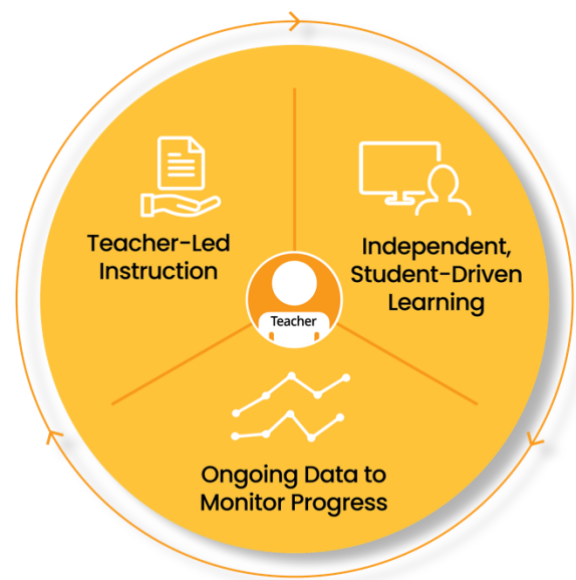


# Lexia® English Language Development™

## Province of British Columbia English Language Learner Standards

Lexia English is an adaptive blended learning speaking and listening program that supports students' English language development through academic conversations. Developed to address the need for educational equity for Emergent Bilinguals, Lexia English offers an engaging, individualized approach that helps improve students' language proficiency. The software is designed to help Emergent Bilingual students in grades K-6 acquire higher language proficiency levels of English. It integrates speaking, listening, and grammar, while emphasizing the language of content in Math, Science, Social Studies, General Knowledge, and Biographies.

Lexia English addresses the Province of British Columbia English Language Learner Standards with a primary focus on speaking and listening, aiming to drive Emergent Bilingual students' language proficiency and long-term academic success. This document illustrates how Lexia English fully aligns with the Province of British Columbia English Language Learner Standards for Kindergarten through grade 6 across the five proficiency levels, Levels 1-5. Although there are many examples of alignments to the standards, each table provides three sample alignments per language skill domain.



### Using this Resource

Educators can use this resource to plan instruction and monitor the pacing and introduction of new skills while implementing Lexia English. The Province of British Columbia ELL Levels table illustrates the seven Lexia English bands of instruction (with target grades) and their target Province of British Columbia English Language Learner proficiency levels and grades.

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Lexia English Levels <sup>[1]</sup> & Target Grades	Province of British Columbia ELL Levels				
	Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Consolidating	Level 5 Bridging
L1-3 (K-1)	K-1				
L4-6 (G1-2)		G1-2			
L7-9 (G2-3)		G2-3			
L10 (G2-3) <sup>[2]</sup>			G2-3		
L11-12 (G4-5) <sup>[2]</sup>			G4-5		
L13-15 (G4-5)			G4-5		
L16-18 (G4-5)				G4-5	
L19 (G5-6)					G5-6

<sup>[1]</sup> The Lexia English Language Development Auto Placement tool prepares students for an individualized learning experience. Students in grades K-2 can begin the program at levels 1, 3, & 6, while students grade 3+ can enter at levels 1, 4, 7, 10, 13, & 16.

<sup>[2]</sup> Band 4 of Lexia English instruction comprises three levels: Level 10, which presents linguistic content grounded in grades 2-3 subject matter and Levels 11-12, which are grounded in grades 4-5 subject matter.

# Primary: Kindergarten–Grade 3

## Writing<sup>[1]</sup>

British Columbia Aspect	How Lexia English Aligns
<b>Meaning:</b> <ul style="list-style-type: none"> <li>Ideas &amp; information</li> <li>Use of detail</li> <li>Strategies</li> </ul>	Students use oral language frames practiced in the online activities and the teacher-led listening practice to express ideas and provide details to writing models presented by the teacher.
<b>Style:</b> <ul style="list-style-type: none"> <li>Word choice (diction, precise language)</li> <li>Sentence Fluency (rhythm, flow, variety)</li> <li>Voice (phrasing, tone, purpose, awareness of audience)</li> </ul>	Students use a range of vocabulary (e.g., sight, high-frequency, descriptive, academic, subject-specific). They complete language frames and form both simple and compound sentences of their own. Students rely on conversational, repetitive, straightforward, and functional language according to writing purpose.
<b>Form:</b> <ul style="list-style-type: none"> <li>Organization &amp; sequencing</li> <li>Connections &amp; transitions</li> <li>Awareness of forms/genres</li> </ul>	Students produce <del>short</del> narrative and informational texts in teacher-led speaking practice. Students use a variety of conjunctions and time markers to connect words and ideas and to sequence events.
<b>Convention:</b> <ul style="list-style-type: none"> <li>Capitals &amp; Punctuation</li> <li>Spelling</li> <li>Grammatical elements &amp; syntax</li> </ul>	Students practice using capital letters, end punctuation, and commas correctly. Grammatical elements such as nouns, verb tenses, irregular verbs, plurals, prepositions, pronouns, and articles are used to complete language frames and to produce writing that includes repetitive phrases, connecting words, and demonstration of word order in simple, compound, and complex sentences.

