

Element	Observable Language Behaviours (OLB)					
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Developing and Organizing Content Engage in prewriting to generate ideas and information	Generate key ideas using L1, English, and/or visuals by answering simple questions about personal experiences	Generate ideas by brainstorming with peers and teachers in L1 and English about personally relevant topics	Generate ideas with peers, using familiar strategies	Generate ideas about a topic, using a variety of strategies and key academic vocabulary	Generate ideas, using a variety of strategies and resources and academic vocabulary	Locate and select information for a writing topic, using resources
	Organize key information, using visuals, single words and phrases, and L1 with a teacher-generated model	Organize ideas and/or key information, using visuals, L1 and English with a teacher-generated model	Sort and organize ideas or key information into teacher-selected categories	Sort and organize ideas and information, using a teacher-selected strategy	Sort and organize ideas and information, using a self-selected strategy	Sort and organize ideas and information, using an effective and efficient strategy
Form and Style Incorporate a variety of text forms and features in writing	Participate in a shared writing activity using personally relevant English words and L1	Write using a combination of pictures and familiar words	Write simple sentences using familiar words and a framework provided by the teacher	Write about a familiar topic, using linked sentences and a specific text form	Write simple texts in a form appropriate to the writing purpose	Identify and use text features and forms appropriate for specific writing purposes
Language Conventions Choose words that convey specific meaning and add interest to the writing	Select appropriate words from a list with visual support, using English and L1	Select appropriate high-frequency words and familiar vocabulary to write about a personally relevant topic	Choose key subject-specific words to write about a topic	Choose expressive and subject-specific vocabulary to write in a variety of forms	Choose academic vocabulary to write for a specific purpose Use some low-frequency words	Choose vocabulary that includes innovative and expressive language to engage the reader
	Write simple sentences following a model provided by the teacher	Write simple sentences	Write simple compound sentences	Write a variety of simple and compound sentences	Write a variety of linked simple and compound sentences	Write a variety of simple sentences to elaborate ideas and enhance meaning

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Use grammatical structures appropriate to the purpose	Use some simple elements of English grammar	Use some elements of English grammar in simple sentences	Use parts of speech to strengthen writing	Write incorporating a larger variety of grammatical structures	Apply learned language structures and conventions to new writing	Communicate meaning precisely, using specific grammatical structures
Spell familiar and unfamiliar words using a variety of strategies	Write key personal information and familiar words in English	Write personally relevant and high-frequency words in English	Write words, using common sound-symbol patterns	Write unfamiliar words, using spelling rules and conventions	Write academic vocabulary, using spelling conventions and/or by referring to lists and resources	Write unfamiliar words, using spelling conventions and a variety of spelling strategies appropriate to grade level
Revising Revise for content and clarity	Discuss writing with the teacher Use teacher-feedback and resources, such as word walls and anchor charts, to improve writing	Edit writing, using guiding questions provided by the teacher Use teacher-feedback and classroom resources to revise writing	Use teacher- and peer-feedback to edit writing Use classroom resources and simple strategies to revise writing	Revise to address specific writing conventions, using an editing checklist Revise for clarity and flow of ideas within a paragraph	Revise after sharing writing with a partner to ensure a logical and fluent presentation of information or ideas	Using peer- and self-assessment independently choose a strategy to revise writing