

## SECONDARY

<b>ORAL</b>	<b>STEP 1</b>	<b>STEP 2</b>
<p><b>Listening</b>  <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><b>Speaking</b>  <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., We have a water filtration plant in our city.)</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><b>Speaking</b>  <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>

# INTERMEDIATE

<b>READING</b>	<b>STEP 1</b>	<b>STEP 2</b>
<b>Meaning</b> <b>Understand and respond to texts, using strategies</b>	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
<b>Form and Style</b> <b>Use text features, text forms, and style to construct meaning</b>	Locate information in a text, using visual cues	Identify and use simple text features (e.g., captions and visuals)
<b>Fluency</b> <b>Read and understand familiar and unfamiliar words and phrases, and expand vocabulary</b>	Recognize and comprehend high frequency words in classroom contexts 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 words supported by key visuals and dual language or English dictionaries

# INTERMEDIATE

WRITING	STEP 1	STEP 2
<b>Developing and Organizing Content Engage in prewriting to generate 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)
<b>Organize ideas and information</b>	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)
<b>Form and Style Incorporate a variety of text forms and features in writing</b>	Contribute to a shared writing activity, using personally relevant English words	Write simple sentences using familiar words and a framework provided by the teacher (e.g., using captions and visuals)
<b>Language Conventions Spell familiar and unfamiliar words, using a variety of strategies</b>	Write key personal information (e.g., name, address) 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, dual language dictionaries)
<b>Choose words that convey Specific meaning and add interest to the writing</b>	Write words/captions to label pictures and diagrams	Incorporate key content words into writing from various subject areas (e.g., integers, factor)

# INTERMEDIATE

<b>WRITING</b>	<b>STEP 1</b>	<b>STEP 2</b>
<b>Write with fluency, using a variety of sentence structures and transition words</b>	Write simple Sentences following patterns provided by the teacher, using pre-taught or sight vocabulary	Write simple sentences Experiment with writing compound sentences
<b>Use grammatical structures appropriate to the purpose</b>	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 Use final punctuation (e.g., question mark, period, exclamation mark) Use capital letters for proper nouns	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
<b>Revising Revise for content and clarity</b>	Use teacher feedback and classroom resources to make corrections to individual words (e.g., word wall, picture dictionary, self-created dictionary)	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)