

Grade 5 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>		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; I deeply get it; I can teach others”</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 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 use word morphology to develop and expand word knowledge (roots, prefixes, suffixes) - I can attempt to use phonics and word structure to solve some words.	- I can sometimes use word morphology to develop and expand word knowledge (roots, prefixes, suffixes) - I can use phonics and word structure to solve some complex words	- I can use word morphology to develop and expand word knowledge (roots, prefixes, suffixes) - I can consistently use phonics and word structure to solve increasingly complex words		- I can use sophisticated word morphology to develop and expand word knowledge (roots, prefixes, suffixes) - I can use phonics and word structure to solve sophisticated and complex words
Reading Fluency	<i>For students reading below grade level continue to work on fluency skills.</i>		<i>In the grade 5 curriculum, fluency is no longer assessed in isolation and is implied, as the focus for students shifts to more complex reading for comprehension and developing literacy skills.</i>		
Self-Monitoring	<i>For students reading below grade level continue to work on self-monitoring skills.</i>		<i>In the grade 5 curriculum, self-monitoring is no longer assessed in isolation and is implied, as the focus for students shifts to more complex reading for comprehension and developing literacy skills.</i>		
Comprehend & Connect	<i>Comprehension is the ability to analyze and 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.</i>				
Using Prior Knowledge	I can attempt to use sources of information and/or prior knowledge to build understanding	I can sometimes use sources of information and prior knowledge to build understanding	I can use a variety of sources and prior knowledge to build understanding		I can use a variety of sources and prior knowledge to deepen understanding
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 and the text knowledge 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 consistently create images in my mind as I read.		I can consistently create vivid, detailed images in my mind as I read.
Connecting	- I can attempt to use personal experience to connect to text	I can sometimes use personal experience to connect to text and explain my understanding of self, community and world	I can consistently use personal experience to connect to text and explain my understanding of self, community and world		I can use deep and detailed personal experience and knowledge to make connections that I can explain
Questioning	- I can attempt to question the author’s viewpoint and intent. - I can attempt to identify how differences in context, perspectives and voice influence meaning - I can attempt to use questioning to clarify and deepen meaning	- I can sometimes be curious about the author’s viewpoint and intent. - I can sometimes identify how differences in context, perspectives and voice influence meaning - I can sometimes use questioning to clarify and deepen meaning	- I can begin to question the author’s viewpoint and intent - I can identify how differences in context, perspectives and voice influence meaning - I can consistently use questioning to clarify and deepen meaning		- I can consistently question the author’s viewpoint and intent - I can consistently identify how differences in context, perspectives and voice influence meaning - I can ask sophisticated questions that deepen and expand the meaning
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 a deeper meaning of the text
Summarizing	I can attempt to summarize text	I can sometimes summarize text	I can summarize text		I can summarize succinctly, including important information
Literary Elements: Forms and Structures (narrative, report, exposition) characterization Literary devices: sensory detail (imagery) figurative language (metaphor, simile) Genre	- I can attempt to identify characterization - I can attempt to identify narrative structures - I can attempt to recognize and understand literary devices in text - I can attempt to identify genre of a text	- I can sometimes identify characterization - I can sometimes narrative structures - I can sometimes and understand literary devices in text - I can sometimes identify the genre of a text	- I can identify characterization - I can identify narrative structures - I can recognize and understand literary devices in text - I can consistently identify a genre of a text		- I can demonstrate a sophisticated understanding of characterization - I can demonstrate a sophisticated understanding of narrative structures - I can demonstrate a sophisticated understanding of literary devices in text - I can consistently the genre of a text and rationalize
Interpreting	- I can attempt to use the text to understand human nature, motivation and experience - I can attempt to use the text to strengthen a sense of personal/family/community identity - I can attempt to synthesize an idea - I can attempt to form a conclusion about a text - I can attempt to understand characterization (character development) - I can attempt to understand the function of a text	- I can sometimes use the text to understand human nature, motivation and experience - I can sometimes use the text to strengthen a sense of personal/family/community identity - I can sometimes synthesize ideas from sources to build understanding - I can sometimes form conclusions about a text - I can sometimes understand characterization (character development) - I can sometimes understand the function of a text	- I can use the text to understand human nature, motivation and experience - I can use the text to strengthen a sense of personal/family/community identity - I can synthesize ideas from a variety of sources to gain understanding - I can form conclusions about a text - I can understand characterization (character development) - I can understand the function of a text		- I can use the text to develop a sophisticated understanding of human nature, motivation and experience - I can use the text to strengthen a sophisticated sense of personal/family/community identity - I can synthesize sophisticated ideas from various sources to deepen meaning - I can form sophisticated conclusions about a text - I can understand sophisticated characterization (character development) - I can understand and rationalize functions of text
Ideas and Opinions	I can attempt to express reactions and opinions about texts, supported	I can sometimes express reactions and opinions about texts, supported	I can express opinions about texts, supported with reasons and		I can express sophisticated reactions and opinions about texts,

	with reasons	with reasons	explanation		supported with reasons
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 self-monitor as I read	• I can sometimes show awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating • I can sometimes self-monitor as I read	• I can show a developing awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating • I can consistently self-monitor as I read		• I can show an ongoing awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating • I can consistently self-monitor as I read