



## Teacher's Guide

Planning Tool and Annotated Answer Key

EXCERPT

**Everything you need to simplify your teaching!**

The Teacher's Guide is available in print and digital formats.

The **print** version of the Teacher's Guide includes:

- Planning Tool with a:
  - “Year at a Glance” scope and sequence table
  - “Unit at a Glance” table for each unit
- Four-colour annotated answer key pages with teacher's notes, evaluation notes, differentiation and more
- More than 175 pages of reproducible materials including:
  - Audio transcripts
  - Extra special days handouts
  - Song lyrics
  - Checkpoints
  - Extra activity handouts
  - General competency grids
  - Extra reading handouts
  - Final task evaluation grids
  - Extra vocabulary handouts
  - Observation grids
  - Extra grammar handouts
  - Evaluation situations

The **digital** resources on the

 **Interactive elementary** platform include:

- Optional *Step Out* activities
- Interactive unit workshops
- Interactive grammar workshops
- Online group games
- Authentic videos
- Episodes of *The Whiz Kids Break Out*, an interactive animated miniseries
- Songs and chants, with lyrics videos
- Recorded model dialogues
- Recorded texts
- Numerous hyperlinks

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DURATION		
UNIT TASKS	🕒 280 minutes / approx. 5–7 one-hour periods	+ STEP-OUTS (Digital 📱) 🕒 20 minutes + 20 minutes
+ RESOURCES (Digital 📱, Handouts 📄, Kit Components 🧰) 🕒 variable		
STRATEGIES	VOCABULARY	FUNCTIONAL LANGUAGE
<ul style="list-style-type: none"><li>• Scan</li><li>• Pay attention</li><li>• Self-evaluate</li><li>• Self-monitor</li><li>• Use prior knowledge</li></ul>	<ul style="list-style-type: none"><li>• Words related to rooms, furniture and home objects</li><li>• Question words</li><li>• Locations</li><li>• Prepositions</li></ul>	<ul style="list-style-type: none"><li>• Express agreement/disagreement</li><li>• Identify</li><li>• Express preferences</li><li>• Request information</li><li>• Make suggestions</li></ul>
LANGUAGE CONVENTIONS		
<ul style="list-style-type: none"><li>• Form negative sentences in the present tense with the verb to be</li><li>• Form negative sentences in the present tense with other verbs</li></ul>		



UNIT OPENER A Secret Hideout	TASK 1 What Is a Hideout?	TASK 2 Where Is the Hideout?	TASK 3 What Do We Want?	STEP OUT TASK Hideout Bingo
<p>Introduce the concept of a hideout and play a game. pp.36-37</p> <p><b>FB C1</b> Participation in exchanges, Use of strategies</p> <p>🕒 20 mins</p>	<p>Read a conversation and watch a video about hideouts. p.38</p> <p><b>EV C2</b> Evidence of understanding of texts</p> <p>🕒 30 mins</p>	<p>Talk about hideout locations with a classmate. p.39</p> <p><b>EV FB C1</b> Use of functional language</p> <p>🕒 25 mins</p>	<p>Express what you want and don't want in a hideout. pp.40-41</p> <p><b>EV C1</b> Use of functional language</p> <p><b>EV C2</b> Evidence of understanding of texts</p> <p><b>FB C2</b> Use of strategies: Scan</p> <p><b>FB C3</b> Application of targeted language conventions</p> <p>🕒 45 mins</p>	<p>Play Hideout Bingo with your classmates.</p> <p><b>FB C1</b> Participation in exchanges</p> <p>🕒 20 mins</p>
<p>📄 EV 3: Extra Vocabulary Handout</p> <p>🕒 15 mins</p>	<p>📱🎧 Whiz Kids Conversation</p> <p>🕒 1 min</p>	<p>📄 HG 3.1: How-To! Grammar Handout</p> <p>🕒 20 mins</p>		<p>📄 SO 3.1: Step Out Handout</p>
<p>🗂 Unit 3 Flash Cards</p> <p>🕒 5 mins</p>	<p>📱🗣 Question Words!</p> <p>🕒 20 secs</p>	<p>📱📍 Locations!</p> <p>🕒 20 secs</p>		
	<p>📱📖 Story Pirates University: Secret Hideout</p> <p>🕒 4 mins</p>			
			<p>📄 HG 3.2: How-To! Grammar Handout</p> <p>🕒 20 mins</p>	

PEDAGOGICAL INTENTION		
To acquire basic vocabulary about rooms, furniture and home objects To reinvest knowledge acquired in the unit in the creation of a perfect secret hideout		
ESL COMPETENCIES COVERAGE		
All three ESL competencies are developed throughout the unit.		
<b>C1 To Interact Orally in English</b>	<b>C2 To Reinvest Understanding of Oral and Written Texts</b>	<b>C3 To Write Texts</b>
<b>EVALUATE</b>	<b>EVALUATE</b>	<b>EVALUATE</b>
<ul style="list-style-type: none"><li>• Use of functional language</li></ul>	<ul style="list-style-type: none"><li>• Evidence of understanding of texts</li><li>• Use of knowledge from texts in a reinvestment task</li></ul>	<ul style="list-style-type: none"><li>• Application of targeted language conventions</li></ul>
<b>FEEDBACK</b>	<b>FEEDBACK</b>	<b>FEEDBACK</b>
<ul style="list-style-type: none"><li>• Participation in exchanges</li><li>• Use of functional language</li><li>• Use of strategies</li></ul>	<ul style="list-style-type: none"><li>• Evidence of understanding of texts</li><li>• Use of strategies</li></ul>	<ul style="list-style-type: none"><li>• Application of targeted language conventions</li></ul>

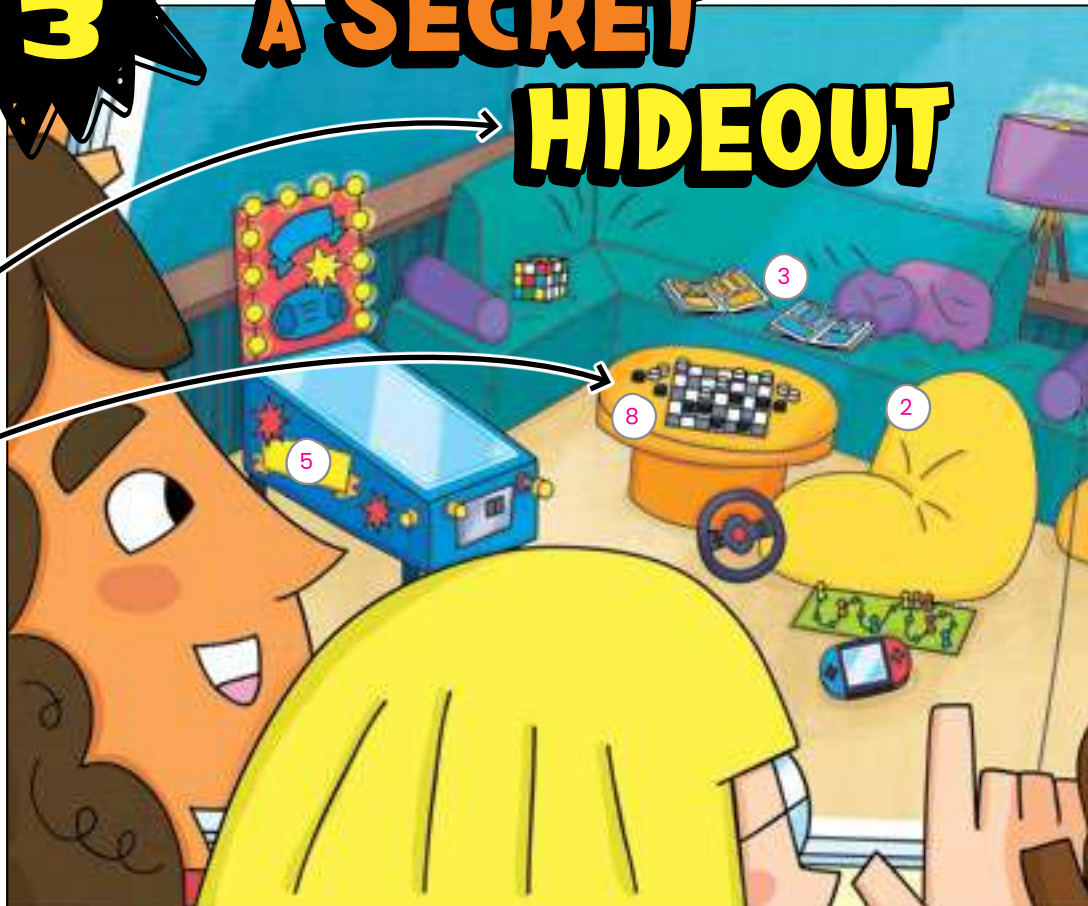


TASK 4 Where Do Things Go?	STEP OUT TASK Drawing Challenge	TASK 5 What Do We Call It?	PUZZLE TASK The Whiz Kids' Hideout	WIND UP! Your Secret Hideout
<p>Use prepositions and do a chant. pp.42-43</p> <p><b>EV C1</b> Participation in exchanges</p> <p><b>FB C1</b> Use of functional language</p> <p><b>FB C2</b> Use of strategies: Pay attention</p> <p>🕒 45 mins</p>	<p>Take out your pencils for a fun challenge.</p> <p><b>FB C1</b> Participation in exchanges</p> <p>🕒 20 mins</p>	<p>Create names for a hideout. p.44</p> <p><b>EV C1</b> Participation in exchanges</p> <p>🕒 25 mins</p>	<p>Discover more about the Whiz Kids' hideout. p.45</p> <p><b>FB C2</b> Evidence of understanding of texts</p> <p>🕒 30 mins</p>	<p>Reinvest learning and create a secret hideout. pp.46-47</p> <p><b>EV C2</b> Use of knowledge from texts in a reinvestment task</p> <p><b>EV C3</b> Application of targeted language conventions</p> <p>🕒 60 mins</p>
				<p>📄 WU-D 3: Wind Up! Draft</p>
				<p>📄 WU-EG 3: Wind Up! Evaluation Grid</p>
EXTRA RESOURCES				
<p>📄 EA 1A-1B: Extra Activity A &amp; B Handouts</p> <p>🕒 20 mins</p>	<p>📄 CP 3: Checkpoint Handout</p> <p>🕒 20 mins</p>	<p>📱 Workshop 07: Unit 3 Grammar Review</p> <p>🕒 15 mins</p>	<p>📱 Unit 3 Group Game</p> <p>🕒 20 mins</p>	<p>🗂 Unit 3 Task Cards</p> <p>🕒 variable</p>
<p>📄 ER 3: Extra Reading Handout</p> <p>🕒 30 mins</p>	<p>📄 ES 1: Evaluation Situation 1</p> <p>🕒 120 mins</p>	<p>📱 Workshop 08: Unit 3 Unit Review</p> <p>🕒 15 mins</p>	<p>🗂 Unit 3 Game Board</p> <p>🕒 20 mins</p>	

# A SECRET HIDEOUT

Teacher's Notes

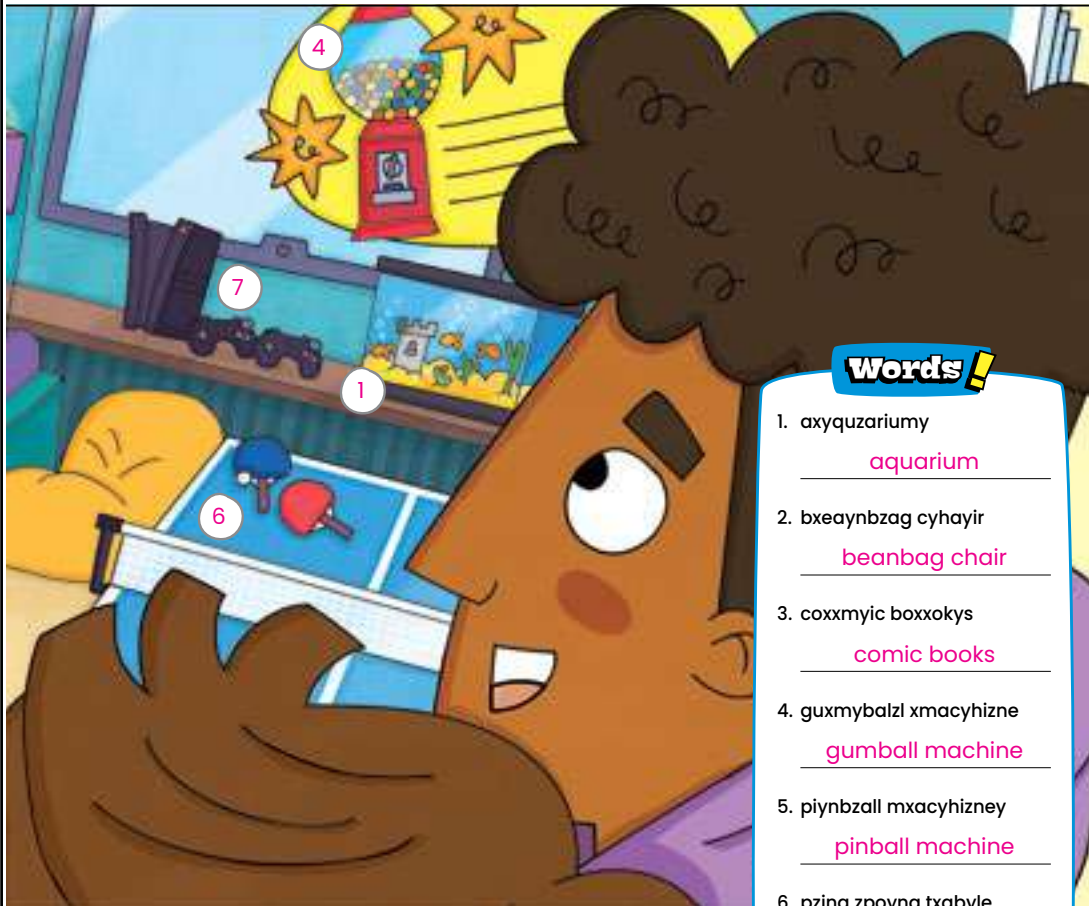
- Introduce the concept of a hideout to the students.
- Ask students to look at the illustration. *What is happening here? What do you see in the illustration? Do you know the words?*
- Point out and read the driving question with the class. Tell them they will think about what a perfect secret hideout needs as they do the tasks in the unit.
- Tell students that they will design their own secret hideout.



