The only thing that separated the two buildings was a small gravel road. It was the first day of school, June 14th, 2005. I thought that it was going to be a fun and peaceful year, but I was wrong.

Every first day of school since I was in second grade, my ^{with} best friend Fe and I walked together with our new dresses on, new bags and with a big smile on our faces, to the school. We grew up together; that is why you cannot separate the two of us. We were like twins who were very similar in every way. When I was struggling with my math homework Fe would help me and when she needed help I was always there to help her to the best of my ability. On the weekends we would play, eat, do our homework, and watch the television together. We were very excited to go to school because finally we could use our new school supplies that we bought from the city. We were also excited to meet our old friends and to meet new people. But, when we entered the class together we did not expect that Lizah Calz and her friends would be there. Lizah Calz was the meanest of the mean; she and her friends were the bullies in our school, ^{ever} since I first met her.

Miss Sarah Denock was our adviser, which means that she is going to be our only teacher for the whole school year.

I knew that being a 5th grader under Ms. Denock's roof was not good at all. Ms. Denock lives three blocks from my house. She is three hundred pounds and when she walks, you could tell that she is having a hard time maintaining her balance. The worst thing about her was that Lizah's mom, Mrs. Catz, was a very close friend of hers. Mrs. Catz, Ms. Denock and some other teachers in our school were just happy-go-lucky in doing their jobs. They would just gather in Mrs. Catz's room eating, laughing and chatting about things that were useless. As they would "celebrate" in Mrs. Catz's room, the students would have to write endless pages of notes. It is what the teachers do to their students most of the time. This is why I hate most of the teachers, especially Ms. Denock and Mrs. Catz, as well as her only daughter, Lizah.

While our teacher is away, Lizah, the class president, would act like one. She would go out of the room, command the class and flirt with the boys as long as she wants to. She is such a bully, but nobody tried to report her because her mom is a teacher as well, a scary teacher I would say. Mrs. Catz is a friend of every teacher in the school and that is what my fellow classmates feared. They feared that Ms. Denock would just punish them for reporting Lizah being such a bully because she thinks that Lizah is such a good girl who would obey everything she says. This is a total lie because I know that Ms. Denock feared Mrs. Catz; as well, that is why she treated Lizah like a princess.

One day Lizah and her friends went overboard in acting like the teachers. They stole and copied my final project. I spent most of my time doing it and making it presentable. I even spent my entire weekend just to finish my project and now they just took it away and copied every single piece of information that I gathered. I was really furious that time, so I went to the principal's office and reported Lizah and her friends for bullying me and for bullying my classmates. The principal went to our classroom, took Lizah away, including her friends. The principal called Mrs. Catz to talk about the behavior of her daughter. The whole class also gathered in the principal's office to report everything. Lizah did to them. When the principal asked Lizah if the reports were true.

she just cried and looked at her mother. Everyone was very surprised when Mrs. Calz told Liza that she is very, very disappointed and ashamed to have her as her daughter. We just all sat there and stared at Mrs. Calz; Liza did the same but cried louder. I could see by her eyes that she did not expect to hear that. Mrs. Calz demanded her to apologize to us so she did. She promised to not be a bully again and to respect each and everyone of us. Her friends apologized too. We all accepted their apologies but told them that if they ^{ever} do it again we will demand for a stronger punishment for them. Day by day, we noticed that Liza was changing her behaviour and the way that she treat^{ed} us went from bad to good. She even told us that her mom did not know a single thing that she did and that her mom is not scary; she is just strict and a perfectionist. After that day, we realized that Liza was not really that mean. After all of the drama that we went through, we had the best year ever.



Grade 9 CFR Reading Rubric	Student Name:	Primary Language:	Current CFR:
Teacher:	School:	School Year:	Year End CFR:

A1.1 Text Structure		A1.2 Text Structure		A2.1 Text Structure		A2.2 Text Structure		B1.1 Text Structure		B1.2 Text Structure	
	Reads simple text adapted for EAL learners and selects authentic materials (e.g. forms, environmental signs, and promotional materials)		Reads a variety of texts adapted for EAL learners and a variety of authentic materials (e.g. basic recipes, simple instructions)		Reads a variety of multi-paragraph texts adapted for EAL learners and an increasing variety of authentic materials (e.g. weather forecasts, school newsletters, course outlines)		Reads and extracts information from a variety of adapted and authentic texts (e.g. textbooks, leveled readers)		Reads a variety of more complex authentic texts in a variety of text structures (e.g. informational websites, news stories, short stories)		Reads grade level, authentic texts, with support, in a wide variety of genres on a range of topics
	Texts consist of phrases, simple sentences and/or basic compound sentences (e.g. <i>She reads books. I like to read and I like to run.</i>)		Texts are comprised of simple connected sentences, which include prepositional phrases and/or a variety of compound sentences (e.g. <i>He looks on the table and under the chair for the book. She likes to read magazines, but does not like to read novels.</i>)		Texts are comprised of a variety of compound sentences that may include direct and indirect speech. (e.g. <i>"I study English", said Luis. He said he studies at this school.</i>)		Texts are comprised of complex sentences with subordinate clauses and/or relative clauses (e.g. <i>While they were sleeping, their grandmother arrived.</i>)		Texts are comprised of an increasing number of complex sentences with subordinate clauses and/or relative clauses (e.g. <i>The ball, which he hit powerfully, flew across the net to Roberto, who ran to hit it.</i>)		Texts are comprised of a variety of complex sentence structures and grammatical forms including appositives and passive voice (e.g. <i>Regina, the capital of Saskatchewan, is located to the south of Saskatoon. He was seen working in the library by the teachers who had earlier marked him absent.</i>)

