

Grade K 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>“I don’t get it yet, but I’m trying; I am just getting started and learn best with help”</i>	Developing: Student may require some support. The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning. <i>“I’m starting to get it; I get some of it; I am beginning to do more on my own”</i>	Proficient: Student works independently. The student demonstrates a solid understanding of the concepts and competencies relevant to the expected learning. <i>“I get it; I can do it on my own”</i>
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 (fiction and non-fiction)
Skills/Mechanics			
Phonological and Phonemic Awareness	<ul style="list-style-type: none"> I can attempt to demonstrate understanding of syllables I can attempt to identify and generate words that rhyme I can attempt to separate words in a sentence I can attempt to identify and produce the initial or terminal phonemes in simple VC or CVC words I can attempt to orally blend 2 and 3 phonemes into spoken words I can attempt to segment simple CVC words into individual consonant and vowel sounds 	<ul style="list-style-type: none"> I can sometimes demonstrate my understanding of syllables I can identify and generate some words that rhyme I can identify some separate words in a sentence I can sometimes identify and produce the initial and terminal phonemes in simple VC and CVC words I can sometimes orally blend 2 and 3 phonemes into spoken words I can sometimes segment simple CVC words into individual consonant and vowel sounds 	<ul style="list-style-type: none"> I can demonstrate my understanding of syllables I can identify and generate words that rhyme I can identify separate words in a sentence I can identify and produce the initial and terminal phonemes in simple VC and CVC words I can orally blend 2 and 3 phonemes into spoken words I can segment simple CVC words into individual consonant and vowel sounds
Concepts of Print - 1:1 matching - holds a book - parts of book (front/back cover/ pictures/words) - letters/words/ sentences - punctuation	<ul style="list-style-type: none"> I can attempt to hold a book expectedly I can attempt to identify parts of a book I can attempt to show understanding of basic punctuation I can attempt to explore books with left-to-right directionality I can attempt to identify what a word is 	<ul style="list-style-type: none"> I can hold a book expectedly some of the time I can sometimes identify parts of a book I can understand some basic punctuation I can sometimes explore books with left-to-right directionality I can show some understanding that sentences are made up of words; separated by spaces 	<ul style="list-style-type: none"> I can hold a book expectedly I can identify parts of a book I can understand basic punctuation I can explore books with left-to-right directionality I understand that sentences are made up of words; separated by spaces
Letter/word recognition - upper/lowercase	<ul style="list-style-type: none"> I can attempt to name some letters of the alphabet and produce the corresponding sounds I can attempt to produce more than one sound for letters that represent multiple sounds I can attempt to decode CVC words with short vowel sounds I can attempt to decode common consonant digraphs I can attempt to use stored vocabulary (known words) to correct mispronunciation of a decoded word I can attempt to break down compound words I can attempt to identify plural endings for nouns I can attempt to understand the meaning behind some inflectional suffixes I can attempt to remember the spellings of some personally significant words after multiple exposures and practice 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 	<ul style="list-style-type: none"> I can name most of the 26 letters of the alphabet and produce some corresponding sounds I can begin to produce more than one sound for some letters that represent multiple sounds I can decode some CVC words with short vowel sounds I can begin to decode some common consonant digraphs I can sometimes use stored vocabulary (known words) to correct mispronunciation of a decoded word I can break down some compound words I can identify some plural endings for nouns I can begin to understand the meaning behind some inflectional suffixes I can remember some of the spellings of personally significant words after multiple exposures and practice I can apply some developing phonological, grapheme-phoneme correspondence, orthographic and morphological knowledge to decode 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 	<ul style="list-style-type: none"> I can name all 26 letters of the alphabet and produce the corresponding sounds I can begin to produce more than one sound for letters that represent multiple sounds I can decode CVC words with short vowel sounds I can begin to decode common consonant digraphs I can use stored vocabulary (known words) to correct mispronunciation of a decoded word I can break down compound words I can identify plural endings for nouns I can begin to understand the meaning behind inflectional suffixes (past tense vs. present tense) I can remember the spellings of personally significant words after multiple exposures and practice 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
Fluency	<ul style="list-style-type: none"> I can attempt to read some CVC words in isolation and am attempting to read simple texts I can attempt to recognize or read personally significant and common words after multiple exposures and practice I can attempt to recognize punctuation marks 	<ul style="list-style-type: none"> I can read some CVC words in isolation and am beginning to read simple texts with some accuracy and growing automaticity I can sometimes recognize and/or read personally significant and common words after multiple exposures and practice I can recognize some punctuation marks 	<ul style="list-style-type: none"> I can read CVC words in isolation and am beginning to read simple texts with accuracy and growing automaticity I can recognize and read personally significant and common words after multiple exposures and practice I can recognize punctuation marks
Comprehend & Connect	<i>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.</i>		
Using Prior Knowledge	<ul style="list-style-type: none"> I can attempt to make meaning using my own knowledge, memory and experiences 	<ul style="list-style-type: none"> I can make some meaning using my own knowledge, memory and experiences to make meaning 	<ul style="list-style-type: none"> I can make meaning using my own knowledge, memory and experiences to make meaning
Predicting	<ul style="list-style-type: none"> I can attempt to make predictions about the text 	<ul style="list-style-type: none"> I can sometimes make predictions based on evidence from the text and prior knowledge 	<ul style="list-style-type: none"> I can make predictions based on evidence from the text and prior knowledge (pictures, patterns, memory)
Connecting	<ul style="list-style-type: none"> I can attempt to use personal experiences and knowledge to connect to stories 	<ul style="list-style-type: none"> I can sometimes use personal experiences and knowledge to connect to stories 	<ul style="list-style-type: none"> I can use personal experiences and knowledge to connect to stories

