

## **ESL Oral** STEP-Specific Resource

*Multilingual learners' progress in reading and writing is significantly improved through the development of their oral proficiency. These students benefit from guided opportunities to practice oral skills and academic language in a range of small and whole group settings.*

To effectively and equitably support my students who are multilingual learners, I am:

- ☐ Taking time to know them and build relationship
- ☐ Encouraging the use of L1 (primary languages) for translanguaging
- ☐ Learning about and connecting to their lived experiences
- ☐ Activating their prior knowledge
- ☐ Facilitating peer interactions in partners or small groups
- ☐ Providing thinking time before speaking, speaking time before writing, additional time for reading
- ☐ Honouring the development of their full identities through culturally sustaining voice and choice
- ☐ Amplifying the most important messages and information through visuals, exemplars, modelling, think-alouds, audio/video, tech, etc.
- ☐ Identifying and eliminating barriers, microaggressions, or oppressions in our classroom and practices
- ☐ Using MLL Profiles and STEP-Specific Educator Resources to inform my planning, instruction, assessment and evaluation of these students

ESL ORAL STEP	What the student can do:	Strong scaffolds to support oral progress:
<b>1</b>  (ESL A/B)	<p><b>At ESL STEP 1</b>, students can:</p> <ul style="list-style-type: none"> <li>• Understand and respond to simple English communication in highly-structured situations</li> <li>• Communicate personal needs, information and ideas using words, phrases and simple patterned sentences, non-verbal communication, and/or their first language (L1)</li> <li>• Present ideas and information orally for scaffolded classroom activities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunity for translation to primary language (L1)</li> <li><input type="checkbox"/> Use visuals and gestures to support comprehension</li> <li><input type="checkbox"/> Provide thinking time before speaking</li> <li><input type="checkbox"/> Check in to confirm or consolidate understanding</li> <li><input type="checkbox"/> Model use of language and communication patterns</li> <li><input type="checkbox"/> Use familiar vocabulary and simplified language</li> <li><input type="checkbox"/> Decrease pace of information: speak slower and clearly, chunk information and instructions</li> <li><input type="checkbox"/> Differentiate tasks for students' speaking level</li> <li><input type="checkbox"/> Provide partner or small group interaction before whole class conversation</li> </ul>
<b>2</b>  (ESL B/C)	<p><b>At ESL STEP 2</b>, students can:</p> <ul style="list-style-type: none"> <li>• Understand and respond to key information in English</li> <li>• Initiate and engage in structured interactions for social and academic purposes using simple sentences and simple compound sentences, and/or first language (L1)</li> <li>• Use pre-taught, subject-specific vocabulary when communicating in English for a variety of purposes in small group and whole class settings</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use multilingual anchor charts and word walls</li> <li><input type="checkbox"/> Provide opportunity for translation to primary language (L1)</li> <li><input type="checkbox"/> Use visuals and gestures to support comprehension</li> <li><input type="checkbox"/> Provide thinking time before speaking</li> <li><input type="checkbox"/> Check in to confirm or consolidate understanding</li> <li><input type="checkbox"/> Model use of language and communication patterns</li> <li><input type="checkbox"/> Use familiar vocabulary and simplified language</li> <li><input type="checkbox"/> Decrease pace of information: speak slower and clearly, chunk information and instructions</li> <li><input type="checkbox"/> Differentiate tasks for students' speaking level</li> <li><input type="checkbox"/> Provide partner or small group interaction before whole class conversation</li> </ul>
	<p><b>At ESL STEP 3</b> students can:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Small group instruction</li> </ul>

<b>3</b> <b>(ESL C/D)</b>	<ul style="list-style-type: none"> <li>• Understand and respond to simplified oral English texts related to content areas and personal topics</li> <li>• Communicate ideas and information using compound sentences</li> <li>• Use an expanded range of key academic vocabulary in small and whole group settings.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Differentiate tasks for students' speaking abilities</li> <li><input type="checkbox"/> Provide opportunity for L1 translation</li> <li><input type="checkbox"/> Provide thinking time before speaking</li> <li><input type="checkbox"/> Decrease pace of information: speak slower and clearly, chunk information and instructions</li> <li><input type="checkbox"/> Use pre-taught vocabulary and simplified language</li> <li><input type="checkbox"/> Use multilingual anchor charts and word walls</li> <li><input type="checkbox"/> Check in to confirm or consolidate understanding</li> <li><input type="checkbox"/> Give explicit instruction in language and structures for expressing opinion, or presenting information, in academic contexts.</li> </ul>
<b>4</b> <b>(ESL D/E)</b>	<p><b>At ESL STEP 4, students can:</b></p> <ul style="list-style-type: none"> <li>• Understand and respond to linguistically complex oral English texts with supports</li> <li>• Communicate ideas and information using complex, linked sentences, low-frequency and subject-specific vocabulary</li> <li>• Paraphrase information and use a variety of strategies to initiate and maintain conversations and discussions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunity for L1 translation</li> <li><input type="checkbox"/> Provide thinking time before speaking</li> <li><input type="checkbox"/> Decrease pace of instruction and chunk information</li> <li><input type="checkbox"/> Check in to confirm or consolidate understanding</li> <li><input type="checkbox"/> Give explicit instruction in language and structures for expressing opinion, or presenting information, in academic contexts.</li> <li><input type="checkbox"/> Offer closed captioning, note-taking outlines, and Think-Pair-Share</li> <li><input type="checkbox"/> Provide video/audio recordings of lessons</li> </ul>
<b>5</b> <b>(ESL E / ENG)</b>	<p><b>At ESL STEP 5, students can:</b></p> <ul style="list-style-type: none"> <li>• Understand and respond to oral English texts that include linguistically complex topics with vocabulary and grammar support</li> <li>• Communicate ideas and information, using a variety of sentences and a range of subject-specific terms, descriptive vocabulary and some figurative language</li> <li>• Strategically use English for a variety of purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunity for L1 translation</li> <li><input type="checkbox"/> Provide thinking time before speaking</li> <li><input type="checkbox"/> Model use of language and communication patterns</li> <li><input type="checkbox"/> Decrease pace of instruction, and chunk information</li> <li><input type="checkbox"/> Pre-teach key subject-specific vocabulary</li> <li><input type="checkbox"/> Check in to confirm or consolidate understanding</li> <li><input type="checkbox"/> Provide video/audio recordings of lessons</li> <li><input type="checkbox"/> Teach idiomatic language and cultural references</li> </ul>
	<p><b>At ESL 6, students can:</b></p>	

<p><b>6</b> <b>(ENG)</b></p>	<ul style="list-style-type: none"> <li>• understand and respond to English used in social, academic, formal and informal situations.</li> <li>• communicate ideas and information, using a range of oral text forms for a wide variety of different purposes and audiences.</li> <li>• use academic vocabulary and a variety of complex sentences and grammatical structures.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunity for L1 translation</li> <li><input type="checkbox"/> Provide thinking time before speaking</li> <li><input type="checkbox"/> Model use of language and communication patterns</li> <li><input type="checkbox"/> Decrease pace of instruction and chunk information</li> <li><input type="checkbox"/> Pre-teach key subject-specific vocabulary</li> <li><input type="checkbox"/> Check in to confirm or consolidate understanding</li> <li><input type="checkbox"/> Provide video/audio recordings of lessons</li> <li><input type="checkbox"/> Teach idiomatic language and cultural references</li> </ul>
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