

Element	Observable Language Behaviours (OLB)					
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
<p><b>Listening</b></p> <p><b>Listen and respond for a variety of purposes</b></p>	<p>Respond to a personally relevant question with a single word or phrase in English or L1</p> <p>Follow instructions for classroom routines, using visual cues and pre-taught English words and phrases</p>	<p>Respond to simple questions in English or L1</p> <p>Request clarification of simple instructions</p> <p>Identify key information from classroom discussions with teacher prompts</p>	<p>Retell a read-aloud story or spoken text</p> <p>Repeat multi-step instructions (e.g., First read the text; then make a dot jot; then prepare to share with your group.)</p>	<p>Paraphrase main ideas from an oral narrative or video clip</p> <p>Listen to an audio recording and identify the speaker's point of view</p>	<p>Confirm understanding of teacher's lesson or an extended oral text (e.g., video) by completing a graphic organizer</p> <p>Respond to an opinion</p>	<p>Listen to a class discussion and demonstrate understanding through active participation</p>
<p><b>Speaking</b></p> <p><b>Use vocabulary and other language features in a comprehensible and grammatically accurate way</b></p>	<p>Use familiar words to express meaning (e.g., hello, please, OK, excuse me)</p> <p>Express personal needs, using single words, gestures, and/or L1</p>	<p>Use pre-taught vocabulary in simple sentences (e.g., I sent my résumé to the company)</p> <p>Use simple conjunctions (e.g., and, or) to join words and phrases in speech</p> <p>Use high-frequency words with multiple meanings appropriately</p>	<p>Use compound sentences in speech</p> <p>Ask for a term by providing the definition (e.g., What is the name for the thing that measures air pressure?)</p>	<p>Use vocabulary to clarify/enhance meaning by incorporating low frequency words</p> <p>Use connecting words and phrases to show relationships among events and ideas</p> <p>Rehearse and make a presentation which includes significant points and supporting details (e.g., describing causes of WWII)</p>	<p>Use an expanded range of vocabulary to participate in classroom discussions</p> <p>Incorporate teacher modelling and feedback to increase speaking accuracy and clarity</p>	<p>Use a wide range of social and subject-specific vocabulary</p> <p>Use a range of grammatical structures</p> <p>Use idiomatic language effectively</p>
<p><b>Use language strategically to communicate for a variety of purposes</b></p>	<p>Identify familiar items, using personally meaningful vocabulary (e.g., names of classroom objects, personal belongings)</p> <p>Use non-verbal communication to convey and receive messages from peers and teachers</p> <p>Ask for key words and phrases, using L1 and gestures</p>	<p>Make requests in familiar daily contexts</p> <p>Initiate and engage in social interactions with friends, using both English and L1</p> <p>Ask for a question or instructions to be repeated or rephrased</p> <p>Use a small repertoire of conversational strategies to participate effectively in group work (e.g., contributing ideas)</p>	<p>Paraphrase and use conversational strategies to maintain fluency (e.g., so you mean...?)</p> <p>Ask follow-up questions to seek additional information</p> <p>Self-correct or seek confirmation that a word or expression is used correctly</p>	<p>State opinions on subject-specific topics in classroom discussions</p> <p>Rephrase information to clarify meaning</p>	<p>Elaborate opinions with supporting details</p> <p>Use appropriate language in formal and informal situations (e.g., talking to an employer rather than a peer)</p> <p>Self-correct common errors and rephrase statements</p>	<p>Adjust speech for the appropriate purpose and audience</p> <p>Alter volume and pitch for emphasis during an oral presentation</p>