

ORAL	STEP 3	STEP 4
<p>Listening Listen and respond for a variety of purposes</p>	<p>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.)</p>	<p>Summarize main ideas from an oral narrative or video clip, using pretaught key vocabulary</p>
<p>Speaking Use vocabulary and other language features in a comprehensible and grammatically accurate way</p>	<p>Use high-frequency words with multiple meanings appropriately (e.g., kitchen table and mathematical table) Use compound sentences in speech</p>	<p>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</p>
<p>Speaking Use language strategically to communicate for a variety of purposes</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>	<p>State opinions on subject-specific topics in classroom discussions Rephrase information to clarify meaning</p>

READING	STEP 3	STEP 4
Meaning Understand and respond to texts, using strategies	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
Form and Style Use text features, text forms, and style to construct meaning	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)
Fluency Read and understand familiar and unfamiliar words and phrases, and expand vocabulary	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

WRITING	STEP 3	STEP 4
Developing and Organizing Content Engage in prewriting to generate ideas and information	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
Organize ideas and information	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)
Form and Style Incorporate a variety of text forms and features in writing	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)
Language Conventions Spell familiar and unfamiliar words, using a variety of strategies	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")
Choose words that convey specific meaning and add interest to the writing	Replace high-frequency words with lower frequency equivalents (e.g., significant important)	Use expressive and subject-specific vocabulary to write a paragraph

WRITING	STEP 3	STEP 4
Write with fluency, using a variety of sentence structures	Write simple and compound sentences, using <i>and, but, or, and so</i>	Write a sequence of compound sentences
Use grammatical structures appropriate to the purpose	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)
Revising Revise for content and clarity	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