A1.1 Phonological & Phonemic Awareness		A1.2 Phonological & Phonemic Awareness		A2.1 Phonological & Phonemic Awareness		A2.2 Phonological & Phonemic Awareness		B1.1 Phonological & Phonemic Awareness		B1.2 Phonological & Phonemic Awareness	
	Identifies and produces all sounds of the alphabet		Identifies produces and recognizes end sounds of words		Decodes consonant blends with multiple sounds (e.g. /ch/ in <i>choir</i> and <i>chair</i>)		Recognizes rhyming words with differing spelling (e.g. <i>sneeze, Belize</i>)		Decodes less common words with unique spelling patterns (e.g. <i>bureau, depot</i>)		Continues to develop competence towards grade level appropriate skills
	Recites the names of the letters of the alphabet	Can decode: -word families (e.g. <i>rank/bank, -wing/sing</i>); -consonant blends (e.g. <i>bl, rd</i>); long and short vowel sounds (e.g. <i>rat/rate</i>); root words (e.g. <i>known, correct</i>); prefixes (e.g. <i>unknown</i>); suffixes (e.g. <i>correction</i>); beginning digraphs (e.g. <i>th, sh</i>); trigraphs (e.g. <i>sch-, str-</i>) vowel digraphs (e.g. <i>ea, ou, ee, ie</i>) vowel diphthongs (e.g. <i>ow, oi</i>)		Identifies and recognizes rhyming words	Decodes complex letter combinations (e.g. <i>tough</i>)						
	Identifies beginning sounds of words			Decodes multisyllabic words (e.g. <i>registration, mathematics</i>)							
	Decodes familiar words and sight words (e.g. <i>book, cat, pen, the, is</i>)			Decodes common words with unique spelling patterns (e.g. <i>knife, island</i>)							
				Manipulates words by adding or removing phonemes							
			Segments multisyllabic words								

A1.1 Vocabulary		A1.2 Vocabulary		A2.1 Vocabulary		A2.2 Vocabulary		B1.1 Vocabulary		B1.2 Vocabulary	
	Reads some utility words (e.g. <i>day, walk, run, mom, dad</i>)		Reads a variety of utility words (e.g. <i>march, job, remove</i>)		Reads a variety of descriptive words (e.g. <i>Marie Antoinette was terrified when the angry mob approached Versailles</i>)		Reads descriptive words in a variety of contexts, including for academic purposes		Continues to read a variety of descriptive, academic and content area vocabulary		Reads most vocabulary when encountered in a variety of grade level texts
	Reads some descriptive words (e.g. <i>good, fine, happy</i>)		Reads a variety of descriptive words (e.g. <i>round, lovely, large</i>)				Reads a greater variety of academic and content area vocabulary		Continues to extract meaning from frequent and less frequent affixes, suffixes and roots		Reads a variety of words with multiple meanings
	Begins to read high frequency content area vocabulary words, with support (e.g. <i>add, multiply</i>)		Reads high frequency content area vocabulary words, with support (e.g. <i>sum, environment, product</i>)		Reads high frequency academic vocabulary		Extracts meaning from frequent and less frequent affixes, suffixes, and roots (e.g. Greek and Latin roots: -ology, eco-, multi-, therm-)		Uses a variety of strategies and resources to extend and enrich vocabulary		Understands the figurative meaning of words and phrases including: -idioms (e.g. <i>It's raining cats and dogs.</i>) -metaphors (e.g. <i>The elephant in the room</i>)
	Reads vocabulary related to a topic learned in class (e.g. <i>sports games, players</i>)		Reads charts, equipment, diagrams and maps with high frequency academic and content area words		Uses word lists of synonyms, homonyms and antonyms to extend and enrich vocabulary				Understands literal and non-literal meanings of words and phrases		
	Reads diagrams, illustrations or maps with familiar words		Reads some high frequency academic words, with support (e.g. <i>demonstrate, summarize</i>)		Attempts to extract meaning from less frequent affixes, suffixes or roots (e.g. know/known, knowledge/knowledgeable)		Continues to use word lists of synonyms, homonyms, and antonyms to extend and enrich vocabulary		Understands use of figurative language (e.g. idioms, similes, metaphors)		Understands connotation and denotation (e.g. difference between an argument and a disagreement)
	Creates and uses personal word lists of familiar or recurring vocabulary		Attempts to extract meaning from frequent affixes, suffixes, and roots (e.g. <i>re-, tri-, bi-, un-, -ful, -less, -ly</i>)		Classifies and categorizes words into sets or groups		Begins to understand literal and non-literal meanings of words and phrases		Shows an awareness of words with multiple meanings (e.g. <i>consumer</i> in Science vs Economics)		
			Begins to classify and categorize words into sets or groups				Begins to understand use of figurative language (e.g. idioms, similes, metaphors)				
			May substitute a word with a difference tense (e.g. <i>I see</i> vs. <i>I saw</i>)								
			May interchange masculine/feminine words (e.g. <i>he/she</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		Identifies and uses basic text features such as title, illustrations, and bolded words		Identifies and uses a variety of text features		Continues to identify and use a variety of text features		Often uses various text features to enhance comprehension (e.g. graphs, diagrams, illustrations)		Consistently uses a variety of advanced text features to enhance comprehension (e.g. sidebars, table of contents, glossary)
	Identifies basic text features such as title and illustrations				Extracts details information from promotional material such as posters, brochures and invitations (e.g. dress code, registration times, school musical)		Extracts important information from a variety of functional, visual texts (e.g. advertising material, community brochures, school newsletters)				
	Understands straightforward forms in order to insert personal information (e.g. name, address, date of birth)		Begins to identify more advanced text features (e.g. index, glossary, table of contents)		Extracts some detailed information from promotional material such as posters, signs and invitations (e.g. place, a weather forecast, materials needed)		Reads and applies information from diagrams or graphs to another task (e.g. using information from a bar graph to complete a math word problem)		Evaluates the effectiveness of format and layout of functional, visual texts (e.g. advertising material, local brochures)		Can scan through straightforward printed text (e.g. magazines brochures, information on the internet) and identify the topic as well whether the information contained might be applicable to the topic
	Extracts information from simple, promotional material (e.g. price, date, time on posters)		Extracts information from simple, promotional material (e.g. price, date, time on posters)		Independently follows short instructions illustrated through step by step visuals						
	Begins to understand short instructions illustrated through step-by-step visuals with support (e.g. cooking instruction on food packages, simple science experiments)		Begins to read a variety of graphs and diagrams (e.g. bar graphs, number line, pie graph)								
	Begins to read simple graphs (e.g. bar graph, timeline)										

