

1. SPEAKING SKILLS

Students will speak clearly and confidently in both academic and social settings

GRADE 6 – GRADE 8

A) Pronunciation

Beginning	Intermediate	Transitional
Speak clearly enough to be understood	Speak with clear diction	
Use correct word stress	Speak with appropriate intonation	

B) Memorization and Repetition

Beginning	Intermediate	Transitional
Repeat words and phrases		
Learn and dramatize the language through songs, poems, chants and stories		
Practice rhythm, stress and intonation in rhymes, chants, songs and poems as appropriate		
Act out or retell a text		

C) Participation

Beginning	Intermediate	Transitional
Use isolated words	Exhibit self confidence in social situations	Speak in extended sentences in classroom.
Take turns in speaking	Gain and maintain the interest and response of different audiences, varying the pace of their language for different effects (e.g. by exaggeration, humour)	Initiate and sustain a conversation.
Take part in group discussions	Respond during content area discussions	Make different types of contributions to groups adapting their speech to their listeners and the activity
Name concrete objects	Ask abstract questions	Show spontaneity in speech
Use greetings		Contribute during content area activities and discussions
Use telegraphic speech		Communicate both socially and academically
Learn and use rote survival phrases		
Speak in short phrases		
Express likes/dislikes		

Make relevant comments		
Ask and respond to simple questions		
Give short answers in classroom		
Initiate conversation		
Express feelings and opinions		
Request assistance		
Use basic social language and identifies basic needs		

D) Organization

Beginning	Intermediate	Transitional
Relate what they say to what has gone on before	Focus on the main point when speaking	Produce extended discourse with appropriate transitions
Ask relevant questions	Self-correct	
	Use simple and compound sentences with appropriate word order	
	Use vocabulary and syntax to communicate more complex meanings	
	Form rudimentary sentences to initiate, minimally sustain and close communication.	
	Organize what is said	
	Structure their speech clearly, using markers so that listeners can follow a line of thought	
	Describe experiences	

E) Presentation

Beginning	Intermediate	Transitional
Take part in role-play activities	Use visual aids to enhance communication	Make an oral presentation that shows clear shape and organization
Relate personal experiences and provide clarification	Relate personal experience clearly	Use tone, gesture, pace and rhetorical devices for emphasis
	Relate academic information	Take up different roles

1. SPEAKING SKILLS

Students will speak clearly and confidently in both academic and social settings

GRADE 9 – GRADE 10

A) Pronunciation

Beginning	Intermediate	Transitional
Speak clearly enough to be understood	Speak with clear diction	
Use correct word stress	Speak with appropriate intonation	

B) Memorization and Repetition

Beginning	Intermediate	Transitional
Repeat words and phrases		
Learn and dramatize the language through songs, poems, chants and stories		
Practice rhythm, stress and intonation in rhymes, chants, songs and poems as appropriate		

C) Participation

Beginning	Intermediate	Transitional
Take turns in speaking	Ask abstract questions	Speak in extended sentences in classroom.
Take part in group discussions	Exhibit self confidence in social situations	Initiate and sustain a conversation.
Name concrete objects	Gain and maintain the interest and response of different audiences, varying the pace of their language for different effects (e.g. by exaggeration, humour)	Make different types of contributions to groups adapting their speech to their listeners and the activity
Use greetings	Respond during content area	Show spontaneity in speech
Form telegraphic questions		Contribute during content area activities and discussions
Learn and use rote survival phrases		Communicate both socially and academically
Speak in short phrases		
Express likes/dislikes		
Make relevant comments		
Use basic social language and identify basic needs		
Ask and respond to simple questions.		

Give short answers in classroom.		
Initiate conversation		
Express feelings and opinions		

D) Organization

Beginning	Intermediate	Transitional
Relate is said to what has occurred before	Focus on the main point when speaking	Produce extended discourse with appropriate transitions
Ask relevant questions	Use simple and compound sentences with appropriate word order	
	Structure speech clearly, using markers so that listeners can follow the line of thought	
	Use vocabulary and syntax to communicate more complex meanings	
	Self-correct	
	Form rudimentary sentences to initiate, minimally sustain and close communication.	
	Describe experiences	

