ESL Grade 4 – 6 Oral Profiles

Students are able to demonstrate grade level expectations when provided with a variety of accommodations and/or modifications.

Teachers need to consider the age and grade of the student when using the profiles.

Students demonstrate the following behaviours when they have completed each Step.

Step 1

At the end of Step 1, students can understand and respond to simple English communication when supported by non-verbal strategies, such as visual cues, gestures, and demonstrations. They communicate personal needs, information and ideas using English words and phrases, gestures and/or first language (L1). They use personally relevant and familiar vocabulary when communicating in English in small-group settings. Students require opportunities to participate in basic oral interactions such as using expressions of courtesy, taking turns, and appropriate volume of speech.

Step 2

At the end of Step 2, students can understand and respond in English, in a classroom environment with visual supports such as multi-lingual anchor charts and word walls. They initiate and engage in structured interactions for social and academic purposes using simple sentences and simple compound sentences, and/or first language (L1). They use pre-taught, subject-specific vocabulary when communicating in English in small group and whole class settings. Students continue to require opportunities to participate in conversations with teachers and peers using expressions of encouragement, agreement and disagreement.

Step 3

At the end of Step 3, students can understand and respond to simplified oral texts related to content areas and personal topics, with supports such as pre-taught vocabulary, activating background knowledge and discussing the topic in first language (L1) with a partner. Using English, they communicate ideas and information using compound sentences. Students still require opportunities to expand their range of academic vocabulary in small and whole group settings to show understanding, monitor their speech and converse with appropriate volume in English.

Step 4

At the end of Step 4, students can understand and respond to English oral texts with linguistic complexity with supports such as role play, Turn and Talk, and Think-Pair-Share. They can communicate ideas and information using complex, linked sentences and low-frequency and subject-specific vocabulary. Continued opportunities to engage in small and large group discussions to practice rephrasing information and to use a variety of strategies to initiate and maintain conversations and discussions will support the learner.

Step 5

At the end of Step 5, students can understand and respond to oral texts that include linguistically complex topics with vocabulary and grammar support, as needed. They communicate ideas and information with clarity, using an increasing variety of sentences and grammatical structures. These structures can include subject-specific vocabulary, and some descriptive and figurative language. Students still require multiple opportunities for authentic speaking tasks such as debates, author's chair, and oral presentations.

Step 6

At the end of Step 6, students can understand and respond to social, academic, formal and informal situations at grade level. They communicate ideas and information, using a range of oral text forms for a wide variety of different purposes and audiences. They use grade-appropriate vocabulary and a variety of complex sentences and grammatical structures. Students will continue to be supported by the ongoing provision of differentiated instruction (DI) through the use of instructional strategies, learning resources and assessment strategies.