

PRIMARY

ORAL	STEP 2	STEP 3
<p>Listening Listen and respond for a variety of purposes</p>	<p>Respond to simple questions in English or L1 Restate simple instructions Identify key information from classroom discussions with teacher prompts</p>	<p>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.)</p>
<p>Speaking Use vocabulary and other language features in a comprehensible and grammatically accurate way</p>	<p>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</p>	<p>Use high-frequency words with multiple meanings appropriately (e.g., kitchen table and table of contents) Use compound sentences in speech</p>
<p>Speaking Use language strategically to communicate for a variety of purposes</p>	<p>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)</p>	<p>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</p>

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READING	STEP 2	STEP 3
<p>Meaning Understand and respond to texts, using strategies</p>	<p>Demonstrate understanding by making predictions before, during, and after reading, using drawings, English words and phrases, and L1</p> <p>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</p> <p>Make connections to other texts and personal experiences, orally or in writing by responding to teacher prompts</p>
<p>Form and Style Use text features, text forms, and style to construct meaning</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>Fluency Read and understand familiar and unfamiliar words and phrases, and expand vocabulary</p>	<p>Recognize and comprehend high frequency words and phrases in multiple contexts (e.g., read around the room)</p> <p>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)</p> <p>Determine the meaning of unfamiliar vocabulary, using root words, prefixes, and suffixes (e.g., happy/unhappy)</p>

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WRITING	STEP 2	STEP 3
Developing and Organizing Content Engage in prewriting to generate ideas and information	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)
Organize ideas and information	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
Form and Style Incorporate a variety of text forms and features in writing	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
Language Conventions Spell familiar and unfamiliar words, using a variety of strategies	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
Choose words that convey Specific meaning and add interest to the writing	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)

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WRITING	STEP 2	STEP 3
<p>Write with fluency, using a variety of sentence structures</p>	<p>Write a simple sentence, using conjunctions (e.g., I like to run and jump, I will go home or to the library)</p>	<p>Write simple and compound sentences, using <i>and</i>, <i>but</i>, <i>or</i>, and <i>so</i></p>
<p>Use grammatical structures appropriate to the purpose</p>	<p>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</p>	<p>Use common contractions (e.g., it's, can't) Use parts of speech to strengthen writing (e.g., adjectives, adverbs)</p>
<p>Revising Revise for content and clarity</p>	<p>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)</p>	<p>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</p>