E) Presentation

Beginning	Intermediate	Transitional
Take part in role-play activities	Use visual aids to enhance communication	Use tone, gesture, pace and rhetorical devices for emphasis
Relate personal experiences and provide clarification	Relate personal experiences clearly	Take on different roles, adapting them to suit the situation, including scribe, chairperson and spokesperson
	Relate academic information	Take part in a formal debate structure
	Make an oral presentation that shows clear shape and organization including an introduction and a conclusion	

2. READING SKILLS

Students will read with understanding from a variety of sources and respond appropriately

GRADE 6 – GRADE 8

A) Reading Comprehension: Retelling stories, inference, context, styles, genres, and perspectives

Beginning	Intermediate	Transitional
Answer literal questions about a story	Read and comprehend fiction and non-fiction text	Understand structural and stylistic differences between fiction and non-fiction
Sequence events	Retell texts accurately	
Discuss the content of stories, identifying story lines and characters	Read a range of material with independence appropriate to their developmental level	
Identify the topic and the main idea in a story	Produce written, oral or other forms of responses to literature	
Read aloud expressively from familiar literature	Retell texts accurately	
Read and comprehend fiction and non-fiction text	Read a range of material with independence appropriate to their developmental level	
Recall important details	Recognize structural and stylistic differences between fiction and non-fiction	
Retell a text	Identify the elements of a novel	
Recognize and use predictable language	Draw conclusions from text	
Describe what has happened in a story and predict what will happen next		
Participate and enjoy shared reading		
Match written language to pictures		
Read simple, familiar texts Read time to the minute		

B) Decoding: Signals, symbols, sounds, and basic sight words

Beginning	Intermediate	Transitional
Learn letter-sound associations and letter name	Skim and scan read	
Recognize individual words or letters	Apply knowledge of word relationships, root words, prefixes, suffixes, synonyms, antonyms and derivations	
Learn the conventions of print in English (left to right, top to bottom, tracking, spacing between words)	Use idioms and similes to infer the literal and figurative meanings of phrases	

Learn to read maps, plans, diagrams and schedules		
Identify and describe a sequence of events		
Use different clues to read unknown words		
Develop strategies to self- monitor and self-correct		
Recognize familiar sight words		
Apply phonemic patterns		
Understand and use capitalization and punctuation		
Recognize rhyming words		
Read independently		

C) Background Knowledge: Comparing prior knowledge and new information to make sense of the text

Beginning	Intermediate	Transitional
Relate a story to personal experience	Discuss character traits and setting	Make and confirm predictions about a text using prior knowledge and ideas
Answer literal and inferential questions about a story	Infer meaning from a text	

2. READING SKILLS

Students will read with understanding from a variety of sources and respond appropriately

GRADE 9 – GRADE 10

A) Reading Comprehension: Retelling stories, inference, context, styles, genres, and perspectives

Beginning	Intermediate	Transitional
Answer literal questions about a story	Retell texts accurately	Understand structural and stylistic differences between fiction and non-fiction
Sequence events	Read a range of material with independence appropriate to their developmental level	
Discuss the content of stories, identifying story lines and characters	Recognize structural and stylistic differences between fiction and non-fiction	
Recall important details	Identify the elements of a novel	
Be able to recognize and use predictable language	Read and comprehend fiction and non-fiction texts	

Describe what has happened in a story and predict what will happen next		
Participate and enjoy shared reading		
Match written language to pictures		
Read simple, familiar texts		
Read time to the minute		
Identify the topic and the main idea in a story		
Read aloud expressively from familiar literature		
Read fiction and non-fiction texts		
Use context clues to derive meaning from text		
Produce written, oral or other forms of responses to literature		
Recognize cause and effect		
Draw conclusions from text		
Distinguish fact from opinion		

B) Decoding: Signals, symbols, sounds, and basic sight words

Beginning	Intermediate	Transitional
Learn letter-sound associations and letter names	Skim and scan read	
Recognize individual words or letters	Apply knowledge of word relationships, root words, prefixes, suffixes, synonyms, antonyms and derivations	
Learn the conventions of print in English (left to right, top to bottom, tracking, spacing between words)	Use idioms and similes to infer the literal and figurative meanings of phrases	
Learn to read maps, plans, diagrams and schedules		
Recognize rhyming words		
Identify and describe a sequence of events		
Use different clues to read unknown words		
Develop strategies to self- monitor and self-correct		
Recognize familiar sight words		
Apply phonemic patterns		
Understand and use capitalization and		

punctuation		
Recognize rhyming words		
Read independently		

C) Background Knowledge: Comparing prior knowledge and information, making sense of the text and plot

Beginning	Intermediate	Transitional
Relate a story to personal experience	Discuss character traits and setting	Make and confirm predictions about a text using prior knowledge and ideas
Answer literal and inferential questions about a story	Infer meaning from a text	

3. WRITING SKILLS

Students will write clearly, logically, and effectively using a range of styles and forms

GRADE 6 – GRADE 8

A) Conventions: Grammar, usage, sentences, and paragraphs

Beginning	Intermediate	Transitional
Use pictures, symbols or isolated letters, words or phrases to communicate meaning	Produce writing with increasingly complex structures using complete, correct sentences.	<ul style="list-style-type: none"> ○ Write a composition of several paragraphs which include an introduction, supporting paragraphs and a conclusion
Dictate and write language experience sentences and stories	Recognize the difference between spoken and written English. (e.g. sentence fragments and contradictions)	Establish coherence within paragraphs using effective transitional words
Dictate and write labels for captions and illustrations		
Use charts, maps, calendars and graphs to record information		
Recognize different kinds of sentences		
Recognize a paragraph		
Write a topic sentence and accompanying paragraph		

B) Mechanics: Capitalization, punctuation, and spelling

Beginning	Intermediate	Transitional
Develop a legible style of handwriting	Apply a knowledge of word families to spelling	Understand and apply common prefixes and suffixes
Show an understanding of the difference between numbers and letters	Use capital letters and correct punctuation	
Know the names and order of the letters of the alphabet	Check the accuracy of spelling in proofreading, revising and redrafting writing	
Write commonly used words correctly	Use resources such as dictionaries and spell checkers	
Recognise and correctly use regular patterns for vowel sounds and common letter strings		
Use a monolingual dictionary		

3. WRITING SKILLS

Students will write clearly, logically, and effectively using a range of styles and forms

GRADE 6 – GRADE 8

C) Coherence: Organization, logic, drafting, and revising

Beginning	Intermediate	Transitional
Experiment with writing	Write a story showing some understanding of the rudiments of a story structure by establishing character, a beginning, middle and ending	Take notes from written material
Write for different purposes. Such forms include friendly notes, letters, invitations, diary entries and notes to self	Apply a range of strategies such as mind mapping, brainstorming and categorizing to plan writing	Take notes from oral presentations
Write a story containing a logical sequence of events	Produce a writing draft and revise as needed	Summarize points from written sources.

D) Creative Essay: Evaluation, analysis, style, and support

Beginning	Intermediate	Transitional
Form and express responses to ideas through writing.	Evaluate student’s own and others work individually and collaboratively on the basis of a variety of criteria	

E) Creative Writing: Poems, songs, and stories

Beginning	Intermediate	Transitional
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Create rhymes, chants and song verses and poems	Create stories, poems, sketches, songs and plays for a variety of different audiences, purposes and a range of settings	Produce written responses to reading
Write expressively using basic structures and familiar vocabulary		
Work collaboratively to write sentences and stories		

3. WRITING SKILLS

Students will write clearly, logically, and effectively using a range of styles and forms

GRADE 9 – GRADE 10

A) Conventions: Grammar, usage, sentences, and paragraphs

Beginning	Intermediate	Transitional
Use pictures, symbols or isolated letters, words or phrases to communicate meaning	Produce writing with increasingly complex structures, using complete, correct sentences	
Dictate and write language experience sentences and stories	Recognize the difference between written and spoken English	
Dictate and write labels for captions and illustrations	Establish coherence within paragraphs using effective transitional words	
Use charts, maps, calendars and graphs to record information	Write a composition of several paragraphs which include an introduction, supporting paragraphs and a conclusion	
Recognize different kinds of sentences.		
Recognize a paragraph		
Write a topic sentence and accompanying paragraph		

B) Mechanics: Capitalization and punctuation

Beginning	Intermediate	Transitional
Develop a legible style of handwriting	Show growing awareness of word families and their relationships and apply that knowledge to their spelling	
Show understanding of the difference between numbers and letters	Use capital letters and correct punctuation	
Know the names and order of the letters of the alphabet	Understand and apply common prefixes and suffixes	

Write commonly used words correctly	Use resources such as dictionaries and spell checkers	
Recognize and correctly use regular patterns for vowel sounds and common letter strings	Revise and redraft writing	

3. WRITING SKILLS

Students will write clearly, logically, and effectively using a range of styles and forms

GRADE 9 – GRADE 10

C) Coherence: Organization, logic, drafting, and revising

Beginning	Intermediate	Transitional
Experiment with writing	Take notes from written sources	Take notes from oral presentations
Write for different purposes. Such forms include friendly notes, letters, invitations, diary entries and notes to self	Summarize points from written sources	
Write a story containing a logical sequence of events		
Write a story showing some understanding of the rudiments of a story structure by establishing character, a beginning, middle and ending		
Apply a range of strategies such as mind mapping, brainstorming and categorizing to plan writing		

D) Creative Essay: Evaluation, analysis, style, and support

Beginning	Intermediate	Transitional
Form and express responses to ideas through writing		Write clear interpretations, analyses and evaluations of issues, ideas, texts and experiences, supporting positions with well-developed arguments
Evaluate student’s own and others work individually and collaboratively on the basis of a variety of criteria		

E) Creative Writing: Poems, songs, and stories

Beginning	Intermediate	Transitional
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Create rhymes, chants and song verses and poems	Produce written responses to reading	
Write expressively using basic structures and familiar vocabulary		
Work collaboratively to write sentences and stories		
Create stories, poems, sketches, songs and plays using a variety of different audiences, purposes and settings		

4. LISTENING SKILLS

Students will develop and use critical thinking and research skills and strategies to reflect and analyse.

GRADE 6 – GRADE 8

A) Listening Skills

Beginning	Intermediate	Transitional
Listen attentively.		
Hear the beginning and ending of words.		

B) Understanding

Beginning	Intermediate	Transitional
Match spoken words to written words.	Demonstrate understanding of classroom discussion involving the teachers' use of rephrasing, repetition and visual cues.	Comprehend and contribute during content area activities and discussions.
Match spoken words and descriptions to pictures.	Discriminate meaning from context.	Understand a wide range of accents and pronunciations.
Follow simple directions.	Demonstrate awareness of and familiarity with homophones.	
Follow Total Physical Response (TPR) directions for tasks and sequences.	Recall important features of a discussion, a talk, a radio or television program or a film.	
Remember specific points that interest them.	Identify features of the language used for specific purposes (e.g. to persuade, to instruct, to entertain).	
Demonstrate understanding of simple, context rich yes/no questions.	Follow instruction in appropriate content classes.	
Demonstrate understanding of a simple oral story.		
Demonstrate understanding of simple sentences		

in sustained conversation.		
Follow a series of directions.		
Anticipate and predict when listening.		
Follow simple content instruction.		

C) Responding

Beginning	Intermediate	Transitional
Respond to others appropriately taking into account what they say.	Listen and make relevant comments about what has been said.	Ask pertinent questions and make relevant comments.
Ask questions to clarify the meaning of what has been said.	Identify the key points of a discussion and evaluate what they hear.	
Recall key points of a listening exercise (e.g. on cassette, an oral story or listening comprehension).	Identify and respond to sound patterns in language (alliteration, rhyme, word play, stress and intonation).	

4) LISTENING SKILLS

Students will develop and use critical thinking and research skills and strategies to reflect and analyse.

GRADE 9 – GRADE 10

A) Listening Skills

Beginning	Intermediate	Transitional
Listen attentively.		
Hear the beginning and ending of words.		

B) Understanding

Beginning	Intermediate	Transitional
Match spoken words to written words.	Discriminate meaning from context, e.g. become aware of and familiar with homophones.	Comprehend and contribute during content area activities and discussions.
Match spoken words and descriptions to pictures.	Recall important features of an argument, a talk, a radio or television program or a film.	Understand a wide range of accents and pronunciations.
Follow simple directions.	Identify features of the language used for specific purposes (e.g. to persuade, to instruct, to entertain).	
Follow Total Physical Response (TPR) directions for tasks and sequences.	Demonstrate understanding of classroom discussion with rephrasing, repetition and visual cues.	

Remember specific points that interest them.	Follow instruction in appropriate content classes.	
Demonstrate understanding of simple, context rich yes/no questions.		
Demonstrate understanding of simple sentences in sustained conversation.		
Demonstrate understanding of a simple oral story.		
Anticipate and predict when listening.		
Follow simple content instruction.		

