

	Communication	Cultural conventions	Linguistic structures and features				Strategies	EAL curriculum levels		
			Text structure	Grammatical features	Vocabulary	Writing conventions		A1, B1, CL	A2, B1, C1	B2, C2
4	<ul style="list-style-type: none"> demonstrates a clear understanding of text type and purpose meaning consistently clear and texts fluently expressed includes key elements of the original story orientates the reader with key relevant details includes a balanced elaboration and sequencing of events extended retelling more detailed evaluative statements 	<ul style="list-style-type: none"> appropriate narrative framework inclusion of effective basic dialogue conventional story telling phrases – once upon a time, one day, they lived happily ever after elaborates emotions and responses to events 	<ul style="list-style-type: none"> consistent control of text structure elements – orientation, events, resolution orients the reader with relevant and interesting details sequence of ideas cohesion through repeated phrases cohesion through personal and possessive pronoun references 	<ul style="list-style-type: none"> accurate use of common regular and irregular past tense verb forms mostly consistent subject/verb agreement a wider range of adjectives coordinating and subordinating connectives generally accurate use of common prepositions extended noun groups variable use of articles accurate use of time phrases 	<ul style="list-style-type: none"> wide range of topic specific vocab action verbs and time phrases, adjectives to describe people, places and events a wider range of adverbs 	<ul style="list-style-type: none"> correct spelling of high frequency words attempts complex spelling appropriate use of basic punctuation paragraphs used to group ideas or events 	<ul style="list-style-type: none"> flexible use of frameworks to plan, elaborate on and communicate own ideas plans writing before beginning little use of linguistic scaffolding or model sentences little or no use of teacher support to complete writing independent use of references to extend vocabulary range uses self, peer and teacher feedback to improve writing self-corrects, insert missing words, adds additional, clarifying information 			
3	<ul style="list-style-type: none"> meaning generally clear elaborates on events provides relevant details narrates most of the elements of the original story includes elaboration of the events in the original story extended retelling 	<ul style="list-style-type: none"> mostly appropriate story telling conventions – events recounted chronologically uses some dialogue appeals to the reader includes some description/expression of emotions and responses to events 	<ul style="list-style-type: none"> varying control of key text structure elements – orientation, events, resolution orients the reader with relevant details sequence of facts, events, and some elaboration sequential markers 	<ul style="list-style-type: none"> generally accurate use of regular and common irregular past verb forms to record past events --<i>ran, saw, gave</i> generally accurate use of personal and possessive pronouns more complex prepositions – <i>on, in, before, near</i> 	<ul style="list-style-type: none"> a range of topic specific vocab action verbs and time phrases some common adjectives to describe people, places and events – <i>angry, hungry, great, fast</i> some use of adverbs – <i>always go to, quickly</i> 	<ul style="list-style-type: none"> correct spelling of high frequency words correct basic punctuation consistently writes full sentences some paragraphs 	<ul style="list-style-type: none"> uses text framework to plan and communicate own ideas clarifies the task before beginning attempted spelling of challenging words independent use of dictionaries to check spelling uses peer and teacher feedback to independently improve writing 			
2	<ul style="list-style-type: none"> text shows a clear understanding of the task includes some events from the original story limited elaboration of the events in the original story meaning not always clear illustrations used to add detail to the text 	<ul style="list-style-type: none"> text shows some understanding of the text type and purpose factual retelling with some elaboration attempts dialogue includes a title includes conventional narrative ending 	<ul style="list-style-type: none"> writing shows some control of key text structure elements some elaboration of events 	<ul style="list-style-type: none"> some common regular past verb forms –<i>played, jumped</i> some common irregular past verb forms – <i>went, ate</i> generally uses common subject-verb-object patterns – <i>duck go to ...</i> variable use of personal pronouns some use of prepositions – <i>to the water</i> 	<ul style="list-style-type: none"> some relevant topic vocab - <i>farmer, hen, duck, eggs, runs pushes, lays</i> some use of common adjectives – <i>beautiful, happy, big</i> some use of basic adverbs – <i>very, little, big, again</i> 	<ul style="list-style-type: none"> mostly correct letter forms some use of upper and lower case letters attempted, phonetic spelling of high frequency words little punctuation 	<ul style="list-style-type: none"> uses set sentence starters and frameworks uses print environment, dictionary to spell or check spelling phonetic or assisted spelling of unfamiliar words accurate copying of words, phrases, sentences some self-correction on re-reading 			
1	<ul style="list-style-type: none"> text shows a basic understanding of the task limited relevant events from the original story and does not tell a clearly sequenced story meaning often unclear illustrations used to express meaning and add detail can read back their own text 	<ul style="list-style-type: none"> some response to text type and purpose brief, simple retelling little or no elaboration in writing short phrase or single word responses 	<ul style="list-style-type: none"> writing shows little or no control of text structure elements sequencing of events few sequential markers 	<ul style="list-style-type: none"> some appropriate past tense verb forms – <i>went/go, see/saw, be/was</i> simple subject-verb-object sentences - <i>The hen flies on the roof</i> run on sentences - <i>and the cat and the dog and the hen...</i> incomplete sentences coordinating conjunctions – <i>and</i> time phrases - <i>and then, next</i> omitted articles – <i>dog runs, duck sad</i> 	<ul style="list-style-type: none"> limited topic vocab vocabulary consists of basic nouns and verbs limited use of adjectives limited use of adverbs 	<ul style="list-style-type: none"> some correct letter forms some use of upper and lower case copied high frequency words attempted, phonetic spelling of high frequency words little punctuation 	<ul style="list-style-type: none"> uses only basic elements of text model/ framework to plan and guide writing strong reliance on teacher modelled language patterns and vocabulary relies on teacher support to complete writing attempts phonetic spelling for unknown words asks teacher for a word in English limited self-correction on re-reading 			