Grade 3 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. 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…**
Text Features	• attempt to identify how text and visuals are displayed	• sometimes identify how text and visuals are displayed	• identify how text and visuals are displayed	• identify how text and visuals work together to create deeper meaning
Phonics/Morphology/ Word Solving	• attempt to identify a few high-frequency words • apply my knowledge of graphemes or phonics patterns to decode some words • attempt to decode vowel digraphs • attempt to decode graphemes • attempt to use word families/patterns and morphology to decode words • attempt to recognize some prefixes or suffixes • attempt to decode unfamiliar words using base words and affixes • show an understanding of how to pronounce some graphemes • 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	• identify some familiar high-frequency words • apply knowledge of graphemes and phonics patterns to decode some multisyllabic words • decode common vowel digraphs • sometimes decode graphemes that represent different sounds in different words • use word families/patterns and morphology to decode some words • recognize some prefixes and suffixes • develop strategies for decoding some unfamiliar words using base words and affixes • understand how some graphemes can change in pronunciation depending on word structure • 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	• identify familiar high frequency words • apply knowledge of complex graphemes and phonics patterns to decode multisyllabic words (3+ syllables) • decode less common vowel digraphs • decode graphemes that represent different sounds in different words • use word families/patterns and morphology to decode more complex words • recognize more advanced prefixes and suffixes • develop strategies for decoding unfamiliar words using base words and affixes • understand how graphemes can change in pronunciation depending on word structure • 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	• identify most high frequency words • apply knowledge of complex graphemes and phonics patterns to decode multisyllabic words (4+ syllables) • develop strategies for decoding more complex unfamiliar words using base words and affixes • understand how graphemes can change in pronunciation depending on more complex word structures
Reading Fluency - Phrasing/expression - Accuracy - Pacing	• attempt to read text fluently • attempt to read with pacing; word by word, choppy or hesitant • attempt to read an increasing number of words • attempt to reread words that are newly decoded to increase word reading fluency • attempt to read using intonation and emphasis, including punctuation	• read texts somewhat fluently to support comprehension • read in short phrases with some pacing. I may have "rough spots" with some pauses, hesitation, sound outs, etc. • fluently read some words, beginning to demonstrate accuracy and automaticity • reread some words that are newly decoded to increase word reading fluency • read using some intonation and emphasis, including punctuation	• read a variety of texts (including multisyllabic words) fluently with appropriate pace and natural pauses to support comprehension • read with consistent/steady pacing that is appropriate for text • fluently read an increasing number of words, demonstrating accuracy and automaticity • reread words that are newly decoded to increase word reading fluency • read using appropriate intonation and emphasis, including punctuation	• read a variety of texts fluently including those with Tier 3 (content-specific) vocabulary from various subject areas • consistently read with smooth phrasing and attend to punctuation
Self-Monitoring -MSV 3 cueing systems: meaning, structure, visual (sound-symbol association)	• attempt to self-monitor *(Does it look right? Sound right? Make sense?)* • attempt to self-correct using the 3 cueing systems • attempt to reread to when necessary	• sometimes self-monitor *(Does it look right? Sound right? Make sense?)* • sometimes self-correct using the 3 cueing systems • sometimes reread when necessary	• self-monitor consistently *(Does it look right? Sound right? Make sense?)* • self-correct using the 3 cueing system • reread when necessary	• consistently and accurately self-monitor *(Does it look right? Sound right? Make sense?)* • consistently and accurately self-correct using 3 cueing systems • 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 use sources of information and prior knowledge to build understanding	• sometimes use sources of information and prior knowledge to build understanding	• use sources of information and prior knowledge to build understanding	• use a variety of sources and prior knowledge to build sophisticated understandings
Predicting	• attempt to use my prior knowledge to predict meaning • attempt to use story structure to make predictions	• sometimes use my prior knowledge to predict meaning • sometimes use story structure to make predictions	• use my prior knowledge to make logical predictions. • use story structure to make logical predictions	• use my prior knowledge to make sophisticated predictions • use story structure to make sophisticated predictions
Visualizing	• attempt to create images in my mind as I read	• sometimes create images in my mind as I read	• create images in my mind as I read	• create vivid, detailed images in my mind as I read.
