**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 L1Follow 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 L1Follow simple instructionsIdentify key information from classroom discussion with teacher prompts | Respond to a simplified oral textFollow multi-step instructionsSort and organize key information in an oral text into teacher-selected categories | Respond to an oral text with linguistic complexity approaching grade levelSort 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 meaningExpress personal needs using gestures, and L1 interspersed with English words and phrases | Use pre-taught and high frequency vocabulary in simple sentencesUse simple conjunctions to join words and phrases in speechUse high-frequency words with multiple meanings | Use compound sentences in speechUse the definition of an unknown word to replace it | Use vocabulary to clarify/enhance meaning by incorporating low frequency words in complex sentencesUse connecting words and phrases to show relationships between events and ideas | Use an expanded range of vocabulary to participate in classroom discussionsUse 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 structuresUse idiomatic language effectively |
| **Use language strategically to communicate for a variety of purposes**  | Identify familiar items using personally meaningful vocabularyUse non-verbal communication to convey and receive messagesAsk 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 & L1Use a small repertoire of conversational strategies | Use conversational strategies to maintain fluencyAsk follow-up questions to seek additional informationSelf-correct or seek confirmation that a word or expression is used correctly | Use subject-specific language to state an opinionRephrase information to clarify meaningStrategically 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 gesturesRead and follow simply worded instructions with visual supportUse 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 wordsRead and follow short, simply worded instructions | Demonstrate understanding by responding to simple or adapted textsRead 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 levelRead 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 levelRead 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 contextApply 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 vocabularyDecode unfamiliar vocabulary using key visuals and other cueing systems | Read and understand pre-taught academic vocabularyDetermine the meaning of unfamiliar vocabulary, using root words, prefixes and suffixes | Read and understand low-frequency words, academic words and descriptive languageDetermine 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 textDetermine 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 textsIncorporate 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 equivalentsWrite linked complex sentencesIncorporate 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 wordsUse 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** |
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| **Revise for content and clarity**  |

 | Discuss writing with the teacherUse teacher-feedback and resources, such as word walls and anchor charts, to improve writing | Edit writing, using guiding questions provided by the teacherUse teacher-feedback and classroom resources to revise writing | Use teacher- and peer-feedback to edit writingUse classroom resources and simple strategies to revise writing | Revise to address specific writing conventions, using an editing checklistRevise 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 |