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 reads 'just-right' texts (fiction and non-fiction) with partial understanding.**	**Student is reading a variety of grade-level texts (fiction and non-fiction) with solid understanding.**	**Student is reading at or beyond grade-level text with sophisticated comprehension (fiction and non-fiction).**
Skills/Strategies	**I can…**	**I can…**	**I can…**	**I can…**
Phonological and Phonemic Awareness	• attempt to hear syllables as 'chunks' in spoken words • attempt to hear and create words that rhyme • attempt to identify separate words in speech • attempt to orally blend phonemes • attempt to segment phonemes	• hear some syllables as 'chunks' in spoken words • hear and create some words that rhyme • identify some separate words in speech • orally blend 2 and 3 phoneme words • segment phonemes in 3 and 4 phoneme words	• hear syllables as 'chunks' in spoken words • hear and create words that rhyme • identify separate words in speech • orally blend 4 and 5 phoneme words • segment phonemes in 4 and 5 phoneme words with consonant clusters in the initial or terminal position	• hear syllables as 'chunks' in more complex spoken words • hear and create more complex words that rhyme • identify separate words in a more complex sentence • orally blend phonemes in longer, more complex words • segment phonemes in longer, more complex words
Concepts of Print: - 1:1 matching - holds a book - book parts (author, title etc) - letters, words, sentences	• attempt to one-to-one match words to text • attempt to use book vocabulary to talk about text • attempt to read left to right/top to bottom • attempt to understand the difference between letters and words	• one-to-one match some words to text • use some book vocabulary to talk about text • sometimes read left to right/top to bottom • sometimes understand the difference between letters and words	• one-to-one match words to text • use book vocabulary to talk about text • read left to right/top to bottom • understand the difference between letters and words	• one-to-one match words to more complex text • consistently use book vocabulary to talk about text • consistently read left to right/top to bottom • explain the difference between letters and words
Phonics/Word Solving -letter sounds -word recognition -structure -meaning	• attempt to name and produce the corresponding sound (phoneme), for some letters of the alphabet. • attempt to produce one sound for letters that represent multiple sounds • attempt to decode words with the VCe long vowel pattern • attempt to decode consonant digraphs and/or double consonant endings. • attempt to decode suffixes. • attempt to decode a word with long vowel sounds • attempt to decode a simple word with r-controlled vowel sounds • attempt to decode a basic word with taught vowel diphthongs • attempt to use a phonics pattern to decode simple words • attempt to show a basic understanding that simple affixes change the meaning of the base word • attempt to show some understanding of inflectional suffixes • attempt to understand an -ed sound • attempt to apply some phonological, grapheme-phoneme (letter-sound) correspondence, orthographic and morphological knowledge to decode words with irregularities • 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	• name and produce the corresponding sound (phoneme), for most letters of the alphabet (both uppercase and lowercase) and demonstrate some knowledge of alphabetic order • produce more than one sound for some letters that represent multiple sounds • sometimes decode words with the VCe long vowel pattern • sometimes decode consonant digraphs and/or double consonant endings. • sometimes decode suffixes that require no spelling changes • decode some words with long vowel sounds • decode some words with r-controlled vowel sounds • decode some words with taught vowel diphthongs • apply some knowledge of phonics patterns to decode multisyllabic words (2 syllables) • show some understanding that simple affixes change the meaning of the base word • understand some inflectional suffixes • sometimes understand three sounds of -ed • apply some developing phonological, grapheme-phoneme (letter-sound) correspondence, orthographic and morphological knowledge to decode some words with irregularities • memorize some irregular grapheme-phoneme correspondence, instead of memorizing words as a whole unit, where phonological, orthographic, and morphological information cannot be used	• 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 • produce more than one sound for letters that represent multiple sounds • decode words with the VCe long vowel patterns as well as exceptions • decode consonant digraphs including double consonant endings • decode suffixes that require no spelling changes • decode words with long vowel sounds • decode words with r-controlled vowel sounds • decode words with taught vowel diphthongs • apply knowledge of phonics patterns to decode multisyllabic words (2 syllables) • understand that simple affixes (prefixes and suffixes) change the meaning of the base word • understand inflectional suffixes • understand the three sounds of -ed • apply developing phonological, grapheme-phoneme (letter-sound) correspondence, orthographic and morphological knowledge to decode words with irregularities • memorize irregular grapheme-phoneme correspondence, instead of memorizing words as a whole unit, where phonological, orthographic, and morphological information cannot be used	• produce all sounds for letters that represent multiple sounds • decode words with the VCe long vowel patterns in more complex words including a variety of exceptions • decode consonant digraphs, including double consonant endings in longer, more complex words. • decode more complex suffixes, including those that require spelling changes • decode more complex words with long vowel sounds • decode more complex words with r-controlled vowel sounds • decode more complex words with vowel diphthongs • apply knowledge of phonics patterns to decode multisyllabic words (3+ syllables) • understand that a variety of affixes change the meaning of the base word • understand inflectional suffixes in more complex words