Connecting	• attempt to make connections between ideas (text to text, text to self, or text to world) to build understanding	• sometimes make connections between ideas (text to text, text to self, or text to world) to build understanding	• make connections between ideas (text to text, text to self, or text to world) to build understanding	• make sophisticated and detailed connections between ideas (text to text, text to self, or text to world) to better understand the text
Questioning(text/self/other)	• attempt to ask questions to clarify • attempt to ask and answer questions about presented information,	• sometimes ask questions to clarify • sometimes ask and answer questions about presented information,	• consistently ask questions to clarify • ask and answer questions about presented information, characters,	• ask sophisticated questions to clarify and deepen meaning • ask sophisticated and answer questions about presented

	characters, setting, or major events/points of information	characters, setting, or major events/points of information	setting, and major events/points of information	information, characters, setting, and major events/points of information
Inferring	• attempt to draw inferences from text features and elements of the story about feelings, motivations and events	• sometimes draw inferences from text features and elements of the story about feelings, motivations and events	• draw inferences from text features and elements of the story about feelings, motivations and events	• draw sophisticated inferences from text features and elements of the story about feelings, motivations and events
Summarizing (locating details) **Retelling**	• attempt to locate main idea • attempt to locate a supporting detail • attempt to retell text	• sometimes locate the main idea • sometimes locate a few supporting details • retell text with some events and details in sequence	• locate the main idea • locate supporting details • retell text with events and details in sequence	• understand the main idea • understand supporting details • give a sophisticated retelling of text with events and details in sequence
Story Elements character, plot, setting, conflict, theme **Literary Devices**: poetic/ descriptive language, alliteration, simile, figurative language, images, imagery, rhythm, rhyme	• attempt to identify the character(s) • attempt to identify the setting • attempt to identify the conflict(s) • attempt to identify the theme • attempt to recognize and understand literary devices in text	• sometimes identify the character(s) • sometimes identify the setting • sometimes identify the conflict(s) • sometimes identify the theme • recognize and understand some literary devices in text	• identify the character(s) • identify the setting • identify the conflict(s) • identify the theme • recognize and understand literary devices in text	• differentiate between the characters; main, primary, secondary • consistently identify/describe the setting details in various stories • understand the conflict(s) • understand the theme and purpose • demonstrate a sophisticated understanding of literary devices in text
Interpreting	• attempt to use the text to understand human nature, motivation, and experience • attempt to use the text to strengthen a sense of identity (personal/family/community) • attempt to assess a character's decisions and actions or information presented and resulting conclusion attempt to understand the big idea or message of the text • attempt to understand the big idea or message of the text	• sometimes use the text to understand human nature, motivation, and experience • sometimes use the text to strengthen a sense of identity (personal/family/community) • begin to assess a character's decisions and actions or some information presented and resulting conclusion • sometimes understand the big idea or message of the text	• use the text to understand human nature, motivation, and experience • use the text to strengthen a sense of identity (personal/family/community identity) • begin to assess characters' decisions and actions, or information presented and resulting conclusion • understand the big idea or message of the text	• use the text to develop a sophisticated understanding of human nature, motivation, and experience • use the text to strengthen a sophisticated sense of identity (personal/family/community) • assess and draw conclusions about characters' feelings, motivations, decisions and actions in fiction writing • demonstrate a sophisticated understanding of the big idea or message of the text
Ideas and Opinions	• attempt to share my opinions about texts	• share my opinions about texts, sometimes supported by reasons	• share my opinions about texts, supported by reasons	• express and justify sophisticated opinions about the text
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