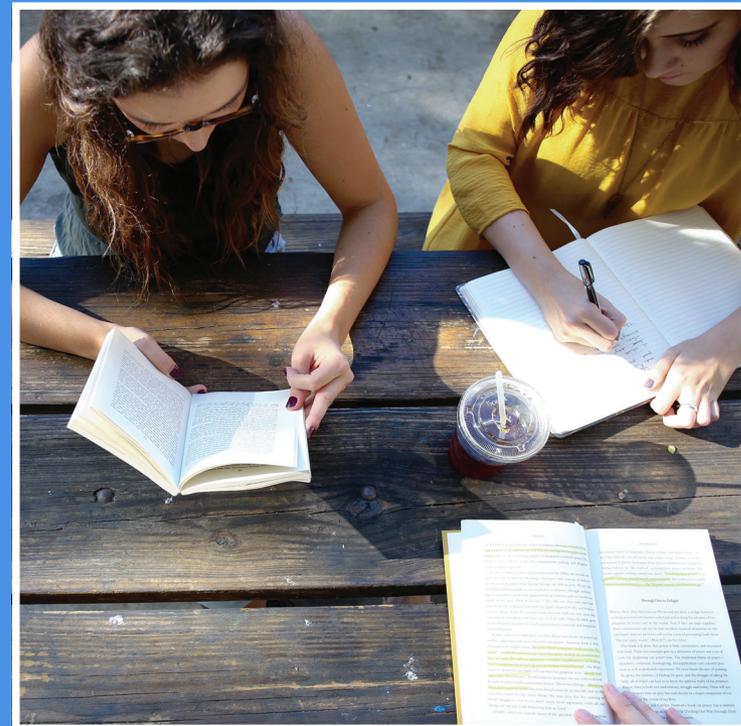# Secondary (Grade 8 to Grade 12)

Sorry I'm running late

I can't run because I hurt my foot while I was playing basketball.

what   when   who

If you don't have the right materials, we won't be able to separate the DNA.

I made a connection...

Can I have a lift?

ELL Matrix: **Secondary (8-12) 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 • Ideas & information	• Convey meaning by writing some familiar words, memorized phrases, patterned phrases, & drawings; meaning may be difficult to discern	• Express a main idea in simple text that is partially developed; meaning is somewhat comprehensible	• Express a focused idea with some elaboration; meaning is generally comprehensible	• Express focused & developed ideas relevant to the purpose; meaning is usually comprehensible	• Develop & emphasize focused ideas with some depth & complexity; meaning is consistently comprehensible
• Use of detail	• Provide limited elaboration or detail to support meaning	• Provide some general details to support meaning	• Provide some general & relevant details to support meaning	• Provide some specific & appropriate details to enhance meaning	• Provide relevant & specific details & examples to support, clarify, & enhance meaning
• Strategies	• Use strategies such as oral dictation, first language, word banks, picture prompts, translators, & copying to produce text	• Use strategies such as modelled forms, repetitive patterns, repetition, translators, formulaic structures, & dictionaries to produce text	• Use strategies such as pre-writing plans, multiple sources, frameworks, models, knowledge of sentence patterns, & dictionaries to produce & revise text	• Use strategies such as pre-writing plans, multiple sources, writing conferences, frameworks & models, checklists, & rubrics to produce & revise text	• Use strategies such as pre-writing plans, multiple sources, analyzing models, teacher & peer conferences, & referring to guidelines & rubrics to produce & revise text
Style • Word choice (diction, precise language)	• Use mostly high-frequency, descriptive, & subject-specific words that have personal relevance	• Use more vocabulary including high-frequency, descriptive, & subject specific words	• Use vocabulary more purposefully, including high-frequency, descriptive, subject-specific, & academic words, & some cognates	• Choose from a range of vocabulary including high-frequency, descriptive, subject-specific, & academic words, & words with multiple meanings	• Choose deliberately from a broad range of vocabulary to convey precise meaning in complex & abstract texts
• Sentence fluency (rhythm, flow, variety)	• Use simple declarative, negative, & questions sentences using frames, models, or patterns	• Use simple sentences & simple compound sentences	• Use a variety of compound & complex sentences	• Use a variety of sentence structures that include embedded ordinates & phrases	• Choose appropriate sentence structures to suit the purpose, audience, & style of writing
• Voice (phrasing, tone, purpose, awareness of audience)	• Use repetitive, basic language, & familiar words & phrases	• Use simple, conversational language in text for a few different purposes	• Use some descriptive, expressive, & technical language to develop text; some evidence of personal & authentic voice	• Use some clear & varied descriptive, expressive, technical, & figurative language • Use a growing sense of voice, tone, & register to develop text appropriate to purpose & audience	• Use a wide range of clear & varied language appropriate to purpose, & to create effect • Use knowledge of voice, tone, & register to develop a variety of texts appropriate to the purpose & audience more effectively

