**STEP Grades 9-12 Observable Language Behaviours (OLB) Continua**

**ORAL LANGUAGE (Grades 9-12)** **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 a personally relevant question with gestures, a single word or phrase in English, and L1  Follow instructions for classroom routines using visual cues and pre-taught English words and phrases | Respond to simple questions using phrases or short sentences in English and L1  Follow simple instructions  Identify key information from classroom discussion with teacher prompts | Respond to a simplified oral text  Follow multi-step instructions  Sort and organize key information in an oral text into teacher-selected categories | Respond to an oral text with linguistic complexity approaching grade level  Sort and organize key information in an oral text | Respond to an oral text 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 and phrases 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  Use simple conjunctions to join words and phrases in speech  Use high-frequency words with multiple meanings | Use compound sentences in speech  Use the definition of an unknown word to replace it | Use vocabulary to clarify/enhance meaning by incorporating low frequency words in complex sentences  Use connecting words and phrases to show relationships between events and ideas | Use an expanded range of vocabulary to participate in classroom discussions  Use an increasing 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 idiomatic language effectively |
| **Use language strategically to communicate for a variety of purposes** | Identify familiar items using personally meaningful vocabulary  Use non-verbal communication 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 English & L1  Use a small repertoire 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 9-12)** **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** | 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 texts  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 common text features | Identify and use common text features to locate information in a text with visual support | Locate information, using some text features in a text without visual support | 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 material | Identify different text forms and features and, using academic vocabulary, explain how they help readers understand 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 vocabulary  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 and a variety of vocabulary strategies | Read and understand low-frequency and academic vocabulary in early grade-level text  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 9-12)** **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** | 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 | |
| **Organize ideas and information** | 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 | |
| **Form and Style** | | | | | | | | | | | | |
| **Incorporate a variety of text forms and features in writing** | 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 | |
| **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 | | 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 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* | | 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 | |
| **Use grammatical structures appropriate to the purpose** | 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 | |
| **Spell familiar and unfamiliar words, using a variety of strategies** | 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 | |
| **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 re-reading to ensure a logical and fluent presentation of information or ideas | | Self-assess writing and independently choose a strategy to revise writing | |