Grade 1 Proficiency Scale for Reading

Performance Standards and Reading Traits	**Emerging:** Student requires ongoing support. The student demonstrates a **beginning** understanding of the concepts and competencies relevant to the expected learning. *"I don't get it yet, but I'm trying; I am just getting started and learn best with help"*	**Developing:** Student may require some support. The student demonstrates a **partial** understanding of the concepts and competencies relevant to the expected learning. *"I'm starting to get it; I get some of it; I am beginning to do more on my own"*	**Proficient:** Student works independently. The student demonstrates a **solid** understanding of the concepts and competencies relevant to the expected learning. *"I get it; I can do it on my own."*	**Extending:** Student works independently and goes deeper. The student demonstrates a **sophisticated** understanding of the concepts and competencies relevant to the expected learning. *"I go beyond what is expected of me; I deeply get it; I can teach others"*
Snapshot	**Student is attempting to access basic/beginning texts (fiction and non-fiction)**	**Student is reading marginally below grade-level, but 'just-right' texts (fiction and non-fiction)**	**Student is reading a variety of grade-level texts (fiction and non-fiction)**	**Student is reading at or beyond grade-level text with sophisticated comprehension. (fiction and non-fiction)**
Skills/Strategies				
Phonological and Phonemic Awareness	• I can attempt to hear syllables as 'chunks' in spoken words • I can attempt to hear and create words that rhyme • I can attempt to identify separate words in speech • I can attempt to orally blend phonemes • I can attempt to segment phonemes	• I can hear some syllables as 'chunks' in spoken words • I can hear and create some words that rhyme • I can identify some separate words in speech • I can orally blend 2 and 3 phoneme words • I can segment phonemes in 3 and 4 phoneme words	• I can hear syllables as 'chunks' in spoken words • I can hear and create words that rhyme • I can identify separate words in speech • I can orally blend 4 and 5 phoneme words • I can segment phonemes in 4 and 5 phoneme words with consonant clusters in the initial or terminal position	• I can hear syllables as 'chunks' in more complex spoken words • I can hear and create more complex words that rhyme • I can identify separate words in a more complex sentence • I can orally blend phonemes in longer, more complex words • I can segment phonemes in longer, more complex words
Concepts of Print: - 1:1 matching - holds a book - book parts (author, title etc) - letters, words, sentences	• I can attempt to one-to-one match words to text • I can attempt to use book vocabulary to talk about text • I can attempt to read left to right/top to bottom • I can attempt to understand the difference between letters and words	• I can one-to-one match some words to text • I can use some book vocabulary to talk about text • I can sometimes read left to right/top to bottom • I can sometimes understand the difference between letters and words	• I can one-to-one match words to text • I can use book vocabulary to talk about text • I can read left to right/top to bottom • I can understand the difference between letters and words	• I can one-to-one match words to more complex text • I can consistently use book vocabulary to talk about text • I can consistently read left to right/top to bottom • I can explain the difference between letters and words
Phonics/Word Solving -letter sounds -word recognition -structure -meaning	• I can attempt to name and produce the corresponding sound (phoneme), for some letters of the alphabet. • I can attempt to produce one sound for letters that represent multiple sounds • I can attempt to decode words with the VCe long vowel pattern • I can attempt to decode consonant digraphs and/or double consonant endings. • I can attempt to decode suffixes. • I can attempt to decode a word with long vowel sounds • I can attempt to decode a simple word with r-controlled vowel sounds • I can attempt to decode a basic word with taught vowel diphthongs • I can attempt to use a phonics pattern to decode simple words • I can attempt to show a basic understanding that simple affixes change the meaning of the base word • I can attempt to show some understanding of inflectional suffixes • I can attempt to understand an -ed sound • I can apply some phonological, grapheme-phoneme (letter-sound) correspondence, orthographic and morphological knowledge to decode words with irregularities • I can memorize an irregular grapheme-phoneme correspondence, instead of memorizing words as a whole unit, where phonological, orthographic, and morphological information cannot be used	• I can name and produce the corresponding sound (phoneme), for most letters of the alphabet (both uppercase and lowercase) and demonstrate some knowledge of alphabetic order • I can produce more than one sound for some letters that represent multiple sounds • I can sometimes decode words with the VCe long vowel pattern • I can sometimes decode consonant digraphs and/or double consonant endings. • I can sometimes decode suffixes that require no spelling changes • I can decode some words with long vowel sounds • I can