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Form • Organization & sequencing	• Begin to provide some organizational framework for simple texts supported by sentence frames & templates as necessary	• Provide an introduction, middle, & conclusion in a basic paragraph	• Provide an effective introduction & predictable conclusion in a basic multi-paragraph composition	• Provide an effective introduction, clear middle, & conclusion in a multi-paragraph composition	• Provide a purposeful introduction, cohesive middle, & effective conclusion in a well-developed composition
• Connections & transitions	• Connect ideas in simple sentences using common conjunctions, & time & sequence markers	• Connect ideas using common conjunctions, & time & sequence markers supported by templates & models as necessary	• Connect ideas using transition words & subordinate conjunctions supported by graphic organizers & models as necessary	• Connect ideas using a variety of cohesive devices supported by graphic organizers & models as necessary	• Organize ideas in a variety of extended texts suitable to purpose & audience using a wide range of cohesive devices
• Awareness of forms/ genre (linguistic & structural features)	• Represent the structure of a basic narrative or procedure (sequence of events, beginning, middle, end) through pictures, key words, or phrases	• Produce brief examples of a few basic personal, informational, & imaginative genres (pieces of information about an object or thing, parts of a recount, descriptive words or phrases for a procedure) to suit purpose	• Produce brief examples of personal, informational & imaginative genres (recounts, narratives, descriptions, procedures, simple explanations, arguments, opinions) to suit purpose	• Produce examples of a wider range of personal, informational, & imaginative genres (sequential explanations, factual texts, simple arguments, narratives) to suit purpose	• Produce increasingly long & complex examples of a variety of personal, informational, & imaginative genres (arguments, causal explanations, reports, narratives, poetry), combining information from multiple sources when necessary
Conventions • Capitals & punctuation	• Use some periods & capitalization of names & words at the beginning of sentences	• Use periods, capitalization, & some commas in lists	• Use capitalization & commas, & some apostrophes, quotation marks, & hyphens	• Use most punctuation with increasing accuracy	• Use sophisticated punctuation with accuracy
• Spelling	• Use regular spelling patterns to spell some familiar words	• Spell a range of familiar words accurately & use invented spelling as necessary	• Spell a range of words using word lists, personal dictionaries, & knowledge of common patterns	• Use common & irregular spellings with increasing accuracy	• Spell many challenging words with accuracy
• Grammatical elements & syntax	• Use familiar nouns, pronouns, basic prepositions, & verbs with tense errors & omissions	• Use regular plurals, possessive pronouns, prepositional phrases, regular verbs in continuous & simple past tenses, & irregular verbs in continuous & simple past tenses, with errors	• Use some negatives, irregular plurals, object pronouns, prepositions, regular verbs in past & future continuous tenses, & irregular verbs in past & future continuous tenses, with occasional errors	• Use phrasal expressions, conditional structures, & a range of past, present, future & perfect tenses in active & passive voice with increasing accuracy	• Use many grammatical structures with accuracy, such as conditionals, passive voice, & relative clauses
• Editing	• Begin to edit sentences for basic punctuation & spelling of familiar words	• Edit & revise paragraphs for some word choice, punctuation, & regular spelling	• Edit & revise expository & narrative text for word choice, punctuation, spelling, basic grammatical structures, & some fragments & run-ons	• Edit & revise essays for word choice, fragments, run-ons, & most punctuation conventions & grammatical structures	• Edit & revise extended text for word choice, coherence, punctuation, grammatical structures, voice, tone, audience, & purpose

ELL Quick Scale: **Secondary (8-12) 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 uses some simple words and/or repetitive phrases to communicate.	The student uses basic vocabulary to create simple sentences or a paragraph.	The student uses a range of vocabulary with some descriptive words to create sentences and paragraphs and communicate ideas.	The student uses a wide range of descriptive, subject-specific, and academic vocabulary to make connections and communicate ideas in multi-paragraph compositions.	The student uses a broad range of precise, descriptive, subject specific, and academic vocabulary with clear and coherent details in multi-paragraph compositions.

Meaning
• Ideas & information
• Detail
• Strategies
	• Draw, label, and intersperse first language
	   e.g. Draws and labels a picture of the microscope
	• Use simple and memorized phrases with little elaboration
	   e.g. Writes a string of key words about their dreams for the future
	• Use some basic strategies to write some words related to a topic
	   e.g. Uses a word bank and the sentence frame "I can..." to write a list of abilities
		• Express main idea with some general details and brief examples
		   e.g. "Today I went with my friend to the cafeteria."
		• Communicate in a way that is somewhat understandable
		• Use a few strategies to write sentences
		   e.g. Uses the sentence starter "They will..." to write "They will go to the museum. They will see animal bones. They will have fun."
			• Elaborate on main idea with some relevant details and examples
			   e.g. "I have a great family. We enjoy going to the lake and we like swimming."
			   e.g. "Today I went with my friends to the cafeteria to eat pizza."
			• Communicate in a way that is generally understandable
			• Use varied strategies to write sentences and short paragraphs
			   e.g. Uses a completed mind map to write a few sentences on the causes of World War I
				• Express ideas related to a topic, with relevant supporting details and examples
				   e.g. "Soccer is an exciting sport played worldwide. There are two teams and twenty-two players on the field. The players are skilled and people love to watch the game."
				• Communicate in a way that is understandable
				• Use a range of strategies to write multiple sentences and paragraphs
				   e.g. Uses a completed Venn Diagram to write about a comparison of two characters
					• Express ideas related to a purpose, with specific details and examples
					   e.g. Writes a series of paragraphs about what makes a person happy, with specific details and examples
					• Communicate in a way that is consistently understandable
					• Use a wide range of strategies to write complete paragraphs on a topic
					   e.g. Uses a completed writing plan to write several complete paragraphs about global warming