A1.1 Comprehension		A1.2 Comprehension		A2.1 Comprehension		A2.2 Comprehension		B1.1 Comprehension		B1.2 Comprehension	
	Relies on picture or bilingual dictionary, illustrations, prior knowledge, patterned sentences and context to aid comprehension		Picture and bilingual dictionaries, illustrations, graphs, and diagrams may be used to aid comprehension		Begins to use a variety of resources to confirm and enhance comprehension (e.g. dictionary, thesaurus, technology, glossary)		Uses a variety of resources to confirm and enhance comprehension		Begins to find and read text appropriate for independent research		Usually is able to find and read text appropriate for independent research
	Understands brief, simple instructions if encountered previously in the same or similar form		Strategies: -begins to skim for main idea and scan for details in text -begins to use a variety of strategies, with support, to comprehend text before, during, and after reading (e.g. visuals, connecting to prior knowledge, recognizing root words, making predictions)		Strategies: -skims and scans text for main idea and detail -continues to use and develop, with support a greater variety of strategies to comprehend before, during and after reading (e.g. begins to use inference, chunked text, or context to determine the meaning of unknown words)		Strategies: -continues to skim and scan a greater variety of texts for main ideas and details. -continues to use and develop a greater variety of strategies, with some support, to comprehend before, during, and after reading (e.g. posing questions to clarify meaning, highlighting key words using context clues, summarizing, making inferences, or creating jot notes using a teacher created resource) -Makes connections between texts		Begins to respond to and evaluate texts in a variety of ways (e.g. makes text to text, text to self, text to world connections; recognizes facts from opinion; identifies the author’s purpose and strengths)		Reads and follows directions for experiments and procedures in grade level texts
	Strategies: -uses prior knowledge -looks for cognates -begins to identify key nouns in text -with support (e.g. names of people or places) -begins to use visuals, with support, to aid comprehension before, during and after reading								Reads and evaluates, with minimal support, persuasive texts for strengths and weaknesses of an argument		
									Strategies: -monitors own comprehension and selects appropriate resources for clarification -continues to use a variety of strategies to comprehend before, during and after reading, with decreased support (e.g. defending inferences, rereading to consolidate understanding, synthesizing) -chooses appropriate reading strategies to comprehend a variety of authentic texts (e.g. math question, science lab, history article)		Strategies: -continues to use a variety of strategies, with minimal support, to comprehend before, during and after reading

A1.1 Fluency		A1.2 Fluency		A2.1 Fluency		A2.2 Fluency		B1.1 Fluency		B1.2 Fluency	
	Reads word by word without regard for punctuation		Reads with minimal: -phrasing -rereading -sounding out words -attending to common punctuation (e.g. . ? !)		Reads with some: -phrasing -rereading -sounding out words -pausing to refer to visuals -substituting of unknown words with familiar words -attending to common punctuation (e.g. . ? ! and , “”)		Reads with increased: - phrasing - inflection - consideration for common and less common punctuation (e.g. : ; -) - appropriate word substitutions		Reads consistently with: -phrasing -inflection -consideration for most punctuation -self-correction		Reads fluently with: -phrasing -inflection -consideration for all punctuation -self-correction

CFR GLOBAL READING RUBRICS AND ELA ALIGNMENT:

GUIDING COMMENTS

The reading rubrics in this document are intended to help teachers of EAL learners in high schools (Grades 9 to 12) to determine their reading skills and abilities along the CFR scale. Note that the skill areas of listening, spoken interaction, spoken production and writing are equally important and should be included in any comprehensive student plan for EAL assessment.

The Grade 9-12 global reading rubrics are organized under the following headings: Text Structure, Phonemic and Phonological Awareness, Vocabulary, Visual Processing, Comprehension and Fluency. The rubrics are a work in progress; users are encouraged to revise or edit the rubrics for clarity. A general alignment to English Language Arts (ELA) reading rubrics for Grades 9-12 is also included to promote smooth transitions beyond B1.2.

Suggestions for Classroom Use

- As teachers assign global levels, they are encouraged to consider a student's performance on a variety of reading selections over the course of a semester, as well as their knowledge of student performance in various classes.
- It is recommended that the teacher or teachers who spend the most time with the EAL learner provide the final assessment of skills and abilities along the CFR scale. Consultation with other educators who work with the student is encouraged.

Clarification of Terms Used in the Rubrics

- **Attempts** means that the student is aware of the concept and shows some evidence of use, with error(s).
- **Uses** means that the student is fairly consistent and accurate.
- **Academic vocabulary** in this context refers to the vocabulary that is based on Greek or Latin roots (e.g., observe, demonstrate, analyze, describe)
- **Content area vocabulary** refers to the vocabulary that is related to a specific subject area (e.g., poem, sum, beaker, guitar)
- **With support** includes the use of print materials such as graphic organizers, dictionary, thesaurus, or resources provided by the teacher.
- **Adapted text** means that the text has been altered in some way (e.g., simplified language, shortened length) to suit particular reading levels.
- **Authentic text** is text that appears in its original form and has not been altered to a particular reading level.

Text Structure: Grades 9 – 12 ELA

Each course within the ELA offerings has a set of specific outcomes and indicators, though in general, high school students:

- ✓ Read, comprehend and demonstrate understanding in their responses to a wide range of text types in print, multimedia and electronic formats.
- ✓ Select and use appropriate strategies to construct meaning of this wide range of text types.
- ✓ Recognize and demonstrate understanding of the ways in which a text's organizational structure and elements support or confound its purpose.
- ✓ Recognizes and explains purposes of texts including informing, persuading, narrating and describing.
- ✓ Recognize organizational patterns within text forms.
- ✓ Recognize and comprehend sentences that are complete, and interesting; recognize and comprehend sentence structures including compound and complex sentences used for variety, interest and effect.
- ✓ Recognize and comprehend how effective coordination, subordination and apposition of ideas make sentences clear and varied.
- ✓ Recognize and comprehend the use of effective capitalization and punctuation, passive voice, parallel structure and balanced sentences.
- ✓ Recognize and comprehend basic English sentence structures including common kernel structures and how they have been expanded with qualifiers and how they have been compounded and transformed (as questions, exclamations, inversions, and negatives).

Phonological and Phonemic Awareness: Grades 9 – 12 ELA

Each course within the ELA offerings has a set of specific outcomes and indicators, though in general, high school students:

- ✓ Use knowledge of a range of spelling patterns, including sound-symbol relationships and rules to help identify, comprehend and analyze words.
- ✓ Recognize common spellings and variants used for effect or dialect.
- ✓ Recognize and use the form and usage of a word to determine the pronunciation e.g., "project" as a noun versus as a verb).
- ✓ Recognize the sound patterns in language including rhyme, rhythm, metre, alliteration, consonance, assonance and repetition.
- ✓ Use the sounds of letters and syllables and the placement of accents to determine the pronunciation and spelling of words.

Vocabulary: Grades 9 – 12 ELA

Each course within the ELA offerings has a set of specific outcomes and indicators, though in general, high school students:

- ✓ Recognize and understand how the language of the text was chosen to suit different audiences and a range of purposes.
- ✓ Recognize and understand use and register of language (e.g., formal, informal, jargon, slang, cliché).
- ✓ Distinguish use of emotional appeal or persuasive language as well as the social implications of words chosen
- ✓ Recognize and comprehend words that are loaded with meaning and significance (e.g., connotation, symbolism, imagery, allusion),
- ✓ Know the meanings of the common Greek and Latin prefixes, suffixes, and roots in the English language.

