

ORAL	STEP 4	STEP 5
<p>Listening Listen and respond for a variety of purposes</p>	<p>Summarize main ideas from an oral narrative or video clip, using pretaught key vocabulary</p>	<p>Confirm understanding of teacher's lesson or an extended oral text (e.g., video) by completing a graphic organizer</p>
<p>Speaking Use vocabulary and other language features in a comprehensible and grammatically accurate way</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>Use an expanded range of vocabulary to participate in classroom discussions Incorporate teacher modeling and feedback to increase speaking accuracy and clarity</p>
<p>Speaking Use language strategically to communicate for a variety of purposes</p>	<p>State opinions on subject-specific topics in classroom discussions Rephrase information to clarify meaning</p>	<p>Elaborate opinions with supporting details Speak appropriately in a variety of situations (e.g., talking to a teacher, a peer)</p>

READING	STEP 4	STEP 5
Meaning Understand and respond to texts, using strategies	<p>Make connections by expressing personal opinions about ideas presented in texts</p> <p>Identify main ideas and supporting details</p> <p>Identify point of view</p>	<p>Demonstrate deeper understanding of complex texts by making inferences</p> <p>Make connections by comparing and contrasting texts</p> <p>Identify point of view with supporting details</p>
Form and Style Use text features, text forms, and style to construct meaning	<p>Locate details in a nonvisual text (e.g., bus schedule, sport score statistics)</p> <p>Identify different text forms and how they are used to communicate information on the same topic (e.g., storyboard and play script)</p>	<p>Describe how text features communicate meaning (e.g., maps, glossaries)</p> <p>Select an appropriate text form to extend understanding of a topic (e.g., magazine article vs. brochure)</p>
Fluency Read and understand familiar and unfamiliar words and phrases, and expand vocabulary	<p>Locate and use subject specific key vocabulary (e.g., to complete graphic organizers)</p> <p>Use textual information to determine meaning of unfamiliar words</p>	<p>Incorporate low frequency vocabulary from reading into written work and oral responses</p> <p>Understand and explain subject-specific vocabulary in a text (e.g., civilization)</p> <p>Use intonation, rhythm and phrasing when reading aloud</p>

WRITING	STEP 4	STEP 5
Developing and Organizing Content Engage in prewriting to generate ideas and information	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)
Organize ideas and information	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)
Form and Style Incorporate a variety of text forms and features in writing	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 key vocabulary
Language Conventions Spell familiar and unfamiliar words, using a variety of strategies	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)
Choose words that convey Specific meaning and add interest to the writing	Use expressive and subject-specific vocabulary to write a paragraph	Use a variety of simple and compound sentences to compose a paragraph

WRITING	STEP 4	STEP 5
Write with fluency, using a variety of sentence structures	Write a sequence of compound sentences	Apply learned language structures and conventions to new writing
Use grammatical structures appropriate to the purpose	Use a variety of linking words to show the relationship between and among ideas (e.g., because, before)	Revise after re-reading to ensure a logical and fluent presentation of information or ideas
Revising Revise for content and clarity	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	