Extending: Student works independently and goes deeper. The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning. <i>“I go beyond what is expected of me; deeply get it; I can teach others”</i>
Student is reading at or beyond grade-level text with sophisticated comprehension. (fiction and non-fiction)
<ul style="list-style-type: none"> I can demonstrate understanding of syllables in more complex words I can identify and generate rhyme in more complex words I can identify separate words in a more complex sentence I can identify initial, terminal, and medial phonemes in CVC words I can orally blend 4+ phonemes into spoken words I can segment 4+ phoneme words into individual consonant and vowel sounds
<ul style="list-style-type: none"> I can hold a book expectedly, with ease and comfort. I can confidently identify and use parts of a book I can show knowledge of more than basic punctuation I can read and explore books with left-to-right directionality I understand that sentences are made up of words; separated by spaces
<ul style="list-style-type: none"> I can name and produce the corresponding sounds for all 26 letters of the alphabet with automaticity I can consistently produce more than one sound for letters that represent multiple sounds I can decode words beyond CVC words I can decode all consonant digraphs I can understand the meaning behind inflectional suffixes I can remember the spellings of many common words
<ul style="list-style-type: none"> I can read simple texts with automaticity and accuracy I can recognize and read a variety of unfamiliar words I can begin to use punctuation marks to support fluency
<ul style="list-style-type: none"> I can make sophisticated meaning using my own knowledge, memory and experiences
<ul style="list-style-type: none"> I can make sophisticated predictions based on evidence from the text
<ul style="list-style-type: none"> I can use personal experiences and knowledge to make sophisticated connections to stories

Questioning	<ul style="list-style-type: none"> I can attempt to ask questions to construct and clarify meaning of the reading/viewing material I can attempt to formulate a simple question based on text that I have heard 	<ul style="list-style-type: none"> I can sometimes ask questions to construct and clarify meaning of the reading/viewing material I can sometimes formulate a simple question based on text that they I heard 	<ul style="list-style-type: none"> I can ask questions to construct and clarify meaning of the reading/viewing material I can formulate simple questions based on text that I have heard
Retelling	<ul style="list-style-type: none"> I can attempt to answer who, what, when, where, and how questions about a simple story I can attempt to retell the main events or central ideas of a text 	<ul style="list-style-type: none"> I can sometimes answer who, what, when, where, and how questions about a simple story I can sometimes retell the main events or central ideas of a text 	<ul style="list-style-type: none"> I can answer who, what, when, where, and how questions about a simple story I can retell the main events or central ideas of a text
Story Elements: <small>Story Structure (Beginning, middle, end)</small> Literary Devices: <small>sound concepts, humorous, creative</small>	<ul style="list-style-type: none"> I can attempt to identify beginning, middle, end of a story I can attempt to recognize and understand literary devices in text 	<ul style="list-style-type: none"> I can sometimes identify the beginning, middle, end of a story I can recognize and understand some literary devices in text 	<ul style="list-style-type: none"> I can identify beginning, middle, end of a story I can recognize and understand literary devices in text
Interpreting	<ul style="list-style-type: none"> I can attempt to understand that print carries meaning 	<ul style="list-style-type: none"> I can sometimes to understand that print carries meaning 	<ul style="list-style-type: none"> I can understand that print carries meaning
Ideas and Opinions	<ul style="list-style-type: none"> I can attempt to share my ideas, feelings, opinions and preferences about the reading/viewing material 	<ul style="list-style-type: none"> I can sometimes share my ideas, feelings, opinions and preferences about the reading/viewing material 	<ul style="list-style-type: none"> I can use language to share my ideas, feelings, opinions and preferences about the reading/viewing material
Metacognition <small>goal-setting, questioning, reflecting, self-evaluating</small>	<ul style="list-style-type: none"> I can attempt to talk and think about my learning through reflecting, questioning, goal-setting and self-evaluating to develop awareness of myself as a reader 	<ul style="list-style-type: none"> I can sometimes talk and think about my learning through reflecting, questioning, goal-setting and self-evaluating to develop an awareness of myself as a reader 	<ul style="list-style-type: none"> I can talk and think about my learning through reflecting, questioning, goal-setting and self-evaluating to develop an awareness of myself as a reader

<ul style="list-style-type: none"> I can ask sophisticated questions to construct and clarify meaning of the reading/viewing material I can formulate sophisticated questions based on text that I have heard
<ul style="list-style-type: none"> I can answer who, what, when, where, and how questions about a complex story I can retell the main events or central ideas of a text including supporting details
<ul style="list-style-type: none"> I can identify beginning, middle, end in a variety of stories I can demonstrate a sophisticated understanding of literary devices in text
<ul style="list-style-type: none"> I can gain meaning from a variety of print
<ul style="list-style-type: none"> I can use sophisticated language to share my ideas, feelings, opinions and preferences about the reading/viewing material
<ul style="list-style-type: none"> I can think about my learning through talk, reflection, questioning, goal-setting and self-evaluating to show a sophisticated awareness of myself as a reader