### British Columbia Proficiency Levels and Snapshots

**Beginning (1):** The student can use or copy a string of letters and simple words to communicate.

**Developing (2):** The student can use some familiar vocabulary, repetitive phrases and patterned sentences to communicate.

**Expanding (3):** The student can use simple vocabulary with some descriptive words to create simple sentences.

### Lexia English Sample Alignments

Teacher-led Speaking Practice:  
Level 2, Activity 2

Teacher-led Speaking Practice:  
[Level 7, Activity 3](#)

Teacher-led Speaking Practice:  
Level 10, Activity 3

<sup>[1]</sup> The Lexia English summer release will include Skill Builders that will further address writing and presentation standards.

## Reading

British Columbia Aspect	How Lexia English Aligns
<b>Strategies</b> <ul style="list-style-type: none"> <li>• Word attack skills</li> <li>• Decoding</li> <li>• Fluency</li> </ul>	<p>All online activities are supported by images to help students read and comprehend unfamiliar words and text. During online and teacher-led Listening practices, students use familiar phrases, patterned sentences, text structure, predicting, visualizing, and background knowledge as strategies to read unfamiliar words and text. There are opportunities for students to practice decoding and fluency skills during the teacher-led Listening practices as directed by the teacher.</p>
<b>Comprehension</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Main ideas &amp; details</li> <li>• Retelling &amp; organizing information</li> <li>• Locating &amp; recording information</li> <li>• Drawing inferences</li> <li>• Interpretations &amp; socio-cultural elements</li> <li>• Knowledge of genres (structure &amp; features)</li> </ul>	<p>Subject-specific topics of each lesson and the use of oral language frames in the online and teacher-led listening practice help students understand vocabulary (e.g., sight words, high-frequency, descriptive, subject-specific, academic words). During teacher-led listening practice, students practice locating key details, determining the main idea, making simple inferences, and identifying organization of a text according to its purpose. Students also practice retelling the sequence of events in a story or steps in a content-area process.</p>
<b>Response &amp; Analysis</b> <ul style="list-style-type: none"> <li>• Opinions &amp; reactions</li> <li>• Connections (to other information, experiences, knowledge)</li> </ul>	<p>During teacher-led listening practice, students express preferences and opinions about ideas or content in a text. Students are also encouraged to share their own connections to the text during whole-class and partner discussions.</p>

### British Columbia Proficiency Levels and Snapshots

<b>Beginning (1):</b> The student can begin to recognize some letters, sounds, and words, and begin to make meaning of text.	<b>Developing (2):</b> The student can begin to use strategies to read and understand simple words and make personal connections to text.	<b>Expanding (3):</b> The student can use some strategies to decode unfamiliar words and make basic connections to the world from text.
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### Lexia English Sample Alignments

<b>Teacher-led Listening Practice:</b> Level 3, Activity 1	<b>Teacher-led Listening Practice:</b> Level 9, Activity 4	<b>Teacher-led Listening Practice:</b> <a href="#">Level 10, Activity 3</a>
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## Oral Language