decode some words with r-controlled vowel sounds • I can decode some words with taught vowel diphthongs • I can apply some knowledge of phonics patterns to decode multisyllabic words (2 syllables) • I can show some understanding that simple affixes change the meaning of the base word • I can understand some inflectional suffixes • I can sometimes understand three sounds of -ed • I can apply some developing phonological, grapheme-phoneme (letter-sound) correspondence, orthographic and morphological knowledge to decode some words with irregularities • I can memorize some irregular grapheme-phoneme correspondence, instead of memorizing words as a whole unit, where phonological, orthographic, and morphological information cannot be used	• I can name and produce the corresponding sound (phoneme), for all 26 letters of the alphabet (both uppercase and lowercase) with automaticity and demonstrate knowledge of alphabetic order • I can produce more than one sound for letters that represent multiple sounds • I can decode words with the VCe long vowel patterns as well as exceptions • I can decode consonant digraphs including double consonant endings • I can decode suffixes that require no spelling changes • I can decode words with long vowel sounds • I can decode words with r-controlled vowel sounds • I can decode words with taught vowel diphthongs • I can apply knowledge of phonics patterns to decode multisyllabic words (2 syllables) • I can understand that simple affixes (prefixes and suffixes) change the meaning of the base word • I can understand inflectional suffixes • I can understand the three sounds of -ed • I can apply developing phonological, grapheme-phoneme (letter-sound) correspondence, orthographic and morphological knowledge to decode words with irregularities • I can memorize irregular grapheme-phoneme correspondence, instead of memorizing words as a whole unit, where phonological, orthographic, and morphological information cannot be used	• I can produce all sounds for letters that represent multiple sounds • I can decode words with the VCe long vowel patterns in more complex words including a variety of exceptions • I can decode consonant digraphs, including double consonant endings in longer, more complex words. • I can decode more complex suffixes, including those that require spelling changes • I can decode more complex words with long vowel sounds • I can decode more complex words with r-controlled vowel sounds • I can decode more complex words with vowel diphthongs • I can apply knowledge of phonics patterns to decode multisyllabic words (3+ syllables) • I can understand that a variety of affixes change the meaning of the base word • I can understand inflectional suffixes in more complex words
Reading Fluency - Phrasing/expression - Accuracy/smoothness - Pacing - Voice (inflection/intonation)	• I can attempt to read simple texts with some automaticity and accuracy to support comprehension • I can attempt to identify some words based on learned grapheme-phoneme correspondence and taught irregular words • I can attempt to read with minimal pacing; I sometimes pause, repeat, hesitate, sound-out or make multiple attempts • I can attempt to use punctuation marks to support fluency and expression	• I can read simple texts with some automaticity and accuracy to support comprehension • I can identify some words based on learned grapheme-phoneme correspondence and taught irregular words • I can sometimes read with pacing. I have some "rough spots" in text with extended pauses, hesitations, sound outs, etc. • I can begin to use some punctuation marks to support fluency and expression	• I can read simple texts with increasing automaticity and accuracy to support comprehension • I can accurately identify words based on learned grapheme-phoneme correspondence and taught irregular words • I can read with consistent/steady pacing appropriate for text • I can begin to use punctuation marks to support fluency and expression	• I can read sophisticated texts with increasing automaticity and accuracy to support comprehension • I can adjust my pace for different purposes • I can accurately use punctuation marks to support fluency and expression
Self-Monitoring 3 cueing system: meaning, structure, visual (sound- symbol association)	• I can attempt to self-monitor (*Does it look right? Sound right? Make sense?*) • I can attempt to self-correct my reading using the 3 cueing systems • I can attempt to reread when necessary	• I can sometimes self-monitor (*Does it look right? Sound right? Make sense?*) • I can sometimes self-correct my reading using the 3 cueing systems • I can sometimes reread when necessary	• I can consistently self-monitor (*Does it look right? Sound right? Make sense?*) • I can consistently self-correct my reading, using 3 cueing system • I can reread when necessary	• I can consistently and accurately self-monitor (*Does it look right? Sound right? Make sense?*) • I can consistently and accurately self-correct my reading using 3 cueing system • I can reread to deepen meaning

Comprehend & Connect	Comprehension is the ability to make meaning using reading/viewing strategies (predicting, questioning, connecting, using pictures and patterns) and information from my own experiences, memory and prior knowledge.			
