

A. Stages of Second-Language Acquisition for ESL Students

Table A1.1: ESL, Grades 1 to 3 – Listening

Stage 1 Students understand basic spoken English. They:	Stage 2 Students understand key information presented in highly supported contexts in a variety of settings. They:	Stage 3 Students understand social English, but require contextual support to understand academic language. They:	Stage 4 Students understand spoken English in most contexts. They:
<ul style="list-style-type: none"> – follow simple directions with support from visual cues – respond to clear, short, simple questions – respond briefly to short, simple stories, songs, and poems – respond to familiar conversational topics using single words and short phrases – respond to gestures, courtesies, and tones of voice, and follow classroom routines 	<ul style="list-style-type: none"> – participate in conversations on familiar topics – understand key vocabulary and concepts related to a theme/topic – request clarification when necessary – respond to direct questions, frequently used commands, courtesies, and some humour – respond to non-verbal signals in familiar contexts – begin to respond to unseen speakers (e.g., on the radio, on the telephone, over the school public-address system) – identify main ideas in visually supported oral presentations containing familiar vocabulary 	<ul style="list-style-type: none"> – respond to discussions and conversations – identify key information in most contexts, with the aid of some repetition – respond appropriately to body language, non-verbal signals, tone of voice, pauses, stress, and intonation – respond to unseen speakers (e.g., over the school public-address system, on the radio, on the telephone) – follow a series of simple instructions 	<ul style="list-style-type: none"> – participate in most social and academic discussions – respond to complex sentences – understand age-appropriate expressions and idioms

Table A1.2: ESL, Grades 1 to 3 – Speaking

Stage 1 Students speak English for basic communication. They:	Stage 2 Students speak English with increasing spontaneity and accuracy. They:	Stage 3 Students initiate conversations and participate in discussions and presentations using a variety of strategies. They:	Stage 4 Students speak English accurately in most situations. They:
<ul style="list-style-type: none"> – use short, patterned questions to seek information – share personal information (e.g., name, address) – express basic needs using single words – identify familiar names, objects, and actions – speak with sufficient clarity for teacher comprehension – begin to use (with assistance) subject–predicate order, simple verb tenses, negatives, questions, plurals, pronouns, adjectives, adverbs, common contractions, and basic prepositions of location and direction – imitate some English stress and intonation patterns – use everyday gestures and courtesies to convey meaning – participate in short, prepared role plays and dialogues 	<ul style="list-style-type: none"> – ask simple questions – participate in social discussions using short phrases and short sentences – participate, with prompting, in academic discussions, using short phrases and short sentences – initiate and maintain face-to-face conversations – recount familiar events, stories, and key information – give simple directions or instructions and communicate simple observations – express personal opinions and emotions – speak with sufficient clarity and accuracy for listener comprehension – speak at almost the pace of first-language speakers, showing some control of stress, timing, and rhythm – express meaning with growing competence, using present and past verb tenses when explaining causes and results, direction, and time 	<ul style="list-style-type: none"> – initiate and maintain conversations – participate in discussions based on classroom themes – make short, effective oral presentations in an academic context – speak with clear pronunciation and enunciation – begin to self-correct simple grammatical errors – use voice to indicate emphasis through pacing, volume, intonation, and stress 	<ul style="list-style-type: none"> – use most language structures appropriate to the grade level – speak with fluency and clarity in group situations – self-correct common grammatical errors – make academic presentations – use idiomatic and colloquial language appropriately

Table A1.3: ESL, Grades 1 to 3 – Reading

Stage 1 Students read and comprehend simple written English. They:	Stage 2 Students read for specific purposes when background knowledge and vocabulary are familiar. They:	Stage 3 Students demonstrate increasing independence in a variety of reading tasks, with ongoing support. They:	Stage 4 Students demonstrate control of grade-appropriate reading tasks. They:
<ul style="list-style-type: none"> – recognize the alphabet in print – know the direction of English print – read pictures and use picture clues – begin to use phonetic and context clues and sight recognition to understand simple texts (e.g., pattern books, chart stories, songs, chants, rhymes) – recognize familiar words and repeated phrases in plays, poems, stories, and environmental print – participate in shared reading activities, choral reading, and rehearsed reading in a small group – select appropriate reading materials, with assistance 	<ul style="list-style-type: none"> – use reading strategies to assist in deriving meaning from text (e.g., predicting; rereading; phonics; recognition of cueing systems, repetition, and word families) – understand familiar vocabulary in age-appropriate stories, poems, scripts, environmental print, and computer text – select main ideas in short, familiar passages from a variety of genres – use some correct phrasing and rhythm when reading familiar material aloud – use the school library, with assistance, to find personal reading materials for enjoyment and information 	<ul style="list-style-type: none"> – begin to follow written instructions – describe story components (e.g., character, plot, setting) – read and understand grade-appropriate text, with minimal assistance – use grade-appropriate resources that provide some visual or contextual support (e.g., graphic organizers, class word lists, theme-book collections, environmental print, picture dictionary, table of contents) 	<ul style="list-style-type: none"> – respond independently to written instructions – recall and retell a written story – figure out meaning in text that may be unfamiliar, unsupported by visual context, and contain challenging vocabulary and sentence structures – read a variety of print material – begin to use independent research skills in the classroom and school library – choose and enjoy material for personal reading similar in scope and difficulty to that being read by peers

Table A1.4: ESL, Grades 1 to 3 – Writing

Stage 1 Students begin to write using simple English structures. They:	Stage 2 Students write in a variety of contexts using simple English structures. They:	Stage 3 Students write English in a variety of contexts with increasing independence and accuracy. They:	Stage 4 Students write English for a variety of purposes using appropriate conventions. They:
<ul style="list-style-type: none"> – begin to dictate labels, phrases, and sentences to a scribe – print the English alphabet in upper- and lower-case letters – copy written information, following left-to-right and top-to-bottom progression – complete sentence patterns based on familiar and meaningful context and vocabulary – add words to sentence openers to complete a thought – write some personally relevant words – express ideas through drawing, writing in the first language, and labelling – write personal information (e.g., name, address) – participate in shared writing activities in small groups – participate in a variety of prewriting activities – begin to use computers for writing activities 	<ul style="list-style-type: none"> – compose short, simple, patterned sentences based on learned phrases and classroom discussion – write some common and personally relevant words – use capital letters and final punctuation – begin to use basic sentence structures (e.g., statements, questions) – use appropriate formats to write for a variety of purposes (e.g., lists, signs, labels, captions, cards, stories, letters, journals) – use the writing process, with assistance (e.g., participate in structured prewriting activities; make some changes between the initial and final draft) – use computers to begin to develop word-processing skills 	<ul style="list-style-type: none"> – write short compositions, making some use of appropriate verb tenses, prepositions, simple and compound sentences, and descriptions, and beginning to use new vocabulary and idioms – use conventional spelling for most common and personally relevant words – write to record personal experiences and thoughts, to narrate a story, and to convey information – begin to write independently in all subject areas – use the stages of the writing process, with support (e.g., prewriting, producing drafts, and publishing) – write collaboratively with peers 	<ul style="list-style-type: none"> – begin to write competently in all subject areas – contribute to cooperative class writing – use a variety of forms of writing – write short, original compositions using all stages of the writing process – observe most conventions of punctuation

