**STEP Grades 1-3 Observable Language Behaviours (OLB) Continua**

**Oral Language (Grades 1-3)** **STUDENT NAME:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Element** | **Step 1** | **Step 2** | | **Step 3** | | **Step 4** | **Step 5** | | | **Step 6** |
| **Listening** | | | | | | | | | | |
| **Listen and respond for a variety of purposes** | Respond to personally relevant questions with gestures, and L1 interspersed with English words and phrases  Follow simple instructions for classroom routines, using visual cues and pre-taught English words and phrases | Respond to simple questions with single words and phrases in English and L1  Follow simple instructions | Listen to an oral text and demonstrate understanding through active participation  Follow multi-step instructions | | Respond to an oral text by identifying key information with teacher prompts | | | Respond to oral texts on grade-level topics with vocabulary and grammar support | Respond to an oral academic text through active participation in a class discussion with some vocabulary and grammar support | |
| **Speaking** | | | | | | | | | | |
| **Use vocabulary and other language features in a comprehensible and grammatically accurate way** | Uses familiar words to express meaning  Express personal needs using gestures and L1 interspersed with English words and phrases | Use pre-taught vocabulary in simple sentences  Use simple conjunctions to join words and phrases in speech | Use high freq. words in appropriate context  Use compound sentences in speech | | Use high and low freq. words in appropriate context  Use a teacher selected grammatical structure | | | Use an expanded range of vocabulary to participate in classroom discussions  Use a range of grammatical structures to increase speaking accuracy and clarity | Select a range of social and academic vocabulary to enhance meaning using a range of grammatical structures | |
| **Use language strategically to communicate for a variety of purposes** | Use non-verbal communication to convey and receive messages  Use gestures, key words, phrases and L1 to identify items | Use a small range of personal words and phrases to make and respond to requests in familiar situations  Participate in social interactions with peers using English and L1 | Participate with some prompting in academic discussions using short phrases and sentences  Initiate and engage in social interactions with peers using familiar vocab. | | Use subject specific language to state an opinion  Begin to self-correct simple grammatical errors | | | Use language to effectively share ideas and opinion  Speak with fluency and clarity in group situations | Use most language structures appropriate to the grade level | |

**Reading (Grades 1-3)** **STUDENT NAME:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Element** | **Step 1** | **Step 2** | **Step 3** | **Step 4** | **Step 5** | **Step 6** |
| **Meaning** | | | | | | |
| **Understand and respond to texts, using strategies** | Demonstrate understanding by responding to a highly visual text, using a combination of visuals, drawings, L1, pre-taught vocabulary and non-verbal cues  Read and follow simply worded instructions with visual support  Recognize patterns in text, directionality of print and the letters of his/her name | Demonstrate understanding by responding to a visual text using drawings, L1, pre-taught vocabulary and high-frequency words  Read and follow short, simply worded instructions  Recognize simple patterns in text and most upper and lower case letters of the alphabet | Demonstrate understanding by responding to simple or adapted text supported by visuals  Read and follow instructions consisting of a few simple steps for an authentic task  Recognize patterns in text, upper and lower case letters and some sound/symbol patterns | Demonstrate understanding by responding to authentic text with linguistic complexity approaching grade level  Read and follow instructions consisting of multiple steps for an authentic task | Demonstrate understanding by responding to authentic texts, from a variety of genres, with linguistic complexity of early grade level  Read and follow instructions consisting of multiple steps for a variety of tasks | Demonstrate understanding by responding to a wide variety of grade-appropriate texts with vocabulary support |
| **Form and Style** | | | | | | |
| **Understand role of text features and text forms to construct meaning** | Locate information in a highly visual text, using visual cues and pre-taught vocabulary | Locate information in a text, using visual cues and pre-taught vocabulary | Identify and use common text features to locate information | Identify and use a variety of text features to locate information | Identify text features and explain how they help readers understand texts | Identify different text forms and features and explain how they help readers understand the text |
| **Fluency** | | | | | | |
| **Read and understand familiar and unfamiliar words and phrases, and expand vocabulary** | Read and understand personally relevant words, using visuals and sound-symbol connections | Read and understand high-frequency words and pre-taught vocabulary in context    Decode unfamiliar vocabulary supported by key visuals | Read and understand pre-taught key academic words  Decode unfamiliar vocabulary, using key visuals and other cueing systems | Read and understand high-frequency words and phrases and key academic vocabulary    Determine the meaning of some unfamiliar words, using some cueing systems | Read and understand low-frequency words, phrases and academic vocabulary  Determine meaning of unfamiliar words, using context, sentence structure and sound-symbol patterns | Read and understand most vocabulary in a variety of grade-appropriate texts  Consistently use a variety of strategies to solve unfamiliar words |

**Writing (Grades 1-3)** **STUDENT NAME:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Element** | | **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 in 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 | | Gather ideas, using a variety of strategies and resources and academic vocabulary | | Locate and select information for a writing topic, using resources | |
| **Organize ideas and information** | 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-selected organizer | | 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 | | Choose vocabulary that includes innovative and expressive language to engage the reader | |
| **Write with fluency, using a variety of sentence structures** | 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 | |
| **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 & 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 relationships | | Write unfamiliar words, using spelling rules and conventions | | Write academic vocabulary, using spelling conventions and/or 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 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 | |