Gr. 2 Proficiency Scale for Oral Language

Performance Standards & Writing Traits	**Emerging:** The learner demonstrates an initial understanding of the concepts and competencies and requires ongoing support that directly relates to the learning standard.	**Developing:** The learner demonstrates a partial understanding of the concepts and competencies and requires some support that directly relates to the learning standard.	**Proficient:** The learner consistently demonstrates a complete understanding of the concepts and competencies at an independent level.	**Extending:** The learner demonstrates a sophisticated understanding of the concepts and competencies and goes beyond what is expected.
	****** Universal supports are accessible to all learners with the goal of removing any barriers. They allow students to demonstrate their knowledge, skills and understanding of a particular learning standard or competency.***			
Skills/Strategies	**I can…**	**I can…**	**I can…**	**I can…**
Vocabulary* acquired from independent word learning and explicit instruction, in various contexts	• attempt to use basic-familiar (Tier 1), vocabulary words • attempt to use high frequency (Tier 2) vocabulary words • attempt to use content-specific (Tier 3) vocabulary words • attempt to use basic vocabulary to describe objects	• sometimes use basic-familiar (Tier 1), vocabulary words • sometimes use high frequency (Tier 2) vocabulary words • sometimes use content-specific (Tier 3) vocabulary words • sometimes use basic vocabulary to describe objects	• use basic-familiar (Tier 1), vocabulary words • use high frequency (Tier 2) vocabulary words • use content-specific (Tier 3) vocabulary words • use basic vocabulary to describe objects (e.g., "The apple is red and shiny." or "I need the blue pen, please")	• use sophisticated vocabulary to describe objects
Sentence Structure/ Grammar	• attempt to complete sentences • attempt to join sentences (sentence combining) • attempt to communicate sentences with more advanced structures (such as relative clauses, and varied sentence beginnings)	• sometimes complete sentences containing a subordinating conjunction • sometimes join sentences with a compound subject and/or compound predicate (sentence combining) • sometimes communicate sentences with more advanced structures such as relative clauses, and varied sentence beginnings	• complete sentences containing a subordinating conjunction ("because", "after", "if", "when") (e.g., "She wears boots and a jacket when it rains because…") • join sentences with a compound subject and/or compound predicate (sentence combining) (e.g., "chocolate and strawberry are my two favourite ice cream flavours.") • communicate sentences with more advanced structures such as relative clauses, and varied sentence beginnings (e.g., "If I could…", "I feel…", "Everyday I like to…")	• use more difficult sentence structures (i.e., use of subordinating conjunctions after, because, before, unless, while) and includes additional detail (e.g., "She wears her red boots and blue jacket when it rains because she doesn't like getting wet.") • join sophisticated sentences with a compound subject and/or compound predicate (sentence combining) • communicate complex sentences with more advanced structures such as relative clauses, and varied sentence beginnings
Conversation	• attempt to speak with expression • attempt to engage actively as a listener to develop understanding of self, identity, and community • attempt to take turns in offering ideas related to a topic • attempt to ask questions to clarify and make meaning • attempt to ask and answer what if, how, and why questions • attempt to exchange my ideas or perspectives to build a shared understanding • attempt to engage in respectful conversations with peers or adults	• speak with some expression by sometimes using appropriate tone, volume, inflection, pace, and gestures • sometimes engage actively as a listener to develop understanding of self, identity, and community • sometimes take turns in offering ideas related to the topic at hand • sometimes ask developmentally appropriate questions to clarify and make meaning • sometimes ask and answer what if, how, and why questions • exchange some ideas and perspectives to build a shared understanding • sometimes engage in respectful conversations with peers and adults	• speak with expression using appropriate tone, volume, inflection, pace, and gestures • engage actively as a listener to develop understanding of self, identity, and community • take turns in offering ideas related to the topic at hand • ask developmentally appropriate questions to clarify and make meaning • ask and answer what if, how, and why questions • exchange ideas and perspectives to build a shared understanding • engage in respectful conversations with peers and adults	• ask sophisticated questions to clarify and make meaning • ask and answer sophisticated what if, how, and why questions • exchange sophisticated ideas and perspectives to deepen a shared understanding
Oral Storytelling	• attempt to explore the oral storytelling processes • attempt to use dialogue or a sequence word • attempt to share one part of an oral story • attempt to connect with audience	• sometimes explore the oral storytelling processes by creating or finding an existing story (with permission) • sometimes use dialogue and some sequence words • share parts of an oral story from memory with others • sometimes connect with audience	• explore the oral storytelling processes by creating an original story or finding an existing story (with permission) • use dialogue (e.g., "He saw his friends and said hi.") and sequence words (e.g., "First, Sam went to the store. Then, he saw his friend.") • share an oral story from memory with others • connect with audience	• explore the oral storytelling processes by creating or finding a sophisticated story (with permission) • use sophisticated dialogue and a variety of sequence words • share an oral story from memory with others, includes specific, key details • attend to stage presence
Talking about Text	• attempt to use vocal expression • attempt to summarize a piece of orally presented information • attempt to develop a statement, question, command or exclamation based on a picture or text material	• use some vocal expression to clarify partial meaning of the text • summarize some orally presented information; often requires teacher prompting and leading questions. Sometimes identifies main idea and some supporting details • develop partial statements, questions, commands or exclamations based on a picture or text material	• use vocal expression to clarify the meaning of the text • summarize orally presented information, may require teacher prompting or leading questions. Identifies main ideas, adding supporting details • develop statements, questions (who, what, where, when), commands and exclamations based on a picture or text material	• use vocal expression to clarify sophisticated meaning of the text • summarize orally presented information independently and with sophisticated thinking • develop sophisticated statements, questions, commands and exclamations based on a picture or text material
Metacognition through reflecting, questioning, goal setting, self-evaluating	• attempt to talk and think about learning	• sometimes talk and think about learning	• talk and think about learning	• talk and think about learning through in a sophisticated way

*Tier 1 vocabulary words – basic vocabulary - words that frequently occur in spoken language
Tier 2 vocabulary words – words that are found in written language in the classroom and are useful across many different content areas. These words have high utility for students and should be the focus of explicit vocabulary instruction
Tier 3 vocabulary words – content-specific words that are generally specific to a particular content area and have less broad utility for students

SD61 District Literacy Learning Team (updated DRAFT with new ELA Foundational Learning Progressions 2025)