Gr. 3 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 use sentence structures	• use basic sentence structures and include some additional details	• use more difficult sentence structures (i.e., use of subordinating conjunctions after, because, before, unless, while) and include additional detail (e.g., "She wears her red boots and blue jacket when it rains because she doesn't like getting wet.")	• use sophisticated sentence structures including use of more advanced subordinating conjunctions (although, even though, even if, in case, since) with increasing complexity and additional detail
Conversation	• attempt to speak with expression • attempt to engage actively as a listener to develop understanding of self, identity, and community by listening for specifics • attempt to take turns • attempt to ask developmentally appropriate questions to find out and clarify others views and make meaning • attempt to stay on topic • attempt to offer relevant ideas and express my opinions supported by reasons • attempt to engage in respectful conversation with peers and adults • attempt to exchange my ideas or perspectives to build a shared understanding • attempt to offer ideas relating to a problem	• speak with some expression by sometimes using appropriate tone, volume, inflection, pace, gestures • sometimes engage actively as a listener to develop understanding of self, identity, and community by listening for specifics • sometimes take turns • sometimes ask developmentally appropriate questions to find out and clarify others views and make meaning • sometimes stay on topic • offer some relevant ideas and express my opinions supported by reasons • sometimes engage in respectful conversations with peers and adults by focusing on the listener • exchange some ideas and perspectives to build a shared understanding • sometimes offer ideas partially related to a problem	• speak with expression using appropriate tone, volume, inflection, pace, gestures • engage actively as a listener to develop understanding of self, identity, and community by listening for specifics • take turns • ask developmentally appropriate questions to find out and clarify others views and make meaning • stay on topic • offer relevant ideas and express my opinions supported by reasons • engage in respectful conversations with peers and adults by focusing on the listener • exchange ideas and perspectives to build a shared understanding • offer ideas related to a problem	• engage actively as a listener to develop a sophisticated understanding of self, identity, and community by listening for specifics • ask sophisticated questions to find out and clarify others views and make meaning • offer sophisticated relevant ideas and express opinions supported by reasons • exchange sophisticated ideas and perspectives to deepen a shared understanding • offer sophisticated ideas related to a problem
Oral Storytelling	• attempt to use oral storytelling processes by attempting to create or find an existing story (with permission) • attempt to tell stories with multiple events and develops characters and themes • attempt to share one part of an oral story • attempt to connect with an audience	• use some oral storytelling processes by creating or finding an existing story (with permission) • tell stories with some events and partially develop characters and themes • share parts of an oral story from memory with others • sometimes connect with an audience	• use oral storytelling processes by creating an original story or finding an existing story (with permission) • tell stories with multiple events and develops characters and themes • share an oral story from memory with others • connect with an audience	• use oral storytelling processes by creating or finding a sophisticated story (with permission) • share an oral story from memory with others, includes specific, key details • tell a variety of stories with multiple events and develops sophisticated character traits and themes • attend to stage presence
Talking about Text	• attempt to use vocal expression • attempt to summarize orally presented information	• use some vocal expression to clarify partial meaning of the text • summarize some orally presented information, including identifying main ideas and some supporting details	• use vocal expression to clarify the meaning of the text • summarize orally presented information by identifying main ideas and some supporting details	• use vocal expression to clarify sophisticated meaning of the text • summarize orally presented information in a sophisticated way by identifying main ideas and supporting details
Metacognition through reflecting, questioning, goal setting, self-evaluating	• attempt to talk and think about learning	• sometimes talk and think about learning to develop awareness of self	• talk and think about learning to develop awareness of self	• talk and think about learning in a sophisticated way to develop awareness of self

*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)