Grade 4 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, 'just-right' texts (fiction and non-fiction)	Student is reading a variety of grade-level texts and genres (fiction and non-fiction)	Student is reading at or beyond grade-level with sophisticated comprehension. (fiction and non-fiction)
Skills/Strategies				
Text Features	● I can attempt to identify how text and visuals are displayed	● I can sometimes identify how text and visuals are displayed	● I can identify how text and visuals are displayed	● I can identify how text and visuals work together to create deeper meaning
Phonics/ Morphology/ Word Structure	● I can attempt to apply strategies for decoding unfamiliar words using base words and affixes ● I can attempt to identify the origin of grade-level root words ● I can attempt to show some understanding of how affixes can modify meaning and word class ● I can attempt to apply some phonological, grapheme-phoneme (letter-sound) correspondence, orthographic and morphological knowledge to decode words with irregularities ● I can attempt to 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 sometimes apply strategies for decoding unfamiliar words using base words and affixes ● I can sometimes identify the origin of grade-level root words ● I can show some understanding of how affixes can modify meaning and word class. ● 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 apply strategies for decoding unfamiliar words using base words and affixes ● I can identify the origin of grade-level root words ● I can understand how affixes can modify meaning and word class ● 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 apply strategies for decoding more complex unfamiliar words using sophisticated base words and affixes ● I can identify the origin of more complex root words that are less common ● I can understand how more complex affixes can modify meaning and word class
Reading Fluency	● I can attempt to read a text fluently ● I can attempt to use decoding strategies to read new words and can attempt to recognize other words. ● I can attempt to read text with some expression, intonation, or phrasing.	● I can read texts somewhat fluently ● I can sometimes use decoding strategies to read new words and can demonstrate automaticity when reading some words ● I can read text with some expression, intonation, or phrasing.	● I can read a variety of texts fluently, including those with Tier 3 (content-specific) vocabulary from various subject areas ● I can use decoding strategies to read new words and demonstrates automaticity when reading other words ● I can read familiar and unfamiliar text with appropriate expression, intonation and phrasing, including passages of dialogue	● I can read a variety of sophisticated texts fluently, including those with complex Tier 3 (content-specific) vocabulary from various subject areas ● I can use decoding strategies to read more complex new words and demonstrates automaticity when reading other complex words ● I can read sophisticated familiar and unfamiliar text with appropriate expression, intonation and phrasing, including passages of dialogue
Self-Monitoring	● I can attempt to self-monitor as I read	● I can sometimes self-monitor as I read	● I can consistently self-monitor as I read	
Comprehend & Connect	*Comprehension is the ability to make meaning using reading/viewing strategies (predicting, questioning, connecting, visualizing, setting purpose, inferencing, drawing conclusions), a variety of sources, personal experiences and prior knowledge before, during and after reading.*			
Using Prior Knowledge	● I can attempt to use sources of information and/or prior knowledge to better understand the text	● I can sometimes use sources of information and prior knowledge to better understand the text	● I can use a variety of sources and prior knowledge to better understand the text	● I can use a variety of sources and prior knowledge to gain a sophisticated understanding of the text
Previewing	● I can attempt to preview text prior to reading ● I can attempt to consider different purposes for reading text	● I can sometimes preview text prior to reading ● I can consider some different purposes for reading text	● I can preview text prior to reading ● I can consider different purposes for reading text	● I can preview text prior to reading for a variety of reasons ● I can set a variety of purposes for reading text
Predicting	● I can attempt to use my prior knowledge and the text to make predictions	● I can sometimes use my prior knowledge and the text to make predictions	● I can use my prior knowledge and the text to make logical predictions	● I can use my prior knowledge and the text to make sophisticated predictions
Visualizing	● I can attempt to create images in my mind as I read.	● I can sometimes create images in my mind as I read	● I can create images in my mind as I read.	● I can create vivid, detailed images in my mind as I read.
Connecting	● I can attempt to make connections between ideas (text to text, text to self, or text to world) to better understand the text	● I can sometimes make connections between ideas (text to text, text to self, or text to world) to better understand the text	● I can make connections between ideas (text to text, text to self, or text to world) to better understand the text	● I can make sophisticated and detailed connections between ideas (text to text, text to self, or text to world) to better understand the text
Questioning	● I can attempt to use questioning to clarify and deepen meaning ● I can attempt to ask questions based on a text (fiction/non-fiction)	● I can sometimes use questioning to clarify and deepen meaning ● I can sometimes ask questions based on information acquired from a text (both fiction and non-fiction)	● I can consistently use questioning to clarify and deepen meaning ● I can ask questions based on information acquired from a text (both fiction and non-fiction)	● I can ask sophisticated questions that deepen and expand the meaning ● I can ask sophisticated questions based on information acquired from a text (both fiction and non-fiction)
Inferring	● I can attempt to use contextual clues and literary elements to infer and enhance the meaning of the text	● I can sometimes use contextual clues and literary elements to infer and enhance the meaning of the text	● I can use contextual clues and literary elements to infer and enhance the meaning of the text	● I can use contextual clues and literary elements to infer and enhance sophisticated meaning of the text
Summarizing (locating details) and Retelling	● I can attempt to identify the main ideas or a detail in any text. ● I can attempt to summarize information	● I can sometimes identify the main ideas and some supporting detail in non-fiction or fiction text. ● I can summarize some important information	● I can identify the main ideas and supporting details in non-fiction and fiction text. ● I can summarize important information	● I can show a sophisticated understanding of the main ideas and supporting details in fiction and non-fiction text. ● I can give a sophisticated summary of important information

Literary Elements: theme, character, setting, plot, conflict, and purpose **Literary Devices:** sensory detail (ie: imagery) and figurative language (e.g., metaphor, simile)	• I can attempt to identify the character(s) and setting • I can attempt to identify the conflict(s) • I can attempt to identify the theme • I can attempt to identify the purpose • I can attempt to recognize and understand literary devices in text	• I can sometimes identify the character(s) and setting • I can sometimes identify the conflict(s) • I can sometimes identify the theme • I can sometimes identify the purpose • I can recognize and understand some literary devices in text	• I can identify the character(s) and setting • I can identify the conflict(s) • I can identify the theme • I can identify the purpose • I can recognize and understand literary devices in text	• I can differentiate between the characters and describe the setting details in various stories • I can understand the conflict(s), • I can understand theme • I can understand purpose of the text • I can demonstrate a sophisticated understanding of literary devices in text
Interpreting	• I can attempt to grasp human nature, motivation, experience through text • I can attempt to use the text to gain a sense of identity (personal/family/community) • I can attempt to form a conclusion about a text (both fiction and non-fiction) • I can attempt to understand and recognise the author's message or theme in a variety of genres and forms • I can attempt to assess and draw conclusions about characters' feelings, motivations, decisions and actions in fiction writing	• I can sometimes understand human nature, motivation, experience in text • I can sometimes use the text to gain a sense of identity (personal/family/community) • I can form some conclusions about a text (both fiction and non-fiction) • I can sometimes understand and recognise the author's message or theme in a variety of genres and forms • I can sometimes assess and draw conclusions about characters' feelings, motivations, decisions and actions in fiction writing	• I can understand human nature, motivation, experience through text • I can use the text to strengthen a sense of identity (personal/family/community) • I can form conclusions about a text (both fiction and non-fiction) • I can understand and recognise the author's message or theme in a variety of genres and forms • I can assess and draw conclusions about characters' feelings, motivations, decisions and actions in fiction writing	• I can develop a sophisticated understanding of human nature/motivation/ experience through text • I can use the text to strengthen a sophisticated sense of identity (personal/family/community) • I can form sophisticated conclusions about a variety of texts (both fiction and non-fiction) • I have a sophisticated understanding of the author's message or theme in a variety of genres and forms and can apply it to our lives. • I can assess and draw sophisticated conclusions about characters' feelings, motivations, decisions and actions in fiction writing
Ideas and Opinions	• I can attempt to express reactions and opinions about texts, supported with reasons • I can attempt to share reasons for choosing my favorite text	• I can sometimes express reactions and opinions about texts, supported with reasons • I can sometimes share reasons for choosing my favorite text	• I can express reactions and opinions about texts, supported with reasons • I can share reasons for choosing my favorite text	• I can express sophisticated reactions and opinions about texts, supported with reasons • I can share sophisticated reasons for choosing my favorite text
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 attempt to shift my existing perspective, and can sometimes attempts to explain reasoning as to why my perspective has changed	• I can sometimes show awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating • I can sometimes shift my existing perspective, and can sometimes explain reasoning as to why my perspective has changed	• I can show a developing awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating • I can shift my existing perspective, and can explain reasoning as to why my perspective has changed	• I can show a sophisticated awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating • I can shift my existing perspective, and can give sophisticated reasoning as to why my perspective has changed