C) Responding

Beginning	Intermediate	Transitional
Respond to others appropriately taking into account what they say.	Listen and make relevant comments about what has been said.	Ask pertinent questions and make relevant comments.
Ask questions to clarify the meaning of what has been said.	Identify the key points of a discussion and evaluate what they hear.	
Recall key points of a listening exercise (e.g. on cassette, an oral story or listening comprehension).	Identify and respond to sound patterns in language (alliteration, rhyme, word play, stress and intonation).	

5. CRITICAL THINKING & RESEARCH SKILLS

Students will develop and use critical thinking and research skills and strategies to reflect and analyse.

GRADE 6 – GRADE 8

A) Research Skills

Beginning	Intermediate	Transitional
With guidance, locate, research and record relevant information from reference sources.	Identify, gather, view, listen to, read, organize and discuss information from various sources.	Independently locate, research and record relevant information in reference sources by using organizational features.
Use various reference materials (e.g. dictionary, library catalogue, encyclopedia, on-line information) as aids to research and writing.	Select information appropriate to the purpose of the investigation.	
Use previous knowledge to help understand new information.		

B) Critical Analysis

Beginning	Intermediate	Transitional
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Respond to information, ideas, and opinions in a variety of ways.	Formulate, ask and answer questions to obtain, extend and clarify information and meaning.	Assess, compare and evaluate the quality of spoken or written texts and visual presentations, using different criteria.
Formulate, ask and answer questions to obtain information and extend meaning.	Use information to make and support inferences.	Self-evaluate on the basis of established criteria.
Formulate and share ideas relevant to oral communication or written texts.	Respond to information, ideas, and opinions in a variety of ways.	
Make comparisons and predictions.		
Recognise and understand cause and effect.		

C) Application

Beginning	Intermediate	Transitional
Present information clearly in oral, written and graphic forms.	Construct a simple bibliography.	Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts and experiences.
	Understand and avoid plagiarism.	

5. CRITICAL THINKING & RESEARCH SKILLS

Students will develop and use critical thinking and research skills and strategies to reflect and analyse.

GRADE 9 – GRADE 10

A) Research Skills

Beginning	Intermediate	Transitional
With guidance, locate, research and record relevant information from reference sources.	Independently locate, research and record relevant information in reference sources by using organizational features.	
Use the library to locate books for personal reading.	Use various reference materials as aids to research and writing.	
	View, listen to, read, organize and discuss information from various sources.	
	Understand the structure and appropriate use of various reference sources.	

B) Critical Analysis

Beginning	Intermediate	Transitional
Self-evaluate on the basis of established criteria.	Formulate, ask and answer questions to obtain, extend	Assess, compare and evaluate the quality of

	and clarify information and meaning.	spoken or written texts and visual presentations, using different criteria.
Formulate, ask and answer questions to obtain information and extend meaning.	Respond to information, ideas, and opinions in a variety of ways.	Analyse and discuss alternative interpretations, ambiguity and allusion.
Formulate and share opinions about information and ideas.	Respond to information, ideas, and opinions in a variety of ways.	
	Take notes from oral presentations.	

C) Application

Beginning	Intermediate	Transitional
Present information clearly in oral, written and graphic forms.	Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts and experiences.	Use persuasive language, evidence and well-developed arguments to justify points of view.
	Use MLA format to construct a bibliography.	
	Understand and avoid plagiarism.	

6. CROSS-CULTURAL KNOWLEDGE & UNDERSTANDING

Students will demonstrate cross-cultural knowledge and understanding.

GRADE 6 – GRADE 8

A) Cultural Appreciation

Beginning	Intermediate	Transitional
Read, listen and respond to literature from a range of cultures.	Compare and contrast literature from a range of cultures.	

B) Social and Cultural Sensitivity

Beginning	Intermediate	Transitional
Interpret and demonstrate knowledge of gestures and body language.		
Work cooperatively.		

6. CROSS-CULTURAL KNOWLEDGE & UNDERSTANDING

Students will demonstrate cross-cultural knowledge and understanding.

GRADE 9 – GRADE 10

A) Cultural Appreciation

Beginning	Intermediate	Transitional
Read, listen and respond to literature from a range of cultures.	Compare and contrast literature from a range of cultures.	

B) Social and Cultural Sensitivity

Beginning	Intermediate	Transitional
Interpret and demonstrate knowledge of gestures and body language.		