
Common Framework of Reference (CFR) EAL Reading Rubrics: Grades 9-12

February 2015



Pilot Stage

This working document is in pilot stage during the 2015-2016 school year. It is anticipated that the final document will be released in September 2016.

Proprietary Notice

This document contains information that is proprietary to the Province of Saskatchewan. Any reproduction, disclosure, or other use of this document is expressly prohibited, except as authorized in writing by the provincial Ministry of Education. No part of the content of this document may be reproduced in any form or by any means without the prior written permission of the province.

Limited Exception

Permission to copy and use this publication in whole or in part is granted for non-profit educational purposes within the province of Saskatchewan to (a) school division staff, including teachers, administrators and specialist educators and (b) organizations or institutions involved in literacy and language instruction within the province. Proper acknowledgement must be given to the source of information.

Acknowledgements

The ministry is grateful to Saskatoon Public Schools (SPS) and the educators named below for their leadership role in the preparation of this document.

Shauna Tilbury, Coordinator – EAL, SPS
Laurie Anderson, Educational Consultant – EAL Assessment, SPS
Sandra Mancusi, Educational Consultant - EAL, SPS
Carmen McCrea, EAL Teacher, Aden Bowman Collegiate, SPS
Allison Lacelle, EAL Teacher, Mount Royal Collegiate, SPS
Johanna Stuart, EAL Teacher, Greystone Elementary School, SPS
Tracy Johnson, EAL Teacher, Greystone Elementary School, SPS

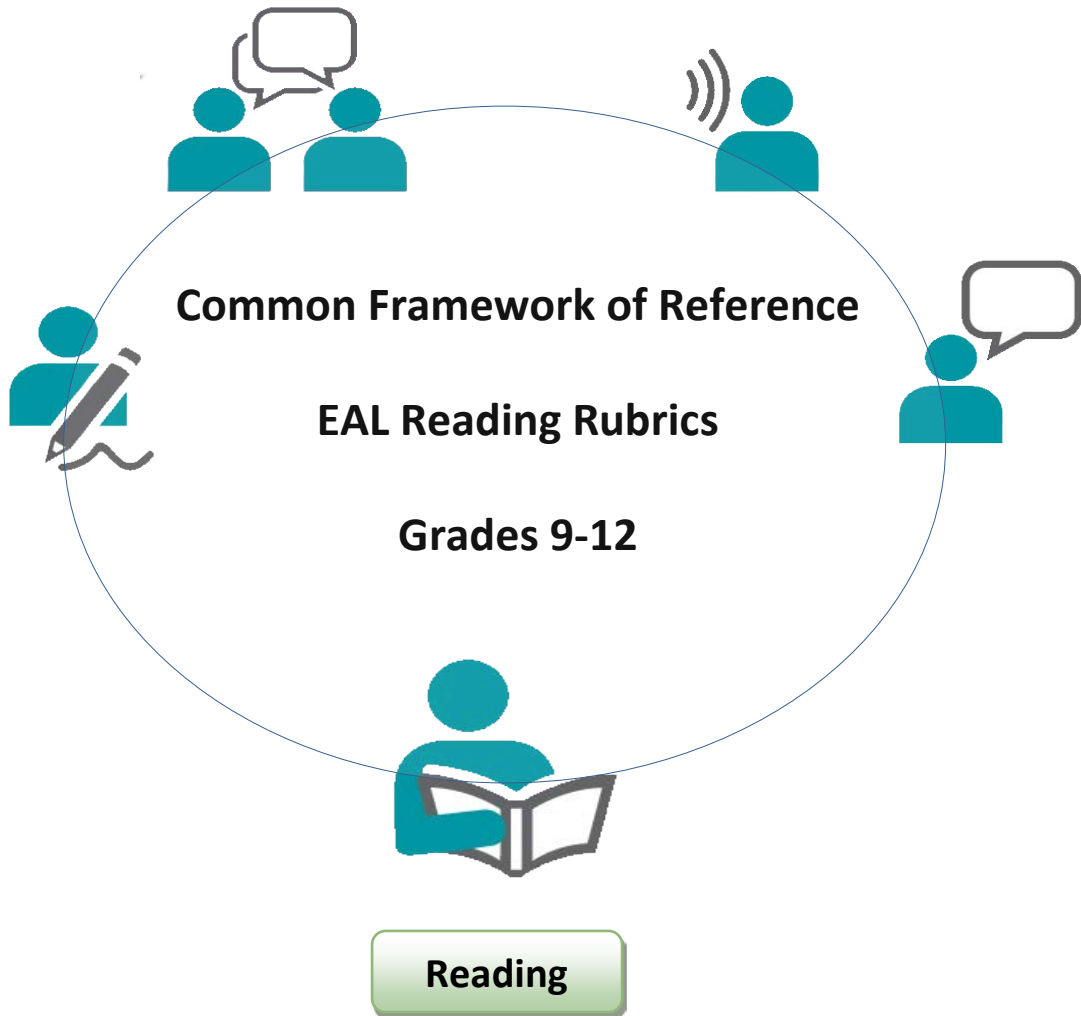


TABLE OF CONTENTS

CFR Introduction	1
Key Terms	1
Use of Rubrics	3
PART 1: CFR GLOBAL SKILL DESCRIPTORS GRADES 9-12	5
Grade Nine: CFR Global Descriptors and ELA Alignment	6
Grade Ten: CFR Global Descriptors and ELA Alignment.....	11
Grade Eleven: CFR Global Descriptors and ELA Alignment	17
Grade Twelve: CFR Global Descriptors and ELA Alignment	23
PART 2: CFR GLOBAL READING RUBRICS GRADES 9-12	29
Guiding Comments.....	30
Global Reading Descriptors: Grades 9-12.....	31
References and Resources	40
Appendix A: International Reference - CEFR Global Scale	41
Appendix B: Glossary of Common Reading Terms	42

COMMON FRAMEWORK OF REFERENCE (CFR)

INTRODUCTION

Adoption of the Common Framework of Reference (CFR) as a language reference tool has facilitated ministry collaboration with school divisions on approaches that promote greater consistency with planning, instruction and assessment of learners with English as an Additional Language (EAL) needs.

The CFR is an international, skill-based language framework that focuses on language use to perform meaningful tasks in authentic contexts. For school-aged students with EAL needs, an authentic context is the school and meaningful tasks are associated with learning outcomes. For students learning English, the CFR outlines success through a continuum of observable behaviours and descriptors of language progress that are applicable to the context of schooling.

The ministry document [*A Guide to Using the CFR with EAL Learners*](#) (2012) offers detailed information about each of the six levels of language progress that lead learners to upper levels of proficiency. Learners who do not reach these levels of proficiency will have difficulty achieving the learning outcomes in Saskatchewan curricula.

In addition to six levels of progress, the CFR is organized around five areas of skill development: listening, speaking (spoken production and spoken interaction), reading and writing. The document *Common Framework of Reference (CFR): EAL Reading Rubrics Grades 9-12* focuses specifically on skill development in the area of reading. In the document, you will find rubrics that illustrate how reading progress can be monitored and assessed at each level of the CFR.

In keeping with the intent of the CFR, English language learning should be viewed as a journey and not a rigid set of fixed descriptors confined by level. Learners often start their journey at A1.1 and move toward increased levels of language proficiency. They can look back at the progress they have made on their journey and plan, with guidance from teachers, parents, peers and others, their route to the next level.

KEY TERMS

Specific terms used in this document and their definitions are included below. In addition, a more extensive glossary of common reading terms is provided in Appendix B of the document.

CFR Global Level Descriptors highlight observable language behaviours in social or academic contexts as identified within the five skill areas. The statements describe growing levels of proficiency according to the learner’s performance within ‘real-world’ contexts.

Comprehension involves the use of cognitive strategies (pre/during/post reading) to make meaning of text. These strategies occur *before reading* (e.g., previewing a text, predicting what a text will be about given its title, activating prior knowledge of the subject); *during reading* (e.g., adjusting reading rate, constructing mental images) and *after reading* (e.g., summarizing, re-reading).

Decoding is analyzing text in order to identify individual words. It is also the act of deciphering a new word by sounding it out.

Fluency is defined as the ability to read text with accuracy, appropriate speed, expression, phrasing and intonation.

- ✓ **Accuracy** is the ability to identify high frequency words without the need to decode them and the ability to understand the connection between letters and their sounds.
- ✓ **Automaticity** is the ability to decode words automatically.
- ✓ **Prosody** describes the ability to read with expression including the use of pitch or intonation, stress and emphasis, and tempo or rate.

Phonics is defined as the ability to recognize the written symbols that represent phonemes (graphemes) and use this knowledge to decode and recognize words. In this document, all phonics descriptors imply visual/textual activities. Phonetic skills are indicated by the verb “recognize”.

Syntax is defined as the pattern or structure of word order in sentences, clauses and phrases.

Text Features assist readers with understanding of text (e.g., credits, headings, diagrams, columns, sidebar, pull-quotes, highlighted text).

Text Structure refers to structures involved in a particular type of writing. Exposure to a variety of text structures should occur as students move through the language levels (e.g., chronology/sequencing; comparison/contrast; description/explanation; problem/solution; cause/effect).

Visual Processing involves the use of directionality, patterns, and text features.

Vocabulary Acquisition is the ability to understand unknown words by using acquisition strategies to help make meaning.

USE OF RUBRICS

The rubrics included in this document will help teachers and administrators to:

- Establish criteria for assessment that will enable students to reflect on their reading abilities and to see where and how to improve their reading skills and strategies in English;
- Provide a basis for conversations among teachers, parents and students about assessment processes and the relationship to progress along the CFR scale;
- Facilitate communication with parents regarding their student's progress with English language learning;
- Promote fair and consistent assessment of progress with reading across subject areas through the lens of an EAL learner.