Table A1.5: ESL, Grades 1 to 3 – Orientation

Stage 1 Students begin to adapt to the new environment. They:	Stage 2 Students demonstrate understanding of and adaptation to the new environment. They:	Stage 3 Students demonstrate increasing understanding of and involvement in the new environment. They:	Stage 4 Students demonstrate growing awareness, understanding, and appreciation of their own and others' cultural heritage as part of the Canadian context. They:
<ul style="list-style-type: none"> – find personally relevant school locations independently – begin to adapt to a variety of teaching strategies used in a Canadian classroom – begin to respond to social situations appropriately – begin to work with a partner on a common academic task – call some classmates and staff by name – communicate critical needs to school staff and peers – develop connections with some staff and peers in the school – follow some classroom and school routines and schedules – rely on the home language and culture to think, communicate, and process new experiences 	<ul style="list-style-type: none"> – ask for assistance and communicate needs – continue to use and take pride in the home language – follow school routines, behaviour expectations, and emergency procedures – interact with peers outside own linguistic or cultural group – participate actively in regular class programs, with modifications – participate in controlled, directed group work (e.g., simple research projects) – participate in most classroom and some school activities (e.g., field trips, sports, clubs) – respond appropriately in most social situations 	<ul style="list-style-type: none"> – continue to use and take pride in the home language – understand and follow school routines, behaviour expectations, and emergency procedures – state basic information about the neighbourhood – actively participate in the daily life of the school – respond appropriately to most teaching approaches (e.g., active learning, the informal classroom atmosphere) – show increasing initiative in cooperative group activities – teach new arrivals key locations in the school 	<ul style="list-style-type: none"> – contribute fully in small, cooperative groups – accept and respect similarities and differences between self and peers – demonstrate pride in own heritage and language – identify and discuss characteristics of the various cultures that make up the community

Table A2.1: ESL, Grades 4 to 6 – Listening

Stage 1 Students understand basic spoken English. They:	Stage 2 Students understand key information presented in highly supported contexts in a variety of settings. They:	Stage 3 Students understand social English, but require contextual support to understand academic language. They:	Stage 4 Students understand spoken English in most contexts. They:
<ul style="list-style-type: none"> – follow simple directions with support from visual cues – respond to short, simple questions – respond briefly to short, simple stories, songs, and poems – respond to familiar conversational topics using single words and short phrases – respond to familiar words, names, phrases, tones of voice, and basic classroom instructions when spoken slowly and clearly 	<ul style="list-style-type: none"> – begin to respond to unseen speakers (e.g., on the telephone) – correctly interpret frequently used verb tenses – participate in social conversations on familiar topics – request clarification when necessary – respond appropriately to body language, tone of voice, pauses, stress, and intonation – understand key vocabulary and concepts related to specific subjects or themes – understand main ideas in visually supported oral presentations containing familiar vocabulary 	<ul style="list-style-type: none"> – respond to unseen speakers (e.g., on the radio, on the telephone) – participate in sustained oral discussions and presentations in small groups – identify main ideas and supporting details in short oral presentations – respond appropriately to formal and informal speech – respond appropriately to vocabulary, statements, questions, and directions in the class – respond to intonation patterns, such as implied commands and tones indicating surprise, emotion, etc. – follow a series of instructions 	<ul style="list-style-type: none"> – identify ideas in oral presentations on a variety of topics, using grade-appropriate vocabulary – respond to spoken English used in social, academic, formal, and informal situations, including some idioms, relevant cultural allusions, and conversational nuances (e.g., teasing, irony, flattery) – take notes from teacher lessons using a supplied written outline as a guide

Table A2.2: ESL, Grades 4 to 6 – Speaking

Stage 1 Students speak English for basic communication. They:	Stage 2 Students speak English with increasing spontaneity and accuracy. They:	Stage 3 Students initiate conversations and participate in discussions and presentations using a variety of strategies. They:	Stage 4 Students speak English accurately in most situations. They:
<ul style="list-style-type: none"> – use short, patterned questions to seek information – share personal information and experiences – express basic needs (e.g., related to washroom, safety) – identify familiar names, objects, and actions – answer specific questions using single words or short phrases – speak with sufficient clarity for teacher comprehension – begin to use (with assistance) subject–predicate order, simple verb tenses, negatives, questions, plurals, pronouns, adjectives, adverbs, common contractions, and basic prepositions of location and direction – imitate some English stress and intonation patterns – use everyday gestures and courtesies to convey meaning – perform simple oral presentations (e.g., rehearsed choral responses, puppet dialogues) 	<ul style="list-style-type: none"> – ask questions – participate in social and academic discussions using short phrases and short sentences – recount familiar events, stories, and key information – rephrase key ideas from written or oral texts, with support – give straightforward directions and instructions – express opinions and emotions – speak with sufficient clarity and accuracy for listener comprehension – speak at almost the pace of first-language speakers, showing some control of stress, timing, and rhythm – use (with some accuracy) prepositions of direction and time and common idioms 	<ul style="list-style-type: none"> – express opinions, basic needs, and requests clearly in most contexts – use conversational strategies such as acknowledgement, reply, agreement, and disagreement – participate in discussions based on classroom themes – make short, effective oral presentations – begin to self-correct grammatical errors – begin to use conditionals and adverb and adjective phrases – use appropriate gestures to convey meaning – use voice to indicate emphasis through pacing, volume, intonation, and stress 	<ul style="list-style-type: none"> – use English appropriately in a range of situations (e.g., to describe, narrate, argue, persuade, summarize, converse) – give accurate, detailed instructions and directions – speak with grade-appropriate vocabulary and sentence structure – speak with fluency and clarity in a large group – express a point of view and explain it in some detail in group discussions – self-correct common grammatical errors – make academic presentations – use idiomatic and colloquial language appropriately

Table A2.3: ESL, Grades 4 to 6 – Reading

Stage 1 Students read and comprehend simple written English. They:	Stage 2 Students read for specific purposes when background knowledge and vocabulary are familiar. They:	Stage 3 Students demonstrate increasing independence in a variety of reading tasks, with ongoing support. They:	Stage 4 Students demonstrate control of grade-appropriate reading tasks. They:
<ul style="list-style-type: none"> – recognize the English alphabet in both print and script – begin to apply sight-recognition, phonetic, predictive, and contextual reading strategies – recognize frequently used classroom vocabulary – begin to acquire English vocabulary in all subject areas – begin to identify the main ideas of simple passages with familiar vocabulary and supporting visual cues – follow brief written instructions – use learners’ and bilingual dictionaries – read simple sentences – use alphabetical order – with assistance, use reading materials for enjoyment and modified school projects 	<ul style="list-style-type: none"> – use reading strategies to assist in determining meaning (e.g., predicting; deducing; inferring; rereading; phonics; recognition of cueing systems, repetition, and word families) – understand short, simple phrases and sentences, instructions, and brief notes in a variety of print media with familiar vocabulary and context – identify main ideas and key information in text – begin to extract information, with assistance, from textbooks, resources, and dictionaries, using headings, margin notes, index, glossary, and graphic organizers – begin to show some fluency in oral reading – choose and read books, with assistance, for a variety of purposes, including personal enjoyment 	<ul style="list-style-type: none"> – skim and scan for key information in reading materials with familiar vocabulary and context – summarize a story, identifying the main idea and some details – read and interpret text at a grade-appropriate level, with some visual support, using context and punctuation clues, phonics, and recognition of familiar vocabulary and word families – choose appropriate materials for research purposes from a variety of sources – read on a regular basis for personal enjoyment – use academic vocabulary, including subject-specific language, with support – use English and bilingual dictionaries – find and use print and media resources, with some support 	<ul style="list-style-type: none"> – analyse unfamiliar text to figure out meaning – identify elements of a story – use vocabulary-acquisition strategies – figure out unfamiliar vocabulary in a familiar context – use skills in independent research to gather information (e.g., from library resources, community resources, print media, and computer resources) – choose and enjoy material for personal reading similar in scope and difficulty to that being read by peers

Table A2.4: ESL, Grades 4 to 6 – Writing

Stage 1 Students begin to write using simple English structures. They:	Stage 2 Students write in a variety of contexts using simple English structures. They:	Stage 3 Students write English in a variety of contexts with increasing independence and accuracy. They:	Stage 4 Students write English for a variety of purposes using appropriate conventions. They:
<ul style="list-style-type: none"> – produce the English alphabet in legible cursive and printed form using left-to-right progression and writing on the line – copy written information accurately – begin to apply knowledge of common writing conventions (e.g., punctuation, spelling, capitalization) – begin (with assistance) to use subject–predicate order, simple verb tenses, adjectives, adverbs, and common prepositions of location and direction – write short, coherent, patterned compositions (e.g., short journal entries, lists) on personally relevant topics – begin to use acceptable notebook formats appropriate to subject areas, using titles, dates, charts, and graphs 	<ul style="list-style-type: none"> – begin to make notes, with assistance – begin to use common tenses, spelling, capitalization, and punctuation, with some accuracy – use conventional spelling for common and personally relevant words – write appropriate responses (using short sentences, phrases, or graphic organizers) to written questions based on familiar academic content – begin to use a variety of forms of writing (e.g., short journal entries, notes, dialogues, poems, narratives, reports) – use the writing process, with assistance, producing a final edited copy that is changed from the first draft – use computers to begin to develop word-processing skills 	<ul style="list-style-type: none"> – organize and sequence ideas – write messages, captions, and short notes, with few errors – make notes in some detail on familiar topics <p>produce prose using appropriate verb tenses, connectors, and subject–verb agreement, with some accuracy</p> <ul style="list-style-type: none"> – begin to use variety in vocabulary and sentence structure – use paragraphs when writing descriptions and narratives – respond in writing to questions – write short, original compositions on topics of personal or academic interest or knowledge – use the stages of the writing process, with assistance 	<ul style="list-style-type: none"> – use grade-appropriate vocabulary (e.g., spell, understand, and use vocabulary from all subject areas) – produce reports, paragraphs, summaries, and notes on a variety of topics, with few grammatical or spelling errors – use the stages of the writing process – use verb tenses effectively – use word-processing and graphics programs for publishing

Table A2.5: ESL, Grades 4 to 6 – Orientation

Stage 1 Students begin to adapt to the new environment. They:	Stage 2 Students demonstrate understanding of and adaptation to the new environment. They:	Stage 3 Students demonstrate increasing understanding of and involvement in the new environment. They:	Stage 4 Students demonstrate growing awareness, understanding, and appreciation of their own and others' cultural heritage as part of the Canadian context. They:
<ul style="list-style-type: none"> – find personally relevant school locations independently – begin to adapt to a variety of teaching strategies used in a Canadian classroom – begin to respond to social situations appropriately – begin to demonstrate awareness of cultural differences and show pride in self and culture – begin to work with a partner on a common academic task – communicate critical needs to school staff and peers – develop connections with some staff and peers in the school – follow key school routines, behaviour expectations, and emergency procedures – rely on the home language and culture to think, communicate, and process new experiences 	<ul style="list-style-type: none"> – ask for assistance and communicate needs – continue to use and take pride in the home language – follow school routines, behaviour expectations, and procedures – interact with peers outside own linguistic or cultural group – participate actively in regular class program, with modifications – participate in controlled, directed group work – respect cultural differences and show pride in self and own culture – respond with increasing confidence to a variety of teaching strategies (e.g., by expressing own opinions) – use local stores, recreation facilities, and the public library, with adult support – respond appropriately in most social situations 	<ul style="list-style-type: none"> – clearly communicate needs and seek assistance – continue to use and take pride in the home language – explain school routines, behaviour expectations, and procedures to new students, in English or a shared first language – state basic information about the neighbourhood, municipality, province, and Canada – participate in all regular class activities – participate in some school and community activities – respond appropriately to most teaching approaches – show increasing initiative in group activities – show sensitivity to and appreciation of diverse languages and cultures 	<ul style="list-style-type: none"> – contribute fully in small, cooperative groups – understand and respect different cultural values – show pride in and knowledge of own culture and language – express interest in the cultures and languages of peers – discuss the significance of some local current events – learn effectively from a variety of teaching approaches (e.g., question and answer, cooperative/independent research) – participate in a variety of school and community activities

Table A3.1: ESL, Grades 7 and 8 – Listening

Stage 1 Students understand basic spoken English. They:	Stage 2 Students understand key information presented in highly supported contexts in a variety of settings. They:	Stage 3 Students understand social English, but require contextual support to understand academic language. They:	Stage 4 Students understand spoken English in most contexts. They:
<ul style="list-style-type: none"> – follow simple directions with support from visual cues – respond to short, simple questions – respond briefly to short, simple stories, songs, and poems – respond to familiar conversational topics using single words and short phrases – respond to gestures, courtesies, tones of voice, and basic classroom instructions 	<ul style="list-style-type: none"> – participate in conversations on familiar topics – respond to vocabulary, questions, and instructions in a familiar context – request clarification when necessary – respond appropriately to body language, tone of voice, pauses, stress, and intonation – understand key vocabulary and concepts related to specific subjects or themes – understand main ideas in visually supported oral presentations containing familiar vocabulary 	<ul style="list-style-type: none"> – participate in sustained oral discussions and presentations in small groups – identify main ideas and supporting details in short oral presentations – respond appropriately to formal and informal speech – respond to new vocabulary, statements, questions, and directions in class – respond to intonation patterns in speech – respond to unseen speakers (e.g., on the radio, on the telephone) – follow a series of instructions – take notes from teacher lessons presented orally, using a supplied written outline as a guide – identify key ideas in a variety of media works 	<ul style="list-style-type: none"> – identify ideas in a variety of oral presentations, on a range of topics, using grade-appropriate vocabulary – respond to complex sentence structures in discussions – respond to spoken English used in social, academic, formal, and informal situations, including some idioms, relevant cultural allusions, and conversational nuances (e.g., teasing, irony, flattery, humour, sarcasm) – take notes from teacher lessons using a supplied written outline as a guide

Table A3.2: ESL, Grades 7 and 8 – Speaking

Stage 1 Students speak English for basic communication. They:	Stage 2 Students speak English with increasing spontaneity and accuracy. They:	Stage 3 Students initiate conversations and participate in discussions and presentations using a variety of strategies. They:	Stage 4 Students speak English accurately in most situations. They:
<ul style="list-style-type: none"> – use short, patterned questions to seek information – share personal information and experiences – express basic needs (e.g., related to washroom, safety) – identify familiar names, objects, and actions – answer specific questions using single words or short phrases – speak with sufficient clarity for teacher comprehension – begin to use (with assistance) subject–predicate order, simple verb tenses, negatives, questions, plurals, pronouns, adjectives, adverbs, common contractions, and basic prepositions of location and direction – imitate some English stress and intonation patterns – use everyday gestures and courtesies to convey meaning – perform simple oral presentations, (e.g., role plays, dialogues) 	<ul style="list-style-type: none"> – ask questions – participate in social and academic discussions using short phrases and short sentences – recount familiar events, stories, and key information – give straightforward directions and instructions – express opinions, emotions, wishes, and needs – speak with sufficient clarity and accuracy for listener comprehension – speak at almost the pace of first-language speakers, showing some control of stress, timing, and rhythm – use (with some accuracy) common tenses, adjectives, adverbs, conjunctions, prepositions of direction and time, and common idioms 	<ul style="list-style-type: none"> – use conversational strategies such as acknowledgement, inquiry, reply, agreement, and disagreement – participate in discussions based on classroom themes – give instructions and directions with some detail – make short, effective oral presentations – speak clearly enough to be easily understood by peers and teachers – begin to self-correct grammatical errors – begin to use implication, figurative language, passive voice, conditionals, and adjective and adverb phrases – use gestures and voice to indicate emphasis through pacing, volume, intonation, and stress 	<ul style="list-style-type: none"> – use English appropriately in a range of situations (e.g., to describe, narrate, argue, persuade, summarize, converse) – give accurate, detailed instructions and directions – speak with grade-appropriate vocabulary and sentence structure – speak with fluency and clarity in a large group – express a point of view and explain it in some detail in group discussions – self-correct common grammatical errors – make academic presentations using resources – use idiomatic and colloquial language appropriately

Table A3.3: ESL, Grades 7 and 8 – Reading

Stage 1 Students read and comprehend simple written English. They:	Stage 2 Students read for specific purposes when background knowledge and vocabulary are familiar. They:	Stage 3 Students demonstrate increasing independence in a variety of reading tasks, with ongoing support. They:	Stage 4 Students demonstrate control of grade-appropriate reading tasks. They:
<ul style="list-style-type: none"> – recognize the alphabet in both print and script – apply sight recognition, phonetic, predictive, and contextual reading strategies – recognize frequently used classroom vocabulary – begin to acquire English vocabulary in all subject areas – identify the main ideas of simple passages with familiar vocabulary and supporting visual cues – follow brief written instructions – use learners’ and bilingual dictionaries – use alphabetical order – use reading materials for enjoyment and modified school projects, with assistance 	<ul style="list-style-type: none"> – use reading strategies to assist in deriving meaning (e.g., predicting; deducing; inferring; rereading; phonics; recognition of cueing systems, repetition, and word families) – begin to use vocabulary-acquisition strategies (e.g., recognize changes caused by addition of prefixes and suffixes; hypothesize meaning of unfamiliar vocabulary in a familiar context; use an English dictionary and thesaurus) – understand short, simple phrases and sentences, instructions, and brief notes in material with familiar vocabulary and context – identify main ideas and key information in text – extract information from textbooks, resources, and dictionaries, using headings, margin notes, index, glossary, graphic organizers, et cetera – begin to show some fluency in oral reading – choose and read books for a variety of purposes, including personal enjoyment 	<ul style="list-style-type: none"> – skim and scan for key information in reading materials with familiar vocabulary and context – predict, summarize, and make judgements about class texts – use some vocabulary-acquisition strategies – read and interpret visually supported text at a grade-appropriate level – use academic vocabulary, including subject-specific language, with support – use English and bilingual dictionaries – show developing fluency in oral reading – locate and evaluate library materials for research purposes, with support 	<ul style="list-style-type: none"> – analyse unfamiliar text to figure out its meaning – use vocabulary-acquisition strategies – understand and respond to extended text selections – use the various parts of a textbook to find information (e.g., glossary, margin notes, table of contents, index) – use skills in independent research to gather information (e.g., in the library, in the community) – choose and enjoy material for personal reading similar in scope and difficulty to that being read by peers – identify elements of a story

