

# STEPS TO ENGLISH PROFICIENCY (STEP)

Identify specific learning needs – Request SSTs

Read the skill under each Step. Highlight the skill the student can **continuously demonstrate**.

OLB	Oral (Grades 1-3)						Steps 1-6
Element	Observable Language Behaviours (OLB)						
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	
<b>Listening</b> Listen and respond for a variety of purposes	Respond to personally relevant questions with gestures, and L1 interspersed with English words and phrases  Follow simple instructions for classroom routines, using visual cues and pre-taught English words and phrases	Respond to simple questions with single words or phrases in English, and L1  Follow simple instructions	Listen to an oral text and demonstrate understanding through active participation  Follow 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	
<b>Speaking</b> 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 vocabulary in simple sentences  Use simple conjunctions to join words and phrases in speech	Use high frequency words in appropriate context  Use compound sentences in speech	Use high and low frequency words in appropriate context  Use a teacher-selected grammatical structure to increase speaking accuracy and clarity	Use an expanded range of vocabulary to participate in classroom discussions  Use 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 messages  Use 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 situations  Participate in social interactions with peers, using English and L1	Participate with some prompting in academic discussions using short phrases and sentences  Initiate and engage in social interactions with peers using familiar vocabulary	Use subject-specific language to state an opinion  Begin to self-correct simple grammatical errors	Use language to effectively share ideas and opinions  Speak with fluency and clarity in group situations	Use most language structures appropriate to the grade level	

The primary ELL is a Step 2. To move up a Step they have to **continuously demonstrate all** the skills in Step 3.

OLB	Reading (Grades 4-6)						Steps 1-6
Element	Observable Language Behaviours (OLB)						
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	
<b>Meaning</b> 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	
<b>Form and Style</b> 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	
<b>Fluency</b> 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	

The junior ELL is a Step 1 even though he/she cannot continuously demonstrate all the skills. **Step 1 is the baseline.**