What does a perfect secret hideout need?

In this unit:

- Talk** about cool secret hideouts.
- Read** what the Whiz Kids want in their space.
- Discover** more about their secret spot.
- Design** your perfect secret hideout.



Words!

- axyqzariumy  
aquarium
- bxeaynbzag cyhayir  
beanbag chair
- coxxmyic boxxokys  
comic books
- guxmybalzl xmacyzhizne  
gumball machine
- piybnzall mxacyhizney  
pinball machine
- pzing zpyong txabylye  
ping pong table
- viydexo gazmex coynszoley  
video game console
- xboyxard gyamxes  
board games

Teacher's Note

- Model the use of the functional language to play the game. Give students more functional language as needed.

Game!

- Work** with a classmate to decode the words in the Words! box.
- Copy** the letters in order but *do not include* the letters x, y and z.
- Find** each of the objects from the box in the illustration of a magazine.
- Write** the numbers in the circles.

What does it mean?

What is this word?

Show me in the picture.

Resource

Unit 3 Flash Cards

Resource

EV 3: Extra Vocabulary Handout

Feedback

**FB C1** Participation in exchanges, Use of strategies

Observe students' **participation**. Give feedback on how to improve to those who need it: Remind them to **use the functional language** in the speech bubbles and previously learned **strategies**.

Differentiation

**Do** the game, or parts of the game, as a class.



## Teacher's Notes

- Ensure that students understand the question words.
- You may need to stop the video or replay sections to ensure students understand certain concepts: that a secret hideout could be hidden far away, or that the entrance could be disguised so that people don't see where it is. The idea is that it's secret! Make sure students understand what *hidden* and *disguised* mean.
- Bring students' attention to the puzzle icon in Step 3. This is the first clue to solve the mystery message in the unit. Tell students to pay attention to clues in the upcoming tasks.

## Differentiation

- ▶ Play the audio recording of the Whiz Kids' conversation. Play the audio of the Question Words! box for pronunciation support.
- ▶ Have students role-play the conversation in groups.

# 1 What Is a Hideout? C2

1. Read the conversation between the Whiz Kids. Circle the question words.



I saw the best video about hideouts today! Hideouts are secret locations to hide in.

That's so fun! I know who needs a secret hideout... us! And I know where to build it!



Shh! Keep your voices down. It has to be in a top secret location.



Let's watch the video. Then we can talk about the location and what we want in our hideout.

## Question Words!

what a thing  
who a person  
where a location

2. Read the questions. Watch the video and check (✓) the correct answers.

- a. What does Kimia want in her secret hideout?  
☒ basketball court      ☐ ping pong table  
☒ bubble machine      ☒ cotton candy fountain
- b. What are two big questions to ask before you plan a hideout?  
☒ Who is it for?      ☐ When is it?  
☐ What is it for?      ☒ Where is it?
- c. Where is the secret hideout in the video?  
☐ in the ocean      ☐ in the garage      ☒ in the aquarium
- d. What is a floor plan?  
☒ a drawing that shows locations      ☐ directions to the hideout      ☐ a list of things in the hideout

3. Discover more about the Whiz Kids' hideout. Write the twelfth and thirteenth words that Navid says.  
top secret

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Unit 3

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## Evaluation

- EV C2 Evidence of understanding of texts
- Evaluate students' responses to Step 2 to show **understanding** of the video.

## Resources

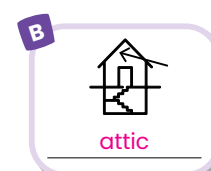
- ▶ Play the recording of the Whiz Kids' conversation in Step 1.
- ▶ Play the recording of the Question Words! box.
- ▶ Play the *Story Pirates University: Secret Hideout* video in Step 2. Subtitles available.

# 2 Where Is the Hideout? C1

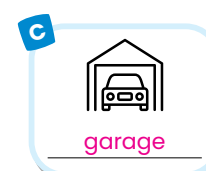
1. Write the locations under the images. Add three more locations.



moon



attic



garage



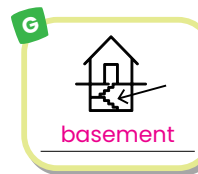
mountain



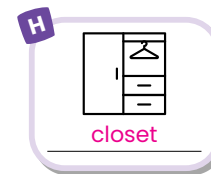
cave



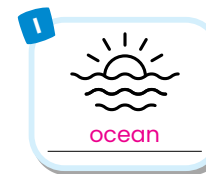
forest



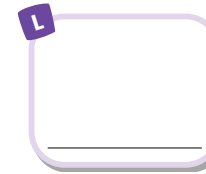
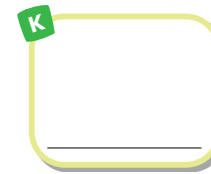
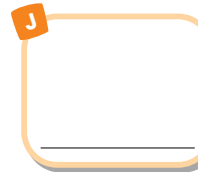
basement



closet



ocean



## Locations!

attic  
basement  
cave  
closet  
forest  
garage  
moon  
mountain  
ocean

2. Say if you think each location is a good hideout or not with a classmate.

This is a good / cool / fun location.

This is not a good / realistic location.

Do you agree?

## How-To!

**The Verb To Be With Not**  
Place **not** after **is / am / are** to form a negative.  
This **is not** a good location for a hideout.  
Closets **are not** outside.

3. Write the word on this page that has these letters — e, v, c, a. cave

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A Secret Hideout

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## Teacher's Notes

- Encourage students to use their imaginations to think of fun and strange places to put a hideout. They don't have to be realistic. You may also brainstorm as a class.
- Teach the verb *to be* with *not*.

## Differentiation

- ▶ Play the audio of the Locations! box for pronunciation support.
- ▶ Have students talk about what makes a good hideout with different classmates.

## Evaluation / Feedback

- EV C1 Use of functional language
- Evaluate students' **use of functional language** and vocabulary.
- FB Observe whether students **understand** how to use *not* and provide extra support, if necessary using the How-To! grammar handout.

## Resources

- ▶ Play the recording of the Locations! box.
- ▶ HG 3.1: How-To! Grammar Handout

Extra Activity A  
Unit 3

# Word Chain, Level A

Handout  
EA 3A

## Words!

- |                 |                 |
|-----------------|-----------------|
| aquarium        | moon            |
| attic           | ocean           |
| cave            | ping pong table |
| climbing wall   | posters         |
| gumball machine | swing           |
| lava lamp       | video game      |

1. **Complete** the missing letters in the word chain.

**Use** the Words! box.

The circled letter in each word is the first letter of the next word.

**Model**

c o m i (c) c l o (s) e t s l i d e  
b o o k

(S) w ( ) m  
h  
t ( ) m v  
w ( )  
g q ( ) o  
( )  
( ) a c ( ) d  
\_\_\_\_\_

Extra Activity B  
Unit 3

# Word Chain, Level B

Handout  
EA 3B

## Words!

- |                 |                 |
|-----------------|-----------------|
| aquarium        | forest          |
| attic           | gumball machine |
| basketball hoop | lava lamp       |
| board games     | moon            |
| cave            | ocean           |
| closet          | ping pong table |
| climbing wall   | posters         |
| comic book      | swing           |
|                 | video game      |

1. **Complete** the missing letters in the word chain.

**Use** the Words! box.

The circled letter in each word is the first letter of the next word.






**Model**


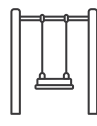
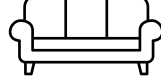
c o m i (c) c l o (s) e t s l i d e  
b o o k

p ( ) ( ) ( )  
( ) ( )  
( ) ( )  
( ) ( )  
( ) ( ) v  
\_\_\_\_\_

# The Perfect Treehouse

1. **Write** the words for the images.  
**Use** the Words! box.

- a.  \_\_\_\_\_
- b.  \_\_\_\_\_
- c.  \_\_\_\_\_
- d.  \_\_\_\_\_
- e.  \_\_\_\_\_

- f.  \_\_\_\_\_
- g.  \_\_\_\_\_
- h.  \_\_\_\_\_

## Words!

beanbag chair   ladder  
bird   lock  
board game   sofa  
door   swing

2. **Read** the magazine article.

## The Perfect Treehouse

Hey, kids! Do you want your own special place to play?  
A tree house is a good option. Let's look inside!  
First, climb up the ladder. Open the lock on the door.  
You need the secret code!  
The first things you see are a table and comfortable  
beanbag chairs. There are board games on the table to play.  
Relax on the swing. Do you hear the birds singing?  
If you are hungry, find some yummy snacks.  
Sit on the sofa and read your favourite book.  
After, you can play some cool music and dance.  
This tree house is a perfect place for you and your friends!



# The Perfect Treehouse

3. **Complete** the sentences.

- a. You climb a \_\_\_\_\_ to enter the treehouse.
- b. You need a \_\_\_\_\_ to open the door.
- c. You hear \_\_\_\_\_ singing.
- d. You play \_\_\_\_\_ and dance.

4. **Match** verbs with the ends of the sentences.

- | Verbs       |                       | Ends of Sentences        |
|-------------|-----------------------|--------------------------|
| a. Look...  | <input type="radio"/> | 1. the ladder.           |
| b. Climb... | <input type="radio"/> | 2. a board game.         |
| c. Open...  | <input type="radio"/> | 3. on the sofa.          |
| d. Sit...   | <input type="radio"/> | 4. a snack.              |
| e. Read...  | <input type="radio"/> | 5. inside the treehouse. |
| f. Play...  | <input type="radio"/> | 6. the door.             |
| g. Eat...   | <input type="radio"/> | 7. a book.               |

5. **Draw** a treehouse for you and your friends.

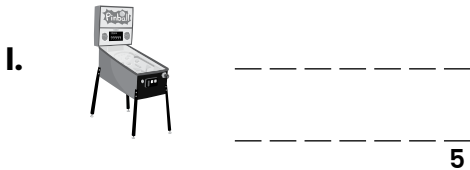
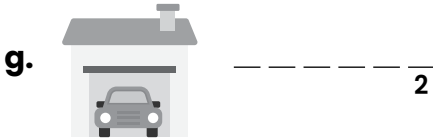
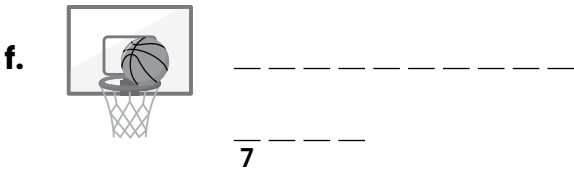
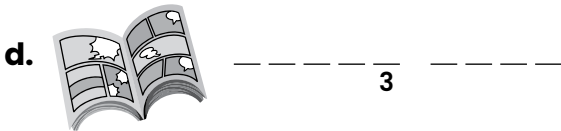


Extra Vocabulary  
Unit 3

# A Secret Hideout

Handout  
EV 3

1. **Look** at the images.  
**Write** the name next to each image.  
**Use** page 100 of your workbook for help.



2. **Complete** the secret message with the letters from Step 1.

Welcome to our \_\_\_\_\_!

1 2 3 4 5 6 7 8 9 10 11 12 13

Step Out 3.1  
Unit 3

# Hideout Bingo

Handout  
SO 3.1

Do this activity after Task 3, page 41.





Not With the Verb To Be

1. Circle the verb and not.

Model They are not here.

- a. I am not hungry.
- b. We are not at school.
- c. You are not tall.
- d. She is not sad.
- e. This is not difficult.
- f. It is not a problem.

How-To!

The Verb To Be With Not  
Place **not** after **is / am / are**  
to form a negative.  
*This **is not** a good place  
for a hideout.*  
*Closets **are not** outside.*

2. Write the sentences in the negative.

Model I am 12 years old. I am not 12 years old.

- a. They are new at the school. \_\_\_\_\_
- b. You are a rabbit. \_\_\_\_\_
- c. She is funny. \_\_\_\_\_
- d. He is a good singer. \_\_\_\_\_
- e. We are in Grade 6. \_\_\_\_\_
- f. She is in the basement. \_\_\_\_\_

3. Match the questions and answers.

Questions

- a. Is Billie a good piano player?
- b. Are Elliot and Navid in grade 6?
- c. Are you and Lizzy in the same class?
- d. Am I invited to your hideout?
- e. Is Navid absent today?

Answers

- 1. No, they are not.
- 2. No, you are not.
- 3. No, she is not.
- 4. No, he is not.
- 5. Yes, we are.

Not With Other Verbs

1. Write do not or does not to form negative sentences.

Model We do not read scary books.

- a. I \_\_\_\_\_ like bananas.
- b. He \_\_\_\_\_ want to go outside.
- c. You \_\_\_\_\_ like board games.
- d. They \_\_\_\_\_ play soccer.
- e. It \_\_\_\_\_ snow in July.
- f. She \_\_\_\_\_ have a hideout.

How-To!

Other Verbs with Do / Does Not  
Use **do not / don't** before a **verb**  
to form a negative.  
*I **do not** like it.*  
*I **don't** like it.*  
Use **does not / doesn't** for **he / she / it**.  
*She **does not** want that.*  
*She **doesn't** want that.*

2. Write the negative sentences with don't or doesn't.

Model I do not have a big house. I don't have a big house.

- a. I do not like bananas. \_\_\_\_\_
- b. He does not play badminton. \_\_\_\_\_
- c. They do not like vegetables. \_\_\_\_\_
- d. The video game does not work. \_\_\_\_\_
- e. She does not watch videos. \_\_\_\_\_
- f. We do not have a dog. \_\_\_\_\_

3. Match the questions and answers.

Questions

- a. Does Billie have a secret hideout?
- b. Does Elliot like board games?
- c. Do I need to bring my lunch?
- d. Do you want to play video games?
- e. Do you and Lizzy want to build a hideout?

Answers





- 1. No, I do not.
- 2. No, she doesn't.
- 3. No, we don't.
- 4. No, he doesn't.
- 5. No, you don't.

## A Secret Hideout


- 1. Complete** the questions with the question words *who*, *what* or *where*.


- a. \_\_\_\_\_ is the hideout?
- b. \_\_\_\_\_ is the hideout for?
- c. \_\_\_\_\_ is in the fridge?
- d. \_\_\_\_\_ song do you like?
- e. \_\_\_\_\_ is the dog?
- f. \_\_\_\_\_ wants an aquarium?


- 2. Complete** the sentences with the prepositions *in, on, beside* or *between*.  
**Use** each preposition one time.


- a.  The cat is \_\_\_\_\_  
the pumpkins.
- b.  The cat is \_\_\_\_\_  
the pumpkin.
- c.  The cat is \_\_\_\_\_  
the pumpkin.
- d.  The cat is \_\_\_\_\_  
the pumpkin.

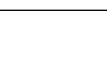
- 3. Write** the word beside each image.


- a.  \_\_\_\_\_


b.  \_\_\_\_\_


c.  \_\_\_\_\_

d.  \_\_\_\_\_

e.  \_\_\_\_\_

f.  \_\_\_\_\_

g.  \_\_\_\_\_

h.  \_\_\_\_\_

## Words!

- aquarium
- beanbag chair
- fridge
- LED lights
- pinball machine
- plants
- snack station
- sofa
- swing
- television

## Your Secret Hideout

Workbook, pages 46–47

[illegible]

## Check What You Did



My hideout description includes:

- ☐ a location
- ☐ who it is for
- ☐ four objects inside
- ☐ the name of my secret hideout
- ☐ prepositions
- ☐ the floor plan

- I checked my draft using the checklist.



- I checked my word order.



- I checked my use of capital letters and periods.



# Your Secret Hideout

Workbook, pages 46–47

	C2 To Reinvest Understanding of Oral and Written Texts	C3 To Write Texts		
Evaluation criteria	Use of knowledge from texts in a reinvestment task	Application of targeted language conventions / Characteristics of the written text		
A Exceeds expectations	<input type="checkbox"/> <b>Almost always</b> uses unit language and ideas correctly. <input type="checkbox"/> Personalizes text by combining unit language with own ideas.	<input type="checkbox"/> <b>Very few</b> errors in the use of word order and prepositions. <input type="checkbox"/> Respects <b>all</b> task requirements.		
B Meets expectations	<input type="checkbox"/> <b>Mostly</b> uses unit language and information correctly. <input type="checkbox"/> <b>Some</b> personalization may be present.	<input type="checkbox"/> Text contains <b>a few</b> errors in the use of word order and prepositions. <input type="checkbox"/> Respects <b>all</b> task requirements.		
C Acceptable but needs improvement	<input type="checkbox"/> <b>Sometimes</b> uses unit language and information correctly. <input type="checkbox"/> <b>Little</b> personalization of the text.	<input type="checkbox"/> Text contains <b>some</b> errors in the use of word order and prepositions. <input type="checkbox"/> Respects <b>most</b> task requirements.		
D Does not meet all expectations	<input type="checkbox"/> <b>Rarely</b> uses unit language and information correctly. <input type="checkbox"/> Text shows <b>no</b> personalization.	<input type="checkbox"/> Text contains <b>frequent</b> errors in the use of word order and prepositions. <input type="checkbox"/> Respects <b>few</b> task requirements.		
E Serious difficulties	<input type="checkbox"/> <b>Very little</b> use of unit language and information. OR <input type="checkbox"/> Text is a verbatim <b>copy</b> of the model.			
Targeted and familiar language conventions				
Type of error	Very few	A few	Some	Frequent
Prepositions				
Word Order				
Feedback Notes:				

# C1 To Interact Orally in English

## General Competency Evaluation Grid

The following evaluation grids provide general expectations for observable behaviours related to the three ESL competencies. The grids conform to the *Progression of Learning* and the *Framework for the Evaluation of Learning*. They can be used as a reference tool when evaluating tasks or projects. The evaluation notes in the planning tool indicate opportunities to observe and evaluate students. In some cases, more than one competency or criterion may be listed. Choose to evaluate either one or the other. We do not recommend that more than one competency or criterion be observed or evaluated during tasks, except in the case of final Wind Up! tasks. Students should have access to their resources at all times. You may also choose to evaluate knowledge from the progression of learning at certain moments.

