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

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

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| **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 phrasesFollow 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 L1Follow simple instructions  | Listen to an oral text and demonstrate understanding through active participationFollow 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 meaningExpress personal needs using gestures and L1 interspersed with English words and phrases | Use pre-taught vocabulary in simple sentencesUse simple conjunctions to join words and phrases in speech | Use high freq. words in appropriate contextUse compound sentences in speech | Use high and low freq. words in appropriate contextUse a teacher selected grammatical structure  | Use an expanded range of vocabulary to participate in classroom discussionsUse 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 messagesUse 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 situationsParticipate in social interactions with peers using English and L1 | Participate with some prompting in academic discussions using short phrases and sentencesInitiate and engage in social interactions with peers using familiar vocab. | Use subject specific language to state an opinionBegin to self-correct simple grammatical errors | Use language to effectively share ideas and opinionSpeak with fluency and clarity in group situations | Use most language structures appropriate to the grade level |

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

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| **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 supportRecognize 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 visualsRead and follow instructions consisting of a few simple steps for an authentic taskRecognize 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:**

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| **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 |