Table A3.4: ESL, Grades 7 and 8 – Writing

Stage 1 Students begin to write using simple English structures. They:	Stage 2 Students write in a variety of contexts using simple English structures. They:	Stage 3 Students write English in a variety of contexts with increasing independence and accuracy. They:	Stage 4 Students write English for a variety of purposes using appropriate conventions. They:
<ul style="list-style-type: none"> – produce the English alphabet in legible cursive and printed form using left-to-right progression and writing on the line – copy blackboard notes and text accurately – begin to apply knowledge of basic writing conventions (e.g., punctuation, spelling, capitalization) – begin to use simple verb tenses, questions, plurals, and common prepositions of location, direction, and time – write short, coherent, patterned compositions (e.g., short journal entries, lists) on personally relevant topics – begin to use acceptable notebook formats appropriate to subject areas, using titles, dates, charts, and graphs 	<ul style="list-style-type: none"> – begin to make notes, with assistance – begin to use common tenses, spelling, capitalization, and punctuation, with some accuracy – use conventional spelling for common and personally relevant words – write appropriate responses (using short sentences, phrases, or graphic organizers) to written questions based on familiar academic content – begin to use a variety of forms of writing (e.g., short journal entries, notes, dialogues, poems, narratives, reports) – use the writing process, with assistance, producing a final edited copy that is changed from the first draft – use computers to begin to develop word-processing skills 	<ul style="list-style-type: none"> – organize and sequence ideas effectively – make notes in some detail on familiar topics – produce prose using appropriate verb tenses, connectors, subject-verb agreement, noun, adjective, and adverb phrases and clauses, and conventional spelling, with some accuracy – begin to use variety in vocabulary and sentence structure – use paragraphs when writing descriptions and narratives – respond in writing to questions on personal and academic topics – write short, original compositions, summaries, and reports on topics of personal and academic interest or knowledge – write letters, following the appropriate conventions – use the stages of the writing process, with assistance 	<ul style="list-style-type: none"> – use grade-appropriate vocabulary (e.g., demonstrate knowledge of derivations and word families; formulate definitions; spell, understand, and use vocabulary from all subject areas) – produce reports, editorials, paragraphs, summaries, and notes on a variety of topics, with few grammatical or spelling errors – use the stages of the writing process (e.g., prewriting activities, revising, editing, conferencing, and publishing)

Table A3.5: ESL, Grades 7 and 8 – Orientation

Stage 1 Students begin to adapt to the new environment. They:	Stage 2 Students demonstrate understanding of and adaptation to the new environment. They:	Stage 3 Students demonstrate increasing understanding of and involvement in the new environment. They:	Stage 4 Students demonstrate growing awareness, understanding, and appreciation of their own and others' cultural heritage as part of the Canadian context. They:
<ul style="list-style-type: none"> – find personally relevant school locations independently – begin to adapt to a variety of teaching strategies used in a Canadian classroom – begin to respond to social situations appropriately – demonstrate awareness of cultural differences and show pride in self and culture – begin to use community resources, such as banks and stores – begin to work with a partner on a common academic task – communicate critical needs to school staff and peers – understand and follow essential school schedules, behaviour expectations, routines, and emergency procedures – rely on the home language and culture to think, communicate, and process new experiences 	<ul style="list-style-type: none"> – ask for assistance and communicate needs – begin to participate in school activities, clubs, and teams – continue to use, take pride in, and respect the home language – state basic information about the neighbourhood, municipality, province, and Canada – interact with peers outside own linguistic or cultural group – participate in controlled, directed group work – respect cultural differences and take pride in own culture – respond with increasing confidence to a variety of teaching strategies 	<ul style="list-style-type: none"> – clearly communicate needs and seek assistance in the school and in the community – continue to use and take pride in the home language – explain school norms, routines, behaviour expectations, and emergency procedures to new students, in English or a shared first language – participate in class, school, and community activities – respond appropriately to most teaching approaches – show increasing initiative in group activities – show sensitivity to and appreciation of diverse languages and cultures 	<ul style="list-style-type: none"> – contribute fully in cooperative groups – understand and respect different cultural values – show pride in and knowledge of own culture and language – recognize the benefits and responsibilities of living in a diverse society – discuss the significance of some current events at the local, national, and international levels – learn effectively from a variety of teaching approaches – use resources in the school and the surrounding community

B. Stages of Second-Language Acquisition and Literacy Development for ELD Students

Table B1.1: ELD, Grades 1 to 3 – Oral Expression and Language Knowledge

Stage 1 Students begin to use standard Canadian English in appropriate contexts. They:	Stage 2 Students demonstrate increasing use of standard Canadian English in appropriate contexts. They:	Stage 3 Students demonstrate independence in using standard Canadian English in appropriate contexts. They:
<ul style="list-style-type: none"> – request clarification or confirmation when necessary – describe personal experiences – retell simple stories – participate in chants and/or choral speaking 	<ul style="list-style-type: none"> – participate in classroom and group discussions – share personal experiences and opinions – retell stories with some detail – present puppet plays – use different varieties of spoken English (e.g., standard Canadian English, regional languages, interlanguages) in appropriate contexts 	<ul style="list-style-type: none"> – contribute to classroom and group discussions – discuss and interpret stories, movies, and news events – participate in role-playing activities

Table B1.2: ELD, Grades 1 to 3 – Reading

Stage 1 Students read and comprehend simple written English. They:	Stage 2 Students read for specific purposes when background knowledge and vocabulary are familiar. They:	Stage 3 Students demonstrate increasing independence in a variety of reading tasks, with support as needed. They:	Stage 4 Students demonstrate control of grade-appropriate reading tasks. They:
<ul style="list-style-type: none"> – understand concepts of print (e.g., progression from left to right, top to bottom) – recognize the alphabet in print – use alphabetical order – read pictures and use picture clues – recognize frequently used words (e.g., the, went, in) – begin to use phonics, context clues, and sight recognition for comprehension in pattern books, chart stories, songs, chants, and rhymes – select and read, with assistance, print material appropriate to their reading ability, interests, and age – begin to use primary dictionaries 	<ul style="list-style-type: none"> – recognize the alphabet in script – scan for details such as letter sounds or specific words – select main ideas in short, familiar passages – begin to use reading strategies to derive meaning from text (e.g., predicting, deducing, rereading, phonics, recognizing word families) – begin to show fluency in oral reading, using some correct phrasing and rhythm – use the school library, with assistance, to select reading material for personal enjoyment and information – use primary dictionaries 	<ul style="list-style-type: none"> – understand grade-appropriate text, with assistance – select main ideas in short passages from a variety of sources – extend their academic/technical vocabulary in curriculum subject areas – choose a variety of personal reading materials – begin to use grade-appropriate resources such as graphic organizers, class word lists, theme-book collections, environmental print, and tables of contents 	<ul style="list-style-type: none"> – understand grade-appropriate text that may be unfamiliar and unsupported by visual context clues, and that may contain complex sentence structures – use research skills in the classroom and school library – begin to choose personal reading material

Table B1.3: ELD, Grades 1 to 3 – Writing

Stage 1 Students begin to write using basic structures. They:	Stage 2 Students write for a variety of purposes, with support. They:	Stage 3 Students write in a variety of contexts with increasing independence and accuracy. They:	Stage 4 Students write for a variety of purposes, applying knowledge of the conventions of written English appropriately. They:
<ul style="list-style-type: none"> – print the alphabet in upper- and lower-case letters – copy words, phrases, and sentences – write personal information (e.g., name, address) – write about personal experiences or classroom discussion, using patterned sentences – participate in a variety of prewriting activities such as dramatic play, drawing, and talk – spell some personally relevant words – begin to use computers for word processing 	<ul style="list-style-type: none"> – write invitations, thank-you notes, and personal stories – write short paragraphs based on classroom discussion – use the writing process (e.g., participate in structured prewriting activities; make some changes between the initial and the final draft) – spell most common and personally relevant words – use computers for word processing 	<ul style="list-style-type: none"> – write about personal experiences, thoughts, feelings, stories, and information with some fluency – use a range of vocabulary and sentence structures – demonstrate an awareness that the writing process involves prewriting, drafting, and publishing – apply knowledge of the conventions of standard Canadian English in their writing, with increasing accuracy (e.g., use capital letters and periods; use conventional spelling for common and personally relevant words) – begin to write independently in all subject areas 	<ul style="list-style-type: none"> – use a variety of writing formats – write short, original compositions using all steps of the writing process, including publication – use correct punctuation and spelling most of the time – write with some competence in all subject areas, with a clear focus, coherent organization, and varied vocabulary

Table B1.4: ELD, Grades 1 to 3 – Orientation

Stage 1 Students begin to adapt to new environments, both personal and academic. They:	Stage 2 Students demonstrate understanding of and adaptation to new environments, both personal and academic. They:	Stage 3 Students demonstrate increasing understanding of and involvement in new environments, both personal and academic. They:	Stage 4 Students demonstrate awareness of self and others as part of the Canadian context. They:
<ul style="list-style-type: none"> – take pride in and respect their own culture – locate key school locations (e.g., washrooms) – begin to understand and follow essential school norms, schedules, routines, and emergency procedures – ask for assistance and communicate needs to appropriate school personnel and/or peers – begin to relate information about Canada (e.g., climate, holidays, safety) to their own activities and interests – work with a partner on a common academic task – begin to adapt to a variety of teaching approaches and strategies used in a Canadian classroom 	<ul style="list-style-type: none"> – respect other cultures – participate with increasing comfort and confidence in classroom activities – demonstrate understanding of basic information about the community and about Canada – participate in directed group work such as simple research projects – respond with increasing confidence to a variety of teaching approaches and strategies (e.g., an informal classroom atmosphere, active learning, the use of games as a learning activity, activities that involve asking questions of a teacher) 	<ul style="list-style-type: none"> – show interest in other cultures – explain school norms, routines, behaviour expectations, and emergency procedures to new students – discuss some current events – show increasing initiative in cooperative group activities such as research projects – respond appropriately to most teaching approaches and strategies (e.g., an informal classroom atmosphere, active learning, use of games as a learning activity, activities that involve asking questions of a teacher) 	<ul style="list-style-type: none"> – identify and appreciate the contributions of various cultures within Canada – contribute fully in a small, cooperative group to create a final product or presentation – learn effectively from a variety of teaching approaches and strategies (e.g., an informal classroom atmosphere, active learning, the use of games as a learning activity, activities that involve asking questions of a teacher)

Table B2.1: ELD, Grades 4 to 6 – Oral Expression and Language Knowledge

Stage 1 Students begin to use standard Canadian English in appropriate contexts. They:	Stage 2 Students demonstrate increasing use of standard Canadian English in appropriate contexts. They:	Stage 3 Students demonstrate independence in using standard Canadian English in appropriate contexts. They:
<ul style="list-style-type: none"> – respond to oral instruction and information in standard Canadian English in school settings – request clarification or confirmation, when necessary, about assembly routines, library procedures, and announcements – share personal information and experiences – retell simple stories – present a prepared story or poem – participate in choral speaking – begin to recognize different varieties of spoken English (e.g., standard Canadian English, interlanguages, regional languages) and their appropriateness for different contexts and purposes 	<ul style="list-style-type: none"> – participate in classroom and group discussion – begin to use language to explain, persuade, and negotiate (e.g., to make requests and settle arguments) – share personal experiences and opinions – retell stories with details – present book talks and projects – participate in role-playing activities – begin to monitor their own pronunciation and grammar when speaking – recognize different varieties of spoken English (e.g., standard Canadian English, interlanguages, regional languages) and begin to use them appropriately in specific situations (e.g., social conversations, classroom talk, presentations) 	<ul style="list-style-type: none"> – participate in classroom discussions and presentations using a variety of techniques such as explaining, describing, and summarizing – use language to explain, persuade, negotiate, and clarify – select vocabulary appropriate to specific needs and situations – compare, interpret, and evaluate stories, movies, and articles – present skits and short dramas – monitor their own pronunciation and grammar when speaking – use varieties of spoken English (e.g., standard Canadian English, interlanguages, regional languages) appropriately in specific situations (e.g., social conversations, introductions, explanations)

Table B2.2: ELD, Grades 4 to 6 – Reading

Stage 1 Students read and comprehend simple written English. They:	Stage 2 Students read for specific purposes when background knowledge and vocabulary are familiar. They:	Stage 3 Students demonstrate increasing independence in a variety of reading tasks, with support as needed. They:	Stage 4 Students demonstrate control of grade-appropriate reading tasks. They:
<ul style="list-style-type: none"> – understand concepts of print (e.g., progression from left to right, top to bottom) – recognize the alphabet in both print and script – use alphabetical order – recognize vocabulary common to their environment (e.g., the school, the community) – recognize frequently used words found in most texts – begin to recognize subject-specific vocabulary – use learners’ and visual dictionaries – recognize the main ideas of simple passages – begin to develop the habit of daily reading for enjoyment and information 	<ul style="list-style-type: none"> – understand passages in text with familiar vocabulary and context – begin to use reading strategies to derive meaning from text (e.g., recognizing word families, cueing systems, and repetition of words or phrases; predicting; deducing; inferring; rereading; phonics) – expand academic vocabulary (i.e., of subject-related words and expressions) – begin to locate information in textbooks and resources by using tables of contents, headings, margin notes, index, glossary, photographs, and graphic organizers – recognize main ideas and key information in text with familiar background and vocabulary from a variety of genres – begin to read aloud, with fluency and appropriate phrasing and rhythm – choose and read books, with assistance, for a variety of purposes, including personal enjoyment 	<ul style="list-style-type: none"> – understand grade-appropriate text with assistance – skim and scan text for key information – begin to use vocabulary-acquisition strategies (e.g., recognizing how adding a prefix or suffix changes the meaning of a word; hypothesizing about the meaning of unfamiliar words; using a dictionary to check meaning and usage and identify parts of speech) – use dictionary skills with increasing independence – begin to compare main ideas and key information from a variety of sources – read on a regular basis, with considerable understanding 	<ul style="list-style-type: none"> – understand unfamiliar text that may contain complex sentence structures and have few visual context clues – use vocabulary-acquisition strategies – use research skills to gather information from library resources, community resources, print media, computers, and CD-ROMs – analyse and evaluate ideas and information – choose a variety of personal reading materials

Table B2.3: ELD, Grades 4 to 6 – Writing

Stage 1 Students begin to write using basic structures. They:	Stage 2 Students write for a variety of purposes, with support. They:	Stage 3 Students write in a variety of contexts with increasing independence and accuracy. They:	Stage 4 Students write for a variety of purposes, applying knowledge of the conventions of written English appropriately. They:
<ul style="list-style-type: none"> – print and write the alphabet in upper- and lower-case letters – copy words, phrases, and sentences – write short, patterned compositions (e.g., personal information, dialogues) – write short journal entries, narratives, lists, stories, and poems, with assistance – begin to keep notebooks appropriate to subject areas – begin to apply the conventions of standard Canadian English in their writing (e.g., correct punctuation, spelling, and capitalization; appropriate tenses) – begin to use computers for word processing 	<ul style="list-style-type: none"> – use cursive writing – begin to use, in guided situations, a variety of forms, such as short journal entries, notes, narratives, and reports, to answer questions, convey facts and information, express personal views, and describe scenes, events, and people – organize information around a central idea using graphic organizers (e.g., charts, webs, graphs, diagrams, tables) – begin to make notes (e.g., on texts, videos) – use the writing process, with assistance (e.g., participate in prewriting activities, write drafts, revise content independently or with a peer, produce an edited copy of written work) – apply knowledge of the conventions of standard Canadian English in their writing, with increasing accuracy – use computers for word processing 	<ul style="list-style-type: none"> – write in a variety of forms on topics of personal and academic interest – make notes in some detail on familiar topics – use the stages of the writing process, with assistance, to produce an edited copy of written work – produce, with some consistency, appropriately structured prose with suitable verb tenses and connectors, subject–verb agreement, noun, adjective, and adverb phrases and clauses, and correct spelling – use a varied vocabulary and a range of sentence structures – use computers for a variety of writing tasks 	<ul style="list-style-type: none"> – produce paragraphs, summaries, and notes on a variety of topics, with few grammatical or spelling errors – use the writing process – spell, understand, and use vocabulary from all subject areas – write with some competence in all subject areas, with a clear focus, coherent organization, and varied vocabulary

Table B2.4: ELD, Grades 4 to 6 – Orientation

Stage 1 Students begin to adapt to new environments, both personal and academic. They:	Stage 2 Students demonstrate understanding of and adaptation to new environments, both personal and academic. They:	Stage 3 Students demonstrate increasing understanding of and involvement in new environments, both personal and academic. They:	Stage 4 Students demonstrate awareness of self and others as part of the Canadian context. They:
<ul style="list-style-type: none"> – take pride in and respect their own culture – begin to understand and follow essential school norms, schedules, and emergency procedures, and accept the importance of regular school attendance and punctuality – begin to understand teacher expectations and follow classroom routines (e.g., doing homework, coming to class prepared) – ask for assistance and communicate needs to appropriate school personnel and/or peers – identify specific times and locations in which to do school work and/or study – begin to relate information about Canadian culture, climate, holidays, and geography to their own activities and interests – work with a partner on a shared academic task – begin to adapt to a variety of teaching approaches and strategies used in a Canadian classroom 	<ul style="list-style-type: none"> – respect other cultures – locate and use school services (e.g., guidance counsellor, library) – participate with increasing ease and confidence in classroom activities – use some community facilities and resources (e.g., the library) – begin to accept responsibility for own learning by recognizing consequences and managing own time – demonstrate understanding of basic information about the neighbourhood, municipality, province, and Canada – participate in directed group work – respond with increasing confidence to a variety of teaching approaches and strategies – begin to identify personal and educational goals 	<ul style="list-style-type: none"> – show interest in other cultures – explain school norms, routines, behaviour expectations, and emergency procedures to new students – use school and some community resources appropriately (e.g., public library, recreation centre) – accept responsibility for own learning by making up missed work, recognizing consequences, and managing own time – discuss current events – show increasing initiative in group activities – respond appropriately to most teaching approaches and strategies – locate and use information, with assistance, in order to pursue personal, educational, and career goals and opportunities 	<ul style="list-style-type: none"> – identify and appreciate the contributions of various cultures – explain the significance of current events at the local, national, and international levels – contribute fully in a small, cooperative group to create a final product or presentation – learn effectively from a variety of teaching approaches and strategies – locate and use information in order to pursue personal, educational, and career goals

Table B3.1: ELD, Grades 7 and 8 – Oral Expression and Language Knowledge

Stage 1 Students begin to use standard Canadian English in appropriate contexts. They:	Stage 2 Students demonstrate increasing use of standard Canadian English in appropriate contexts. They:	Stage 3 Students demonstrate independence in using standard Canadian English in appropriate contexts. They:
<ul style="list-style-type: none"> – respond to oral instructions and information in standard Canadian English in school settings – request clarification or confirmation, when necessary, about assembly routines, library procedures, how to get a public transit pass, and announcements – share personal information and experiences – retell stories – present a prepared story or poem – participate in choral speaking – begin to recognize different varieties of spoken English (e.g., standard Canadian English, interlanguages, regional languages) and their appropriateness for specific contexts and purposes (e.g., social conversations, classroom talk) 	<ul style="list-style-type: none"> – participate in classroom and group discussions – begin to use language to explain, persuade, and negotiate (e.g., to make requests and settle arguments) – share personal experiences and opinions – retell stories with details – present book talks and projects – participate in role-playing activities – begin to monitor their own pronunciation and grammar when speaking – recognize different varieties of spoken English (e.g., standard Canadian English, interlanguages, regional languages) and begin to use them appropriately in specific situations (e.g., social conversations, classroom talk) 	<ul style="list-style-type: none"> – participate in discussions and presentations using a variety of techniques such as explaining, describing, and summarizing – use language to explain, persuade, negotiate, and clarify – select vocabulary appropriate to specific needs and situations – compare, interpret, and evaluate stories, movies, and articles – make a presentation to the class – present skits and short dramas – monitor their own pronunciation and grammar when speaking – use varieties of spoken English (e.g., standard Canadian English, interlanguages, regional languages) appropriately – recognize that languages evolve over time in response to historical, sociological, and economic pressures

