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, 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 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 Structure	• attempt to apply strategies for decoding unfamiliar words using base words and affixes • attempt to identify the origin of grade-level root words • attempt to show some understanding of how affixes can modify meaning and word class • 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	• sometimes apply strategies for decoding unfamiliar words using base words and affixes • sometimes identify the origin of grade-level root words • show some understanding of how affixes can modify meaning and word class. • 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	• apply strategies for decoding unfamiliar words using base words and affixes • identify the origin of grade-level root words • understand how affixes can modify meaning and word class • 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	• apply strategies for decoding more complex unfamiliar words using sophisticated base words and affixes • identify the origin of more complex root words that are less common • understand how more complex affixes can modify meaning and word class
Reading Fluency	• attempt to read a text fluently • attempt to use decoding strategies to read new words and can attempt to recognize other words. • attempt to read text with some expression, intonation, or phrasing.	• read texts somewhat fluently • sometimes use decoding strategies to read new words and can demonstrate automaticity when reading some words • read text with some expression, intonation, or phrasing.	• read a variety of texts fluently, including those with Tier 3 (content-specific) vocabulary from various subject areas • use decoding strategies to read new words and demonstrates automaticity when reading other words • read familiar and unfamiliar text with appropriate expression, intonation and phrasing, including passages of dialogue	• read a variety of sophisticated texts fluently, including those with complex Tier 3 (content-specific) vocabulary from various subject areas • use decoding strategies to read more complex new words and demonstrates automaticity when reading other complex words • read sophisticated familiar and unfamiliar text with appropriate expression, intonation and phrasing, including passages of dialogue
Self-Monitoring	• attempt to self-monitor as I read	• sometimes self-monitor as I read	• 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	• attempt to use sources of information and/or prior knowledge to better understand the text	• sometimes use sources of information and prior knowledge to better understand the text	• use a variety of sources and prior knowledge to better understand the text	• use a variety of sources and prior knowledge to gain a sophisticated understanding of the text
Previewing	• attempt to preview text prior to reading • attempt to consider different purposes for reading text	• sometimes preview text prior to reading • consider some different purposes for reading text	• preview text prior to reading • consider different purposes for reading text	• preview text prior to reading for a variety of reasons • set a variety of purposes for reading text
Predicting	• attempt to use my prior knowledge and the text to make predictions	• sometimes use my prior knowledge and the text to make predictions	• use my prior knowledge and the text to make logical predictions	• use my prior knowledge and the text 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 better understand the text	• sometimes make connections between ideas (text to text, text to self, or text to world) to better understand the text	• make connections between ideas (text to text, text to self, or text to world) to better understand the text	• make sophisticated and detailed connections between ideas (text to text, text to self, or text to world) to better understand the text
Questioning	• attempt to use questioning to clarify and deepen meaning • attempt to ask questions based on a text (fiction/non-fiction)	• sometimes use questioning to clarify and deepen meaning • sometimes ask questions based on information acquired from a text (both fiction and non-fiction)	• consistently use questioning to clarify and deepen meaning • ask questions based on information acquired from a text (both fiction and non-fiction)	• ask sophisticated questions that deepen and expand the meaning • ask sophisticated questions based on information acquired from a text (both fiction and non-fiction)
Inferring	• attempt to use contextual clues and literary elements to infer and enhance the meaning of the text	• sometimes use contextual clues and literary elements to infer and enhance the meaning of the text	• use contextual clues and literary elements to infer and enhance the meaning of the text	• use contextual clues and literary elements to infer and enhance a sophisticated meaning of the text
Summarizing (locating details) and Retelling	• attempt to identify the main ideas or a detail in any text. • attempt to summarize information	• sometimes identify the main ideas and some supporting detail in non-fiction or fiction text. • summarize some important information	• identify the main ideas and supporting details in non-fiction and fiction text. • summarize important information	• show a sophisticated understanding of the main ideas and supporting details in fiction and non-fiction text. • 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)	• attempt to identify the character(s) and setting • attempt to identify the conflict(s) • attempt to identify the theme • attempt to identify the purpose • attempt to recognize and understand literary devices in text	• sometimes identify the character(s) and setting • sometimes identify the conflict(s) • sometimes identify the theme • sometimes identify the purpose • recognize and understand some literary devices in text	• identify the character(s) and setting • identify the conflict(s) • identify the theme • identify the purpose • recognize and understand literary devices in text	• differentiate between the characters and describe the setting details in various stories • understand the conflict(s), • understand theme • understand purpose of the text • demonstrate a sophisticated understanding of literary devices in text
Interpreting	• attempt to grasp human nature, motivation, experience through text • attempt to use the text to gain a sense of identity (personal/family/community) • attempt to form a conclusion about a text (both fiction and non-fiction) • attempt to understand and recognise the author's message or theme in a variety of genres and forms • attempt to assess and draw conclusions about characters' feelings, motivations, decisions and actions in fiction writing	• sometimes understand human nature, motivation, experience in text • sometimes use the text to gain a sense of identity (personal/family/community) • form some conclusions about a text (both fiction and non-fiction) • sometimes understand and recognise the author's message or theme in a variety of genres and forms • sometimes assess and draw conclusions about characters' feelings, motivations, decisions and actions in fiction writing	• understand human nature, motivation, experience through text • use the text to strengthen a sense of identity (personal/family/community) • form conclusions about a text (both fiction and non-fiction) • understand and recognise the author's message or theme in a variety of genres and forms • assess and draw conclusions about characters' feelings, motivations, decisions and actions in fiction writing	• develop a sophisticated understanding of human nature/motivation/ experience through text • use the text to strengthen a sophisticated sense of identity (personal/family/community) • 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. • assess and draw sophisticated conclusions about characters' feelings, motivations, decisions and actions in fiction writing
Ideas and Opinions	• attempt to express reactions and opinions about texts, supported with reasons • attempt to share reasons for choosing my favorite text	• sometimes express reactions and opinions about texts, supported with reasons • sometimes share reasons for choosing my favorite text	• express reactions and opinions about texts, supported with reasons • share reasons for choosing my favorite text	• express sophisticated reactions and opinions about texts, supported with reasons • share sophisticated reasons for choosing my favorite 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 • attempt to shift my existing perspective, and can sometimes attempts to explain reasoning as to why my perspective has changed	• sometimes show awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating • sometimes shift my existing perspective, and can sometimes explain reasoning as to why my perspective has changed	• show a developing awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating • shift my existing perspective, and can explain reasoning as to why my perspective has changed	• show a sophisticated awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating • shift my existing perspective, and can give sophisticated reasoning as to why my perspective has changed