

Primary (Kindergarten to Grade 3)

light bulb
**The baker and the policeman
are friends.**
Though a bat flies,
a dog does not
population
It is nice **vegetable**
they run



ELL Matrix: Primary (1-3) Writing

If a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. *At the given level of language proficiency, this student can:*

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Meaning <ul style="list-style-type: none"> Ideas & information Use of detail Strategies 	<ul style="list-style-type: none"> Express ideas through copying models, drawing, first language, & labelling Provide little or no detail Use some limited strategies such as copying, repetition, models, & visuals to produce text 	<ul style="list-style-type: none"> Express ideas through some copying, drawing, dictating, & listing using known phrases or patterned sentences Provide limited detail Use strategies such as copying, repetition, known patterns, word banks, word walls sentence frames, models, graphic organizers, & visuals to produce text 	<ul style="list-style-type: none"> Express ideas by listing, or by presenting several sentences that may be related Provide a few details that may be repetitive or unrelated Use strategies such as graphic organizers, writing templates, word banks, familiar patterns, circumlocution, & visuals to produce text 	<ul style="list-style-type: none"> Provide some ideas & opinions related to purpose Provide some detail to support ideas Use strategies such as organizers, models, circumlocution, rubrics & checklists, frameworks, templates, & word banks to produce text 	<ul style="list-style-type: none"> Provide ideas & opinions related to purpose that are clear Provide some interesting & specific details & examples Use strategies such as writing plans, organizers, models, rubrics & checklists to produce text
Style <ul style="list-style-type: none"> Word choice (diction, precise language) Sentence fluency (rhythm, flow, variety) Voice (phrasing, tone, purpose, awareness of audience) 	<ul style="list-style-type: none"> Use a small range of vocabulary including sight words, high-frequency words, & a few descriptive words related to familiar objects & personal experiences Copy simple phrases & complete patterned sentences Rely on simple, concrete, & familiar words 	<ul style="list-style-type: none"> Use some vocabulary including high-frequency, descriptive, & subject-specific words related to familiar objects, actions, & topics Complete patterned sentences independently & write simple sentences Rely on simple, conversational, & repetitive language; some evidence of individuality in pictures that accompany text 	<ul style="list-style-type: none"> Use more vocabulary including high-frequency, descriptive, academic, & subject-specific words Write simple detailed & compound sentences Rely on straightforward, functional language; emerging evidence of individuality in pictures & text 	<ul style="list-style-type: none"> Use a range of vocabulary including descriptive, academic, & subject-specific words, & synonyms & words with multiple meanings Write complex sentences Attempt to choose more precise language that may include idioms & figurative language; emerging evidence of individuality in text 	<ul style="list-style-type: none"> Use a broad range of vocabulary including high-frequency, descriptive, academic, & subject-specific words related to curriculum topics Write a variety of sentence structures & experiment with paragraphs Attempt to choose & experiment with more precise language for effect; increasing evidence of individuality in attempt to engage audience

ELL Matrix: Primary (1-3) Writing (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Form <ul style="list-style-type: none"> Organization & sequencing Connections & transitions Awareness of forms/genres 	<ul style="list-style-type: none"> Draw the sequence of a basic narrative or procedure Connect two or more words & substitute words in patterned sentences 	<ul style="list-style-type: none"> Produce a short text that has some sense of sequence Connect words in simple sentences with “and” & “then” Represent the structure of a basic narrative or procedure (sequence of events, beginning, middle, end) through pictures, key words, or phrases 	<ul style="list-style-type: none"> Produce a few sentences that are in generally logical sequence Use some conjunctions & time markers Produce some brief examples of a few basic genres (pieces of information about an object or thing, parts of a recount, descriptive words or phrases for a procedure) to suit purpose 	<ul style="list-style-type: none"> Produce a text with a sense of beginning, middle, & end components Use a range of conjunctions, & time & sequence markers Produce examples of a some genres (descriptions, recounts, narratives) to suit purpose 	<ul style="list-style-type: none"> Produce a text that has a number of logically sequenced stages or series of events Use a variety of cohesive devices more effectively Produce examples of a variety of genres (life cycles, flow charts, summaries, narratives, recounts, personal responses) to suit purpose
Convention <ul style="list-style-type: none"> Capitals & Punctuation Spelling Grammatical elements & syntax 	<ul style="list-style-type: none"> Form or copy letters & words with increasing accuracy & leave spaces between words Spell some sight words accurately Use some nouns, present tense verbs, & prepositions, with errors 	<ul style="list-style-type: none"> Use capitals at the beginning of some sentences, & periods at the end of some sentences Spell most familiar words accurately Use nouns, simple past & present tense verbs, prepositions, & plurals with tense errors & omissions Use limited repetitive phrases & fragments, sometimes beginning with “and” or another connecting word 	<ul style="list-style-type: none"> Use capitals, end of sentence punctuation, & some commas Spell words with regular spelling patterns with some accuracy Use nouns, verbs in irregular past & progressive tenses, & function words such as prepositions, pronouns, & articles with usage errors Demonstrate some control of word order in simple sentences (subject-verb-object) 	<ul style="list-style-type: none"> Use common punctuation Spell regular words & some irregular words according to knowledge of common spelling patterns Use adjectives & adverbs, & demonstrate increasing control of plurals, & tenses Use a variety of sentence types (statements, questions, negatives), with some accuracy 	<ul style="list-style-type: none"> Attend to the conventions of capitalization & punctuation Spell challenging words with increasing accuracy Use a range of grammatical structures demonstrating control of plurals, tenses, & subject-verb agreement Use a variety of sentence types (statements, questions, negatives), with increasing accuracy

ELL Quick Scale: Primary (1-3) Writing

This Quick Scale is a summary of the corresponding Matrix. If a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. *At the given level of language proficiency, this student can:*

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
SNAPSHOT	The student can use or copy a string of letters and simple words to communicate.	The student can use some familiar vocabulary, repetitive phrases and patterned sentences to communicate.	The student can use simple vocabulary with some descriptive words to create simple sentences.	The student can use a range of vocabulary and some connections to communicate personal ideas.	The student can use a wide range of vocabulary with loosely organized ideas, and begin to write clearly with some detail.
Meaning <ul style="list-style-type: none"> Ideas & information Detail Strategies 	<ul style="list-style-type: none"> Copy models and substitute words in patterned sentences <i>e.g. Copies own name from letter models</i> Draw and label with single words <i>e.g. Draws a picture of a bear eating berries to express the idea</i> <i>e.g. Labels pictures of a cat, paper, and a plate, or labels pictures of their family and home</i> Intersperse first language 	<ul style="list-style-type: none"> Write some repetitive phrases <i>e.g. "He is short.", "He is smart.", "He is happy.", "He is there."</i> Label with short phrases <i>e.g. Labels pictures that show different actions such as a woman walking, a boy sitting, and a baby smiling</i> Use visual strategies to complete sentences <i>e.g. Uses the sentence frame "I love..." to write a list of favourite foods</i> 	<ul style="list-style-type: none"> Express some ideas by listing or writing simple sentences <i>e.g. "My family has my brother, sister, dad and grandma."</i> Provide a few basic details to support ideas <i>e.g. "In summer I swim in the cold lake."</i> Use visual strategies to write a sentence <i>e.g. Uses a word wall related to clothes to write, "she wears a warm coat and boots"</i> 	<ul style="list-style-type: none"> Express ideas related to a topic <i>e.g. "On the soccer field there are two teams and twenty-two players."</i> Provide several details or examples <i>e.g. "My fish is little and it is very small. It is bright blue and makes bubbles."</i> Use visual strategies to write multiple sentences <i>e.g. Uses a completed Venn diagram to write a few sentences describing bats and birds</i> 	<ul style="list-style-type: none"> Express ideas and opinions related to purpose, with specific details or examples <i>e.g. Writes a few sentences about what a person needs to be happy, with some specific examples</i> Use visual strategies to write a complete paragraph <i>e.g. Uses a completed writing plan to write a paragraph about Terry Fox</i>
Style <ul style="list-style-type: none"> Word choice Sentence fluency Voice 	<ul style="list-style-type: none"> Use a few common and familiar words <i>e.g. "cup", "see", "sun"</i> Write two or three word phrases <i>e.g. "it is nice", "they run"</i> Use some patterned phrases <i>e.g. "I like pizza", "I like bread"</i> 	<ul style="list-style-type: none"> Begin to use some subject-specific words <i>e.g. "shoulder", "cute", "country"</i> Use some simple sentences and patterned sentences <i>e.g. "Who is he", "There are three bowls."</i> 	<ul style="list-style-type: none"> Use numerous common and subject-specific words <i>e.g. "level", "vegetable", "lift"</i> Use some simple and compound sentences <i>e.g. "The baker and the policeman are friends."</i> 	<ul style="list-style-type: none"> Use a variety of common and subject-specific words <i>e.g. "sign", "frustrated", "hidden", "predict"</i> Write some complex sentences <i>e.g. "Though a bat flies, a dog does not."</i> 	<ul style="list-style-type: none"> Use a wide variety of academic and subject-specific words <i>e.g. "population", "sequence", "rude"</i> Write a variety of sentence types <i>e.g. "Though they prefer watching funny movies, they decided to watch an action movie and liked it."</i> Begin to write a basic paragraph