Style
• Word choice
• Sentence fluency
• Voice
	• Use mostly common and familiar words and phrases
	   e.g. "father", "laugh", "normal"
	• Write a string of simple memorized phrases or sentences
	   e.g. "I like this school. My teacher is nice. She is happy."
		• Use some common and subject-specific words, and begin to use some descriptive words and phrases
		   e.g. "hurry", "weird", "fitness"
		• Write simple sentences and some compound sentences
		   e.g. "I like school in Canada."
		   e.g. "All the teachers are nice to me."
		   e.g. "My science class is hard because of the words."
			• Use numerous common, academic, and subject-specific words, and some academic words
			   e.g. "compete", "curious", "explain"
			• Write some compound and complex sentences
			   e.g. "The teachers are kind and helpful."
			• Experiment with using expressive language
			   e.g. "I have seen the principal in the cafeteria a million times."
				• Use a variety of academic, subject-specific, and descriptive words
				   e.g. "classify", "furious", "photosynthesis"
				• Write with a variety of sentence types and clauses
				   e.g. "When I saw the principal, I waved."
				• Use some expressive and figurative language, attempting to engage the reader
				   e.g. "I think I did very well on my Physics 11 test. The questions on velocity were a piece of cake."
					• Use a wide variety of precise academic, subject-specific, and descriptive words
					   e.g. "pitch", "significance", "convey", "dash"
					   e.g. "active", "activate", "activity", "actively"
					• Write with a variety of sentence types to suit purpose and style
					   e.g. "I most likely aced my Physics 11 test because the questions on velocity and force were easy to calculate."
					• Use creative, expressive and figurative language to engage the reader
					   e.g. "Their heads were spinning from all the new information."

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)

Form
• Organization
• Connections & transitions
• Genre
	• Connect a string of words and short phrases using simple connecting words
	  e.g. "I smile and laugh.", "Then I sing."
	• Organize ideas using some drawings, words, and/or short phrases
	  e.g. Describes their day through writing key words and drawing a bed, breakfast, then a bus
		• Use some connecting words
		  e.g. "First they get water and then they boil water. Finally they make tea."
		• Write some loosely organized sentences in a short paragraph
		  e.g. "Yesterday it rained. I am happy because it is sunny today. I hope tomorrow will be sunny."
		• Write with an awareness of a few genres
			• Use several connecting words
			  e.g. "last term", "in fact", "while"
			• Write an introduction and predictable conclusion in several paragraphs
			• Write with some awareness of genre
			  e.g. Writes a short descriptive paragraph on a character from a classic play with a simple introduction and conclusion
				• Use a range of cohesive devices
				  e.g. "therefore", "eventually", "if... then"
				• Write an effective introduction, and a clear middle and conclusion in well-developed paragraphs
				• Write an increasing awareness of genre
				  e.g. Writes a persuasive paragraph on the consequences of drugs with a clear introduction, middle and conclusion
					• Use a wide range of cohesive devices with precision in a variety of different texts
					  e.g. "not only... but", "likewise", "especially", "in summary"
					• Provide a purposeful introduction, well-developed middle, and effective conclusion
					• Write with an awareness of a wide variety of genres
					  e.g. Writes for a mock editorial article on 'what makes a good leader' with an introduction, several middle paragraphs, and a conclusion

Convention
• Capitals & punctuation
• Spelling
• Grammar
• Editing
	• Begin to use some basic nouns, pronouns, and 'simple' tense verbs
	  e.g. "Canada is big", "they go to school."
	• Use some invented spelling and regular spelling of familiar words
	  e.g. "prpul" for 'purple', "fite" for 'fight'
	  e.g. Spells some common and familiar words such as "any", "first", "off", "very"
	• Sometimes use capitals and periods
	• Begin to edit
		• Begin to use some grammatical structures, including some plurals and 'simple' tenses
		  e.g. "They will bake."
		  e.g. "The train is late. It is slow."
		  e.g. "I made two cards." "There were some papers."
		• Use accurate spelling for familiar words
		  e.g. Spells some familiar words such as "better", "grow", "small", "together"
		• Use capitals, periods, and sometimes commas
		• Edit and revise some simple text
			• Use different grammatical structures with some accuracy, including some irregular plurals, tenses, articles, and prepositions
			  e.g. Correctly order subject-verb-object in "The cow ate grass, hay, and corn."
			  e.g. Uses articles ("the", "a", "an"), and some prepositions ("below", "toward", "since")
			  e.g. "She has said...", "She had said..."
			• Spell most words with common rules
			  e.g. Spells "because", "needle", "glasses"
			• Use some common punctuation accurately
			• Begin to edit and revise complex text
				• Use a variety of grammatical structures with increasing accuracy, including plurals, tenses, adjectives, and adverbs
				  e.g. "Yesterday, the girls went to the bakery when it opened – they bought cinnamon buns."
				  e.g. Uses a variety of adjectives ("healthy", "important", "recent") and adverbs ("both", "least", "honestly")
				  e.g. "She has been saying...", "He had gone..."
				• Attempt to spell some challenging words
				  e.g. Spells "plaid", "microphone", "tier"
				• Use common punctuation accurately and experiment with other punctuation
				• Edit and revise complex text
					• Use a wide range of grammatical structures with accuracy , including a variety of plurals and tenses
					  e.g. "At the stadium, Tom cried because the ball hit him; the pitcher apologized immediately."
					  e.g. "Because the soup was still entirely frozen, I put it in the microwave."
					  e.g. "She will have been reading for...."
					• Spell challenging words with increasing accuracy
					  e.g. Spells "cardigan", "homonym", "embarrassed"
					• Use most punctuation with accuracy
					• Edit and revise extended complex text

ELL Matrix: **Secondary (8-12) 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 • Word attack skills	• Use pictures, familiar phrases, patterned sentences, context, shared experiences, or first language & culture to comprehend simple text on familiar topics	• Use strategies such as re-reading, predicting, & word recognition to read text on familiar topics	• Use predicting, inferencing, contextual clues, & word analysis to read unfamiliar text	• Use predicting, synthesizing, summarizing, drawing conclusions, contextual clues, & word analysis to read a variety of unfamiliar text	• Select from a variety of effective strategies to predict, interpret, & evaluate unfamiliar & complex text
• Decoding	• Decode high-frequency words	• Decode word families, consonant blends, & long & short vowel sounds	• Decode root words, prefixes, suffixes, & vowel digraphs	• Decode multi-syllable words & complex letter combinations	• Decode words with unique spelling patterns
• Fluency	• Read word-by-word with some phrasing	• Read with some phrasing, re-reading, sounding out words, pausing to refer to visuals, & substitution of unknown words with familiar words	• Read with more expression, attend to common punctuation, & make meaningful substitutions	• Read more consistently with expression, attend to most punctuation, & self-correct as needed	• Read fluidly with intonation & expression, attend to all punctuation, & self-correct as needed

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Comprehension • Vocabulary	• Understand a few high-frequency & subject-specific words supported by context	• Understand some high frequency, subject-specific, & academic vocabulary supported by context	• Understand more vocabulary including familiar words with multiple meanings, & academic & subject-specific words	• Understand a range of vocabulary including academic & subject-specific words, & words with multiple meanings	• Understand a wide range of vocabulary including words with multiple meanings, connotations, idioms, & metaphors
• Main ideas & details	• Understand simple narrative & descriptive text containing common conjunctions • Understand text with simple sentences, containing support such as heading, captions, & pictures	• Understand ideas in simple explanations, & procedural text containing conjunctions, & time & sequence markers • Understand text with simple & compound sentences	• Understand ideas in related paragraphs connected by cohesive devices & transition words • Understand text with some complex sentences featuring a variety of different types of clauses	• Understand ideas in extended text connected by a range of cohesive devices & transition words • Understand text with a range of sentence structures that feature various types of phrases & clauses	• Understand a variety of genres of text containing a wide range of cohesive devices • Understand text with sophisticated sentence structures & grammatical forms such as embedded clauses, ellipses, & passive constructions
• Retelling & organizing information	• Identify some key events or ideas through drawing or labelling	• Describe some main events or ideas using key words, short phrases, or graphic organizers	• Describe main events or ideas & explain the relationship between them	• Describe & analyze main events or ideas with some insight	• Describe & analyze the relationships between main events or ideas with more depth & insight
• Locating & recording information	• Record limited information about familiar topics using a graphic organizer & word/ picture bank	• Make simple notes about familiar topics using a graphic organizer or a word bank	• Make simple, organized notes on a new topic using a familiar format	• Make accurate, organized notes using a logical format & an appropriate level of detail	• Make accurate, organized notes in own words using information from multiple sources
• Drawing inferences	• Make some simple inferences from visual text	• Begin to make some simple inferences based on explicit information	• Make simple inferences based on explicit information	• Make & substantiate basic inferences from explicit & some implicit information	• Make & substantiate basic inferences & conclusions from explicit & implicit information
• Interpretations & socio-cultural elements	• Understand the literal references in short, simple patterned, & repetitive text on familiar topics	• Demonstrate comprehension of literal & sequenced text • Understand common social expressions in text on familiar topics	• Understand the difference between fact & opinion, cause & effect, & comparison & contrast with support • Understand explicit social & cultural references, & some simple literary techniques such as figurative language in a variety of text	• Understand supported opinions, & understand hypothetical & inferential passages • Understand implied meaning of some social references, cultural references	• Understand both explicit & implicit information • Comprehend most cultural references & a wide variety of literary techniques with or without context
• Knowledge of genres (structure & features)	• Understand the purpose & structure of a basic narrative or expository text on familiar topics	• Recognize the organization & some prominent features of basic genres such as narrative, recount, description, procedure & report	• Understand & identify the purpose & discriminating features associated with an increasing range of basic genres such as recounts, narratives, procedures, descriptions, sequential explanations, arguments, summaries	• Understand & identify the purpose & associated linguistic & structural features of an expanding range of factual & literary genres	• Understand & identify the link between the purpose, structure, & major language features of a wide range of genres in content areas such as biographical & historical recounts, arguments & debates, causal explanations, & some satire

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Response & Analysis • Opinions & reactions	• Offer simple opinions & reactions	• Offer simple opinions or responses with some reasons	• Express opinions with some rationale	• Provide reactions or judgments supported by reasons & examples	• Offer thoughtful reactions & judgments supported by reasoned arguments & well-chosen examples
• Connections (to other information, experiences, knowledge)	• Make simple & obvious connections to self • Make simple connections to background knowledge with support	• Make obvious connections to self or other texts • Make simple comparisons to background knowledge	• Make logical connections to self or other texts supported by reasons • Support key ideas with background knowledge	• Make logical connections to own ideas, other texts, & themes • Make logical connections between new information & background knowledge	• Make insightful connections to own ideas, other texts, & themes • Consider new information in terms of background knowledge & articulate connections

ELL Quick Scale: **Secondary (8-12) 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 common words and phrases, and begin to make meaning of text.	The student can use a few strategies to read and understand simple text and make personal connections to text.	The student can use strategies to decode unfamiliar words and text, 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
	• Connect letters and words to print
	    e.g. Connects the letters "th" and "ine" to the corresponding sounds
	• Recognize and identify some common words and sight words
	    e.g. Recognizes high-frequency words like "day", "walk", "good", "happy", "health"
	• Use pictures to help make meaning
	    e.g. Looks at a picture of a flower and connects it to the word "flower"
	• Read word-by-word
	    e.g. Pauses momentarily between words in "the h...eart... pumps... bl... ood..."
		• Recognize some word families and word roots
		    e.g. "should", "would", "could"
		    e.g. "light", "lighter", "alight"
		• Use strategies such as re-reading and predicting
		    e.g. "That didn't make sense. I need to read it again."
		• Begin to read in meaningful phrases
		    e.g. "in-the-house", "on-the-table"
			• Use knowledge of root words to make meaning
			    e.g. "vary", "variable", "invariable", "variability"
			• Make meaningful substitutions
			    e.g. "The heart has many chambers and veins [valves]."
			• Read with some expression, paying attention to important words and common punctuation
			    e.g. Raises voice at end of a sentence with a question mark
				• Use context clues and knowledge of root words, prefixes and suffixes to make meaning of long words
				    e.g. "photosynthesis", "metamorphosis", "disintegration"
				    e.g. Uses context to read "thought" versus "though"
				• Read some complex letter combinations
				    e.g. "cough", "psychology", "miscellaneous"
				• Read with expression, and self-correct for meaning
				    e.g. "The heart has many chambers and veins... many chambers & valves."
					• Select from a wide range of strategies to successfully read unknown words
					    e.g. Having heard the word before, uses context clues to read "epitome"
					• Read long words and complex letter combinations
					    e.g. "Liaison", "bouquet", "glamour", "chateaux"
					• Read smoothly with expression
					    e.g. "The heart has many chambers and veins... valves [slight pause]. It pumps blood which carries oxygen to the cells and picks up carbon dioxide."

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)

Comprehension
• Vocabulary
• Main ideas
• Genre
• Retelling
• Inferences
• Interpretations
	• Recognize words in everyday life
	  e.g. Understands key words on timetable or supplies list
	• Understand main idea of text with the support of visuals and background knowledge
	  e.g. Uses background knowledge and visuals to understand a text about the circulatory system in the body
	• Understand literal meaning of short, simple text
	  e.g. Understands the purpose of a simple text about the capitals of countries and continents
		• Begin to understand a variety of common words and 'content' words
		  e.g. "date", "glad", "purpose", "march"
		• Understand literal meaning of simple text
		  e.g. Understands the overall meaning of "Canada is the third biggest country and welcomes many immigrants."
		• Retell simple text to show understanding of main idea
		  e.g. "The polar bears in this story are losing their habitat because…"
		• Begin to make inferences
		  e.g. Understands that the sentence, "She saw what was on the table and her mouth began to water…" means she was probably hungry
			• Understand a variety of words, including some familiar words with several meanings
			  e.g. Understands words with different meanings such as "ground", "late", "draft", "chair"
			• Record and organize relevant information from text
			  e.g. "Scrutinize is a new word to me but in this text I think it means looking really closely."
			• Understand the purpose of some different types of text
			  e.g. Reads a one-page biography, understanding the passing of time and different stages in the person's life
				• Understand a range of complex words, including words with several meanings
				  e.g. Understands complex words with various meanings such as "reservation", "basin", "current"
				• Locate specific information in a text and take notes to demonstrate understanding
				  e.g. Scans an article about an earthquake to find science words related to geology
				• Understand some cultural references in text
				  e.g. "I am not a lumberjack, or a fur trader. And I do not live in an igloo."
				• Begin to distinguish the purpose and features of a variety of text
				  e.g. "This article is about nutrition and health. I think it will give me some ideas for a better diet."
					• Understand a wide range of words, including academic language
					  e.g. "sanction", "cobble", "slim/ skinny"
					• Understand both explicit and implicit information
					  e.g. Understands both the explicit ("It was a stormy night.") and the implicit ("The trees swayed wildly and she got drenched.")
					• Understand a range of figurative language & cultural references in text
					  e.g. Understands that the sentence "There is a fork in the road…" could be a metaphor for a choice needing to be made
					• Distinguish the purpose and features of a wide range of different text
					  e.g. "The poem I read represents some of the main points of the chapter in our textbook."