British Columbia Aspect	How Lexia English Aligns
<b>Meaning</b> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Word choice</li> <li>Expressing &amp; understanding idea</li> </ul>	Students acquire and use vocabulary (e.g., descriptive, subject-specific) during online and teacher-led activities. In beginning levels, students practice receptive and expressive oral language skills to understand and use key words in related sentences about familiar topics or contexts. They progress toward understanding the main ideas of familiar topics linked by common conjunctions, time, and sequence markers.
<b>Form</b> <ul style="list-style-type: none"> <li>Grammar (plurals, possessives, verb tense endings)</li> <li>Syntax (sentence structures, word order)</li> <li>Phonology</li> <li>Fluency (intonation, word stress, rhythm)</li> </ul>	Online and teacher-led activities help students understand and use simple and familiar patterned phrases with an assigned grammar focus to understand and use correct word order when listening to and speaking about familiar topics. During teacher-led listening and speaking practices, students engage in whole-class and one-to-one conversations using social and classroom language to ask and answer questions, state facts and opinions, and practice commands.
<b>Use</b> <ul style="list-style-type: none"> <li>Functions of language (social &amp; academic)</li> <li>Strategies</li> <li>Social/cultural conventions</li> </ul>	The use of oral language frames during online and teacher-led activities helps students understand and use a range of spoken text. During the teacher-led listening and speaking practices, students encounter and use a variety of classroom and social expressions, recognize the difference between formal and informal speech in familiar contexts, and use language according to purpose. Students have opportunities to seek clarification and to use strategies such as learned sentence patterns, repetition, substitution of words in known patterns, providing examples to interact with others.

### British Columbia Proficiency Levels and Snapshots

<b>Beginning (1)</b> The student can understand and respond to simple statements and questions in familiar situations.	<b>Developing (2):</b> The student can participate in a conversation on everyday topics using simple structures.	<b>Expanding (3):</b> The student can participate in a conversation about familiar topics and some academic content.
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### Lexia English Sample Alignments <sup>[1]</sup>

<b>Online Learning:</b> Level 1, Activity 4  <b>Teacher-led Speaking Practice:</b>	<b>Online Learning:</b> Level 5, Activity 2  <b>Teacher-led Speaking Practice:</b>	<b>Online Learning:</b> Level 10, Activity 2
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## Intermediate: Grades 4–7

### Writing

British Columbia Aspect	How Lexia English Aligns
<b>Meaning:</b> <ul style="list-style-type: none"> <li>Ideas &amp; information</li> <li>Use of detail</li> <li>Strategies</li> </ul>	Students use oral language frames practiced in the online activities and the teacher-led listening practice to express a main idea and provide relevant details and examples to writing models presented by the teacher.
<b>Style:</b> <ul style="list-style-type: none"> <li>Word choice (diction, precise language)</li> <li>Sentence Fluency (rhythm, flow, variety)</li> <li>Voice (phrasing, tone, purpose, awareness of audience)</li> </ul>	Students use a range of vocabulary (e.g., high-frequency, descriptive, academic, subject-specific). They complete language frames and form simple, compound, and complex sentences of their own, writing for a variety of purposes.
<b>Form:</b> <ul style="list-style-type: none"> <li>Organization &amp; sequencing</li> <li>Connections &amp; transitions</li> <li>Awareness of forms/genre (linguistic &amp; structural)</li> </ul>	Students produce brief narrative and informational texts in teacher-led speaking practice. Students use a variety of conjunctions and time markers to connect ideas and to sequence events to suit a purpose (e.g., argument, sequential or casual explanations, factual texts).
<b>Convention:</b> <ul style="list-style-type: none"> <li>Capitals &amp; Punctuation</li> <li>Spelling</li> <li>Grammatical elements &amp; syntax</li> </ul>	Students practice using capital letters and accurate punctuation correctly. Grammatical elements such as adjectives, adverbs, plurals, tenses, and embedded pronouns are used to complete language frames and to produce writing that demonstrates control of word order and subject-verb agreement in simple, compound, and complex sentences.

#### British Columbia Proficiency Levels and Snapshots

<b>Expanding (3):</b> The student can use some academic vocabulary with some detail to create simple sentences and short paragraphs.	<b>Consolidating (4):</b> The student can use a range of vocabulary and connections to communicate ideas in sentences and paragraphs.	<b>Bridging (5):</b> The student can use a wide range of vocabulary with loosely organized ideas, and begin to write clearly with insight and detail.
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#### Lexia English Sample Alignments

Teacher-led Speaking Practice: Level 14, Activity 1	Teacher-led Speaking Practice: Level 18, Activity 2	Teacher-led Speaking Practice: <a href="#">Level 19, Activity 1</a>
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<sup>[1]</sup> The Lexia English summer release will include Skill Builders that will further address writing and presentation standards.

## Reading

British Columbia Aspect	How Lexia English Aligns
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Word attack skills               <ul style="list-style-type: none"> <li>• Decoding</li> <li>• Fluency</li> </ul> </li> </ul>	<p>During online and teacher-led Listening practices, students use strategies such as re-reading, predicting, word analysis, context clues, knowledge of text structure, transition words, drawing inferences, and drawing conclusions to read unfamiliar words and text. There are opportunities for students to practice decoding and fluency skills during the teacher-led Listening practices as directed by the teacher.</p>
<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Main ideas &amp; details</li> <li>• Retelling &amp; organizing information</li> <li>• Locating &amp; recording information</li> <li>• Drawing inferences</li> <li>• Interpretations &amp; socio-cultural elements</li> <li>• Knowledge of genres (structure &amp; features)</li> </ul>	<p>The use of oral language frames in the online and teacher-led listening practice and the subject-specific topics of each lesson help students to understand vocabulary (e.g., high-frequency, descriptive, academic and subject-specific, personally-relevant, content-based concepts). During teacher-led listening practice, students practice identifying main ideas/events, supporting details, and relevant information; making and substantiating inferences; determining the meaning of figurative language; and identifying the organization and purpose of a text. Students also practice retelling the sequence of events with some explanation as to how they are related.</p>
<p><b>Response &amp; Analysis</b></p> <ul style="list-style-type: none"> <li>• Opinions &amp; reactions</li> <li>• Connections (to other information, experiences, knowledge)</li> </ul>	<p>During teacher-led listening practice, students express opinions and reactions, with some specific justification, about ideas or content in a text. Students are also encouraged to share and explain their own connections to the text during whole-class and partner discussions.</p>

### British Columbia Proficiency Levels and Snapshots

<p><b>Expanding (3):</b> The student can use some strategies to decode unfamiliar words and text, and make basic connections to the world from text.</p>	<p><b>Consolidating (4):</b> The student can use a variety of strategies to read unfamiliar text and understand increasingly complex words and meaning.</p>	<p><b>Bridging (5):</b> The student can use a range of strategies and understand a wide range of words to make connections and access concepts in text.</p>
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### Lexia English Sample Alignments

<p>Teacher-led Listening Practice:  <a href="#">Level 12, Activity 1</a></p>	<p>Teacher-led Listening Practice:            Level 16, Activity 4</p>	<p>Teacher-led Listening Practice:            Level 19, Activity 2</p>
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## Oral Language

British Columbia Aspect	How Lexia English Aligns
<b>Meaning</b> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Word choice</li> <li>Expressing &amp; understanding idea</li> </ul>	<p>Students acquire and use vocabulary (e.g., descriptive, academic, subject-specific) during online and teacher-led activities. Students practice receptive and expressive oral language skills as they identify connecting words and cohesive devices that connect ideas and relevant supporting details.</p>
<b>Form</b> <ul style="list-style-type: none"> <li>Grammar (plurals, possessives, verb tense endings)</li> <li>Syntax (sentence structures, word order)</li> <li>Phonology</li> <li>Fluency (intonation, word stress, rhythm)</li> </ul>	<p>Online and teacher-led activities help students understand and use assigned and focused grammatical elements to form detailed and varied sentence structures to ask questions, make affirmative or negative statements, and state commands. During teacher-led listening and speaking practices, students engage in whole-class and one-to-one conversations, practicing pronunciation, intonation, and dialogue on familiar and unfamiliar topics.</p>
<b>Use</b> <ul style="list-style-type: none"> <li>Functions of language (social &amp; academic)</li> <li>Strategies</li> <li>Social/cultural conventions</li> </ul>	<p>The use of oral language frames during online and teacher-led activities helps students understand and use a wide range of spoken text in terms of purpose, structure, and organization. During the teacher-led listening and speaking practices, students encounter and use colloquial language, idiomatic expressions, and phrasal and modal verbs to participate in academic and social discussions, which can include open-ended, hypothetical, and inferential questions. Students have opportunities to seek clarification and to use strategies such as paraphrasing, elaborating, and commenting to sustain interactions.</p>

### British Columbia Proficiency Levels and Snapshots

**Expanding (3)** The student can participate in a conversation about familiar topics and some academic content.

**Consolidating (4):** The student can participate in conversations with some opinions and details on a range of academic topics.

**Bridging (3):** The student can speak fluently and accurately on a wide range of academic topics.

### Lexia English Sample Alignments

Online Learning:  
Level 13, Activity 4

Online Learning:  
Level 17, Activity 3

Online Learning:  
Level 19, Activity 3