Table B3.2: ELD, Grades 7 and 8 – Reading

Stage 1 Students read and comprehend simple written English. They:	Stage 2 Students read for specific purposes when background knowledge and vocabulary are familiar. They:	Stage 3 Students demonstrate increasing independence in a variety of reading tasks, with support as needed. They:	Stage 4 Students demonstrate control of grade-appropriate reading tasks. They:
<ul style="list-style-type: none"> – recognize the alphabet in both print and script and use alphabetical order – recognize vocabulary common to their environment (e.g., the school, the community) – recognize frequently used words found in most texts – begin to apply some reading strategies (e.g., sight recognition, phonics, using context clues) to derive meaning from text – begin to recognize subject-specific vocabulary – use learners’ and visual dictionaries – recognize the main ideas of simple passages – begin to read familiar passages aloud with some fluency – begin to develop the habit of daily reading for enjoyment and information 	<ul style="list-style-type: none"> – understand short phrases and sentences, instructions, and brief notes in a variety of print media with familiar vocabulary and context – begin to use reading strategies to derive meaning from texts (e.g., recognizing cueing systems and word families; predicting; deducing; inferring; rereading; phonics) – expand academic vocabulary (i.e., of subject-related words and expressions) – begin to locate information in textbooks and resources by using tables of contents, headings, margin notes, index, glossary, photographs, and graphic organizers – recognize main ideas and key information in text with familiar background and vocabulary from a variety of genres – begin to read aloud, with fluency and appropriate phrasing and rhythm, passages with familiar vocabulary and background – choose and read books, with assistance or independently, for a variety of purposes, including personal enjoyment 	<ul style="list-style-type: none"> – understand grade-appropriate text, with assistance – skim and scan text for key information – begin to use vocabulary-acquisition strategies (e.g., recognizing how adding a prefix or suffix changes the meaning of a word; hypothesizing about the meaning of unfamiliar words in a familiar context; using a dictionary to check meaning and usage and identify parts of speech) – use dictionary skills with increasing independence – compare main ideas and key information from a variety of sources – read on a regular basis with considerable understanding 	<ul style="list-style-type: none"> – understand unfamiliar text that may contain complex sentence structures and have few visual context clues – use a range of vocabulary-acquisition strategies – independently use research skills to gather information from library resources, community resources, print media, and CD-ROMs – analyse and evaluate ideas and information – choose a variety of personal reading materials

Table B3.3: ELD, Grades 7 and 8 – Writing

Stage 1 Students begin to write using basic structures. They:	Stage 2 Students write for a variety of purposes, with support. They:	Stage 3 Students write in a variety of contexts with increasing independence and accuracy. They:	Stage 4 Students write for a variety of purposes, applying knowledge of the conventions of written English appropriately. They:
<ul style="list-style-type: none"> – print and write the alphabet in upper- and lower-case letters – copy words, phrases, and sentences – write short, patterned compositions (e.g., personal information, dialogues) – write short journal entries, narratives, lists, stories, and poems, with assistance – begin to keep notebooks appropriate to subject areas – begin to apply the conventions of standard Canadian English in their writing (e.g., correct punctuation, spelling, and capitalization; plural markers; subject–verb agreement; appropriate tenses) – begin to use computers for word processing 	<ul style="list-style-type: none"> – begin to use, in guided situations, a variety of forms, such as short journal entries, notes, dialogues, narratives, and reports, to answer questions, convey facts and information, express personal views and opinions, and describe scenes, events, and people – organize information around a central idea using graphic organizers (e.g., charts, webs, graphs, diagrams, tables) – begin to make notes (e.g., on texts, videos) – use the writing process, with assistance, to produce an edited copy of written work – apply knowledge of the conventions of standard Canadian English in their writing, with increasing accuracy – use computers for word processing 	<ul style="list-style-type: none"> – write in a variety of forms on topics of personal and academic interest – make notes in some detail on familiar topics – use the writing process, with assistance, to produce an edited copy of written work – produce, with some consistency, appropriately structured prose with suitable verb tenses and connectors, subject–verb agreement, noun, adjective, and adverb phrases and clauses, and correct spelling – use a varied vocabulary and a range of sentence structures – use computers for a variety of writing tasks 	<ul style="list-style-type: none"> – produce stories, reports, summaries, and notes on a variety of topics, with few grammatical or spelling errors – use the writing process – spell, understand, and use vocabulary from all subject areas – write with some competence in all subject areas, with a clear focus, coherent organization, and varied vocabulary

Table B3.4: ELD, Grades 7 and 8 – Orientation

Stage 1 Students begin to adapt to new environments, both personal and academic. They:	Stage 2 Students demonstrate understanding of and adaptation to new environments, both personal and academic. They:	Stage 3 Students demonstrate increasing understanding of and involvement in new environments, both personal and academic. They:	Stage 4 Students demonstrate awareness of self and others as part of the Canadian context. They:
<ul style="list-style-type: none"> – take pride in and respect their own culture – begin to understand and follow essential school norms, schedules, and emergency procedures and to accept the importance of regular school attendance and punctuality – begin to understand teacher expectations and follow classroom routines (e.g., doing homework, coming to class prepared) – communicate needs to appropriate school personnel and/or peers and ask them for assistance – identify specific times and locations in which to do school work and/or study – begin to relate information about Canadian culture, climate, holidays, and geography to their own activities and interests – work with a partner on a shared academic task – begin to adapt to a variety of teaching approaches and strategies used in a Canadian classroom 	<ul style="list-style-type: none"> – respect other cultures – locate and use school services (e.g., guidance counsellor, library) – participate with increasing comfort and confidence in classroom activities – use some community resources (e.g., the library, a bank) – begin to accept responsibility for own learning by recognizing consequences and managing own time – demonstrate understanding of basic information about the neighbourhood, municipality, province, and Canada – participate in directed group work – respond with increasing confidence to a variety of teaching approaches and strategies – begin to identify personal and educational goals 	<ul style="list-style-type: none"> – show interest in other cultures – explain school norms, routines, behaviour expectations, and emergency procedures to new students – accept responsibility for own learning and begin to use effective study skills (e.g., summarizing, memorizing, rehearsing) – use school and community resources and facilities appropriately – explain the significance of some current events at the local, national, and international levels – show increasing initiative in group activities – respond appropriately to most teaching approaches and strategies – locate and use information, with assistance, in order to pursue personal, educational, and career goals and opportunities 	<ul style="list-style-type: none"> – identify and appreciate the contributions of various cultures – recognize the benefits and responsibilities of living in a diverse society – identify and use effective study skills – explain elements of the Canadian political system – contribute fully in a small group – learn effectively from a variety of teaching approaches and strategies – locate and use information in order to pursue personal, educational, and career goals