Visual Processing: Grades 9 – 12 ELA

Each course within the ELA offerings has a set of specific outcomes and indicators, though in general, high school students:

- ✓ Identify and explain how graphics (e.g., charts, tables), visuals (e.g., photos, paintings), dramatizations (e.g., tableaux, improvisations and layout affect the appeal and understanding of a message).
- ✓ Recognize and explain how placement, visibility, design, and legibility enhance the appeal and affect the impact and artistry of a message.
- ✓ Recognize and comprehend how graphics, fonts, colours are used to enhance meaning.

Comprehension: Grades 9 – 12 ELA

Each course within the ELA offerings has a set of specific outcomes and indicators, though in general, high school students:

- ✓ Select and use appropriate reading strategies to construct meaning before reading (e.g., formulating focus questions, previewing text, anticipating message, setting purpose for reading).
- ✓ Select and use appropriate reading strategies to construct meaning during reading (e.g., considering how text relates to self, other texts and to the world around them; noting key ideas and supporting details; constructing mental images; making confirming and adjusting predictions; using cueing systems to construct meaning and self-monitor comprehension; adjust rate and strategies in keeping with purpose and difficulty of the text, etc.).
- ✓ Select and use appropriate reading strategies to construct meaning after reading (e.g., recalling, paraphrasing, summarizing and synthesizing; reflecting and interpreting; rereading to deepen understanding).

Fluency: Grades 9 – 12 ELA

Note: The ELA 9 curriculum outcomes CR 9.8 A and CR 9.8 B indicate grade 9 students are to read grade 9 appropriate texts to increase fluency and expression. It is expected grade 9 students should read 150 + words per minute orally and 215-260 words per minute silently. No other grade provides specific wpm ranges.

Each course within the ELA offerings has a set of specific outcomes and indicators, though in general, high school students:

- ✓ Adjust their reading rate to account for the difficulty of text.
- ✓ Monitor their understanding of text.
- ✓ Use punctuation to aid in understanding.
- ✓ Adjust oral presentation elements effectively e.g., articulation, pronunciation, stress, phrasing, etc.) when reading aloud.



Grade 9 CFR Speaking 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	
	Attempts to use:		Uses some :		Uses a variety of :		Uses an increasing variety of :				Uses a variety of words with multiple meanings
	• some utility words, with support (e.g. <i>day, walk, run, mom, age, address</i>)		• utility words, with support (e.g. <i>march, jog, remove</i>)		• utility words including some synonyms, antonyms, and homonyms (e.g. <i>chair, seat, stool</i>)		• utility words, including a wider variety of synonyms, antonyms, and homonyms		Attempts words with multiple meanings in a variety of contexts (e.g. “consumer” in science or economics)		Continues to use and develop a wide variety of academic and content vocabulary consistent with grade level expectations
	• Descriptive words, with support (e.g. <i>good, fine, happy</i>)		• descriptive words, with support (e.g. <i>round, lovely</i>)		• descriptive words (e.g. <i>light, several</i>)		• descriptive words in a variety of contexts, including for academic purposes				
	• high frequency content area vocabulary words, with support (e.g. <i>add, ball, gym</i>)		• high frequency content area vocabulary words, with support (e.g. <i>sum, lab, product</i>)		• high frequency content area vocabulary (e.g. <i>experiment, angle</i>)		• academic and content area vocabulary (e.g. <i>mathematical procedures</i>)		Continues to use a variety of descriptive, academic and content area vocabulary		
	• high frequency words relating to their class topics. (e.g. <i>classroom, sports games</i>)		Attempts to use some high frequency academic words, with support (e.g. <i>demonstrate, summarize</i>)		• high frequency academic vocabulary (e.g. <i>demonstrate, summarize</i>)						
	• repetition of words heard in class										

A1.1 Syntax		A1.2 Syntax		A2.1 Syntax		A2.2 Syntax		B1.1 Syntax		B1.2 Syntax	
	Uses one-word responses or phrases		Answers simple questions using phrases		Asks a variety of simple questions (e.g. questions relating to directions, prices, time, etc. and W5 questions)		Uses details to enhance simple and compound sentences		Uses complex sentences		Uses a variety of complex sentences and structures to convey meaning
	Attempts simple sentences, with support (subject, verb, object)		Uses complete simple sentences (e.g. <i>I am good at soccer.</i>)				Attempts complex sentences, with support (e.g. <i>I was late for school because I missed the bus.</i>)				
	Attempts simple questions, with support (e.g. <i>Where I go?</i>)		Asks simple questions, with support.		Uses a variety of compound sentences (e.g. <i>and, but, or</i>)						
			Attempts compound sentences, with support								

A1.1 Sociolinguistic Knowledge		A1.2 Sociolinguistic Knowledge		A2.1 Sociolinguistic Knowledge		A2.2 Sociolinguistic Knowledge		B1.1 Sociolinguistic Knowledge		B1.2 Sociolinguistic Knowledge	
	Uses basic expressions of greeting, farewell, politeness, and social expression		Uses an increasing depth of expressions of greeting, farewell, politeness, and social expression		Uses an increasing depth of expressions linked to cultural and social contexts		Attempts to ensure the listener understands points being made or information being given		Attempts to adjust speech depending on audience and context		Adjusts speech depending on audience, context and purpose
	Engages in simple conversations, with support (e.g. <i>I am from...</i>)				Engages in basic, controlled conversation		Engages in authentic conversation		Engages in detailed conversation on less familiar topics with a variety of audiences		Engages in extensive conversation with a variety of audiences
	Attempts to use slang (e.g. <i>Bye, See ya!</i>)		Engages in simple conversations		Uses common idioms and slang		Uses a wide variety of idioms and slang		Attempts to use figurative language		Uses figurative language
			Attempts to use common idioms and slang (e.g. <i>No way!, Awesome</i>)				Attempts some humor, sarcasm, and puns		Attempts some humor, sarcasm, puns and its appropriate use		Continues to use humor and sarcasm