ELL Quick Scale: Primary (1-3) Writing (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Form <ul style="list-style-type: none"> Organization Connections & transitions Genre 	<ul style="list-style-type: none"> Connect two or more words <i>e.g. "Cats drink milk"</i> Organize some ideas through drawings and some key words and phrases <i>e.g. Describes their daily routine through drawings and key words related to their toothbrush, a bed, then their school building</i> 	<ul style="list-style-type: none"> Use basic connecting words in simple sentences <i>e.g. "Joe and Sarah need help.", "I eat. Then I do homework."</i> Organize some ideas loosely in personal or descriptive sentences <i>e.g. Re-tells a well-known children's story using short sentences and key words</i> 	<ul style="list-style-type: none"> Use some connecting words and time words <i>e.g. "First they get water. Second they boil water. Third they make tea."</i> Organize some ideas in personal or descriptive sentences <i>e.g. "The paper is on the table. There are three pieces of paper..."</i> 	<ul style="list-style-type: none"> Use a range of connecting words and time words <i>e.g. "In the morning", "next", "after that"</i> Organize a series of sentences with a sense of beginning, middle, and end information <i>e.g. "The paper is on my table. It has red letters. It looks important..."</i> 	<ul style="list-style-type: none"> Use a variety of connecting words and time words accurately <i>e.g. "not only... but", "either... or", "the next day"</i> Organize and develop text with several logical stages <i>e.g. The three papers sit next to me on the table. They look important because of the large red letters..."</i>
Convention <ul style="list-style-type: none"> Capitals & punctuation Spelling Grammar 	<ul style="list-style-type: none"> Spell a few common words and begin to use invented spelling <i>e.g. "culrs" for 'colours', "iz" for 'is'</i> Leave spaces between words Copy some sight words <i>e.g. Copies and spells some common and familiar words such as "and", "two", "can", "here"</i> 	<ul style="list-style-type: none"> Write some basic sentences independently <i>e.g. "They will sing.", "The train is late."</i> Use invented spelling and some accurate spelling for common words <i>e.g. Spells some familiar words such as "all", "have", "like", "now"</i> Use capitals and periods with support 	<ul style="list-style-type: none"> Begin to use some grammatical structures, including some articles, prepositions, and pronouns <i>e.g. Correctly orders subject-verb-object in "The cow eats grass, hay, and flowers"</i> <i>e.g. Uses some articles ("the", "a", "an"), prepositions ("on", "in", "under"), and pronouns ("he", "she", "it", "they")</i> Use accurate spelling for many regular words <i>e.g. Spells "look", "read", "went"</i> Use some commas and other common punctuation with support 	<ul style="list-style-type: none"> Use a variety of grammatical structures, including some adjectives and adverbs <i>e.g. "The mall is open, so the girl goes there."</i> <i>e.g. Uses some adjectives ("pretty", "new", "red") and adverbs ("very", "some", "always")</i> Use accurate spelling for most regular words and some irregular words <i>e.g. Spells "right", "tough", "fire"</i> Use commas, capitals and other common punctuation 	<ul style="list-style-type: none"> Use a range of grammatical structures <i>e.g. "Tom cried because the ball hit him, and I said "sorry"."</i> <i>e.g. "Because it was cold, I put on my coat."</i> Spell some challenging words with increasing accuracy <i>e.g. Spells "quiet", "beautiful", "different"</i> Use varied punctuation independently

ELL Matrix: Primary (1-3) Reading

If a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. *At the given level of language proficiency, this student can:*

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Strategies <ul style="list-style-type: none"> • Word attack skills • Decoding • Fluency 	<ul style="list-style-type: none"> • Use pictures to help read unfamiliar words & text • Begin to connect letters & words to print • Read letter-by-letter to sound out words 	<ul style="list-style-type: none"> • Use pictures, diagrams, & patterned sentences to read unfamiliar words & text • Use limited word-decoding strategies to identify beginning & ending sounds, & some high-frequency words • Read word-by-word 	<ul style="list-style-type: none"> • Use familiar phrases, patterned sentences, text structure, predicting, visualizing & background knowledge to read unfamiliar words & text • Use some word-decoding strategies to identify consonant blends, digraphs, simple word families, & a variety of high-frequency words • Read with some phrasing, re-reading, & sounding out words 	<ul style="list-style-type: none"> • Use an increasing range of strategies such as predicting, visualizing, & making connections to read unfamiliar words & text • Use varied strategies to decode long & short vowels in medial positions, vowel blends, r-controlled vowels, & complex word families • Read with some expression, using substitutions & some self-correcting 	<ul style="list-style-type: none"> • Use a variety of strategies such as re-reading, predicting, word analysis, visual cues, text features, & self-correction to read unfamiliar words & text • Use a wide range of decoding strategies to decode two-or three-syllable words • Read smoothly with expression, attend to common punctuation, & make meaningful substitutions

ELL Matrix: Primary (1-3) Reading (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Comprehension <ul style="list-style-type: none"> Vocabulary Main ideas & details Retelling & organizing information Locating & recording information Drawing inferences Interpretations & socio-cultural elements Knowledge of genres (structure & features) 	<ul style="list-style-type: none"> Understand environmental print, symbols, icons, classroom words & labels, letters of the alphabet, & some sight words Comprehend simple patterned sentences Sequence a short familiar text using visuals Locate limited information using picture clues Understand that written & visual text contains a message or command, or gives information Show awareness of how text & books work (front to back sequence, top-to-bottom, directionality) 	<ul style="list-style-type: none"> Understand some vocabulary including high-frequency, descriptive, & subject-specific words Comprehend simple sentences containing prepositions & time markers Sequence pictures to retell a story or information process Locate & record minimal, accurate information, when given cues Understand the literal meaning of simple text Identify the structure of a basic narrative or procedural text 	<ul style="list-style-type: none"> Understand more vocabulary including high-frequency, descriptive, subject-specific, & some academic words Comprehend the main idea of compound sentences containing coordinating conjunctions & time markers Retell the sequence of a story, steps, or content-area process Locate & record some information using categories or a provided graphic organizer, with some errors Make a few basic inferences Understand the literal meaning & sometimes the figurative meaning of simple text Identify organization of a text, including structure & prominent features of several basic genres such as narrative, recount, procedure, report 	<ul style="list-style-type: none"> Understand a range of vocabulary, including words with multiple meanings Comprehend the main idea & some details in complex sentences containing subordinating conjunctions & time & sequence markers Retell main events or key content ideas in sequence using some detail Locate, record, & organize some information using a provided graphic organizer, with occasional errors Make simple inferences Understand the figurative meaning of some simple phrasal verbs & similes Identify the purpose & structure of some basic genres such as labelling, story, procedure, description 	<ul style="list-style-type: none"> Understand a wide range of vocabulary including most subject-specific words & some academic words Comprehend the main idea & supporting details in paragraphs connected by a variety of cohesive devices Retell main events or key content ideas using some relevant details & inferences Locate, record, & organize information accurately using a provided graphic organizer Make inferences about characters & events Understand simple cultural references including age-appropriate idioms, metaphors, & humour Identify the purpose, structure, & range of features distinguishing basic genres
Response & Analysis <ul style="list-style-type: none"> Opinions & reactions Connections (to other information, experiences, knowledge) 	<ul style="list-style-type: none"> Express a preference for a text with non-verbal responses Provide personal response by drawing a picture 	<ul style="list-style-type: none"> Clearly express a preference for a text Make a simple personal connection through words & pictures 	<ul style="list-style-type: none"> Clearly express a preference for a text, & begin to give reasons Sometimes make simple concrete text-to-self connections 	<ul style="list-style-type: none"> Offer simple opinions with some justification Make simple concrete text-to-self & text-to-text connections 	<ul style="list-style-type: none"> Offer simple opinions with justification Make text-to-text & text-to-world connections spontaneously

ELL Quick Scale: Primary (1-3) Reading

This Quick Scale is a summary of the corresponding Matrix. If a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. *At the given level of language proficiency, this student can:*

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
SNAPSHOT	The student can begin to recognize some letters, sounds, and words, and begin to make meaning of text.	The student can begin to use strategies to read and understand simple words and make personal connections to text.	The student can use some strategies to decode unfamiliar words and make basic connections to the world from text.	The student can use a variety of strategies to read unfamiliar text and understand increasingly complex words and meaning.	The student can use a range of strategies and understand a wide range of words to make connections and access concepts in text.
Strategies • Word attack skills • Fluency	<ul style="list-style-type: none"> Begin to connect letters and words to print <i>e.g. Connects the letter "h" to the sound /h/</i> Recognize some common words and sight words <i>e.g. Points to each word as it is spoken in "I like to swim"</i> <i>e.g. Recognizes common words like "I", "the", "is", "at", "me", "like"</i> 	<ul style="list-style-type: none"> Identify initial and ending sounds in some words <i>e.g. Uses knowledge of the "s" letter and /s/ sound to predict the words "snake stares"</i> Use pictures to help make meaning <i>e.g. Looks at a picture in a book to read a word (picture of a dog, the word is "dog")</i> Read word-by-word with support <i>e.g. Reads "she... ran... out... the... d...oor..."</i> 	<ul style="list-style-type: none"> Recognize some new words based on common word families and word roots <i>e.g. Uses knowledge of the words "lunch" and "dog" to read the words "punch" and "fog"</i> <i>e.g. Sees "writing" or "writer" and reads by relating them to the familiar "write"</i> Begin to read in meaningful phrases <i>e.g. Reads "all-the-time" and "around-the-corner", connecting the individual words into a phrase</i> 	<ul style="list-style-type: none"> Use a variety of strategies to read unfamiliar words <i>e.g. Divides the word "editorial" into "edit...or...ial" and uses knowledge of the word "edit" in order to read it</i> Read with some expression and self-correct for meaning <i>e.g. "He had a... truck on his head... I mean toque, he had a toque on his head"</i> 	<ul style="list-style-type: none"> Use a wide range of strategies to successfully read unfamiliar words and text <i>e.g. Predicts the unfamiliar word "collapses" in "The tower of blocks collapses when the baby pushes it."</i> Read smoothly with expression <i>e.g. Groups connected words into meaningful phrases, emphasizing the "content" words in "The <u>two</u> sides have to be <u>equal</u>."</i>
Comprehension • Vocabulary • Main ideas • Genre • Retelling • Inferences • Interpretations	<ul style="list-style-type: none"> Recognize letters and words in everyday life <i>e.g. Recognizes the letters on an alphabet chart</i> <i>e.g. Recognizes the word "stop", having seen it on a stop sign</i> Use visuals to understand most of the meaning in text <i>e.g. Understands the main storyline of a story by following pictures</i> Show awareness of how books work <i>e.g. Opens a book from the correct side and knows to read from left to write on a page</i> 	<ul style="list-style-type: none"> Understand some common words and a few 'content' words <i>e.g. "wear", "socks", "yellow", "dress"</i> Understand literal meaning of some simple text <i>e.g. Understands that "the trees were moving in the wind" means that the trees were visibly moving because it was windy</i> Retell a simple text to show understanding of main idea <i>e.g. Reads key words and puts pictures in order to show understanding of the life cycle of a butterfly</i> 	<ul style="list-style-type: none"> Understand many common and 'content' words <i>e.g. "light bulb", "flat", "temperature"</i> Understand the main idea in some short stories and non-fiction <i>e.g. Reads and understands the general storyline of a short story about bedtime</i> Begin to make simple inferences <i>e.g. Understands that "the moon looks very bright" means it is likely nighttime</i> 	<ul style="list-style-type: none"> Understand a range of words, including some words related to academic content <i>e.g. Understands that "bark" can mean 'the sound a dog makes', or 'the skin of a tree'</i> <i>e.g. "community", "habitat"</i> Begin to read a variety of different types of text with understanding <i>e.g. Reads a one-page biography, understanding the different stages in the person's life</i> Locate specific information in a text to demonstrate understanding <i>e.g. Scans a poem about 'summer' to find words that relate, such as "swimming", "sun lotion", "watermelon"</i> 	<ul style="list-style-type: none"> Understand a wide range of words, including some academic language <i>e.g. Understands 'science' words like "environment", "conservation", "prey"</i> Begin to recognize the purpose and features of a variety of text <i>e.g. Understands that a "Table of Contents" is to help the reader locate information and contains a list of headings summarizing content</i>

ELL Quick Scale: **Primary (1-3) Reading** (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
<p>Response & Analysis</p> <ul style="list-style-type: none"> • Connections • Opinions & reactions 	<ul style="list-style-type: none"> • Express a like or dislike for a simple text <i>e.g. Points to own hat that is red (favourite colour), in response to a sentence describing red and blue hats</i> 	<ul style="list-style-type: none"> • Make a simple personal connection to text through words or pictures <i>e.g. Draws a picture to show some favourite school activities in response to a short story about what a child likes to do in school</i> 	<ul style="list-style-type: none"> • Begin to provide some reasons for personal connections to text <i>e.g. Responds to a 'talking animals' story by describing when they talk to the animals in the woods outside their own home</i> 	<ul style="list-style-type: none"> • Begin to provide reasons for opinions about text <i>e.g. From a story about a large family, describes why they do not personally want ten siblings</i> • Make personal connections and connections between different texts <i>e.g. Sees the similarities between two characters in an Aboriginal story and a folk story from their home culture</i> 	<ul style="list-style-type: none"> • Independently make connections with new text and the world, with some elaboration <i>e.g. Describes how a text about 'the life cycle of a butterfly' compares to another text about 'the life cycle of a frog'</i>

ELL Matrix: Primary (K-3) Oral Language

If a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. *At the given level of language proficiency, this student can:*

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Meaning <ul style="list-style-type: none"> Vocabulary Word choice Expressing & understanding idea 	RECEPTIVE				
	<ul style="list-style-type: none"> Understand a limited vocabulary of 'survival' & words related to familiar objects & actions Understand a few key words in related sentences about familiar topics or contexts 	<ul style="list-style-type: none"> Understand some vocabulary including common words & some descriptive words Understand the gist of phrases & sentences linked by "and" & "then" 	<ul style="list-style-type: none"> Understand more vocabulary including common & descriptive words, multiple meanings of some familiar words, & some subject-specific words Understand main ideas of familiar topics linked by common conjunctions, time, & sequence markers 	<ul style="list-style-type: none"> Understand a range of vocabulary including common, descriptive, subject-specific, & academic words, & familiar words with multiple meanings Understand main ideas & some details of unfamiliar topics linked by common conjunctions, & time & sequence markers 	<ul style="list-style-type: none"> Understand a broad range of vocabulary including descriptive, subject-specific, & academic words Understand most of the detail in grade-appropriate narratives, explanations, instructions, & discussions about unfamiliar topics linked by a variety of conjunctions, time, & sequence markers
	EXPRESSIVE				
	<ul style="list-style-type: none"> Use limited vocabulary including 'survival' words, common words, & first language Connect ideas using "and", gestures, & memorized phrases 	<ul style="list-style-type: none"> Use some vocabulary including common words & some descriptive words Connect ideas in phrases & short simple sentences with common conjunctions 	<ul style="list-style-type: none"> Use more vocabulary including common, descriptive, & some subject-specific words Connect ideas in sentences with some appropriate detail using conjunctions & time markers 	<ul style="list-style-type: none"> Use a range of vocabulary with more precision including common, descriptive, & subject-specific words Connect ideas with some relevant details in related sentences using conjunctions, & time & sequence markers 	<ul style="list-style-type: none"> Use a broad range of vocabulary for effect including common, descriptive, & subject-specific words, & some academic words Connect ideas & some relevant details in related sentences using a variety of cohesive devices
Form <ul style="list-style-type: none"> Grammar (plurals, possessives, verb tense endings) Syntax (sentence structures, word order) Phonology Fluency (intonation, word stress, rhythm) 	RECEPTIVE				
	<ul style="list-style-type: none"> Understand basic phrases related to familiar routines Identify most English phonemes including some beginning sounds Listen for recognizable words in unfamiliar speech 	<ul style="list-style-type: none"> Understand simple sentences on familiar topics Recognize most English phonemes including beginning & ending sounds Recognize word boundaries in unfamiliar speech 	<ul style="list-style-type: none"> Understand detailed sentences on familiar topics Distinguish minimal pairs, identify beginning & ending sounds, recognize some rhyming words Understand some reduced forms of speech 	<ul style="list-style-type: none"> Understand complex sentences on familiar & some unfamiliar topics Recognize rhyming words Identify beginning, medial, & ending sounds Understand rapid speech containing some familiar vocabulary during everyday classroom academic tasks 	<ul style="list-style-type: none"> Understand varied & complex language structures on many unfamiliar topics Recognize word families Identify phonemes & syllables with increasing accuracy Understand rapid speech on unfamiliar topics
	EXPRESSIVE				
	<ul style="list-style-type: none"> Use single words or phrases, memorized phrases & patterned sentences Use basic pronouns, nouns, & verbs with errors in word order & word ending Imitate some words in familiar routines, although pronunciation may interfere with meaning 	<ul style="list-style-type: none"> Use simple sentences Use pronouns, plurals, nouns, & verbs with overgeneralization of endings (-s, -ed) Attempt to use English rhythm, stress, & intonation in familiar social & classroom exchanges, although pronunciation errors may interfere with meaning 	<ul style="list-style-type: none"> Use affirmative & negative questions, statements & commands, with omissions & errors of verb tense & word order Use pronouns, adjectives, adverbs, nouns, & irregular verbs with some agreement & tense errors Use comprehensible pronunciation, rhythm, & intonation in familiar or rehearsed activities, with some errors 	<ul style="list-style-type: none"> Use more detail in questions, statements, & commands with some grammatical errors Use irregular plurals, nouns, & verb forms with occasional errors Use comprehensible pronunciation, rhythm & intonation for familiar or rehearsed activities, with occasional errors 	<ul style="list-style-type: none"> Use a variety of sentence structures, including simple, compound, & complex sentences Use appropriate tense & agreement with increasing precision Use comprehensible pronunciation & intonation in spontaneous or unrehearsed situations (accented speech is expected & valued)

ELL Matrix: Primary (K-3) Oral Language (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Use <ul style="list-style-type: none"> • Functions of language (social & academic) • Strategies • Social/ cultural conventions 	RECEPTIVE				
	<ul style="list-style-type: none"> • Understand a limited range of spoken text • Understand simple instructions & “yes or no” questions • Understand basic, familiar, & social expressions • Follow routine & one-step commands 	<ul style="list-style-type: none"> • Understand a small range of spoken text • Understand literal questions such as “yes or no”, “who”, “what”, “where”, “when”, “how many” • Understand expressions used in classroom & school contexts • Follow two-step commands related to familiar routines 	<ul style="list-style-type: none"> • Understand a narrow range of spoken text in terms of purpose, structure, & organization • Understand basic inferential questions such as “what”, “where”, “when”, “who”, “how”, “why” • Recognize differences between formal & informal speech in familiar contexts • Follow three-step commands 	<ul style="list-style-type: none"> • Understand an expanding range of spoken text in terms of purpose, structure, & organization • Understand open-ended questions requiring explanation, elaboration, & comparison • Recognize differences between informal & formal speech in unfamiliar contexts • Follow most multi-step directions 	<ul style="list-style-type: none"> • Understand a wide range of spoken text in terms of purpose, structure, & organization • Understand hypothetical or inferential questions such as “If...”, “What if...”, “Would you...”, “How...” • Understand common idiomatic expressions & cultural references • Follow multi-step directions
EXPRESSIVE					
	<ul style="list-style-type: none"> • Use language to communicate basic needs & wants, personal information, simple requests, participate in familiar songs, rhymes, & chants • Seek clarification or confirmation through gestures, mimicking, single words, & short phrases • Use strategies such as first language, memorized phrases, learned sentence patterns, copying others, visual prompts, & gestures to interact • Use familiar greetings, polite phrases, & gestures to interact in familiar social situations 	<ul style="list-style-type: none"> • Use language for a limited range of purposes, including to ask & answer simple questions, share information, recount, retell, & describe • Seek clarification or confirmation using familiar phrases • Use strategies such as repetition, substitution of words in known patterns, familiar phrases, & learned sentence patterns to interact spontaneously with others • Use some common expressions & gestures to interact in familiar social & classroom contexts 	<ul style="list-style-type: none"> • Use language for a narrow range of purposes, including to discuss, recount/retell, predict, describe, give opinions & reasons, & explain • Seek clarification or confirmation with simple questions • Use strategies such as circumlocution, providing examples & opposites to interact with others • Use common colloquialism, slang, & idioms during social & classroom interactions 	<ul style="list-style-type: none"> • Use language for a range of purposes, including to discuss, recount/retell, describe, negotiate, role-play, make, & explain connections • Seek clarification & understanding with specific questions • Use strategies such as commenting, making personal connections, & questioning to initiate & sustain conversation with others • Use common colloquialisms, idioms, & phrasal verbs in appropriate contexts 	<ul style="list-style-type: none"> • Use language for a broad range of purposes, including to compare & contrast, explain, predict, reflect, connect, & summarize • Ask questions to gain information that extends knowledge during discussions • Use strategies such as paraphrasing, commenting, making personal connections, & questioning to initiate & sustain conversation with others • Use appropriate common colloquialisms, idioms, phrasal verbs, & modality in formal & informal situations

ELL Quick Scale: Primary (K-3) Oral Language

This Quick Scale is a summary of the corresponding Matrix. If a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. *At the given level of language proficiency, this student can:*

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
SNAPSHOT	The student can understand and respond to simple statements and questions in familiar situations.	The student can participate in a conversation on everyday topics using simple structures.	The student can participate in a conversation about familiar topics and some academic content.	The student can participate in conversations with some opinions and details on a range of academic topics.	The student can speak fluently and accurately on a wide range of academic topics.
Meaning <ul style="list-style-type: none"> Word attack skills Fluency 	<ul style="list-style-type: none"> Understand short, simple sentences on familiar topics <i>e.g. Does and repeats action phrases like "jump!", "sit", "look at me"</i> Understand some common words related to school, self and home <i>e.g. Points to and says words such as "book", "apple", "nose"</i> Express some basic personal information <i>e.g. Points to self or others and says "hi", "hello", names</i> 	<ul style="list-style-type: none"> Understand and use routine classroom phrases <i>e.g. "open/close the door", "today is Wednesday"</i> Express some words and phrases about self, family and interests <i>e.g. "My dad, Jorge, my sister, Sarah...", "I want to eat"</i> 	<ul style="list-style-type: none"> Understand familiar phrases and academic tasks <i>e.g. "Take out your journal"</i> Express some words and phrases to describe and speak about academic content <i>e.g. "Lots of pens", "on the chair" e.g. When familiar with topic, uses words like "player", "shoot", "goal" in context</i> 	<ul style="list-style-type: none"> Understand some complex tasks and academic language <i>e.g. "Describe the changes of the seasons"</i> Express a range of words and phrases to describe and speak about academic content <i>e.g. Expresses variation of words like "quicker", "very/pretty big" e.g. When familiar with topics, uses words like "claw", "cruel", "climate" in context</i> 	<ul style="list-style-type: none"> Understand complex instructions and academic content <i>e.g. "Tell me why bears hibernate?"</i> Express a wide range of conversational and academic words and phrases <i>e.g. When given a topic, uses words like "atlas", "massive", "monument" in context</i> Use different words with similar meanings <i>e.g. Recognizes difference between "tall" and "big"</i>
Form <ul style="list-style-type: none"> Grammar Syntax Phonology Fluency 	<ul style="list-style-type: none"> Understand and use short memorized phrases <i>e.g. "how are you?", "thank you", "you're welcome"</i> Recognize and single out familiar words in speech <i>e.g. Recognizes the word 'she' in "she's mad", and the words 'pizza' and 'I' in "I like pizza"</i> Express simple sounds in the form of songs or chants <i>e.g. Sings along to "Happy Birthday"</i> 	<ul style="list-style-type: none"> Understand and use simple and familiar patterned phrases <i>e.g. "I want...", "I like...", "I need..."</i> Understand and use some basic nouns, pronouns, verbs and connecting words <i>e.g. "It's red and green", "you touch this"</i> Identify different sounds in short words <i>e.g. Identifies that "snake" begins with /s/ and "dog" ends with /g/</i> Use rhythm in familiar songs or phrases <i>e.g. Sings "Old MacDonald had a farm..." with appropriate rhythm</i> 	<ul style="list-style-type: none"> Understand and use correct word order (subject-verb-object) <i>e.g. "She smells the flowers", "I read stories"</i> Connect ideas to make short sentences <i>e.g. "My name is Amal and I like cats"</i> Identify words that rhyme and word families <i>e.g. Identifies word families such as "pat" & "bat", "shell" & "fell"</i> Use rehearsed rhythm and intonation <i>e.g. Identifies emphasized syllables in saying "the BIRDS have EAten the WORMS"</i> 	<ul style="list-style-type: none"> Understand and uses some negative phrases and subject-verb agreement <i>e.g. "She doesn't like chocolate"</i> Connect ideas to make long sentences <i>e.g. "Some houses are big, but some houses are small..."</i> Segment and blend sounds <i>e.g. "frog" = /f/ /r/ /o/ /g/, and /b/ /a/ /n/ /d/ = "band"</i> Use some rhythm and intonation independently <i>e.g. Shows appropriate intonation and pacing in saying "Yesterday, [slight pause] I went to-the-store."</i> 	<ul style="list-style-type: none"> Understand and use accurate word forms and subject-verb agreement <i>e.g. "The brown caterpillar isn't small but the green one is."</i> Use complex sentences on familiar topics <i>e.g. "We will read what she wrote on the whiteboard after we finish"</i> Use natural and appropriate rhythm and intonation <i>e.g. Shows natural intonation and pacing in saying "When I-was-at the-store yesterday, [slight pause] I bought candy."</i>

ELL Quick Scale: Primary (1-3) Oral Language (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
<p>Use</p> <ul style="list-style-type: none"> • Connections • Opinions & reactions 	<ul style="list-style-type: none"> • Respond to simple yes/no questions <i>e.g. "Are you happy?" – "No"</i> • Respond to and repeat short commands <i>e.g. "Stand up"</i> <i>e.g. Sits in a circle with other students on floor when asked</i> • Respond to and use familiar social greetings and gestures <i>e.g. Waves to say goodbye</i> 	<ul style="list-style-type: none"> • Respond to simple choice questions <i>e.g. "Do you want white or blue?" – "blue, please"</i> • Respond to simple instructions and commands <i>e.g. "All eyes on me"</i> • Watch others and recognize key words to participate in classroom activities and conversations <i>e.g. Engages in classroom activity to stand up and greet a partner</i> 	<ul style="list-style-type: none"> • Respond to "what", "when" and "who" questions <i>e.g. "When is your birthday?" – "July 12"</i> • Respond to common instructions and commands <i>e.g. "Work with your partner and put up your hand if you have a question"</i> • Respond to and use common social expressions, cues and slang in conversation <i>e.g. "What's wrong?" – "She's bugging me!"</i> 	<ul style="list-style-type: none"> • Respond to "how", "why" and "tell me about" questions <i>e.g. "How did you get to school?" – "I took the bus..."</i> • Respond to multi-step instructions and commands <i>e.g. "Find a partner and fill in the blanks using a pen"</i> • Ask for clarification and use cues to participate in conversations and some academic discussions <i>e.g. "I don't understand, could you repeat?"</i> 	<ul style="list-style-type: none"> • Respond to simple hypothetical or reasoning questions <i>e.g. "What would you do if you found some money?" – "I would give it to my teacher"</i> • Respond to long or complex directions <i>e.g. "Clean up time! Put your pencils and crayons away and come sit on the carpet"</i> • Use common idioms, cultural language and humour <i>e.g. "That's a rip-off", "It's a piece of cake"</i> • Ask and answer questions to participate in a range of academic discussions <i>e.g. "You said ____, right?"</i>