Teachers may want to:

- Share information about reading skills provided in the document with their students;
- Provide explicit instruction about English reading skills based on the skill descriptors provided in the CFR scale;
- Use the rubrics to clarify expectations and as reference points when assessing student progress with reading in the areas of phonemic awareness, phonics, vocabulary acquisition, visual processing, fluency and comprehension;
- Use the rubrics to guide selection of texts for their EAL students;
- Create reading rubrics that reflect local classroom needs (e.g., language transference issues from local dialects).

Administrators may choose to:

- Facilitate school-wide collaboration toward consistent assessment and reporting practices for learners of EAL;
- Arrange for professional learning opportunities that focus on reading rubrics for EAL learners at various ages and stages of learning;
- Facilitate sessions for school councils and parent groups using this document as a starting point for topics related to EAL, such as curriculum expectations, use of the CFR, or assessment practices.


PART 1: CFR GLOBAL SKILL DESCRIPTORS

GRADES 9 – 12


CFR GLOBAL SKILL DESCRIPTORS AND ELA ALIGNMENT: GRADES 9 – 12

The pages that follow provide global level descriptors of language skills across CFR levels for Grades 9 – 12.



Level B1.2 in each chart signals the stage at which EAL learner skills and abilities become more closely aligned with those of English-speaking peers. For comparative purposes, a chart of year-end grade level expectations for **English Language Arts (ELA)** has been placed next to the global descriptors for EAL learners at Level B1.2. The acronym *wcpm* is used to denote ‘word count per minute’.

GRADE NINE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT							
CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA 9* “Level 4 in the 6-level Rubrics”
Skills							
Listening 	Recognizes own name when spoken by another person. Understands simple classroom instructions, such as ‘Stand up, please’ when expressed slowly and clearly, possibly with accompanying gestures. Understands basic greetings, farewells, and expressions of politeness (e.g., hello, goodbye, sorry). Often recognizes spoken words similar to those in known languages. Can identify the names of common colours	Understands some words and expressions, descriptions of familiar objects, as well as simple instructions provided the speaker speaks slowly and clearly with significant pauses.	Understands the main points in short simple stories, reports, and audio announcements. Can understand short, clear, and simple instructions and explanations, when delivered slowly. Understands phrases and high frequency vocabulary related to areas of personal interest.	Understands, at a general level, overheard conversations and can generally identify when the topic changes can understand the dialogue of a movie, a trailer for a film or the events in a news story when the visuals provide contextual support. Can follow verbal instructions or text read from a book if the speaker speaks slowly and clearly. Can listen to their peers’ contributions in class, and use these responses as models for their own	Understands when people speak at normal speed on familiar topics. Understands the main points of overheard discussions. Understands audio text dealing with familiar topics as well as announcements, and television shows (if supported by visuals). There may be a need to repeat particular words and phrases or to replay text.	Understands the main points and the important details of audio recordings provided standard language is used and the topic is one of interest. Understands the main points in a relatively long overheard conversation. Can understand classroom talk between two or more native speakers, only occasionally needing to request clarification.	Listens purposefully and responds appropriately to a range of oral communications including conversations, discussions, interviews, speeches, and oral directions. Evaluates oral information and ideas recognizing train of thought, main points, and presentation techniques. Selects and uses appropriate strategies to construct meaning before listening (e.g., formulating focus questions), during listening (e.g., adjusting rate to the specific purpose and difficulty of


GRADE NINE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA 9* “Level 4 in the 6-level Rubrics”
Skills	when heard.			responses.			text), and after listening (e.g., recalls, summarizes, and reflects).
Spoken Interaction 	Provides basic information such as age when requested and can ask another’s name. Uses one or two learned expressions of greeting, farewell, and politeness (e.g., hello, goodbye, please, and thank you). Uses gestures to request information and can express a lack of understanding.	Interacts by answering simple questions with single words or short sentences. Makes simple needs understood (e.g., the loan of a pencil or other classroom material). Asks and responds to questions such as time and the location of familiar objects. Can meet and take leave of people using appropriate expressions.	Expresses common greetings e.g., Happy Birthday), feelings e.g., I am cold, I am hungry, I am sorry), and questions e.g., what time is it?). Uses simple language to exchange information and ask straightforward questions about everyday events. Can ask for clarification of unknown words and terms.	Takes part in simple social interactions asking someone to repeat themselves or asking appropriate questions to ensure the other person understands them. Can ask for, and offer, simple explanations. Can ask for assistance (e.g., asking for clarification of vocabulary, understanding problems, terminology, rules, etc.).	Participates in simple phone calls with a known person or a conversational exchange with a peer on a familiar topic. Explains to a teacher where they are having difficulty. Can ask questions to learn more. Repeats what has been said and can convey this to another. Expresses opinions on familiar topics and asks others for their opinions.	Initiates a conversation and can help to sustain it. Can ask spontaneous questions. Participates in relatively lengthy conversations with peers on subjects of common interest provided others make an effort as well. Actively participates in group work, expressing opinions and making suggestions.	Uses oral language to interact purposefully, confidently, and appropriately in a variety of situations including participating in one-to-one small groups, and large group discussions (e.g., prompting and supporting others, solving problems, resolving conflicts, building consensus, explaining personal viewpoints, sharing preferences, speaking to extend current understanding, and celebrating special events and accomplishments).
Spoken Production	Introduces themselves expressing basic personal information such as age and country of origin.	Introduces themselves providing basic information. Expresses preferences. Briefly talks about personal, concrete	Describes basic aspects of daily life such as favourite foods and daily activities. Can talk briefly about a	Describes, using simple words, daily events, personal experiences, opinions, likes and dislikes. Can provide some	Describes personal goals and intentions. Can briefly explain and justify points of view, assumptions, and plans. Can describe what is	Speaks in a comprehensible and fairly fluent manner using a large number of different words and expressions, but	Uses oral language intentionally to express a range of information and ideas in formal and informal situations including dramatic

GRADE NINE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA 9* “Level 4 in the 6-level Rubrics”
 Skills	Expresses how they are feeling using simple, standard expressions. Names some common objects in familiar environments (e.g., pieces of clothing and commonplace food items).	plans (e.g., plans for the weekend or holiday celebrations) and provides basic information about familiar things (e.g., favourite subjects; descriptions of their classroom; number, ages, and occupations of their family members). Can name some subject specific vocabulary terms.	familiar topic in a short presentation, prepared in advance but not read.	information concerning their culture’s celebrations and special events. Can say most numbers (including years) without hesitation.	occurring in a film or book, and indicate their personal opinion about it.	perhaps pausing to self-correct. Can clearly explain how something is used (e.g., how to run a computer program, how to use art tools, how to maintain the class garden). Can make announcements using simple words and phrasing (e.g., indicate to the rest of the class what is being served in the cafeteria at noon).	reading of poems, monologues, scenes from plays, and stories and presenting reasoned arguments of opposing viewpoints. Enunciates clearly and carefully, and correctly pronounces words with proper emphasis. Uses volume and presentation techniques appropriate to audience and purpose. Reads grade 9 appropriate text to increase fluency and expression (150 +wcpm orally).
 Reading	Recognizes familiar names, words and phrases on signs (e.g., ‘Open’, ‘Exit’) and very simple instructions if they are supported by images. Can recognize some expressions and straightforward sentences in simple texts, if allowed to use a dictionary.	Recognizes words previously encountered as well as short text messages such as “Happy Birthday “or “back in an hour”. Recognizes important information on basic promotional material (e.g., price, date, and time on posters). Can identify key words (e.g., names of people and places)	Locates important information in simple text; understands much of what is written in short, text dealing with familiar topics of personal interest; follows a set of clear, written instructions especially if accompanied by visuals. Understands most of what	Can understand the important information in everyday visual text (e.g., the weather forecast, advertising material, local brochures, and school newsletters). Can use everyday reference materials such as catalogues or the yellow pages. Can understand the main information in short	Can understand clear, simple instructions with some visual support (e.g., science experiment procedures, school handbook, fire evacuation measures). Understands text of various lengths as long as the words used are familiar and/or concern areas of interest. Uses key words, diagrams, and illustrations to	Can scan through straightforward printed text (e.g., magazines, brochures, information on the Internet) and identify the topic, as well as whether the information contained might be of interest/application. Reads and understands straightforward	Reads and comprehends grade-appropriate text including prose fiction, poetry, and plays. Reads independently and demonstrates comprehension of a variety of informational texts including expository essays, historical accounts, news articles, and scientific writing. Demonstrates the behaviours of an

GRADE NINE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT


CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA 9* “Level 4 in the 6-level Rubrics”
Skills		in text.	happens in a simple, straightforward short story and can identify the story’s main characters. Can recognize some key terminology from subject areas (e.g., labels on science equipment and the legend on maps).	articles and reports (e.g., a discussion on the Internet, letters to the editor, a list of school rules) if they deal with familiar subjects. Can read patterned and predictable text.	support reading comprehension.	factual text on subjects related to personal interests and/or subjects being studied. Understands most vocabulary in narrative and expository text, and extract key information from those texts.	effective, active reader including preparing to read by previewing, asking questions, setting purpose, considering what is known and what needs to be known, adjusting rate to specific purpose, making connections, and making inferences based on text and prior knowledge, re-reading, summarizing, and paraphrasing. Reads grade 9 appropriate text to increase fluency (215-260 wcpm silently).
Writing 	Can copy or write own name. Copies or writes simple words and very simple sentences with support such as a dictionary. Can copy or write labels on familiar objects in a picture or diagram (e.g., boy, girl, chair).	Can write very simple informal messages (e.g., a text message or note to tell someone when and where to meet). Can write simple descriptions of everyday objects (e.g., a brief description of their home or classroom). Can write brief messages like post cards and birthday greetings.	Can write, either in handwriting or electronically, simple notes of greeting, good wishes, or invitation. Can copy dates and facts from short, simple text. Begins to use descriptive words, prepositions, and the conjunction, ‘and’. Uses simple sentences and expressions to	Can provide descriptions of common objects or familiar places using short, simple sentences. Can write a summary sentence of a text’s main points giving one or two details. Communicates information on familiar topics using simple grammatical structures. Begins to	Can describe everyday places, objects, or events (e.g., the mall, a guest presentation, a school trip) using complete sentences that are connected to each other. Can summarize simple text dealing with familiar subjects. Can use a writing frame to write short, simple descriptions or explanations. Uses	Can list the advantages and disadvantages of things which are of personal concern. Can express in writing personal opinions and provide detailed accounts of feelings and experiences. Can take notes (or make other types of representations) when listening. Can present, in simple sentences,	Creates a variety of personal, literary, and informational communications including poems, stories and personal essays. Writing demonstrates a good sense of audience; a variety of sentence lengths and varied sentence beginnings; and the use of several different conjunctions and sentence types (simple, compound and

GRADE NINE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT


CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA 9* "Level 4 in the 6-level Rubrics"
Skills			describe common objects and activities. Begins to use the past tense and singular and plural forms of words with growing accuracy.	use additional parts of speech and an increased range of grammatical structures such as transitional and connecting words and phrases.	basic punctuation accurately enough to be followed most of the time.	an opinion on controversial issues provided there is knowledge of specific vocabulary related to the issue under examination.	complex). Writing applies the conventions of written language including correct spelling, correct punctuation (including use of colon, dash and hyphen), syntactically complete and correct sentences and legible handwriting.

*** NOTE: Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the outcomes in the provincial curriculum. The Grade 9 provincial curriculum document provides a sample holistic rubric for assessment and evaluation of the Comprehending and Responding, Composing and Creating, and Assessing and Reflecting goals for English language arts. The chart presented above reflects level 4 in the six level rubrics.**


GRADE TEN: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA 10* “Level 4 in the 6-level Rubrics”
Skills Listening 	<p>Recognizes own name and those of others around them (e.g., teacher, mother, brother, doctor) when spoken by another person. Understands basic greetings, farewells, and expressions of politeness (e.g., hello, goodbye, sorry). Often recognizes spoken words similar to those in known languages. Can understand simple information about an object (e.g., the size and colour of a backpack, who it belongs to, and where it is) as well as simple classroom instructions (e.g., “Stand up, please”) if the speaker speaks slowly and clearly, possibly with accompanying gestures.</p>	<p>Understands some words and expressions, descriptions of familiar objects, as well as simple instructions provided the speaker speaks slowly and clearly with significant pauses. Can understand basic phrases that denote position (e.g., under, over, besides). Can understand most of a story when it is read slowly and clearly and is accompanied by pictures or drawings. Can recognize isolated vocabulary and terms from specific subject areas.</p>	<p>Understands the main points in short simple stories, reports, and audio announcements. Can understand short, clear, and simple instructions and explanations, when delivered slowly. Understands phrases and high frequency vocabulary related to areas of personal interest. Can understand important information from audio texts (e.g., program or concert announcements, sports scores, weather forecasts) provided the message is delivered slowly.</p>	<p>Understands, at a general level, overheard conversations and can generally identify when the topic changes. Can understand the dialogue of a movie, a trailer for a film, or the events in a news story when the visuals provide contextual support. Can follow verbal instructions or text read from a book if the speaker speaks slowly and clearly. Can listen to other students’ contributions in class, and use these responses as models for their own. Can comprehend the main idea of audiovisual or other media presentations on familiar topics.</p>	<p>Understands when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases. Can understand clear audio announcement. Can understand teacher explanations of experiments, processes or instructions when delivered slowly, supported by textbook illustrations, and when accompanied by an opportunity for clarification. Can follow small group discussion between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic under discussion.</p>	<p>Understands the main points and the important details of audio recordings, provided standard language is used and the topic is one of interest. Understands the main points in a relatively long overheard conversation. Can understand classroom talk between two or more native speakers, only occasionally needing to request clarification. Can understand clear and organized classroom talks and presentations, provided there is some prior knowledge of the topic. Can understand the main points of text read aloud in the classroom.</p>	<p>Listens to and interprets a variety of grade-appropriate literary and informational texts including group discussions, oral readings, interviews, and prepared talks about a topic being studied. Demonstrates active listening behaviours including: analyzing explicit and implicit messages, viewpoints, and concepts; recognizing overall organization; identifying and analyzing persuasive techniques; using effective note making strategies; preparing and asking relevant questions and responding appropriately; and analyzing the overall effectiveness of the text.</p>


GRADE TEN: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA 10* “Level 4 in the 6-level Rubrics”
Skills							
Spoken Interaction 	Provides basic information such as age when requested and can ask another’s name. Can understand and respond in a predictable pattern to simple questions about familiar things (e.g., name, age and birthplace), if the other person speaks slowly and clearly. Uses gestures to request information and can express a lack of understanding.	Interacts in a simple way provided others are prepared to repeat, rephrase, and speak slowly. Can answer simple questions using individual words, expressions, or short sentences. Makes simple needs understood (e.g., the loan of a pencil or other classroom material). Asks and responds to questions such as time and the location of familiar objects. Can meet and take leave of people using appropriate expressions.	Expresses common greetings (e.g., Happy Birthday), feelings (e.g., I am cold, I am hungry, I am thirsty). Uses simple language to exchange information and ask straightforward questions about everyday events. Can ask for clarification of unknown words and terms. Can ask how to express something in another language (e.g., How do you say ‘kilómetró ‘in English?).	Asks for a word to be spelled out and can spell out names or words themselves. Can ask someone to say something more clearly, to explain in a different way, or to repeat. Can take part in simple social situations asking people what they do at work/school and what they do in their spare time, and can reply to these sorts of questions when asked. Can ask other students to confirm solutions to problems.	Sustains a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time. Can repeat what has been said and can convey this information to another. Can interview others if the questions have been prepared beforehand. Can sometimes pose a further question without having to pause very long to formulate the question. Can offer comments and otherwise contribute in a small group situation.	Participates in relatively lengthy conversations with peers on subjects of common interest, provided others make an effort as well. Can actively participate in group work, expressing opinions and making suggestions. Can ask questions about language forms, vocabulary choices, and structures. Can ask questions about text to extract further meaning. Can ask spontaneous questions.	Uses oral language to interact purposefully, confidently, and appropriately in a variety of situations including one-to-one, small-group and large-group discussions. Supports the ongoing discourse of the classroom by contributing to the talk; by listening attentively to the offerings of others; and by helping, when necessary, to draw others into the discussion. Participates in small-and large- group discussions, observing the courtesies of group discussion, and demonstrating effective group interaction skills and strategies including: summarizing, raising questions, seeking clarification, extracting significant points, making connections, and setting agenda.


GRADE TEN: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA 10* “Level 4 in the 6-level Rubrics”
Skills							
<p>Spoken Production</p> 	<p>Uses a very limited number of grammatical constructions (e.g., “My name is...”). Names some common objects in familiar environments (e.g., classroom materials and common food items). Expresses how they are feeling using simple, standard expressions.</p>	<p>Provides basic information about familiar things (e.g., favourite subjects; descriptions of their home or classroom; number, ages, and occupations of family members). Can talk briefly about weekend or holiday plans. Can introduce themselves very briefly, for example, stating name, where they are from, and what school they attend.</p>	<p>Describes basic aspects of daily life such as favourite foods and daily activities. Can talk briefly about a familiar topic in a short presentation, prepared in advance but not read. Can indicate personal strengths and weaknesses.</p>	<p>Describes, using simple words, daily events, personal experiences, opinions, likes and dislikes. Can provide some information concerning their culture’s celebrations and special events. Can say most numbers (including years) without hesitation. Can talk about familiar places, historical figures, and events using simple vocabulary and language constructions.</p>	<p>Describes personal goals and intentions. Can briefly explain and justify points of view, assumptions, and plans. Can describe what is occurring in a film or book, and indicate their personal opinion about it. Can retell a simple story read/heard in class. Can verbally indicate willingness to participate in activities.</p>	<p>Speaks in a comprehensible and fairly fluent manner using a large number of different words and expressions, though there may be pauses for self-correction. Can clearly explain how something is used (e.g., how to run a computer program, how to use art tools, how to maintain the class garden). Can make announcements using simple words and phrasing (e.g., can indicate to the rest of the class what is being served in the cafeteria at noon). Can clearly express feelings and explain the reasons for them.</p>	<p>Speaks confidently, clearly, and persuasively to communicate information, ideas, and opinions. Uses oral language to express a range of information and ideas in formal (including prepared talks on familiar topics and researched issues, an interview, an oral reading of prose or poetry, a retelling of a narrative, and an explanation and defense of a personal point of view. Recognize and adjust oral presentation elements effectively (e.g., articulation, pronunciation, volume, tempo, pitch, stress, gestures, eye contact, facial expression, and poise) in keeping with purpose, audience needs, and situation. Creates oral texts that are unified and coherent.</p>

