**STEP Grades 4-6 Observable Language Behaviours (OLB) Continua**

**ORAL LANGUAGE (Grades 4-6)**   **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 a personally relevant question with gestures, and L1 interspersed with English words and phrases Follow instructions for classroom routines, using visual cues and pre-taught English words and phrases  | Respond to simple questions in English and L1 Follow simple instructions  | Respond to a simplified oral text Follow multi-step instructions  | Respond to an oral text with linguistic complexity approaching grade level  | Respond to oral texts on abstract and complex 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**  | Use familiar words to express meaning Express personal needs using gestures, and L1 interspersed with English words and phrases  | Use pre-taught and high frequency vocabulary in simple sentences Initiate and engage in social interactions with peers, using words and phrases in English interspersed with L1 Use simple conjunctions to join words and phrases in speech  | Use key academic vocabulary and some multiple-meaning words in compound sentences  | Use vocabulary to clarify/enhance meaning by incorporating low-frequency words in complex sentences Use connecting words to show relationships between events and ideas  | Use an expanded range of vocabulary to contribute to classroom activities Use an expanded range of grammatical structures to increase speaking accuracy and clarity  | Select from 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 and personally meaningful vocabulary to convey and receive messages Ask for key words and phrases using gestures, and L1 interspersed with English words and phrases  | Use a small range of personal and academic words and phrases to make and respond to requests in familiar situations Initiate and engage in social interactions with peers, using words and phrases in English interspersed with L1 Use a small range of conversational strategies  | Use conversational strategies to maintain fluency Ask follow-up questions to seek additional information Self-correct or seek confirmation that a word or expression is used correctly  | Use subject-specific language to state an opinion Rephrase information to clarify meaning Strategically use conversational norms  | Use language to effectively convince or persuade  | Adjust speech for the appropriate purpose and audience |

**READING (Grades 4-6)**  **STUDENT NAME:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Element** | **Step 1** | **Step 2** | **Step 3** | **Step 4** | **Step 5** | **Step 6** |
| **Meaning** |
| **Understand and respond to texts**  | Demonstrate understanding by responding to a highly visual text, using a combination of visuals, drawings, L1, pre-taught vocabulary and gestures Read and follow simply worded instructions with visual support Use concepts of English print (e.g., directionality of print, English alphabet, sound/symbol patterns, and upper and lower case letters)  | Demonstrate understanding by responding to a simple text with visual support using drawings, L1, pre-taught vocabulary and high-frequency words Read and follow short, simply worded instructions  | Demonstrate understanding by responding to simple or adapted text Read and follow instructions consisting of a few steps for a variety of tasks  | Demonstrate understanding by responding to authentic texts with linguistic complexity approaching grade level Read and follow instructions for multi-step tasks in a variety of academic situations  | Demonstrate understanding by responding to authentic texts, from a variety of genres, with linguistic complexity of early grade level Read and follow complex instructions  | 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  | Identify and use common text features to locate information in a text with visual support  | Identify and use some text features to locate information  | Identify and use a variety of text features to locate information  | Locate information on a range of topics using text features in complex texts, multimedia sources and graphic materials  | Identify different text forms and features and, using academic vocabulary, explain how they help readers understand the text  |
| **Fluency** |
| **Read and understand familiar and unfamiliar words and phrases, and expand vocabulary**  | Read and understand high frequency words and pre-taught vocabulary in context Apply sound-symbol connections to decode unfamiliar words in context  | Read and understand high-frequency words and phrases, some words with multiple meanings and key academic vocabulary Decode unfamiliar vocabulary, using key visuals and other cueing systems  | Read and understand pre-taught academic words Determine the meaning of unfamiliar vocabulary, using root words, prefixes and suffixes  | Read and understand low-frequency words, academic words and descriptive language Determine the meaning of unfamiliar words, using context  | Read and understand low-frequency and academic vocabulary in early grade-level texts Determine the meaning of unfamiliar words, using context, knowledge of sentence structure and sound-symbol patterns  | Read and understand most vocabulary in a variety of grade-appropriate texts Incorporate a variety of strategies so that unfamiliar words do not interrupt reading |

**WRITING (Grades 4-6)**  **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 and English using a teacher-generated model or guide  | 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  |
| **Organize ideas and information**  | Organize key information, using visuals, single words and phrases, and L1 with a teacher-generated model  | Organize ideas or key information using simple sentences, phrases, and L1, and a teacher-selected organizer  | Sort and organize ideas or information by choosing a familiar organizer  | Organize ideas and information, using a self-generated strategy  | Organize main ideas and supporting details, using a variety of strategies  | Organize main ideas and supporting details to develop a structured piece of writing, using appropriate strategies  |
| **Form and Style** |
| **Incorporate a variety of text forms and features in writing** | Participate in shared writing experiences, using a teacher selected text form and personally relevant English words and L1  | Write simple sentences, using familiar words and a framework provided by the teacher  | Write about familiar topics, using linked sentences in some text forms  | Write about a range of topics, using a variety of text 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  |
| **Language Conventions**  |
| **Choose words that convey specific meaning and add interest to the writing**  | Use appropriate vocabulary from a list with visual support for simple writing tasks  | 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 a variety of academic words to write for specific purposes  | Choose vocabulary that includes figurative 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 compound sentences using *and*, *but*, and *or*  | Write a variety of simple and compound sentences  | Write sentences of different lengths, using complex sentences incorporating *because*, *so*, and *if*  | Write a variety of linked simple, compound, and complex sentences  | Write using a range of linked simple, compound and complex sentences suited to the purpose and form |
| **Use grammatical structures appropriate to the purpose**  | Use some simple elements of English grammar  | Use some elements of English grammar in simple 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  |
| **Spell familiar and unfamiliar words, using a variety of strategies**  | Write key personal information Write high-frequency words  | Write words, using common sound symbol patterns Write familiar words  | Write key subject-specific vocabulary by referring to lists and resources  | Write subject-specific words, using spelling rules and conventions  | Write unfamiliar words, using student-selected resources  | Write unfamiliar words, using a variety of spelling strategies  |
| **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 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, 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 |