

# STEPS OLBs ORAL (GRADES 1-3)

	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
<b>Listening</b> <b>Listen and respond for a variety of purposes</b>	Respond to a personally relevant question with a single word or phrase in English or L1 (e.g., What's your name?) Follow simple 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	Retell a read-aloud story or spoken text Repeat multi-step instructions (e.g., First finish the painting; then get a book; then sit on the carpet.)	Retell 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
<b>Speaking</b> <b>Use vocabulary and other language features in a comprehensible and grammatically accurate way</b>	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., Today, it is raining.) 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 table and table of contents) Use compound sentences in speech	Use high- and low frequency words appropriate to context . Use vocabulary to clarify/enhance meaning by incorporating low frequency words Use connecting words and phrases to show relationships among 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
<b>Use language strategically to communicate for a variety of purposes</b>	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 (e.g., turn-taking)	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., in the playground and the classroom)	Adjust speech for the appropriate purpose and audience Alter volume and pitch for emphasis during an oral presentation

## STEPS OLBs READING (GRADES 1-3)

	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
<p><b>Listening</b> Listen and respond for a variety of purposes</p>	<p>Demonstrate understanding by retelling 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)</p>	<p>Demonstrate understanding by making predictions before, during, and after reading, using drawings, English words and phrases, and L1 Make connections by relating content in read alouds to personal experiences, using drawings, English words and phrases, and L1</p>	<p>Identify the main ideas Make connections to other texts and personal experiences, orally or in writing by responding to teacher prompts</p>	<p>Make connections by expressing personal opinions about ideas presented in texts Identify main ideas and supporting details Identify point of view</p>	<p>Demonstrate deeper understanding of complex texts by making inferences Make connections by comparing and contrasting texts Identify point of view with supporting details</p>	<p>Demonstrate understanding by synthesizing information (e.g., combine information about healthy food to prepare a nutritious lunch) Make connections, using a variety of strategies and resources Identify and contrast alternative points of view within a text</p>
<p><b>Speaking</b> Use vocabulary and other language features in a Comprehensible and Grammatically accurate way</p> <p>Use language strategically to Communicate for a variety of purposes</p>	<p>Locate information in a text, using visual cues</p>	<p>Identify and use simple text features (e.g., titles and sub-titles)</p>	<p>Respond to questions, using text features (e.g., photographs) Identify different text forms</p>	<p>Locate details in a nonvisual text (e.g., menu,, book order form) Identify different text forms and how they are used to communicate information on the same topic (e.g., storyboard and poster)</p>	<p>Describe how text features communicate meaning (e.g., italics or bold print) Identify an element of style and tell how it influences the text (e.g., rhyme, word choice)</p>	<p>Select and use a variety of text features from reading in writing Explain appropriateness of form to convey message (e.g., a brochure)</p>
	<p>Recognize and comprehend high frequency words in a few contexts (e.g., calendar, class chart) Decode unfamiliar words in highly illustrated texts by making sound-symbol connections</p>	<p>Recognize and comprehend high frequency words and phrases in multiple contexts (e.g., read around the room) Decode unfamiliar words using word families supported by key visuals</p>	<p>Locate pre-taught vocabulary for specific purpose (e.g., using anchor chart, word wall, word list) Determine the meaning of unfamiliar Vocabulary, using root words, prefixes, and suffixes (e.g., happy/unhappy</p>	<p>Locate and use subject specific key vocabulary (e.g., to complete graphic organizers) Use textual information to make meaning of unfamiliar words</p>	<p>Incorporate low frequency vocabulary from reading into written work and oral responses Understand and explain subject-specific vocabulary in a text (e.g., community, habitat) Use intonation, rhythm and phrasing when reading aloud</p>	<p>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</p>

## STEPS OLBs

## WRITING (GRADES 1-3)

	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
<b>Developing and Organizing Content</b> <b>Engage in prewriting to generate ideas and information</b> <b>Organize ideas and information</b>	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 to develop ideas from a variety of sources (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 graphic organizers (e.g., word list and concept web)	Organize main ideas, using graphic organizers and text features (e.g., title, subtitles)	Organize main ideas and supporting details, using graphic organizers
<b>Form and Style</b> <b>Incorporate a variety of text forms and features in writing</b>	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 pre-taught vocabulary	Incorporate elements such as voice, point of view, and rhyming words into fiction and nonfiction writing
<b>Language Conventions</b> <b>Spell familiar and unfamiliar words, using a variety of Strategies</b> <b>Choose words that convey specific meaning and add interest to the writing</b>	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 student-selected resources (e.g., dictionaries, anchor charts)	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., ocean, air)	Replace high-frequency words with a lower frequency equivalent (e.g., big, gigantic)	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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<b>Write with fluency, using a variety of sentence Structures</b>  <b>Use grammatical structures appropriate to the purpose</b>	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 <i>and</i> jump, I will go home <i>or</i> to the library)	Write simple and compound sentences, using <i>and</i> , <i>but</i> , <i>or</i> , and <i>so</i>	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 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
<b>Revising</b> <b>Revise for content and clarity</b>	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