

ELD 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

ELD ORAL STEP	What the student can do:	Strong scaffolds to support oral progress:
1 (ELD A/B)	<p>At ELD STEP 1, students can:</p> <ul style="list-style-type: none"> • Respond to personally relevant questions using gestures, words or short phrases in English and L1 • Follow instructions using visual cues and pre-taught English words and phrases • Identify familiar topics from guided classroom conversations with visual supports • Can use familiar words in phrases and simple sentences to express meaning or personal needs • Use word substitution or approximation strategies to convey meaning 	<ul style="list-style-type: none"> <input type="checkbox"/> Small group instruction <input type="checkbox"/> Differentiate tasks for students' speaking abilities <input type="checkbox"/> Provide opportunity for L1 translation <input type="checkbox"/> Provide thinking time before speaking <input type="checkbox"/> Model use of language and communication patterns <input type="checkbox"/> Decrease pace of information: speak slower and clearly, chunk information and instructions <input type="checkbox"/> Use familiar vocabulary and simplified language <input type="checkbox"/> Use visuals and gestures to support comprehension <input type="checkbox"/> Check in to confirm or consolidate understanding
2 (ELD B/C)	<p>At ELD STEP 2, students can:</p> <ul style="list-style-type: none"> • Understand and identify key information from guided small group or classroom conversations with visual support • Respond to simple questions or instructions • Use appropriate, active listening behaviours in familiar situations • Use some common, subject-specific words and instructional terms, as well as simple conjunctions to join words and phrases in speech • Ask for related words or phrases to access new vocabulary. 	<ul style="list-style-type: none"> <input type="checkbox"/> Small group instruction <input type="checkbox"/> Differentiate tasks for students' speaking level <input type="checkbox"/> Provide opportunity for L1 translation <input type="checkbox"/> Provide thinking time before speaking <input type="checkbox"/> Model use of language and communication patterns <input type="checkbox"/> Decrease pace of information: speak slower and clearly, chunk information and instructions <input type="checkbox"/> Use familiar vocabulary and simplified language <input type="checkbox"/> Use visuals and gestures to support comprehension <input type="checkbox"/> Check in to confirm or consolidate understanding

<p>3 (ELD C/D)</p>	<p>At ELD STEP 3 students can:</p> <ul style="list-style-type: none"> • Identify, sort, and organize key information from an oral text using teacher-selected categories • Respond to scaffolded oral text, and follow step by step instructions, supported by visuals • Use a variety of subject-specific vocabulary and compound sentences in speech • Self-correct and seek confirmation of correct word usage. 	<ul style="list-style-type: none"> <input type="checkbox"/> Small group instruction <input type="checkbox"/> Differentiate tasks for students' speaking level <input type="checkbox"/> Provide opportunity for L1 translation <input type="checkbox"/> Provide thinking time before speaking <input type="checkbox"/> Decrease pace of information: speak slower and clearly, chunk information and instructions <input type="checkbox"/> Use familiar vocabulary and simplified language <input type="checkbox"/> Check in to confirm or consolidate understanding <input type="checkbox"/> Give explicit instruction in language and structures for expressing opinion, or presenting information, in academic contexts.
<p>4 (ELD D/E)</p>	<p>At ELD STEP 4, students can:</p> <ul style="list-style-type: none"> • Respond to oral texts of increasing complexity and length • Follow multi-step instructions with opportunities for clarification and confirmation • Use expanded vocabulary to enhance meaning • Use connecting words and phrases, more complex sentence structures, and academic language to convey meaning 	<ul style="list-style-type: none"> <input type="checkbox"/> Differentiate tasks for students' speaking abilities <input type="checkbox"/> Provide opportunity for L1 translation <input type="checkbox"/> Provide thinking time before speaking <input type="checkbox"/> Decrease pace of instruction and chunk information <input type="checkbox"/> Check in to confirm or consolidate understanding <input type="checkbox"/> Give explicit instruction in language and structures for expressing opinion, or presenting information, in academic contexts.
<p>Transition to ESL STEP 4 (ESL D/E or ENG)</p>		