Response & Analysis
• Connections
• Opinions & reactions
	• Make some personal connections to text
	  e.g. From an individual timetable, identifies similar courses in their home culture
	• Offer simple opinions and reactions to text with support
	  e.g. "Going on an airplane is faster than taking the bus."
		• Begin to give reasons for personal connections to text
		  e.g. Connects a short text about Aboriginal culture to personal experience with cultural diversity in their own community
		• Make simple connections to background knowledge
		  e.g. "Airplanes are transportation so cars and busses are transportation, too."
			• Make logical connections to self and other texts supported by some reasons
			  e.g. Shows how some lines in a classic play represent the power of love
			• Support key ideas with background knowledge
			  e.g. "If people stop driving cars and use transit, global warming can be slowed down. Then polar bears can survive."
				• Offer judgments and provide reasons for opinions about text
				  e.g. From reading a lab write up about an acoustics experiment, give reasons why they think the hypothesis is wrong
				• Make logical connections with background knowledge
				  e.g. "The group of kids in this story got lost. Someone should have looked up directions on their GPS before leaving…"
					• Make and support thoughtful connections with new texts, experiences, and the world
					  e.g. "The conflict in this book reminds me of conflicts in the world today. For example…"

ELL Matrix: **Secondary (8-12) 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 • Vocabulary • Word choice • Expressing & understanding idea	**RECEPTIVE**				
	• Understand limited vocabulary including 'survival', common, descriptive, & subject-specific words • Understand basic phrases, & the gist of discussions that contain simple & related sentences using "and" & "then"	• Understand some vocabulary, including common, descriptive, subject-specific, & academic words • Understand the gist of ideas of discussions that contain related sentences connected by common conjunctions, & time & sequence markers	• Understand more vocabulary, including common, descriptive, subject-specific, & academic words, & multiple meanings of familiar words • Understand main ideas & examples linked by cohesive devices in straight-forward discourse on academic topics	• Understand a range of academic & subject-specific vocabulary including synonyms, antonyms, adjectives, adverbs, & words with various meanings • Understand main ideas & supporting details linked by cohesive devices & transition words in longer discourse on academic topics	• Understand a wide range of vocabulary associated with academic topics & concepts • Understand main ideas & details linked by a variety of cohesive devices presented in more sophisticated academic discourse
	EXPRESSIVE				
	• Use limited vocabulary, including 'survival', descriptive, & subject-specific words • Express needs, feelings, & opinions using familiar phrases & simple sentences connected by "and" & "then"	• Use some vocabulary, including common, descriptive, & subject-specific words • Express, connect, & sequence ideas using common conjunctions, & time & sequence markers	• Use more vocabulary, including common, descriptive, subject-specific, & academic words • Express & connect ideas & some supporting details using conjunctions, prepositional phrases, & time & sequence markers	• Choose from a range of vocabulary, including common, descriptive, subject-specific, & academic words, & words with multiple meanings • Express & connect ideas & supporting details using a variety of cohesive devices	• Select more precisely & confidently from a wide range of vocabulary to engage in discussions about practical, social, & academic topics • Express, organize, & connect ideas using logical & coherent patterns
Form • Grammar (plurals, possessives, verb tense endings) • Syntax (sentence structures, word order) • Phonology • Fluency (intonation, word stress, rhythm)	**RECEPTIVE**				
	• Understand simple sentences in familiar contexts • Understand some speech spoken at a slower rate	• Understand compound sentences • Understand speech spoken at a slower rate	• Understand compound & complex sentences • Understand speech on familiar topics	• Understand a variety of complex sentence structures including compound-complex sentences, conditional sentences • Understand rapid speech on familiar & unfamiliar topics	• Understand a broad range of sentence structures, including embedded clauses, ellipses, & how structural differences influence meaning • Understand a variety of types & styles of speech on familiar & unfamiliar topics
	EXPRESSIVE				
	• Use common pronouns, adjectives, nouns, & simple present tense verbs, with errors & omissions • Begin to use key words, patterned sentences, formulaic phrases, & subject-verb-object sentences accompanied by gestures as necessary • Begin to approximate rhythm & intonation in familiar & rehearsed activities (pronunciation may interfere with meaning)	• Use regular plurals, possessives, prepositions, continuous, & simple past tense verbs, with errors • Use modelled, patterned, & predictable affirmative & negative statements, questions, & commands • Use stress, rhythm, & intonation patterns appropriately in familiar & rehearsed activities (pronunciation may still affect meaning)	• Use negatives, noun phrases, adjective phrases, irregular plurals, possessives, prepositions, & future continuous & irregular past tense verbs, with some usage errors • Add detail to affirmative & negative statements, questions, offers, & commands • Attempt to use variation in intonation, tone, pacing, volume, & emphasis to affect meaning, with occasional errors	• Use phrasal expressions, a range of past, present, future & perfect tenses in active & passive voice with occasional errors • Use compound, complex, & conditional sentence structures • Use variation in intonation, tone, volume, pacing, & emphasis for effect with some degree of accuracy	• Use many patterns of complex structures such as conditionals, passive voice, & relative clauses, with increasing accuracy • Manipulate word order to influence & convey precise meaning in complex sentence structures • Use variation in intonation, tone, pacing, volume, & emphasis to influence meaning accurately & appropriately (accented speech is accepted & valued).

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Use • Functions of language (social & academic) • Strategies • Social/ cultural conventions	RECEPTIVE				
	• Understand a limited range of speech supported by visual resources • Understand literal questions (who, what, where, when, how many), basic commands, & two-step directions • Understand everyday social expressions, nonverbal cues, & tone of voice	• Understand a small range of spoken text in terms of purpose, structure, & organization • Understand some open-ended questions • Understand common social expressions, intonation, & simple idiomatic expressions in everyday contexts	• Understand an expanding range of spoken text in terms of purpose, structure, & organization • Understand hypothetical questions • Understand some common social expressions, slang, humour, & common idioms, & recognize differences in register & intonation in various contexts	• Understand a wide range of spoken discourse in terms of purpose, structure, & organization • Understand inferential questions • Understand a range of idiomatic expressions, slang, & sarcasm indicated by subtle change in tone, volume, speed, & intonation	• Understand a wider variety of spoken discourse in terms of purpose, structure, & organization • Understand evaluative & inferential questions • Understand subtle social or cultural references & identify biased language
	EXPRESSIVE				
	• Use language to communicate basic needs, feelings, & preferences, & respond to simple questions • Use techniques such as visual cues, gestures, repetition, memorized phrases, simple questions, & first language translation to participate in routine exchanges • Use common greetings, courtesy expressions, & familiar social expressions to participate in social & classroom situations • Seek clarification by using familiar words & expressions, along with non-verbal strategies as necessary	• Use language for a small range of purposes, including to communicate ideas, ask & answer questions, provide simple explanations & descriptions, give simple opinions with reasons, & make statements • Use substitution, everyday expressions, & questions to participate in short & predictable exchanges • Use common expressions, idioms, gestures, & slang to engage with peers • Seek clarification by restating or paraphrasing information	• Use language for an expanding range of purposes, including to comment, give opinions, clarify, express agreement/ disagreement, describe, recount, sequence, & explain • Use some expressions, idioms, gestures, common social references, & appropriate register to suit the context • Use a some strategies including circumlocution, active listening, & clarifying questions to initiate & sustain a range of communicative tasks • Seek clarification by asking questions	• Use language for a wide range of purposes, including to discuss topics, give opinions, inquire, persuade, compare & contrast, speculate, negotiate, conclude, & show cause & effect • Use & experiment with various expressions, idioms, gestures, humour, sarcasm, & register most appropriate to the context • Use a variety of strategies including elaborating, commenting, restating, & questioning to initiate, sustain, & extend communicative tasks • Seek clarification by asking specific questions using academic language	• Use language for a wider range of purposes, including to explain, report, justify, elaborate on, negotiate, & debate • Adapt & experiment with speech, vocabulary, & gestures according to the formality of the context, audience, & purpose • Confidently use a wide variety of strategies including paraphrasing, clarifying, redirecting, & asking rhetorical questions to initiate, sustain, & extend communicative tasks • Seek clarification by asking complex questions using academic language