Using Prior Knowledge	● I can attempt to make meaning using sources of information and prior knowledge	● I can make meaning using some sources of information and prior knowledge	● I can make meaning using sources of information and prior knowledge	● I can make sophisticated meaning using prior knowledge and sources of information.
Predicting	● I can attempt to make predictions based on evidence from the text	● I can make some predictions based on evidence from the text including text features, visuals, or prior knowledge	● I can make predictions based on evidence from the text including text features, visuals, and prior knowledge	● I can make sophisticated predictions based on evidence from the text including text features, visuals, and prior knowledge
Connecting	● I can attempt to make personal connections to people, places or events in the text	● I can sometimes make personal connections to people, places or events in the text	● I can make personal connections to people, places or events in the text	● I can make sophisticated, personal connections to people, places or events in the text
Questioning	● I can attempt to ask questions	● I can ask some questions that may relate to the topic	● I can ask questions that mostly relate to the topic	● I can ask a variety of questions that relate to the topic
Inferring	● I can attempt to make simple inferences	● I can sometimes make simple inferences	● I can make simple inferences	● I can make multiple, sophisticated inferences
Summarizing (locating details) and Retelling	● I can attempt to retell some events ● I can attempt to identify the main idea, key details or facts explicitly stated in the text ● I can attempt to retell the text in my own words	● I can retell some key events in sequence ● I can sometimes identify the main idea, some key details and facts explicitly stated in the text ● I can sometimes retell the text in my own words	● I can retell key events in sequence ● I can identify the main idea, key details, and facts explicitly stated in the text ● I can retell the text in my own words with a focus on key points (plot, main topic)	● I can offer a sophisticated retelling of sequenced events ● I can identify the main idea, sophisticated details and facts explicitly stated or inferred in the text ● I can give a sophisticated retelling of the text in my own words with a focus on key points
Story Elements: setting, character, events **Literary Devices:** poetic/figurative language, sound play, images, colour, symbol	● I can attempt to identify the main character ● I can attempt to identify the setting ● I can attempt to recognize and understand literary devices in text	● I can sometimes identify the main character ● I can sometimes identify the setting ● I can recognize and understand some literary devices in text	● I can identify the main character ● I can identify the setting ● I can recognize and understand literary devices in text	● I can identify the characters; main, primary, secondary ● I can consistently identify/describe the setting details in various stories ● I can demonstrate a sophisticated understanding of literary devices in text
Interpreting	● I can attempt to reflect on, and answer questions	● I can sometimes reflect on, and answer, deeper-thinking questions	● I can reflect on, and answer, deeper-thinking questions	● I can provide sophisticated reflections and answers to deeper-thinking questions.
Ideas and Opinions	● I can attempt to express my own ideas about the text	● I can sometimes express my own ideas about the text	● I can express my own ideas about the text	● I can express my own sophisticated ideas about a variety of texts
Metacognition: goal-setting, questioning, reflecting, self-evaluating	● I can attempt to show awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating	● I can sometimes show awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating	● I can show a developing awareness of myself as a reader through reflecting, questioning, goal setting and self- evaluating	● I can show a sophisticated awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating