

STEP Continua Secondary Gr. 9-12

Student Name:

Home Language(s):

Step Level; Reading: Writing: Oral:

Grade:

School Year:

Reading Continua (9-12)						
Element	Observable Language Behaviours					
STEP	1	2	3	4	5	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,	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

	sound/symbol patterns, and upper and lower case letters)					
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 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 and a variety of vocabulary strategies	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
<i>Notes - Accommodations, Modifications, strategies, etc</i>						

Writing Continua (9-12)						
Element	Observable Language Behaviour					
STEP	1	2	3	4	5	6
Developing and Organizing	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
Engage in prewriting to generate ideas and information						
Organize ideas and information	Organize 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 ideas, using a self-selected strategy	Organize information from multiple sources, using an effective strategy
Form and Style	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
Incorporate a variety of text forms and features in writing						

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 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 Spell familiar and unfamiliar words using a variety of strategies	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
	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
Notes - Accommodations, Modifications, strategies, etc						
Oral Language Continua (9-12)						
Element	Observable Language Behaviour					
STEP	1	2	3	4	5	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 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 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 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 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 and 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
<i>Notes - Accommodations, Modifications, strategies, etc</i>						

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