ELL Quick Scale: **Secondary (8-12) 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 conversations 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 • Vocabulary • Understanding & expression of ideas	• Understand short, simple sentences on familiar topics *e.g. Follows actions like "open your book", "follow me", "sit down"* • Understand some common words related to school, self and home *e.g. Points to and says words such as "book", "car", "school"* • Express some personal information *e.g. Says "hello", "my name is…", "I like…"*	• Understand and use routine classroom phrases *e.g. "turn to page 23", "today is Wednesday, January 5"* • Express a variety of words and phrases about self, family and interests *e.g. "My mom is kind. She is very smart."* *e.g. Names and describes friends and family members*	• Understand familiar phrases and academic tasks *e.g. "Head down to the computer lab"* • Express some academic words to describe and speak about academic content *e.g. "lots of people", "get on the bus/ out of the car"* *e.g. When familiar with topics, uses words like "voter", "elect", "members" in context*	• Understand some complex tasks and academic language *e.g. "First put rubbing alcohol and detergent into the wheat germ. Then shake it and it separates the DNA."* • Express a range of words to describe and speak about academic content *e.g. Uses academic words in saying, "I had a similar experience when I lived in…", "I wonder about that"*	• Understand complex phrases and academic content *e.g. "Identify the co-efficient and variable in the expression."* • Express a wide range of conversational and academic words and phrases *e.g. "In order to improve safety conditions in the work place, we should make sure employees have safety training."* • Use different words with similar meanings *e.g. Recognizes difference between "handsome" and "beautiful"*
Form • Grammar • Syntax • Phonology • Fluency	• Understand and use simple memo-rized phrases *e.g. "how are you?", "thank you", "I'm good", "I understand"* • Recognize familiar words in speech *e.g. Recognizes the words 'book' and 'give' in "give me your book please."* • Participate in simple songs and chants *e.g. Sings along to "We wish you a Mery Christmas"*	• Understand and use simple and familiar patterned phrases *e.g. "I want…", "my favourite… "Canada is…"* • Understand and use some nouns, pronouns, verbs and connecting words *e.g. "They like baseball and soccer", "He is the leader"* • Use rhythm in familiar phrases *e.g. Uses appropriate rhythm in saying "Can I have a pen and paper, please?"*	• Understand and use correct word order (subject-verb-object) *e.g. "She loves piano but doesn't like the violin."* • Connect ideas to make short sentences *e.g. "My name is Amir and I'm from Iraq."* • Use some rhythm and intonation *e.g. Shows appropriate pacing and volume in saying, "When is your Chemistry block tomorrow?"*	• Understand and use some negative phrases and subject-verb agreement *e.g. "Antarctica doesn't have natural resources"* • Connect ideas to make long sentences *e.g. "We're late so we have to hurry and catch the bus"* • Use a variety of rhythm and intonation *e.g. Shows appropriate tone, volume, pacing and emphasis in saying, "You should go to China and see the Great Wall!"*	• Understand and use accurate word order and verb tenses *e.g. "If you don't have the right ma-terials, we won't be able to separate the DNA."* • Connect ideas effectively and effi-ciently by using a variety of sentence structures *e.g. "In the beginning, the main character, Salima, is living in the Sahara desert with her family. Furthermore…"* • Use natural and appropriate rhythm and intonation *e.g. Uses different variations in tone, pacing, and emphasis to communi-cate effectively*

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)

Use
• Social
• Academic
• Cultural
• Strategies
	• Respond to simple yes/no questions
	    e.g. "Are you in Grade 10?" – "Yes"
	• Respond to simple commands
	    e.g. "Write your name here."
	    e.g. Sits in a group with other students when asked
	• Respond to and use familiar social greetings and gestures
	    e.g. Uses gestures to greet and introduce
		• Respond to simple choice questions
		    e.g. "Would you rather finish it now or later?" – "now, please"
		• Respond to simple instructions and commands
		    e.g. "Go find a partner."
		• Respond to some common social expressions, cues and slang
		    e.g. "What's up?", "I'm gonna go home"
		• Watch others and recognize key words to participate in activities and conversations
		    e.g. Participates in a class discussion on favourite characters
			• •Respond to "what", "when" and "who" questions
			    e.g. "When is your birthday?" – "It's on December 1st."
			• Respond to common instructions and commands
			    e.g. "Grab a ball and meet me at the field"
			• Respond to and use common social expressions, cues and slang
			    e.g. "Please drop everything for a second"
			• Express simple opinions and reasons to participate in classroom conversations
			    e.g. Justifies their choice of a favourite character in a discussion
				• Respond to "how", "why" and "tell me about" questions
				    e.g. "Tell me about your first day in Canada" – "First, my family went…"
				• Respond to multi-step instructions and commands
				    e.g. "Find your partner and fill in 2 columns of the chart with your felt markers"
				• Switch between social and academic language appropriately
				    e.g. Switches between academic "This is complicated", and social "That is so lame!"
				• Use some academic language to participate in conversations and academic discussions
				    e.g. Explains to a group the difference between a meteorite and a comet
					• Ask and respond to questions, including hypothetical or reasoning questions
					    e.g. "What would you do if you won $1m?" – "I would eliminate poverty in the world"
					• Respond to long and complex directions
					    e.g. "We're going to take a break in five minutes so wrap up your discussion and hand in the first part of your summary"
					• Understand and use common idioms, cultural language and humour
					    e.g. To wet paint, says sarcastically "Could you dry a little slower?"
					• Use academic language and questions to engage in a range of discussions
					    e.g. Uses academic language to persuade a classmate to reduce their carbon footprint