

Element	Observable Language Behaviours (OLB)					
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
<p><b>Developing and Organizing Content</b></p> <p><b>Engage in prewriting to generate ideas and information</b></p>	Respond to simple questions about personal experiences, using L1 and English to generate ideas for writing	Generate ideas by brainstorming with peers and teachers in L1 and English, using graphic organizers	Generate ideas with peers, using familiar strategies	Generate ideas about a topic, using a variety of strategies	Gather information to develop ideas for writing, using a variety of sources	Locate and select relevant information for a writing topic, using multiple resources
<p><b>Organize ideas and information</b></p>	Organize ideas or key information, using visuals, single words and phrases and L1	Organize ideas or information, using teacher-provided graphic organizer	Sort and organize ideas and key information, using a familiar organizer	Organize ideas, using a self-selected strategy	Organize information from a variety of sources, using a self-selected strategy	Organize information from multiple sources, using an effective strategy
<p><b>Form and Style</b></p> <p><b>Incorporate a variety of text forms and features in writing</b></p>	Follow a teacher-generated model to write a short text	Write a short paragraph, using simple compound sentences and high frequency words on a familiar topic	Write about familiar topic, using linked paragraphs and a specific text form	Write multi-paragraph texts in a variety of forms	Identify and use text forms appropriate for specific writing purposes	Write more complex texts, using a range of forms appropriate to purpose and audience
<p><b>Language Conventions</b></p> <p><b>Choose words that convey specific meaning and add interest to the writing</b></p> <p><b>Write with fluency using a variety of sentence structures</b></p>	Use appropriate vocabulary from a list with visual support for simple writing tasks	Use key content words in writing from various subject areas	Choose key subject-specific words to write about a topic	Use expressive and subject specific vocabulary to write in a variety of forms	Choose academic vocabulary to write for a specific purpose	Select vocabulary to engage the audience and enhance purpose
	Write simple sentences following a model provided by the teacher	Write compound sentences, using <i>and</i> , <i>but</i> , and <i>or</i>	Replace high-frequency words with lower-frequency equivalents  Write linked complex sentences  Incorporate some transition words to show relationships between ideas in linked sentences	Use a variety of simple, compound and complex sentences to compose linked paragraphs	Use a variety of low-frequency words  Use a variety of sentence structures to write for different purposes	Use a variety of sentence structures to elaborate ideas and enhance meaning

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<b>Use grammatical structures appropriate to the purpose</b>	Use some simple elements of English grammar	Use some elements of English grammar in simple and compound 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
<b>Spell familiar and unfamiliar words, using a variety of strategies</b>	Write familiar words and key personal information	Use common sound-symbol patterns to write high-frequency words	Write subject-specific words by referring to lists and resources	Write subject-specific words, using conventional spelling rules	Write unfamiliar words, using student selected resources	Write unfamiliar words, using spelling conventions and a variety of strategies
<b>Revising</b> <b>Revise for content and clarity</b>	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 re-reading to ensure a logical and fluent presentation of information or ideas	Self-assess writing and independently choose a strategy to revise writing

**Note:** Language Reference Charts can be found in *The Ontario Curriculum, Grades 9-12, English as a Second Language and English Literacy Development, 2007*.