GRADE TEN: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA 10* “Level 4 in the 6-level Rubrics”
Skills							
Reading 	<p>Understands brief, simple instructions as well as some words and simple sentences in uncomplicated texts, if encountered previously in the same or similar form. Can recognize some expressions and straightforward sentences in simple texts, if allowed to use a dictionary.</p>	<p>Recognizes parts of words, prefixes, and suffixes previously encountered as well as short text messages (e.g., “Happy Birthday” or “back in an hour”). Can identify key words (e.g., names of people and places) in text. Can access main ideas of text when accompanied by illustrations. Can understand basic registration forms or applications in order to insert personal information such as name, address, date of birth, etc.</p>	<p>Locates important information in simple text (e.g., “keep to the left” or “no parking” signs). Can understand the gist of short articles and ads in magazines (print and/or electronic) as well as straightforward narratives provided the subjects are familiar. Can follow a set of clear cut instructions or directions (e.g., a simple recipe, a set of directions), especially if there are pictures or diagrams to illustrate key steps or the procedure has been previously demonstrated. Can recognize some key terminology from subject areas e.g., labels on science equipment and the legend on maps).</p>	<p>Understands the important information in everyday visual text (e.g., the weather forecast, advertising material, local brochures, and school newsletters. Can use everyday reference materials such as catalogues or the yellow pages. Can understand the main information in short articles and reports (e.g., a discussion on the Internet, letters to the editor, a list of school rules) if they deal with familiar subjects. Can read patterned and predictable text. Can read short text segments to find main ideas and a few details. Can read, using a bilingual dictionary, short narratives with illustrations as support. Can read diagrams, with</p>	<p>Uses key words, diagrams, and illustrations to support reading comprehension. Can understand clear, simple instructions with some visual support (e.g., science experiment procedures, school handbook, fire regulations, evacuation instructions). Understands text of various lengths as long as the words used are familiar and/or concern areas of interest. Can examine a web site and determine its purpose. Can understand many subject specific words when encountered in text (e.g., cell, multicultural, life cycle). Can distinguish between factual and fictional text.</p>	<p>Can scan through straightforward printed text (e.g., magazines, brochures, information on the Internet) and identify the topic as well as whether the information contained might be of interest/application. Reads and understands straightforward factual text on subjects related to personal interests and/or subjects being studied. Can read and understand topical article and reports in which the authors are presenting and defending a particular point of view. Understands most vocabulary in narrative and expository text, and extract key information from those texts. Can understand most</p>	<p>Reads fluently and comprehends grade-appropriate classical and contemporary literary text (e.g., drama, biography, autobiography, essays, prose fiction, poetry, and novels) as well as informational text (e.g., letter, diaries, memoranda, electronic communications, magazines, newspapers.) Selects and reads independently from a wide variety of classical and contemporary literary and informational text for both enjoyment and information. Demonstrates the behaviours of an effective, active reader including: setting purpose; skimming, scanning, and reading closely; identifying and analyzing text structures and element; recognizing allusions and</p>

GRADE TEN: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT


CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA 10* “Level 4 in the 6-level Rubrics”
Skills				accompanying text, and use information to answer questions if provided with lead-in phrases.		subject specific words.	symbols; differentiating fact from opinion and literal from figurative statements; recognizing stylistic devices and techniques, etc.
Writing 	Copies or writes own name. Copies or writes simple words and very simple sentences with support such as a dictionary. Can copy or write labels on familiar objects in a picture or diagram (e.g., boy, girl, chair). Can write basic information about themselves in short sentences or provide the same information on a questionnaire.	Writes very simple informal messages (e.g., a text message or note to tell someone when and where to meet). Can write simple information about themselves (e.g., name, age, address, and hobbies). Can write brief messages like postcards and birthday greetings. Can complete gapped sentences using a list of familiar words.	Writes, either in handwriting or electronically, simple notes of greeting, good wishes, or invitation. Can use simple sentences and expressions to describe such things as their wants and preferences, their surroundings, their daily activities, and the people around them. Can copy dates and facts from short, simple text.	Provides descriptions on everyday issues (e.g., will be late for school, will attend an event, is ill). Can write descriptions of common objects or familiar places using short, simple sentences. Can complete a questionnaire providing background information of personal skills, interests and education. Can write a summary sentence of a text’s main points giving one or two details. Uses transitional words (and, but, because) and connecting words and phrases (then, after, later) to indicate chronological order.	Describes everyday places, objects, or events (e.g., the mall, a guest presentation, a school trip) using complete sentences that are connected to each other. Can summarize simple text dealing with familiar subjects. Can write simple, short descriptions of personal experiences without using an aid, such as a dictionary. Uses basic punctuation accurately most of the time.	Expresses personal opinions and provides detailed accounts of feelings and experiences. Can list the advantages and disadvantages of things which are of personal concern. Can take notes (or make other types of representations) when listening. Can present, in simple sentences, an opinion on controversial issues provided there is knowledge of specific vocabulary related to the issue under examination. Can write short descriptive, narrative, or expository text.	Creates a variety of informational (business letter, biographical profile, problem-solution essay, research report) and literary texts (historical, personal essay, review, scripts). Attends to various elements of discourse (e.g., purpose, audience, form). Writing demonstrates qualities such as: organized ideas smooth transitions, central elements, relevant details, and logical conclusions. Applies the conventions of written language including: using sentences that are varied in form (e.g., parallelism, inversion, subordination); writing constructions that show agreement of subject

GRADE TEN: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT


CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA 10* "Level 4 in the 6-level Rubrics"
Skills							and verb; demonstrating consistency in verb tense and pronoun usage ;using Canadian spelling conventions.

** NOTE: Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the outcomes in the provincial curriculum. The Grade 10 provincial curriculum document provides a sample holistic rubric for assessment and evaluation of the Comprehending and Responding, Composing and Creating, and Assessing and Reflecting goals for English language arts. The chart presented above reflects level 4 in the six level rubrics.*



GRADE ELEVEN: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA 20* “Level 4 in the 6-level Rubrics”
Skills 	Listening Recognizes his/her own name when spoken by another as well as recognizing the names for people around them (e.g., teacher, mother, brother, doctor). Understands basic greetings, farewells and expressions of politeness (e.g., hello, goodbye, sorry). Often recognizes spoken words similar to those in known languages. Can understand a request for simple information (e.g., name, age, country of origin), when the request is given slowly and clearly. Understands simple class instructions (e.g., “Stand up, please” if the speaker speaks slowly and clearly, possibly with	Understands some words and expressions, descriptions of familiar objects, as well as simple instructions provided the speaker speaks slowly and clearly with significant pauses. Can understand basic phrases that denote position (e.g., under, over, besides). Can understand most of a story or a talk on a familiar subject when the speech is delivered slowly and clearly and is accompanied by pictures or drawings. Can recognize isolated vocabulary and terms from specific subject areas.	Understands the main points in short simple stories, reports and audio announcement. Can understand short, clear, and simple instructions and explanations, when delivered slowly. Understands phrases and high frequency vocabulary related to areas of personal interest. Can understand important information from audio text (e.g., concert announcements, sports scores, weather forecasts) provided the message is delivered slowly.	Understands, at a general level, overheard conversations and can generally identify when the topic changes. Can understand the dialogue of a movie, a trailer for a film, or the events in a news story, when the visuals provide contextual support. Can follow verbal instructions or text read from a book if the speaker speaks slowly and clearly. Can listen to their peers’ contributions in class, and use these responses as models for their own. Can comprehend the main idea of audiovisual or other media presentations on familiar topics.	Understands when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases. Can understand clear audio announcements. Can understand teacher explanations of experiments or processes when delivered slowly, supported by textbook illustrations, and when given an opportunity for clarification. Can follow small group discussion between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic under discussion.	Understands the main points and the important details of audio recordings provided standard language is used and the topic is one of interest. Understands the main points in a relatively long overheard conversation. Can understand classroom talk between two or more native speakers, only occasionally needing to request clarification. Can understand clear and organized classroom talks and presentations, provided there is some prior knowledge of the topic. Can understand the main points of text read aloud in the classroom.	Listens to and interpret a variety of grade-appropriate literary and informational texts including spoken instructions, and argumentative and persuasive speeches. Demonstrates critical listening behaviours including: determining the thesis or main idea of a speech and identifying the supporting points; analyzing explicit and implicit messages, viewpoints, themes, and tones; recognizing overall organization including transitional expressions; identifying and analyzing persuasive techniques; identifying key allusions and symbols; and using effective note-making strategies. Student analyzes the techniques used in oral text as well as comparing different oral presentations on the same idea/issue.

GRADE ELEVEN: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA 20* “Level 4 in the 6-level Rubrics”
Skills	accompanying gestures. Can identify the sound of most letters heard in context.						
Spoken Interaction 	Provides basic information such as age when requested and can ask another’s name. Can understand and respond in a predictable pattern to simple questions about familiar things (e.g., name, age, and birthplace), if the other person speaks slowly and clearly. Uses gestures to request information and can express a lack of understanding.	Interacts in a simple way provided others are prepared to repeat, rephrase, and speak slowly. Can answer simple questions using individual words, expressions, or short sentences. Makes simple needs understood (e.g., the loan of a pencil or other classroom material). Asks and responds to questions such as time and the location of familiar objects. Can meet and take leave of people using appropriate expressions.	Expresses common greetings (e.g., Happy Birthday), feelings(e.g., I am cold, I am hungry, I am thirsty). Uses simple language to exchange information and ask straightforward questions about everyday events. Can ask for clarification of unknown words and terms. Can ask how to express something in another language (e.g., How do you say ‘kilómetro’ ‘in English?).	Asks for a word to be spelled out and can spell out names or words themselves. Can ask someone to say something more clearly, to explain in a different way, or to repeat. Can take part in simple social situations asking people what they do at work, or school, or in their spare time, and they can reply to these sorts of questions when asked. Can ask other students to confirm solutions to problems.	Sustains a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time. Can repeat what has been said and can convey this information to another. Can interview others if the questions have been prepared beforehand. Can sometimes pose a further question without having to pause very long to formulate the question. Can offer comments and otherwise contribute in a small group situation.	Participates in relatively lengthy conversations with peers on subjects of common interest, provided others make an effort as well. Can actively participate in group work, expressing opinions and making suggestions. Can ask questions about language forms, vocabulary choices, and structures. Can ask questions about text to extract further meaning. Can ask spontaneous questions.	Speaks to present ideas and information appropriately in informal (including discussions and collaborative work) and formal (including interviewing) situations. Demonstrates flexibility in assuming a variety of group roles and takes responsibility for tasks that achieve group goals such as: interacting purposefully and confidently; using questioning and paraphrasing; supporting ideas with examples and reasons; and acknowledging the ideas and contributions of individuals in the group.