Reading Fluency - Phrasing/expression - Accuracy/smoothness - Pacing - Voice (inflection/intonation)	• attempt to read simple texts with some automaticity and accuracy to support comprehension • attempt to identify some words based on learned grapheme-phoneme correspondence and taught irregular words • attempt to read with minimal pacing; I sometimes pause, repeat, hesitate, sound-out or make multiple attempts • attempt to use punctuation marks to support fluency and expression	• read simple texts with some automaticity and accuracy to support comprehension • identify some words based on learned grapheme-phoneme correspondence and taught irregular words • sometimes read with pacing. I have some "rough spots" in text with extended pauses, hesitations, sound outs, etc. • begin to use some punctuation marks to support fluency and expression	• read simple texts with increasing automaticity and accuracy to support comprehension • accurately identify words based on learned grapheme-phoneme correspondence and taught irregular words • read with consistent/steady pacing appropriate for text • begin to use punctuation marks to support fluency and expression	• read sophisticated texts with increasing automaticity and accuracy to support comprehension • adjust my pace for different purposes • accurately use punctuation marks to support fluency and expression
Self-Monitoring **3 cueing system:** meaning, structure, visual (sound- symbol association)	• attempt to self-monitor (*Does it look right? Sound right? Make sense?)* • attempt to self-correct my reading using the 3 cueing systems • attempt to reread when necessary	• sometimes self-monitor *(Does it look right? Sound right? Make sense?)* • sometimes self-correct my reading using the 3 cueing systems • sometimes reread when necessary	• consistently self-monitor *(Does it look right? Sound right? Make sense?)* • consistently self-correct my reading, using 3 cueing system • reread when necessary	• consistently and accurately self-monitor (*Does it look right? Sound right? Make sense?)* • consistently and accurately self-correct my reading using 3 cueing system • 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	• attempt to make meaning using sources of information and prior knowledge	• make meaning using some sources of information and prior knowledge	• make meaning using sources of information and prior knowledge	• make sophisticated meaning using prior knowledge and sources of information.
Predicting	• attempt to make predictions based on evidence from the text	• make some predictions based on evidence from the text including text features, visuals, or prior knowledge	• make predictions based on evidence from the text including text features, visuals, and prior knowledge	• make sophisticated predictions based on evidence from the text including text features, visuals, and prior knowledge
Connecting	• attempt to make personal connections to people, places or events in the text	• sometimes make personal connections to people, places or events in the text	• make personal connections to people, places or events in the text	• make sophisticated, personal connections to people, places or events in the text
Questioning	• attempt to ask questions	• ask some questions that may relate to the topic	• ask questions that mostly relate to the topic	• ask a variety of questions that relate to the topic
Inferring	• attempt to make simple inferences	• sometimes make simple inferences	• make simple inferences	• make multiple, sophisticated inferences
Summarizing (locating details) and Retelling	• attempt to retell some events • attempt to identify the main idea, key details or facts explicitly stated in the text • attempt to retell the text in my own words	• retell some key events in sequence • sometimes identify the main idea, some key details and facts explicitly stated in the text • sometimes retell the text in my own words	• retell key events in sequence • identify the main idea, key details, and facts explicitly stated in the text • retell the text in my own words with a focus on key points (plot, main topic)	• offer a sophisticated retelling of sequenced events • identify the main idea, sophisticated details and facts explicitly stated or inferred in the text • 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	• attempt to identify the main character • attempt to identify the setting • attempt to recognize and understand literary devices in text	• sometimes identify the main character • sometimes identify the setting • recognize and understand some literary devices in text	• identify the main character • identify the setting • recognize and understand literary devices in text	• identify the characters; main, primary, secondary • consistently identify/describe the setting details in various stories • demonstrate a sophisticated understanding of literary devices in text
Interpreting	• attempt to reflect on, and answer questions	• sometimes reflect on, and answer, deeper-thinking questions	• reflect on, and answer, deeper-thinking questions	• provide sophisticated reflections and answers to deeper-thinking questions.
Ideas and Opinions	• attempt to express my own ideas about the text	• sometimes express my own ideas about the text	• express my own ideas about the text	• express my own sophisticated ideas about a variety of texts
Metacognition: goal-setting, questioning, reflecting, self-evaluating	• attempt to show awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating	• sometimes show awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating	• show a developing awareness of myself as a reader through reflecting, questioning, goal setting and self- evaluating	• show a sophisticated awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating