

	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
Listening Listen and respond for a variety of purposes	Respond to a personally relevant question with a single word or phrase in English or L1 Follow instructions for classroom routines, using visual cues and pre-taught English words and phrases	Respond to simple questions in English or L1 Restate simple instructions Identify key information from classroom discussions with teacher prompts	Answer simple questions from a story read-aloud, assigned or independent reading Repeat multi-step instructions (e.g., We need to finish the diagram; write one paragraph about it; and read it to a peer.)	Summarize main ideas from an oral narrative or video clip, using pretaught key vocabulary	Confirm understanding of teacher’s lesson or an extended oral text (e.g., video) by completing a graphic organizer	Listen to a class discussion and demonstrate understanding through active participation
Speaking Use vocabulary and other language features in a comprehensible and grammatically accurate way	Use familiar words to express meaning (e.g., hello, please, OK, excuse me) Express personal needs, using single words, gestures, and/or L1	Use pre-taught vocabulary in simple sentences (e.g., They grow wheat in the prairies.) Use simple conjunctions (e.g., and, or) to join words and phrases in speech	Use high-frequency words with multiple meanings appropriately (e.g., kitchen <i>table</i> and mathematical <i>table</i>) Use compound sentences in speech	Use high- and low frequency words in both social and classroom contexts Use vocabulary to clarify/enhance meaning by incorporating low frequency words Use connecting words and phrases to show relationships among events and ideas	Use an expanded range of vocabulary to participate in classroom discussions Incorporate teacher modelling and feedback to increase speaking accuracy and clarity	Use a wide range of social and subject specific vocabulary Use a range of grammatical structures Use idiomatic language effectively
Use language strategically to communicate for a variety of purposes	Identify familiar items, using Personally meaningful Vocabulary (e.g., names of classroom objects, personal belongings) Use non-verbal communication to convey and receive messages from peers and teachers Ask for key words and phrases, using L1 and gestures	Make requests in familiar daily contexts Initiate and engage in social interactions with peers, using both English and L1 Ask for a question or instructions to be repeated or rephrased Use a small repertoire of conversational strategies to participate effectively in group work (e.g., contributing ideas)	Paraphrase and use conversational strategies to maintain fluency (e.g., so you mean...?) Ask follow-up questions to seek additional information Self-correct or seek confirmation that a word or expression is used correctly	State opinions on subject-specific topics in classroom discussions Rephrase information to clarify meaning	Elaborate opinions with supporting details Speak appropriately in a variety of situations (e.g., talking to a teacher, a peer)	Adjust speech for the appropriate purpose and audience Alter volume and pitch for emphasis during an oral presentation

Students move to the next step when each column is complete

STEPS OLBs

READING (GRADES 4-6)

	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
Meaning Understand and respond to texts, using strategies	Demonstrate understanding by responding to simple questions about information from a highly visual text by using a combination of visuals, L1, and English Make connections by matching words and pictures Use concepts of English print (e.g., directionality of print, English alphabet, sound/symbol patterns, upper and lower case letters)	Demonstrate understanding by making predictions before, during, and after reading, using drawings, English words and phrases, and L1 Make connections by relating content to personal experiences, using drawings, English words and phrases, and L1	Identify main ideas Make connections to other texts and personal experiences, orally or in writing by responding to teacher prompts	Make connections by expressing personal opinions about ideas presented in texts Identify main ideas and supporting details Identify point of view	Demonstrate deeper understanding of complex texts by making inferences Make connections by comparing and contrasting texts Identify point of view with supporting details	Demonstrate understanding by synthesizing information (e.g., link ideas about an environmental concerns to produce a media piece) Make connections, using a variety of strategies and resources Identify and contrast alternative points of view within a text
Form and Style Use text features, text forms, and style to construct meaning	Locate information in a text, using visual cues	Identify and use simple text features (e.g., captions and illustrations)	Respond to questions, using text features (e.g., photographs) Identify elements of different text forms	Locate details in a nonvisual text (e.g., bus schedule, sport score statistics) Identify different text forms and how they are used to communicate information on the same topic (e.g., storyboard and play script)	Describe how text features communicate meaning (e.g., maps, glossaries) Select an appropriate text form to extend understanding of a topic (e.g., magazine article vs. brochure)	Select and use a variety of text features from reading in writing Explain and justify appropriateness of text form to convey message (e.g., poster, graphic novel)
Fluency Read and understand familiar and unfamiliar words and phrases, and expand vocabulary	Recognize and comprehend high frequency words in a few contexts (e.g., daily agenda, class chart) Decode unfamiliar words in highly visual texts by making sound-symbol connections and using dual language dictionaries	Recognize and comprehend high frequency words and phrases in multiple contexts Decode unfamiliar vocabulary supported by key visuals and dual language or English dictionaries	Locate pre-taught vocabulary for specific purpose (e.g., using anchor chart, word wall, word list, glossary) Determine the meaning of unfamiliar vocabulary, using root words, prefixes, and suffixes (e.g., respect/disrespect)	Locate and use subject specific key vocabulary (e.g., to complete graphic organizers) Use textual information to determine meaning of unfamiliar words	Incorporate low frequency vocabulary from reading into written work and oral responses Understand and explain subject-specific vocabulary in a text (e.g., civilization) Use intonation, rhythm and phrasing when reading aloud	Choose appropriate vocabulary from a variety of reading resources and incorporate into written work and oral responses Understand most vocabulary in a variety of grade-appropriate texts Adjust intonation, rhythm and phrasing, when reading aloud to convey meaning

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Developing and Organizing Content Engage in prewriting to generate ideas and information Organize ideas and information	Generate ideas by answering simple questions about personal experiences in L1 or English (e.g., using a word web, drawings, or illustrations)	Generate ideas by talking or brainstorming with peers and teachers in L1 or English (e.g., using an idea web, picture and/or dual language dictionaries)	Generate ideas with peers using English and/or L1 by talking, brainstorming, and using graphic organizers (e.g., Think-Pair-Share)	Plan writing by considering questions related to purpose and audience (e.g., Why am I writing? Who am I writing for? What am I writing about?) Record key words to identify important information	Gather information from more than one source (e.g., family, peers, age appropriate print and multimedia resources)	Identify relevant information for a writing topic from multiple resources (e.g., print, multimedia resources, and websites)
	Use sentence starters provided by the teacher to organize ideas Organize ideas by sequencing pictures	Sequence ideas, using sentence strips Use visuals in prewriting activities and in preparing drafts (e.g., word walls, word lists)	Sort and organize key information into categories, using pretaught headings and vocabulary	Organize ideas, using a variety of resources and self-generated graphic organizers (e.g., word list and concept web)	Organize main ideas, using graphic organizers and incorporate text features into writing (e.g., title, subtitles, chart captions)	Organize main ideas and supporting details and incorporate text features into writing (e.g., title, subtitles, chart captions)
Form and Style Incorporate a variety of text forms and features in writing	Contribute to individual or collective short language experience stories, using personally relevant English words	Write simple sentences using familiar words and a framework provided by the teacher (e.g., using captions and illustrations)	Write linked sentences and short texts about familiar topics to share with an audience	Write simple texts in a variety of genres (e.g., invitations, letters, poetry, and journals)	Identify and use text forms or writing frames appropriate for specific writing purposes with pretaught key vocabulary	Incorporate elements such as voice, point of view, and rhyming words into fiction and nonfiction writing
Language Conventions Spell familiar and unfamiliar words, using a variety of Strategies Choose words that convey specific meaning and add interest to the writing	Write key personal information (e.g., name, birthday) in English and/or L1 Write high-frequency words used in the classroom	Write common sound symbol patterns (e.g., word families) Write familiar words in English and/or L1 (e.g., lists, word walls, picture or dual language dictionaries)	Write subject-specific vocabulary by referring to lists and resources	Write subject-specific vocabulary, using spelling rules and conventions (e.g., "I before e," silent "e")	Use subject-specific terms in formal writing, referring to student selected resources (e.g., dictionaries, glossaries, and textbooks)	Incorporate unfamiliar terminology in writing, using spelling conventions (e.g., graphophonic, syntactic, and semantic cues)
	Write words to label pictures	Incorporate key content words into writing from various subject areas (e.g., castles, pyramids)	Replace high-frequency words with lower frequency equivalents (e.g., significant important)	Use expressive and subject-specific vocabulary to write a paragraph	Use a variety of low frequency words for descriptive purposes	Use vocabulary from reading to engage the audience (e.g., imaginative words and phrases)

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Write with fluency, using a variety of sentence Structures	Write simple sentences following patterns provided by the teacher, using pre-taught or sight vocabulary	Write a simple sentence, using conjunctions (e.g., I like to run and jump, I will go home or to the library)	Write simple and compound sentences, using and, but, or, and so	Write a sequence of compound sentences	Use a variety of simple and compound sentences to compose a paragraph	Use a variety of simple and compound sentences to write a paragraph for different purposes
Use grammatical structures appropriate to the purpose	Use orientation of English print Use upper and lower case letters Use capital letters to begin sentences Use some personal pronouns and simple verb tenses	Write simple questions Experiment with verb tenses (e.g., past, present, future) Use final punctuation (e.g., question mark, period, exclamation mark) Use capital letters for proper nouns	Use common contractions (e.g., it's, can't) Use parts of speech to strengthen writing (e.g., adjectives, adverbs)	Use a variety of linking words to show the relationship between and among ideas (e.g., because, before)	Apply learned language structures and conventions to new writing	Communicate meaning precisely, using specific grammatical structures
Revising Revise for content and clarity	Use teacher feedback and classroom resources to make corrections to individual words (e.g., word wall, anchor charts)	Correct teacher- or peer identified spelling errors by using various resources (e.g., high frequency word lists, word family lists, picture and/or dual language dictionaries)	Correct self-identified spelling errors by using various resources (e.g., high-frequency word lists, word family lists, picture and/or dual language dictionaries) Edit for teacher-identified choice of words and phrasing Revise for clarity and flow, using teacher feedback	Revise to address specific writing conventions, using an editing checklist Edit for self-identified choice of words and phrasing Revise for clarity and flow of ideas within a paragraph	Revise after re-reading to ensure a logical and fluent presentation of information or ideas	Self-correct errors that interfere with meaning Cross-check a draft against writing plan to identify parts that need to be added, moved, or deleted