GRADE ELEVEN: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA 20* "Level 4 in the 6-level Rubrics"
Skills							
Spoken Production 	<p>Uses a very limited number of grammatical constructions (e.g., "My name is..."). Names some common objects in familiar environments (e.g., classroom materials and commonplace food items). Expresses how they are feeling using simple, standard expressions.</p>	<p>Provides basic information about familiar things (e.g., favourite subjects; descriptions of their home or classroom; number, ages, and occupations of family members). Can talk briefly about weekend or holiday plans. Can introduce themselves very briefly (e.g., stating name, where they are from, and what school they attend).</p>	<p>Describes basic aspects of daily life such as favourite foods and daily activities. Can talk briefly about a familiar topic in a short presentation, prepared in advance but not read. Can indicate personal strengths and weaknesses.</p>	<p>Describes, using simple words, daily events, personal experiences, opinions, likes and dislikes. Can provide some information concerning their culture's celebrations and special events. Can say most numbers (including years) without hesitation. Can talk about familiar places, historical figures and events using simple vocabulary and language constructions.</p>	<p>Describes personal goals and intentions. Can briefly explain and justify points of view, assumptions, and plans. Can describe what is occurring in a film or book, and indicate their personal opinion about it. Can retell a simple story read/heard in class. Can verbally indicate willingness to participate in activities.</p>	<p>Speaks in a comprehensible and fairly fluent manner using a large number of different words and expressions, though there may be pauses for self-correction. Can clearly explain how something is used (e.g., how to run a computer program, how to use art tools, how to maintain the class garden). Can make announcements using simple words and phrasing (e.g., can indicate to the rest of the class what is being served in the cafeteria at noon). Can clearly express feelings and explain the reasons for them.</p>	<p>Speaks to present ideas and information in a variety of situations including an interview, a dramatic reading, or introducing and thanking a speaker. Understands language cues and conventions to construct and communicate meaning when speaking. Presents oral presentations that; exhibit a structure appropriate to the context, audience, and purpose; has smooth transitions; makes skillful use of rhetorical devices; and employs appropriate inflection and gestures to communicate ideas effectively.</p>
Reading 	<p>Understands brief, simple instructions as well as some words and simple sentences in uncomplicated texts, if</p>	<p>Recognizes parts of words, prefixes, and suffixes previously encountered as well as short text messages (e.g., "Happy Birthday" or "back in an hour").</p>	<p>Locates important information in simple text (e.g., "keep to the left" or "no parking" signs). Can understand the gist of short articles</p>	<p>Understands the important information in everyday visual text (e.g., the weather forecast, advertising material, local brochures, or school</p>	<p>Uses key words, diagrams, and illustrations to support reading comprehension. Can understand clear, simple instructions with</p>	<p>Can scan through straightforward printed text (e.g., magazines, brochures, information on the Internet) and identify the topic as well as</p>	<p>Reads and demonstrates comprehension and appreciation of grade-appropriate informational (including instructional and procedural) texts and</p>

GRADE ELEVEN: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT


CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA 20* “Level 4 in the 6-level Rubrics”
Skills							
	encountered previously in the same or similar form. Can recognize some expressions and straightforward sentences in simple texts, if allowed to use a dictionary.	Can identify key words (e.g., names of people and places) in text. Can access main ideas of text when accompanied by illustrations. Can adequately understand straightforward forms in order to insert personal information such as name, address, date of birth, etc.	and ads in magazines (print and/or electronic) as well as straightforward narratives provided the subjects are familiar. Can follow a set of clear cut instructions or directions (e.g., a simple recipe, a set of directions), especially if there are pictures or diagrams to illustrate key steps or the procedure has been previously demonstrated. Can recognize some key terminology from subject areas (e.g., labels on science equipment and the legend on maps).	newsletters). Can use everyday reference materials such as catalogues or the yellow pages. Can understand the main information in short articles and reports (e.g., a discussion on the Internet, letters to the editor, a list of school rules) if they deal with familiar subjects. Can read patterned and predictable text. Can read short text segments to find main ideas and a few details. Can read, using a bilingual dictionary, short narratives with illustrations as support. Can read diagrams, with accompanying text, and use information to answer questions if provided with lead-in phrases.	some visual support (e.g., science experiment procedures, school handbook, or fire evacuation procedures). Understands text of various lengths as long as the words used are familiar and/or concern areas of interest. Can examine a web site and determine its purpose. Can understand many subject specific words when encountered in text (e.g., cell, multicultural, life cycle). Can distinguish between factual and fictional text.	whether the information contained might be of interest/application. Reads and understands straightforward factual text on subjects related to personal interests and/or subjects being studied. Can read and understand topical article and reports in which the authors are presenting and defending a particular point of view. Understands most vocabulary in narrative and expository text, and extract key information from those texts. Can understand most subject specific words.	literary texts, including fiction, nonfiction, script, poetry and essays. Demonstrates critical reading behaviours including: establishing a purpose for reading; skimming, scanning, and reading closely; identifying the main ideas of informational texts and evaluating these texts for their clarity, simplicity, and coherence; identifying and analyzing explicit and implicit messages, viewpoints, and concepts; and identifying the ways in which a text’s organizational structure and elements support its purpose. Follows instructions and procedures in informational text to perform specific tasks, answer questions, or solve problems.

GRADE ELEVEN: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT


CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA 20* “Level 4 in the 6-level Rubrics”
Skills							
Writing 	<p>Copies or writes own name. Copies or writes simple words and very simple sentences with support such as a dictionary. Can copy or write labels on familiar objects in a picture or diagram (e.g., boy, girl, chair). Can write basic information about themselves in short sentences or provide the same information on a questionnaire.</p>	<p>Writes very simple informal messages (e.g., a text message or note to tell someone when and where to meet). Can write simple information about themselves (e.g., name, age, address, and hobbies). Can write brief messages like postcards and birthday greetings. Can complete gapped sentences using a list of familiar words.</p>	<p>Writes, either in handwriting or electronically, simple notes of greeting, good wishes, or invitation. Can use simple sentences and expressions to describe such things as their wants and preferences, their surroundings, their daily activities, and the people around them. Can copy dates and facts from short, simple text.</p>	<p>Provides descriptions on everyday issues (e.g., will be late for school, will attend an event, is ill). Can write descriptions of common objects or familiar places using short, simple sentences. Can complete a questionnaire providing background information of personal skills, interests and education. Can write a summary sentence of a text’s main points giving one or two details. Uses transitional words (and, but, because) and connecting words and phrases (then, after, later) to indicate chronological order.</p>	<p>Describes everyday places, objects, or events (e.g., the mall, a guest presentation, a school trip) using complete sentences that are connected to each other. Can summarize simple text dealing with familiar subjects. Can write simple, short descriptions of personal experiences without using an aid, such as a dictionary. Uses basic punctuation accurately enough to be followed most of the time.</p>	<p>Expresses personal opinions and provides detailed accounts of feelings and experiences. Can list the advantages and disadvantages of things which are of personal concern. Can take notes (or make other types of representations) when listening. Can present, in simple sentences, an opinion on controversial issues provided there is knowledge of specific vocabulary related to the issue under examination. Can write short descriptive, narrative, or expository text.</p>	<p>Creates a variety of informational texts including an essay of explanation, an application letter, and an argumentative essay as well as literary texts including a reflective or personal essay, and an analysis of a literary text. Writing demonstrates an understanding of various elements of discourse (e.g., purpose, speaker, audience, form) in narrative, expository, persuasive, informational, and descriptive texts. Understands and applies language cues and conventions (e.g., creates text with clear and coherent organizational patterns; clear and varied sentences; an avoidance of sentence fragments, run-on sentences, excessive co-ordination, and faulty subordination).</p>

*** NOTE: Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the outcomes in the provincial curriculum. The Grade 11 provincial curriculum document provides a sample holistic rubric for assessment and evaluation of the Comprehending and Responding, Composing and Creating, and Assessing and Reflecting goals for English language arts. The chart presented above reflects level 4 in the six level rubrics.**


GRADE TWELVE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA 30* “Level 4 in the 6-level Rubrics”
Skills  Listening	<p>Recognizes his/her own name when spoken by another as well as recognizing the names for people around them (e.g., teacher, mother, brother, doctor). Understands basic greetings, farewells, and expressions of politeness (e.g., hello, goodbye, sorry). Often recognizes spoken words similar to those in known languages. Can understand simple information (e.g., name, age, country of origin), when the information is given slowly and clearly. Understands simple classroom instructions (e.g., “Stand up, please” if the speaker speaks</p>	<p>Understands some words and expressions, descriptions of familiar objects, as well as simple instructions provided the speaker speaks slowly and clearly with significant pauses. Can understand basic phrases that denote position (e.g., under, over, besides). Can understand most of a story or a talk on a familiar subject when the speech is delivered slowly and clearly and is accompanied by pictures or drawings. Can recognize isolated vocabulary and terms from specific subject areas.</p>	<p>Understands the main points in short simple stories, reports and audio announcements. Can understand short, clear, and simple instructions and explanations, when delivered slowly. Understands phrases and high frequency vocabulary related to areas of personal interest. Can understand important information from audio text (e.g., concert announcements, sports scores, weather forecasts) provided the message is delivered slowly.</p>	<p>Understands, at a general level, overheard conversations and can generally identify when the topic changes. Can understand the dialogue of a movie, a trailer for a film, or the events in a news story when the visuals provide contextual support. Can follow verbal instructions or text read from a book if the speaker speaks slowly and clearly. Can listen to the contributions of others in class, and use these responses as models for their own. Can comprehend the main idea of audiovisual or other media presentations on familiar topics.</p>	<p>Understands when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases. Can understand clear audio announcement. Can understand teacher explanations of experiments or processes when delivered slowly, supported by textbook illustrations, and when given an opportunity for clarification. Can follow small group discussion between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic under discussion.</p>	<p>Understands the main points and the important details of audio recordings provided standard language is used and the topic is one of interest. Understands the main points in a relatively long overheard conversation. Can understand classroom talk between two or more native speakers, only occasionally needing to request clarification. Can understand clear and organized classroom talks and presentations, provided there is some prior knowledge of the topic. Can understand the main points of text read aloud in the classroom.</p>	<p>Listens to and comprehends a variety of grade-appropriate literary and informational texts and develops coherent and plausible interpretations that analyze the perspectives, biases, beliefs, values, identities, and power presented in each text. Demonstrates critical listening behaviours including: identifying the thesis or main idea of a speech and determining the essential elements that elaborate it; analyzing explicit and implicit messages, viewpoints, themes, and tones; recognizing overall organization including transitional expressions; identifying logical fallacies in oral arguments; distinguishing between emotional appeal and</p>


GRADE TWELVE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA 30* “Level 4 in the 6-level Rubrics”
Skills	slowly and clearly, possibly with accompanying gestures. Can identify the sound of most letters heard in context.						reasoned argument; identifying key allusions and symbols; and using effective note making strategies. Can identify the purpose of a variety of listening tasks and set goals for specific task (e.g., comprehension, facilitation, persuasion, evaluation).
Spoken Interaction 	Provides basic information (e.g., name and age) when requested and can ask another’s name. Can understand and respond in a predictable pattern to simple questions about familiar things (e.g., name, age, birthplace), if the other person speaks slowly and clearly. Uses gestures to request information. Can express a lack of understanding.	Interacts in a simple way, provided others are prepared to repeat, rephrase, and speak slowly. Can answer simple questions using individual words, expressions, or short sentences. Makes simple needs understood (e.g., the loan of a pencil or other classroom material). Asks and responds to questions such as time and the location of familiar objects. Can meet and take leave of people using appropriate	Expresses common greetings (e.g., Happy Birthday) or feelings (e.g., I am cold, I am hungry, I am thirsty). Uses simple language to exchange information and ask straightforward questions about everyday events. Can ask for clarification of unknown words and terms. Can ask how to express something in another language (e.g., How do you say ‘kilómetro’ in	Asks for a word to be spelled out and can spell out names or words themselves. Can ask someone to say something more clearly, to explain in a different way, or to repeat. Can take part in simple social situations asking people what they do at work, or school, or in their spare time, and they can reply to these sorts of questions when asked. Can ask other students to confirm solutions to problems.	Sustains a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time. Can repeat what has been said and can convey this information to another. Can interview others if the questions have been prepared beforehand. Can, at times, pose a further question without having to pause very long to formulate the	Participates in relatively lengthy conversations with peers on subjects of common interest, provided others make an effort as well. Can actively participate in group work, expressing opinions and making suggestions. Can ask questions about language forms, vocabulary choices, and structures. Can ask questions about text to extract further meaning. Can ask spontaneous questions.	Speaks to present and express a range of ideas and information in formal (e.g., panel presentation, school or community meeting) and informal situations (e.g., small group discussions, collaborative work) for differing audiences and purposes. Functions both as a group member and a group leader and demonstrates effective group interaction skills and strategies including: monitoring own and others’ contributions; building on others’ strengths to achieve group goals;


GRADE TWELVE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA 30* “Level 4 in the 6-level Rubrics”
Skills		expressions.	English?).		question. Can offer comments and otherwise contribute in a small group situation.		collaborating and consulting effectively with others in completing communication tasks. Applies a variety of strategies including formal decision-making techniques and consensus-building skills to solve problems and achieve group goals. Interacts purposefully, confidently, and ethically in a variety of interpersonal school, community, and career-related contexts.
Spoken Production 	Uses a very limited number of grammatical constructions (e.g., “My name is...” .I am ___ years old). Names some common objects in familiar environments (e.g., classroom materials and common food items). Expresses how they are	Provides basic information about familiar things (e.g., favourite subjects; descriptions of their home or classroom; number, ages, occupations of family members). Can talk briefly about weekend or holiday plans. Can introduce themselves very briefly (e.g., states	Describes basic aspects of daily life such as favourite foods and daily activities. Can talk briefly about a familiar topic in a short presentation, prepared in advance but not read. Can indicate personal strengths and weaknesses.	Describes, using simple words, daily events, personal experiences, opinions, likes and dislikes. Can provide some information concerning their culture’s celebrations and special events. Can say most numbers (including years) without hesitation. Can talk	Describes personal goals and intentions. Can briefly explain and justify points of view, assumptions and plans. Can describe what is occurring in a film or book and indicate their personal opinion about it. Can retell a simple story read/heard in class. Can verbally indicate willingness to participate in activities.	Speaks in a comprehensible and fairly fluent manner using a large number of different words and expressions, though there may be pauses for self-correction. Can clearly explain how something is used (e.g., how to run a computer program, how to use art tools, how to maintain the class	Creates and defends an informed critical response to a global issue including a workshop presentation, a debate, an oral recitation of poetry or a prose passage related to the issue. Presents oral communication that exhibits a logical structure appropriate to the context, audience, and purpose, and

GRADE TWELVE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA 30* “Level 4 in the 6-level Rubrics”
Skills	feeling using simple, standard expressions.	name, where they are from, and what school they attend).		about familiar places, historical figures, and events using simple vocabulary and language constructions.		garden). Can make announcements using simple words and phrasing (e.g., can indicate to the rest of the class what is being served in the cafeteria at noon). Can clearly express feelings and explain the reasons for them.	includes smooth transitions, skillful use of rhetorical devices, and a coherent conclusion. Recognizes and adjusts oral presentation elements effectively (e.g., articulation, pronunciation, volume, tempo, pitch, stress, gestures, eye contact, facial expression, and poise) in keeping with purpose, audience needs and individual cultural and linguistic background.
Reading 	Understands brief, simple instructions as well as some words and simple sentences in uncomplicated texts, if seen previously in the same or similar form. Can recognize some expressions and straightforward sentences in simple texts, if allowed to use a dictionary.	Recognizes parts of words, prefixes, and suffixes previously encountered, as well as short text messages (e.g., “Happy Birthday” or “back in an hour”). Can identify key words (e.g., names of people and places) in text. Can access main ideas of text when accompanied by illustrations. Can	Locates important information in simple text (e.g., “keep to the left” or “no parking” signs). Can understand the gist of short articles and ads in journals or magazines (print and/or electronic), as well as short narratives, provided the subjects are familiar. Can follow a set of clear-cut	Understands key information in everyday visual text (e.g., the weather forecast, advertising material, local brochures, school newsletters). Can use everyday reference materials such as catalogues or the yellow pages. Can understand the main information in short articles and reports	Uses key words, diagrams, and illustrations to support reading comprehension. Can understand clear, simple instructions with some visual support (e.g., science experiment procedures, school handbook, and fire evacuation procedures). Understands text of various lengths as long	Can scan through straightforward printed text (e.g., magazines, brochures, information on the Internet) and identify the topic as well as whether the information contained might be of interest/application. Reads and understands straightforward factual text on subjects related to personal interests and/or subjects being	Reads, demonstrates comprehension of, and applies knowledge from grade-appropriate informational texts (e.g., editorials, reviews, articles) and literary texts (e.g., fiction, script, poetry, and non-fiction). Demonstrates critical reading behaviours including: establishing a purpose for reading; skimming, scanning, and reading closely;