A1.1 Strategic Knowledge		A1.2 Strategic Knowledge		A2.1 Strategic Knowledge		A2.2 Strategic Knowledge		B1.1 Strategic Knowledge		B1.2 Strategic Knowledge	
	Relies on gestures with simple questions to make requests to clarify meaning (e.g. points to question to indicate need)		Uses gestures with simple questions and statements to make a request, or clarify meaning. (e.g. <i>I need help, How do you spell...?</i>)		Asks questions of unknown words, terms or concepts with greater detail. (e.g. asking a peer about math homework, “ <i>What does perimeter mean?</i> ”)		Asks questions to clarify an existing understanding or meaning to gather additional information (e.g. <i>Is there a test or quiz on Friday?</i>)		Asks questions to learn more or confirm in a variety of contexts		Uses strategic questioning near grade level expectations
	Relies mainly on L1 to produce and understand unknown words		Frequently uses L1 to produce and understand unknown words and phrases		Occasionally uses L1 to produce and understand unknown words or phrases		Uses circumlocution to convey meaning and understanding (e.g. uses “ <i>clock on my arm</i> ” for <i>watch</i>)		Paraphrases or restates what others have said		Uses appropriate words for the context to convey meaning

A1.1 Discourse		A1.2 Discourse		A2.1 Discourse		A2.2 Discourse		B1.1 Discourse		B1.2 Discourse	
	Produces simple one-word responses to compare familiar people and places, with support		Produces simple sentences to compare people and places, with support		Produces complex sentences to compare ideas, with support (e.g. schools, cultures)		Produces complex comparisons in academic settings (e.g. between characters, personalities)		Produces in-depth comparisons in academic settings (e.g. compare a novel to its film)		Produces in depth comparisons between abstract ideas (e.g. ethics, values, or moral dilemmas)
	Repeats procedures for school functions and rules (e.g. <i>School starts at 9:00 a.m.</i>)		Produces procedures for basic life functions. (e.g. catching a bus)		Produces step-by-step directions (e.g. <i>morning routine</i>)		Produces an explanation or instructions for a familiar process or summary (e.g. a class trip, ‘how to’ presentation)		Produces a sequence or summary for academic purposes (e.g. how to write a paragraph, a short story)		Produces an in-depth explanation of a procedure, experience, narrative, or event. (e.g. science experiment, essay writing)
	Spoken language is limited and often mispronounced. Pronunciation may be difficult to understand		Errors with pronunciation, stress, rhythm and intonation patterns, may cause students to frequently repeat to make themselves understood		Pronunciation, stress, rhythm, and intonation patterns are developing but misunderstandings or confusion may still occur		Errors in English pronunciation, stress, rhythm and intonation patterns may cause occasional misunderstandings for the listener		Though meanings are clear, pronunciation, stress, rhythm or intonation errors may occur		Meanings are clear, and pronunciation, stress, rhythm or intonation errors occur less frequently



Grade 9 CFR Listening 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	
	Understands some :		Understands a variety of :		Understands a wider range of :		Understands an increasing variety of :		Understands:		Understands a variety of words with multiple meanings
	• utility words, with support (e.g. <i>day, walk, run, mom, age, address</i>)		• utility words, with support (e.g. <i>march, jog, remove</i>)		• utility words including some synonyms, antonyms, and homonyms (e.g. <i>chair, seat, stool</i>)		• utility words including a wider variety of synonyms, antonyms, and homonyms		• words with multiple meanings in a variety of contexts (e.g. “ <i>consumer</i> ” in science or economics; “ <i>green</i> ” i.e. green with envy or the lawn is green)		Continues to understand a wide variety of academic and content vocabulary consistent with grade level expectations
	• descriptive words, with support (e.g. colours, shapes)		• descriptive words, with support (e.g. <i>round, lovely</i>)		• descriptive words (e.g. <i>light, several</i>)		• descriptive words in a variety of contexts, including academic purposes		• a greater variety of descriptive words in both social and academic settings		
	• high frequency content area vocabulary words, with support (e.g. <i>add, ball, gym</i>)		• high frequency content area vocabulary words, with support (e.g. <i>sum, lab, product</i>)		• high frequency content area vocabulary (e.g. <i>experiment, angle</i>)		• academic and content area vocabulary (e.g. mathematical procedures)		• an increasing variety of academic and content area vocabulary		
	• high frequency academic words with support (e.g. <i>write, label</i>)		• high frequency academic words, with support (e.g. <i>explain, describe</i>)		• high frequency academic vocabulary (e.g. <i>demonstrate, summarize</i>)						

A1.1 Syntax		A1.2 Syntax		A2.1 Syntax		A2.2 Syntax		B1.1 Syntax		B1.2 Syntax	
	Understands one-word responses and phrases		Understands complete simple sentences and compound sentences, with support		Understands a variety of compound sentences (e.g. <i>and, but, or</i>)		Understands complex sentences, with support (e.g. <i>I was late for school because I missed the bus.</i>)		Understands complex sentences (e.g. <i>While I was waiting for the bus, a car drove through a puddle and got me wet.</i>)		Understands more detailed complex sentences and structures (e.g. <i>He went to his friend’s house, and played basketball even though he had homework to do.</i>)
	Understands simple questions with support (e.g. <i>Where are you from?</i>)		Understands simple questions (e.g. <i>Where is the washroom?</i>)		Understands a variety of questions (5 W’s, asking for location, price, directions, time)						

A1.1 Sociolinguistic Knowledge		A1.2 Sociolinguistic Knowledge		A2.1 Sociolinguistic Knowledge		A2.2 Sociolinguistic Knowledge		B1.1 Sociolinguistic Knowledge		B1.2 Sociolinguistic Knowledge	
	Understands basic expressions of greeting, farewell, politeness, and social expression		Understands an increasing depth of expressions of greeting, farewell, politeness, and social expression		Understands an increasing number of expressions and ideas linked to cultural and social contexts		Understands opinions of others that are expressed as complex ideas, structures, vocabulary and details		Understands opinions of others that are expressed in academic contexts as complex ideas, structures, vocabulary and details, with support		Understands opinions in academic contexts that are expressed as in-depth ideas, structures, vocabulary and details
	Understands simple conversations with support		Understands simple conversations		Understands basic, controlled conversations		Understands basic, authentic conversation		Understands detailed conversation with unknown participants		Understands extensive conversation with unknown participants

A1.1 Discourse		A1.2 Discourse		A2.1 Discourse		A2.2 Discourse		B1.1 Discourse		B1.2 Discourse	
	Understands some single or two word phrases on familiar and personally relevant topics, with visual support		Understands basic key information in a classroom activity, with visual support		Understands some key information from a variety of sources		Understands most key information in a presentation		Understands key information in a classroom lecture when delivered slowly and clearly, with support		Understands the main points and important details from a variety of sources
	Understands single step instructions for classroom activities, with visual support		Understands instructions for classroom activities, with assistance		Understands simple step-by-step instructions		Understands an explanation of, or instructions for, a familiar process or summary		Understands a sequence or summary for academic purposes		Understands an in-depth explanation of a procedure, experience, narrative, or event

A1.1 Auditory Discrimination		A1.2 Auditory Discrimination		A2.1 Auditory Discrimination		A2.2 Auditory Discrimination		B1.1 Auditory Discrimination		B1.2 Auditory Discrimination	
	Understands simple language spoken slowly and clearly, with support		Understands simple language spoken slowly and clearly		Understands speech spoken at average speed which involves familiar and personally relevant topics, with support		Understands speech spoken at average speed which involves familiar and personally relevant topics		Understands speech spoken at an average speed on familiar and unfamiliar topics in social and academic settings		Understands rate of speech similar to that of native speakers on familiar and some unfamiliar topics

Appendix

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

3rd 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

4th 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

5th 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

6th 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

7th 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

8th 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

9th 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

10th 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 ... _____

as

_____ ... is to ... _____

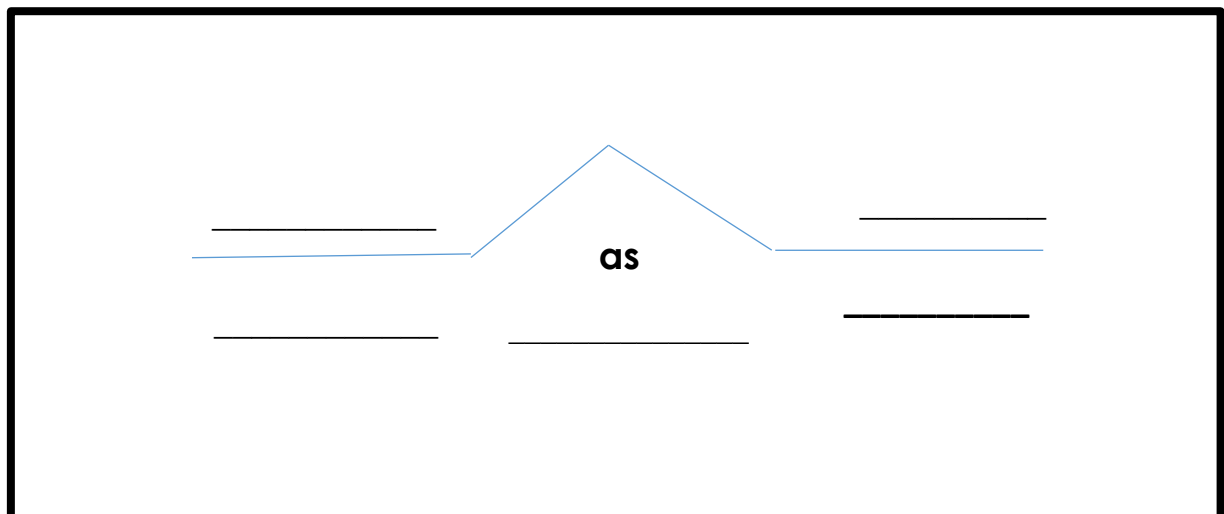
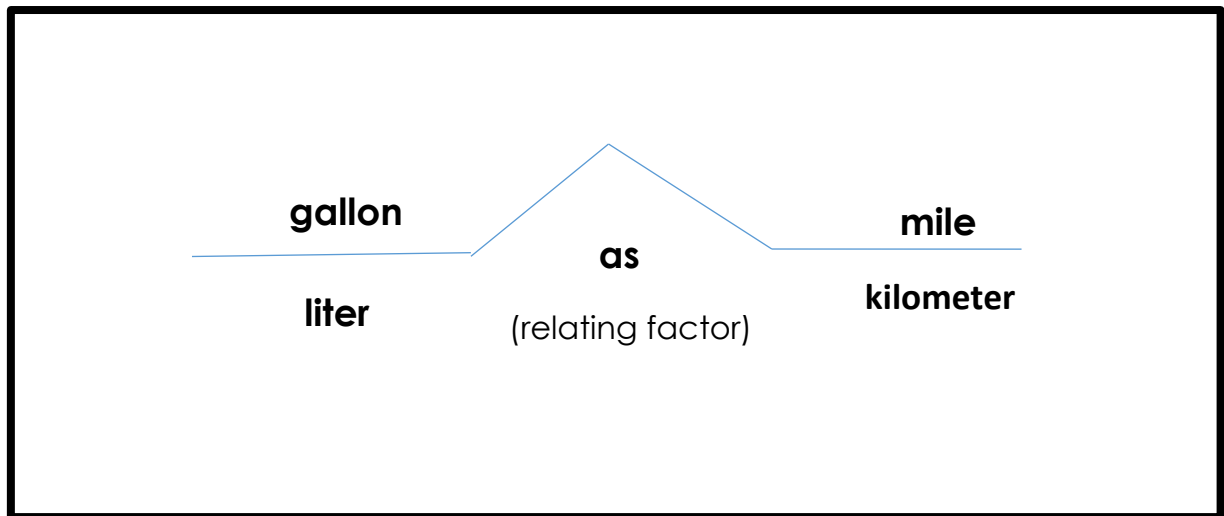
_____ ... is to ... _____

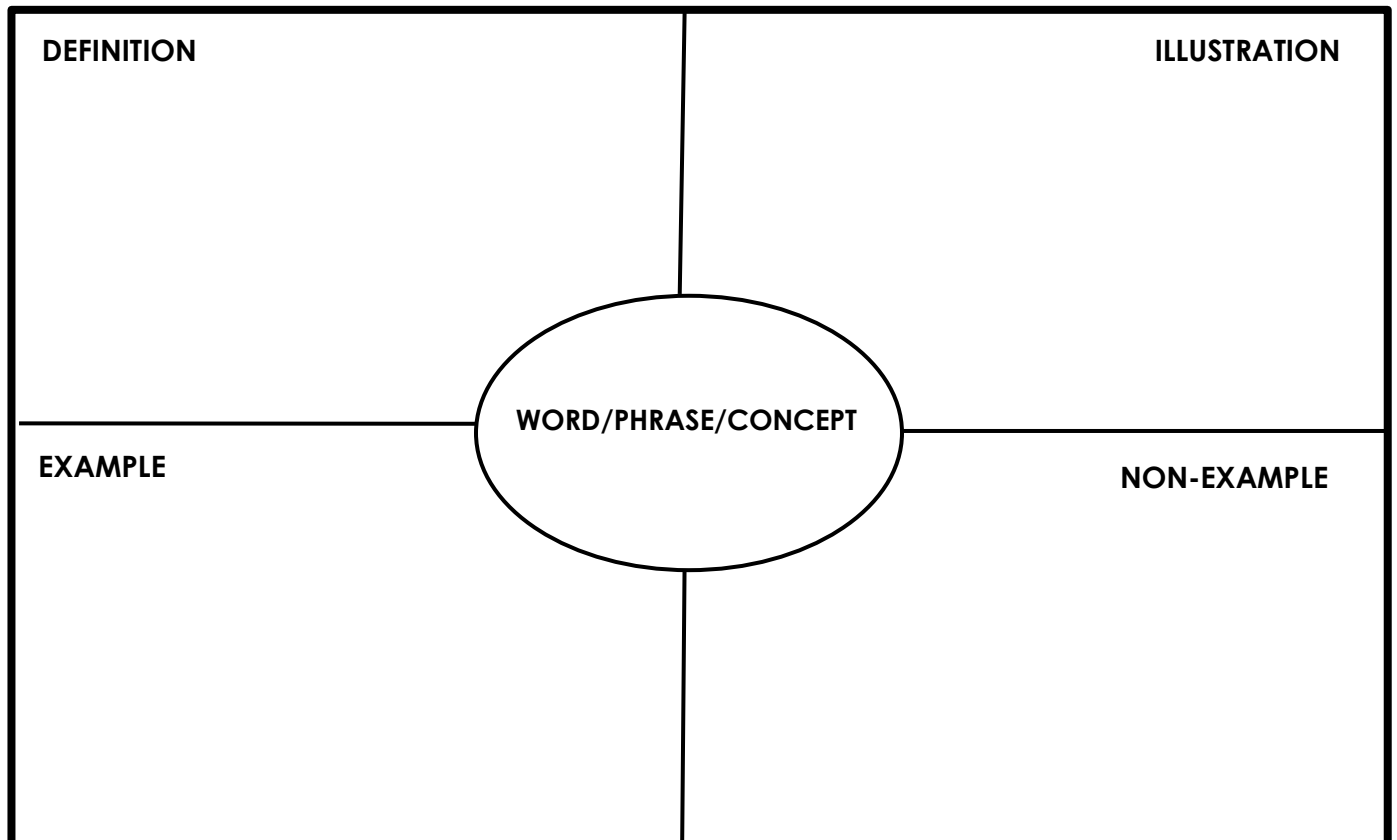
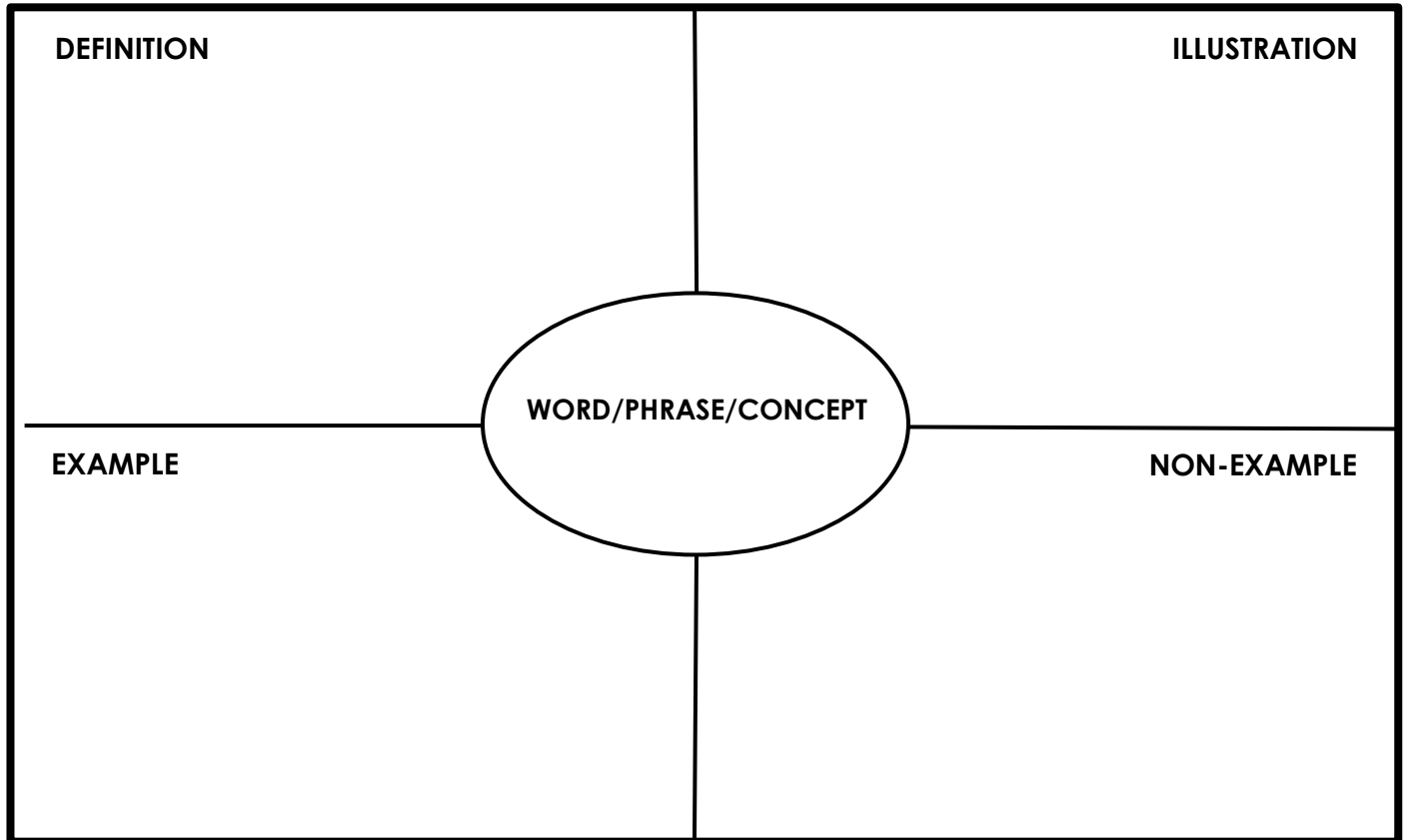
as

_____ ... is to ... _____

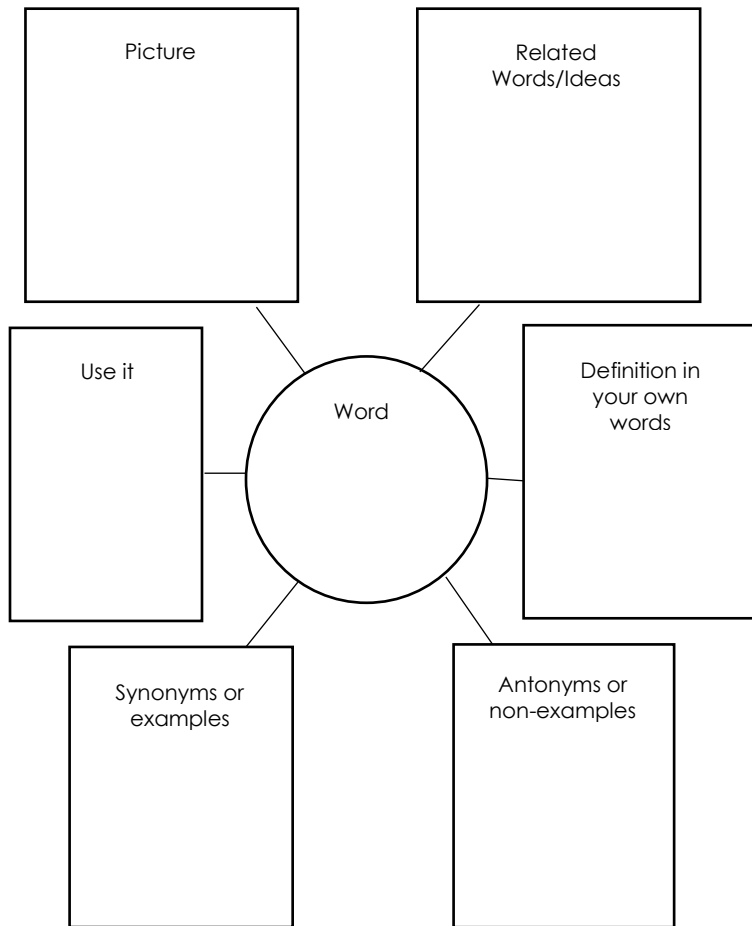
Creating Analogies

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">• The _____ has _____, and _____.• How does the _____?• Why did/didn't the _____?• _____ is located (prepositional phrase) the _____.• The _____ are usually _____.	<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">• I don't think the evidence supports _____ because _____.• I don't agree with that statement because _____.• As we just saw in the experiment, _____ does _____ due to _____.	<table><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">• Here we see that _____.• The data shows that _____.• The (author/text) reveals that _____.	<i>As evidence</i> <i>I notice</i>																							
Estimate	<ul style="list-style-type: none">• Looking at the _____, I think there are _____.	<i>approximately, about, roughly</i>																							
Hypothesize & Make Predictions	<ul style="list-style-type: none">• I think _____ will _____.• What I already know about _____ helps me predict that _____.• Because _____, I predict that _____.• If _____ had _____, then _____ would have _____.	<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">• (I think) _____ is _____ because _____.• (I like) _____ because _____.	<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">• The _____ had _____ so _____.• Due to the fact that _____, _____ decided to _____.	<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"> The _____ is _____ because _____. She/He feels _____ because _____. 	<i>for the reasons above</i> <i>to sum up</i> <i>in short</i> <i>in brief</i> <i>as you can see</i> <i>to be sure</i> <i>undoubtedly</i> <i>without a doubt</i> <i>in conclusion</i>	<i>in any case</i> <i>in other words</i> <i>in summation</i> <i>obviously</i> <i>concluding</i> <i>on the whole</i> <i>unquestionably</i> <i>in any event</i> <i>as I have noted</i>
Compare	<ul style="list-style-type: none"> This _____ is similar to _____ because both _____. 	<i>in like manner</i> <i>likewise</i> <i>similarly</i> <i>as well as</i>	<i>in the same way</i> <i>have in common</i> <i>all are</i> <i>compared to</i>
Contrast	<ul style="list-style-type: none"> This _____ is similar to _____ because both _____. 	<i>after all</i> <i>for all that</i> <i>on the other hand</i> <i>although</i> <i>this may be true, however</i> <i>on the contrary</i> <i>and yet</i> <i>in contrast to this still</i>	<i>nevertheless</i> <i>yet</i> <i>but</i> <i>notwithstanding</i> <i>as opposed to</i> <i>conversely</i> <i>even though</i> <i>rather than</i> <i>in spite of</i> <i>at the same time</i>
Sequence	<ul style="list-style-type: none"> We saw that first, _____, then _____, and at the end _____. 	<i>again</i> <i>first</i> <i>moreover</i> <i>also</i> <i>further(more)</i> <i>next</i> <i>and then</i> <i>in addition</i> <i>secondly</i> <i>besides</i> <i>last(ly)</i> <i>thirdly</i>	<i>equally important too</i> <i>finally</i> <i>likewise,</i> <i>after a few days</i> <i>immediately</i> <i>meanwhile,</i> <i>afterward</i> <i>in the meantime</i> <i>soon</i> <i>at length</i>
Measure	<ul style="list-style-type: none"> A _____ is _____ cm. long, _____ cm. wide, and _____ cm. tall. This _____ holds a volume of _____ mls. Before we _____, the liquid _____, but now it _____. 	<i>approximately</i> <i>about</i> <i>roughly</i>	<i>estimate</i> <i>nearly</i>
Construct charts, tables, and graphs	<ul style="list-style-type: none"> Plot _____ and _____. Plot _____ as _____. Graph the independent variable _____ as a function of _____. 	<i>plot</i> <i>graph</i> <i>function</i> <i>variable</i> <i>direction</i>	<i>quadrant</i> <i>coordinate</i> <i>plane</i> <i>slope</i>
Distinguish fact from opinion	<ul style="list-style-type: none"> Although you say _____ the table says that _____. The word _____ is evidence that _____ is a(n) _____. This is a(n) _____ because we can/cannot prove _____. 	<i>although</i> <i>as opposed to</i> <i>whether or not</i>	<i>on the contrary</i> <i>in spite of</i>
Summarize	<ul style="list-style-type: none"> The main idea from this observation is that _____. In short _____, but actually _____. 	<i>as has been noted</i> <i>in other words</i> <i>indeed</i> <i>as I have said</i> <i>in short</i> <i>to sum up</i> <i>in fact</i>	<i>on the whole</i> <i>for example</i> <i>in sum</i> <i>to be sure</i> <i>for instance</i> <i>in brief</i> <i>in any event</i>

Identify Relationships	<ul style="list-style-type: none"> • This ____ is necessary for ____ because it ____. • Both ____ and ____ could be classified as ____. • The reason ____ goes with ____ is because ____. 	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
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Taken from: <http://literacy.dpsnc.net/five-pillars/writing/sentence-frames>