	C1 To Interact Orally in English	
Evaluation criteria	Use of functional language	Participation in exchanges
Observable elements <sup>1</sup>	<ul style="list-style-type: none"><li>- Uses functional language and vocabulary</li><li>- Combines functional language and vocabulary to express personal messages</li><li>- Pronounces functional language and vocabulary</li></ul>	<ul style="list-style-type: none"><li>- Participates in classroom routines</li><li>- Perseveres in using English</li><li>- Initiates and maintains oral exchanges</li><li>- Reacts to oral messages</li><li>- Supports peers during interaction</li></ul>
A Exceeds expectations	<input type="checkbox"/> <b>Almost always</b> uses functional language and targeted vocabulary correctly.	<input type="checkbox"/> Participation is <b>outstanding</b> . <input type="checkbox"/> Supports peers during interaction. <input type="checkbox"/> Expresses personalized messages.
B Meets expectations	<input type="checkbox"/> <b>Mostly</b> uses functional language and targeted vocabulary correctly.	<input type="checkbox"/> Participation is <b>very good</b> . <input type="checkbox"/> Initiates and maintains short interactions. <input type="checkbox"/> Expresses some personalized messages.
C Acceptable but needs improvement	<input type="checkbox"/> <b>Sometimes</b> uses functional language and targeted vocabulary correctly.	<input type="checkbox"/> Participation is <b>acceptable</b> . <input type="checkbox"/> Maintains interaction with some support from peers/ teacher.
D Does not meet all expectations	<input type="checkbox"/> Functional language and targeted vocabulary are used <b>only when prompted and supported</b> .	<input type="checkbox"/> Participation is possible <b>only when prompted and supported</b> .
E Serious difficulties	<input type="checkbox"/> Requires <b>constant support</b> . OR <input type="checkbox"/> <b>Only repeats</b> language.	<input type="checkbox"/> <b>No</b> participation.

<sup>1</sup> Framework for the Evaluation of Learning (2011)

General Competency  
Grid C2

**C2 To Reinvest Understanding  
of Texts**

Handout  
GG 2

C2 To Reinvest Understanding of Oral and Written Texts		
Evaluation criteria	Evidence of understanding of texts	Use of knowledge from texts in a reinvestment task
Observable elements <sup>2</sup>	<ul style="list-style-type: none"><li>- Demonstrates understanding of overall meaning of texts</li><li>- Identifies and/or describes key elements in texts</li><li>- Establishes connections between text and own experience</li><li>- Expresses appreciation of texts</li><li>- Shares understanding of texts with others</li></ul>	<ul style="list-style-type: none"><li>- Selects information/ideas from texts that are relevant to the task</li><li>- Coherently organizes selected information/ideas</li><li>- Uses words and expressions from texts</li><li>- Delivers a personalized product by:<ul style="list-style-type: none"><li>• summarizing information/ideas drawn from texts</li><li>• combining information/ideas from texts with own ideas and language</li></ul></li></ul>
A Exceeds expectations	<input type="checkbox"/> Shows an <b>outstanding</b> understanding of texts.	<input type="checkbox"/> <b>Almost always</b> uses information and language from the texts correctly.
B Meets expectations	<input type="checkbox"/> Shows an <b>overall</b> understanding of texts.	<input type="checkbox"/> <b>Mostly</b> uses information and language from the texts correctly.
C Acceptable but needs improvement	<input type="checkbox"/> Shows a <b>basic</b> understanding of texts.	<input type="checkbox"/> <b>Sometimes</b> uses information and language from the texts correctly.
D Does not meet all expectations	<input type="checkbox"/> Shows <b>little</b> understanding of texts.	<input type="checkbox"/> <b>Rarely</b> uses information and language from the texts correctly.
E Serious difficulties	<input type="checkbox"/> <b>Very little</b> use of information and language from texts. OR <input type="checkbox"/> Text is a <b>copy</b> of the models.	

<sup>2</sup> Framework for the Evaluation of Learning (2011)

General Competency  
Grid C3

**C3 To Write Texts**

Handout  
GG 3

C3 To Write Texts		
Evaluation criteria	Application of targeted language conventions	Characteristics of the written text
Observable elements <sup>3</sup>	<ul style="list-style-type: none"><li>- Uses grammar targeted for tasks</li><li>- Uses punctuation targeted for tasks</li><li>- Spells words from provided models and available resources</li></ul>	<ul style="list-style-type: none"><li>- Writes a text that:<ul style="list-style-type: none"><li>• is on topic</li><li>• respects the required text form and requirements</li><li>• is well structured</li><li>• takes the intended purpose and audience into account</li><li>• is creative</li></ul></li></ul>
A Exceeds expectations	<input type="checkbox"/> <b>Very few</b> errors present. Errors present do not impede comprehension.	<input type="checkbox"/> The text respects the task requirements and shows creativity.
B Meets expectations	<input type="checkbox"/> <b>A few</b> errors are present. Errors generally do not impede comprehension.	<input type="checkbox"/> The text respects the task requirements and shows some creativity.
C Acceptable but needs improvement	<input type="checkbox"/> <b>Regular</b> errors somewhat impede comprehension.	<input type="checkbox"/> The text respects <b>most</b> of the task requirements.
D Does not meet all expectations	<input type="checkbox"/> <b>Frequent</b> errors impede comprehension.	<input type="checkbox"/> The text respects <b>few</b> of the task requirements.
E Serious difficulties	<input type="checkbox"/> Text is a verbatim <b>copy</b> of the model or source text. OR <input type="checkbox"/> Text is <b>inappropriate</b> or off topic.	

<sup>3</sup> Framework for the Evaluation of Learning (2011)



