Gr. 1 Proficiency Scale for Oral Language

Performance Standards & Language Skills	**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…**
Phonemic Awareness	• attempt to hear and create rhyming words • attempt to hear syllables as “chunks” in spoken words. • attempt to segment spoken words into phonemes • attempt to blend phonemes into words • attempt to segment the flow of speech into separate words	• sometimes hear and create rhyming words • sometimes hear syllables as “chunks” in spoken words. • sometimes segment spoken words into phonemes • sometimes blend phonemes into words • sometimes segment the flow of speech into separate words	• hear and create rhyming words • hear syllables as “chunks” in spoken words. • segment spoken words into phonemes (e.g., c / a / t) • blend phonemes into words • segment the flow of speech into separate words	• hear and create complex rhyming words
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 identify a sentence type • attempt to use conjunctions • attempt to expand sentences	• identify some sentence types, including statement or question • sometimes use conjunctions to provide more information • sometimes expand sentences using additional describing words (adjectives)	• identify sentence types, including statement or question • use conjunctions (e.g., and, for, but), to provide more information (e.g., “She wears boots and a jacket.”) • expand sentences using additional describing words (adjectives)	• complete sentences containing a subordinating conjunction (“because”, “after”, “if”, “when”) (e.g., “She wears boots and a jacket when it rains because…”) • use more sophisticated conjunctions to provide more information • expand sentences using sophisticated describing words (adjectives)
Conversation	• attempt to adjust volume, pace, tone, and articulation in oral communication • attempt to be a listener by asking topic-related questions • attempt to take turns in offering topic-related ideas and questions • attempt to ask developmentally appropriate questions to make meaning • attempt to express my ideas and needs • attempt to make a personal connection to the topic • attempt to make contributions to discussions • attempt to focus on the speaker without interrupting • attempt to exchange my ideas or perspectives to build shared understanding • attempt to engage in respectful conversations with peers and adults	• sometimes adjust my volume, pace, tone, and articulation in conversation and story telling • sometimes be an active listener by asking some topic-related questions • sometimes take turns in offering some topic-related ideas and questions • sometimes ask developmentally appropriate questions to make meaning • sometimes express my ideas and needs • make some personal connections to the topic • make some relevant contributions to discussions • sometimes focus on the speaker without interrupting • exchange some ideas and perspectives to build shared understanding • sometimes engage in respectful conversations with peers and adults	• adjust my volume, pace, tone, and articulation in conversation and story telling • be an active listener by asking topic-related questions • take turns in offering topic-related ideas and questions • ask developmentally appropriate questions to make meaning • express my ideas and needs • make personal connections to the topic • make relevant contributions to discussions • focus on the speaker without interrupting • exchange ideas and perspectives to build shared understanding • engage in respectful conversations with peers and adults	• be an active listener by asking sophisticated topic-related questions ask sophisticated questions to make meaning • take turns in offering ideas related to the topic at hand • express sophisticated ideas and needs • make-sophisticated personal connections to the topic • make sophisticated contributions to discussions • exchange sophisticated ideas and perspectives to deepen a shared understanding
Oral Storytelling	• attempt to retell one part of a story or event • attempt to explore the oral storytelling processes by attempting to create or find an existing story (with permission) • attempt to use the vocabulary needed to talk about a story, such as *beginning, middle, end*, and *main character*; and can follow events in sequence • attempt to engage in role-play • attempt to understand that tone and pitch can change • attempt to create oral stories to develop awareness of self, family, and community • attempt to share one part of an oral story	• retell partial stories or events; using some text-specific vocabulary and key details in both fiction and non-fiction text • explore the oral storytelling processes by creating or finding an existing story (with permission) • use some story vocabulary to talk about a story (*beginning, middle, end*, and *main character)* • follow some events in sequence • engage in partial role-play • shows partial understanding that reading or telling a story aloud involves changing tone and pitch • sometimes create oral stories to show some awareness of self, family, and community • share parts of an oral story from memory with others	• retell stories or events using text-specific vocabulary and key details in both fiction and non-fiction text (e.g., identifying the main characters, setting, themes, facts, events, etc.) • explore the oral storytelling processes by creating an original story or finding an existing story (with permission) • use story vocabulary to talk about a story (beginning, middle, end, and main character) • follow events in sequence • engage in role-play • begin to understand that reading or telling a story aloud involves changing tone and pitch • create oral stories to deepen awareness of self, family, and community • share an oral story from memory with others	• retell a variety of stories or events using sophisticated vocabulary and key details in both fiction and non-fiction text • explore the oral storytelling processes by creating or finding a sophisticated story (with permission) • use sophisticated vocabulary to talk about a story (*beginning, middle, end*, and *main character*) • follow multiple, complex events in sequence • engage in sophisticated role-play • show complete understanding that reading or telling a story aloud involves changing tone and pitch • create sophisticated oral stories to deepen awareness of self, family, and community • share an oral story from memory with others, includes specific, key details
Talking about Text	• attempt to include details • attempt to use vocal expression • attempt to understand book-vocabulary	• include some descriptive details, using some text specific words in stories • use some vocal expression to clarify a partial meaning of the text • understand some book-vocabulary to partially talk about texts	• include descriptive details such as text specific words in stories (e.g., "A brave knight lived in a huge castle.") • use vocal expression to clarify the meaning of the text • understand book-vocabulary to talk about texts (book, page, chapter, author, title, illustrator, pictures, web page, website, and search box)	• include sophisticated description to describe text-related details in stories • use vocal expression to clarify a sophisticated meaning of the text • understand complex book-vocabulary to talk deeply about texts
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