GRADE TWELVE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA 30* “Level 4 in the 6-level Rubrics”
Skills		adequately understand straightforward forms in order to insert personal information (e.g., name, address, date of birth)	instructions or directions (e.g., a simple recipe, a set of directions), especially if there are pictures or diagrams to illustrate key steps or the procedure has been previously demonstrated. Can recognize some key terminology from subject areas (e.g., labels on science equipment and the legend on maps).	(e.g., a discussion on the Internet, letters to the editor, a list of school rules) if they deal with familiar subjects. Can read patterned and predictable text. Can read short text segments to find main ideas and a few details. Can read, using a bilingual dictionary, short narratives that include illustrations. Can read diagrams, with accompanying text, and use information to answer questions if provided with lead-in phrases.	as the words used are familiar or address areas of interest. Can examine a website and determine its purpose. Can understand many subject-specific words when encountered in text (e.g., cell, multicultural, life cycle). Can distinguish between factual and fictional text.	studied. Can read and understand topical articles and reports in which the authors are presenting and defending a particular point of view. Understands most vocabulary in narrative and expository text, and can extract key information from those texts. Can understand most subject-specific words.	identifying the main ideas of informational texts; identifying and analyzing explicit and implicit messages, viewpoints, and concepts; analyzing the ways in which a text’s organizational structure and elements support its purpose. Can discuss and analyze meaning, ideas, language, and literary quality in a range of contemporary and historical texts. Recognizes satire, parody, and irony. Interprets allusions and symbols and symbolic patterns in literary texts. Reads silently with comprehension for a sustained period of time.
Writing 	Copies or writes own name. Copies or writes simple words and very simple sentences with support such as a dictionary. Can copy or write labels	Writes very simple informal messages (e.g., a text message or note to tell someone when and where to meet). Can write simple information about	Writes, either in handwriting or electronically, simple notes of greeting, good wishes, or invitation. Can use simple sentences and	Provides descriptions on everyday issues (e.g., will be late for school, will attend an event, is ill). Can write descriptions of common objects or familiar places using	Describes everyday places, objects, or events (e.g., the mall, a guest presentation, a school trip) using complete sentences that are connected to each other. Can	Expresses personal opinions and provides detailed accounts of feelings and experiences. Can list the advantages and disadvantages of things which are of personal	Composes and creates narrative, descriptive, expository and persuasive writings that include a position paper, an editorial, a comparative essay, a letter of inquiry, a

GRADE TWELVE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA 30* “Level 4 in the 6-level Rubrics”
Skills							
	on familiar objects in a picture or diagram (e.g., boy, girl, chair). Can write basic information about themselves in short sentences or provide the same information on a questionnaire.	themselves (e.g., name, age, address, and hobbies). Can write brief messages like postcards and birthday greetings. Can complete gapped sentences using a list of familiar words.	expressions to describe such things as their wants and preferences, their surroundings, their daily activities, and the people around them. Can copy dates and facts from short, simple text.	short, simple sentences. Can complete a questionnaire providing background information of personal skills, interests and education. Can write a summary sentence of a text’s main points giving one or two details. Uses transitional words (and, but, because) and connecting words and phrases (then, after, later) to indicate chronological order.	summarize simple text dealing with familiar subjects. Can write simple, short descriptions of personal experiences without using an aid, such as a dictionary. Uses basic punctuation accurately enough to be followed most of the time.	concern. Can take notes (or make other types of representations) when listening. Can present, in simple sentences, an opinion on controversial issues provided there is knowledge of specific vocabulary related to the issue under examination. Can write short descriptive, narrative or expository text.	critique of an author’s style, and a short story or essay that uses satire or irony. Understands and applies language cues and conventions to construct and communicate meaning. Writing demonstrates: clear, concise, varied, and emphatic sentences; appropriate punctuation; language suitable to the subject, audience, purpose, and situation; word choice used for particular purpose and effect.; recognizes and avoids syntactical errors such as sentence fragments, run- on sentences, and unnecessary verb tense shifts or point of view shifts.

*** NOTE: Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the outcomes in the provincial curriculum. The Grade 12 provincial curriculum document provides a sample holistic rubric for assessment and evaluation of the Comprehending and Responding, Composing and Creating, and Assessing and Reflecting goals for English language arts. The chart presented above reflects level 4 in the six level rubrics.**

PART 2: CFR GLOBAL READING RUBRICS
GRADES 9 – 12

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.

GLOBAL READING DESCRIPTORS GRADES 9 – 12

Text Structure

Text Structure refers to the structures involved in a particular type of writing. Exposure to a variety of text types should occur as students move through the benchmark levels. Structures include: chronology/sequencing; description/explanation; cause/effect; comparison/contrast; problem/solution.

A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
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 ELA 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., She reads books. I like to read and I like to run).	Texts are comprised of simple connected sentences, which may include prepositional phrases and/or a variety of compound sentences (e.g., He looks on the table and under the chair for the book. She likes to read magazines, but does not like to read novels).	Texts are comprised of a variety of compound sentences that may include direct and indirect speech. (e.g., “I study English”, said Luis. He said he studies at this school).	Texts are comprised of complex sentences with subordinate clauses and/or relative clauses (e.g., While they were sleeping, their grandmother arrived).	Texts are comprised of an increasing number of complex sentences with subordinate clauses and/or relative clauses (e.g., The ball, which he hit powerfully, flew across the net to Roberto, who ran to hit it).	Texts are comprised of a variety of complex sentence structures and grammatical forms including appositives and passive voice (e.g., Regina, the capital of Saskatchewan, is located to the south of Saskatoon. He was seen working in the library by the teacher who had earlier marked him absent).

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

Phonics is defined as the ability to recognize the written symbols that represent phonemes and use this knowledge to decode and recognize words. Phonetic skills are indicated with the verb “recognize.”

Phonemic awareness is defined as the ability to identify, produce and manipulate the sounds of language. Phonemic awareness skills are indicated with the verb “identify.”

A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Identifies and produces all sounds of the alphabet.	Identifies produces and recognizes end sounds of words.	Identifies and recognizes rhyming words.	Recognizes rhyming words with differing spelling (e.g. sneeze, Belize).	Decodes less common words with unique spelling patterns (e.g., bureau, depot).	Continues to develop competence towards grade level appropriate skills.
Recites the names of the letters of the alphabet	Can decode: - <i>word families</i> (rank/bank, wing/sing); - <i>consonant blends</i> (“bl”, “rd”); - <i>long and short vowel sounds</i> (rat/rate); - <i>root words</i> (known, correct); - <i>prefixes</i> (unknown); - <i>suffixes</i> (correction); - <i>beginning</i>	Decodes consonant blends with multiple sounds (e.g., “ch” choir/“ch” chair).	Decodes complex letter combinations (e.g., tough).		
Identifies beginning sounds of words.		Decodes multisyllabic words (e.g., registration, mathematics).			
Decodes familiar words and sight words (e.g., book, cat, pen, the, is).		Decodes common words with unique spelling patterns (e.g., knife, island).			

	<i>digraphs</i> (“th”, “sh”); <i>-trigraphs</i> (“sch-”, “str-”); <i>-vowel digraphs</i> (“ea”, “ou”, “ee”, “ie”); <i>-vowel diphthongs</i> (“ow”, “oi”). Segments multisyllabic words.	Manipulates words by adding or removing phonemes.			
--	--	---	--	--	--

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

Vocabulary is the knowledge of a word’s meaning.

Vocabulary Acquisition is the ability to understand unknown words by using acquisition strategies to help make meaning.

A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Reads some utility words (e.g., day, walk, run, mom, dad). Reads some descriptive words (e.g., good, fine,	Reads a variety of utility words (e.g., march, jog, remove). Reads a variety of descriptive words (e.g., round, lovely, large).	Reads a variety of descriptive words e.g., Marie Antoinette was <i>terrified</i> when the <i>angry</i> mob approached Versailles).	Reads descriptive words in a variety of contexts, including for academic purposes. Reads a greater	Continues to read a variety of descriptive, academic and content area vocabulary.	Reads most vocabulary when encountered in a variety of grade level contexts. Reads a variety of words with

<p>happy).</p> <p>Begins to read high frequency content area vocabulary words with support e.g., add, multiply).</p> <p>Reads vocabulary related to a topic learned in class (e.g., sports games, players).</p> <p>Reads diagrams, illustrations or maps with familiar words.</p>	<p>Reads some high frequency academic words with support (e.g., demonstrate, summarize).</p> <p>Reads high frequency content area vocabulary words with support (e.g., sum, environment, product).</p> <p>Reads charts, equipment, diagrams and maps with high frequency academic and content area words.</p>	<p>Reads high frequency academic vocabulary.</p> <p>Reads high frequency content area vocabulary.</p>	<p>variety of academic and content area vocabulary.</p>		<p>multiple meanings.</p>
<p>Creates and uses personal word lists of familiar or recurring vocabulary.</p>	<p>Attempts to extract meaning from frequent affixes, suffixes, and roots (e.g., re-, tri-, bi-, un-, -ful, -less, -ly).</p> <p>Begins to classify and categorize words into sets or groups.</p> <p>May substitute a word with a different tense (e.g., I seed vs. I saw).</p> <p>May interchange masculine/feminine words (e.g., he/she).</p>	<p>Uses word lists of synonyms, homonyms and antonyms to extend and enrich vocabulary.</p> <p>Attempts to extract meaning from less frequent affixes, suffixes or roots (e.g., know/known, knowledge/knowledgeable).</p> <p>Classifies and categorizes words into sets or groups.</p>	<p>Extracts meaning from frequent and less frequent affixes, suffixes, and roots (e.g., Greek and Latin roots: -ology, eco-, multi-, therm-).</p> <p>Continues to use word lists of synonyms, homonyms, and antonyms to extend and enrich vocabulary.</p> <p>Begins to understand literal and non-literal meanings of words and phrases.</p> <p>Begins to understand use of figurative language (e.g.,</p>	<p>Shows awareness of words with multiple meanings (e.g., “consumer” in Science or Economics).</p> <p>Continues to extract meaning from frequent and less frequent affixes, suffixes and roots.</p> <p>Uses a variety of strategies and resources to extend and enrich vocabulary.</p> <p>Understands literal and non-literal meanings of words and phrases.</p>	<p>Understands the figurative meaning of words and phrases including: <i>-idioms</i> (e.g., “It’s raining cats and dogs”) <i>-metaphors</i> (e.g., “The elephant in the room”).</p> <p>Understands connotation and denotation (e.g., difference between an <i>argument</i> and <i>disagreement</i>).</p>

			idioms, similes, metaphors).	Understands use of figurative language (e.g., idioms, similes, metaphors).	
--	--	--	------------------------------	--	--

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

Visual Processing involves the use of directionality, patterns and often text features.

A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Understands left to 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.	Begins to identify more advanced text features (e.g., index, glossary, table of contents).	Extracts detailed 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).	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
Understands straightforward forms in order to insert personal information (e.g., name, address, date of birth).	Extracts some detailed information from promotional material such as posters, signs and invitations (e.g., place, a weather	Reads a variety of graphs and diagrams.	Reads and applies information from		
Extracts information from					

<p>simple promotional material (e.g., price, date, time on posters).</p> <p>Begins to understand short instructions illustrated through step-by-step visuals with support (e.g., cooking instruction on food packages, simple science experiments).</p> <p>Begins to read simple graphs (e.g., bar graph, time line).</p>	<p>forecast, materials needed).</p> <p>Independently follows short instructions illustrated through step by step visuals.</p> <p>Begins to read a variety of graphs and diagrams (e.g., bar graphs, number line, pie graph).</p>		<p>diagrams or graphs to another task (e.g., using information from a bar graph to complete a math word problem).</p>		<p>the information contained might be applicable to the topic.</p>
---	--	--	---	--	--

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

Comprehension involves the use of cognitive strategies (pre/during/post reading) to make meaning of text. These strategies occur *before reading* (e.g., previewing a text, predicting what a text will be about given its title, activating prior knowledge of the subject); *during reading* (e.g., adjusting reading rate, constructing mental images) and *after reading* (e.g., summarizing, re-reading).

A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
<p>Relies on picture or bilingual dictionary, illustrations, prior knowledge, patterned sentences and context to aid comprehension.</p> <p>Understands brief, simple instructions if encountered previously in the same or similar form.</p>	<p>Picture and bilingual dictionaries, illustrations, graphs and diagrams may be used to aid comprehension.</p>	<p>Begins to use a variety of resources to confirm and enhance comprehension (e.g., dictionary, thesaurus, technology, glossary).</p>	<p>Uses a variety of resources to confirm and enhance comprehension.</p>	<p>Begins to find and read text appropriate for independent research.</p> <p>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).</p>	<p>Usually is able to find and read text appropriate for independent research.</p> <p>Reads and follows directions for experiments and procedures in grade level texts.</p> <p>Reads and evaluates, with minimal support, persuasive texts for strengths and weaknesses of an argument .</p>
<p>Strategies: -uses prior knowledge</p> <p>-looks for cognates</p> <p>-begins to identify key nouns in text with support (e.g., names of people or places)</p> <p>-begins to use visuals, with support, to aid comprehension before, during and after reading</p>	<p>Strategies: -begins to skim for main idea and scan for details in text</p> <p>-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)</p>	<p>Strategies: -skims and scans text for main idea and detail</p> <p>-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)</p>	<p>Strategies: -continues to skim and scan a greater variety of texts for main ideas and details</p> <p>-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)</p>	<p>Strategies: -monitors own comprehension and selects appropriate resources for clarification</p> <p>-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)</p> <p>-chooses appropriate reading strategies to</p>	<p>Strategies: -continues to use a variety of strategies, with minimal support, to comprehend before, during and after reading.</p>

			-makes connections between texts	comprehend a variety of authentic texts (e.g., math question, science lab, history article)	
--	--	--	----------------------------------	---	--

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).

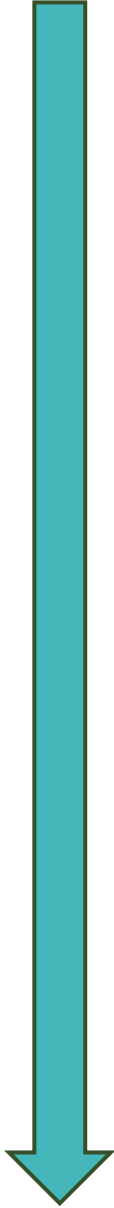


Fluency

Research has indicated that assessments that focus solely on timed measures targeted at the rate, accuracy and expression of a text is not an accurate measure of fluency for EAL students. Both *surface constructs of fluency* and *deep constructs of fluency* should be considered when describing a student’s fluency development. Surface constructs of fluency include accuracy, automaticity, and prosody. Deep constructs of fluency are fostered through both the development of vocabulary and reading comprehension skills leading students to fully understand a text that has been read. (Herrera, Perez and Escamilla, 2014)

Adapted from:

Alberta K-12 ESL Proficiency Benchmarks With Examples 10-12 <http://www.learnalberta.ca/content/eslapb/search.html>



- Reads word by word without regard for punctuation
- Reads with minimal:
 - phrasing
 - rereading
 - sounding out words
 - attention to common punctuation (. ? !)
- Reads with some:
 - phrasing
 - rereading
 - sounding out words
 - pausing to refer to visuals
 - substitution of unknown words with familiar words
 - attention to common punctuation (.? ! and , ""')
- Reads increasingly with:
 - phrasing
 - inflection
 - consideration for common and less common punctuation (: ; -)
 - 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

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.

REFERENCES AND RESOURCES

Cloud, N., Genesee, F., & Hamayan, E. 2009. *Literacy Instruction for English Language Learners: A Teacher's Guide to Research-Based Practices*. Portsmouth, NH: Heinemann.

Council of Europe. Common European Framework of Reference for Languages: Learning, teaching, assessment. Link:
http://www.coe.int/t/dg4/education/elp/elp-reg/Source/Key_reference/Overview_CEFRscales_EN.pdf

Herrera, S., Escamilla, K., & Perez, D. 2014. *Teaching Reading to English Language Learners* (2nd ed.). Boston, MA: Pearson/Allyn and Bacon.

Ontario Ministry of Education. The Ontario Curricular Exemplars. *English as a Second Language and English Literacy Development Level 1*. Link:
<http://www.ontla.on.ca/library/repository/mon/1000/10290793.pdf>

Ontario Ministry of Education. The Ontario Curriculum Grades 9 to 12 (Revised). *English as a Second Language and English Literacy Development*. 2007. Link:
<http://www.edu.gov.on.ca/eng/curriculum/secondary/esl912currb.pdf>

Saskatchewan Ministry of Education. 2012. *A Guide To Using The Common Framework of Reference (CFR) with English as an Additional Language (EAL) Learners*. Link:
<http://www.education.gov.sk.ca/guide-to-using-cfr-with-eal>

Supporting English Language Learners. 2014. Retrieved November 4, 2014, from
<http://www.learnalberta.ca/content/eslapb/search.html>.

APPENDIX A: INTERNATIONAL REFERENCE - CEFR GLOBAL SCALE

Proficient	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Common European Framework of Reference for Languages: Learning, teaching, assessment (p. 5)

© Council of Europe

APPENDIX B: GLOSSARY OF COMMON READING TERMS

Academic Language – language linked to academic subjects and instruction such as following instructions, knowing the vocabulary of a particular subject area and being able to explain concepts and events with that vocabulary.

Affixes – word elements that can be placed at the beginning (prefix), in the middle (infix), or at the end (suffix) of the root or word stem.

Automaticity – fast, accurate and effortless word identification.

Cloze – a procedure whereby a word or words have been removed from a sentence and the student must supply the appropriate word/words using contextual clues (clues in the sentence).

Cognates – words in a first (or known) language that are comparable to, related to, or similar to words in the language being learned.

Comprehensible input – language that can be understood (made comprehensible) by the learner through the use of visual aids, familiar content, rephrasing, rereading, repetition and other means.

Convention – an accepted practice or an agreed-upon rule in representational, spoken, or written language. Some conventions help to convey meaning (e.g., punctuation, capital letters, raised inflection for questions or surprise), while other conventions aid in the presentation of content (e.g., table of contents, headings, footnotes, charts, transitional words/phrases, lists).

Conversational Language – the language used to conduct everyday tasks or to accompany routines to meet basic needs. Conversational language can be used orally or in written texts.

Cueing Systems – sets of cues or clues built into the structure or patterns of communication texts. These cues or clues help language users to construct meaning from both printed and visual text.

Digraph – a pair of characters used together to represent a single phoneme (distinct sound). Examples are 'sh', 'ch', 'ea', 'oi'.

Environmental print – written text that is encountered in the surrounding environment, e.g., product labels, street signs, billboards, company logos, packaging, warning labels.

Guided Reading – occurs when a teacher models reading strategies and/or provides before, during and after structures to direct students as they read text.

Independent Reading – occurs when students select, read and interpret text without direct guidance.

Modelled Reading – occurs when the teacher or other fluent reader reads aloud to students.

Phoneme – the smallest unit of sound in the language.

Phonemic Awareness is the ability to identify, produce and manipulate the sounds of language. All phonemic awareness descriptors imply oral/aural activities.

Reading Rubrics offer criteria that describe student performance at various stages of reading proficiency. Rubrics provide guidelines for judging quality and make expectations explicit.

Sight words – known words that are recognized and pronounced ‘on sight’. Words are read as a whole unit without the need to sound out individual letters or syllables.

Social language – language that is linked to life experiences inside and outside of the classroom, e.g., expressing personal needs, talking to friends about social activities, or interacting with classmates at school.

Text – any form of spoken, written, visual, non-verbal or multimedia communication.

Trigraph – a group of three letters used to represent a single sound or a combination of sounds that does not correspond to the written letters combined (e.g., tch, sch, str,squ).

Vocabulary – is the knowledge of a word’s meaning.

Word Pattern Recognition – an important stage in reading is learning to recognize common patterns of vowels (V) and consonants(C). Examples are CVC (e.g., bed); CVVC (e.g., train); CV (e.g., go).