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 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; 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, 'just-right' texts (fiction and non-fiction)**	**Student is reading a variety of grade-level texts (fiction and non-fiction)**	**Student is reading at or beyond grade-level text with sophisticated comprehension. (fiction and non-fiction)**
Skills/Mechanics	**I can…**	**I can…**	**I can…**	**I can…**
Phonological and Phonemic Awareness	• attempt to demonstrate understanding of syllables • attempt to identify and generate words that rhyme • attempt to separate words in a sentence • attempt to identify and produce the initial or terminal phonemes in simple VC or CVC words • attempt to orally blend 2 and 3 phonemes into spoken words • attempt to segment simple CVC words into individual consonant and vowel sounds	• sometimes demonstrate my understanding of syllables • identify and generate some words that rhyme • identify some separate words in a sentence • sometimes identify and produce the initial and terminal phonemes in simple VC and CVC words • sometimes orally blend 2 and 3 phonemes into spoken words • sometimes segment simple CVC words into individual consonant and vowel sounds	• demonstrate my understanding of syllables • identify and generate words that rhyme • identify separate words in a sentence • identify and produce the initial and terminal phonemes in simple VC and CVC words • orally blend 2 and 3 phonemes into spoken words • segment simple CVC words into individual consonant and vowel sounds	• demonstrate understanding of syllables in more complex words • identify and generate rhyme in more complex words • identify separate words in a more complex sentence • identify initial, terminal, and medial phonemes in CVC words • orally blend 4+ phonemes into spoken words • segment 4+ phoneme 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	• attempt to hold a book expectedly • attempt to identify parts of a book • attempt to show understanding of basic punctuation • attempt to explore books with left-to-right directionality • attempt to identify what a word is	• hold a book expectedly some of the time • sometimes identify parts of a book • understand some basic punctuation • sometimes explore books with left-to-right directionality • show some understanding that sentences are made up of words; separated by spaces	• hold a book expectedly • identify parts of a book • understand basic punctuation • explore books with left-to-right directionality • I understand that sentences are made up of words; separated by spaces	• hold a book expectedly, with ease and comfort. • confidently identify and use parts of a book • show knowledge of more than basic punctuation • read and explore books with left-to-right directionality • I understand that sentences are made up of words; separated by spaces
Letter/word recognition - upper/lowercase	• attempt to name some letters of the alphabet and produce the corresponding sounds • attempt to produce more than one sound for letters that represent multiple sounds • attempt to decode CVC words with short vowel sounds • attempt to decode common consonant digraphs • attempt to use stored vocabulary (known words) to correct mispronunciation of a decoded word • attempt to break down compound words • attempt to identify plural endings for nouns • attempt to understand the meaning behind some inflectional suffixes • attempt to remember the spellings of some personally significant words after multiple exposures and practice • 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 most of the 26 letters of the alphabet and produce some corresponding sounds • begin to produce more than one sound for some letters that represent multiple sounds • decode some CVC words with short vowel sounds • begin to decode some common consonant digraphs • sometimes use stored vocabulary (known words) to correct mispronunciation of a decoded word • break down some compound words • identify some plural endings for nouns • begin to understand the meaning behind some inflectional suffixes • remember some of the spellings of personally significant words after multiple exposures and practice • apply some developing phonological, grapheme-phoneme correspondence, orthographic and morphological knowledge to decode 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 all 26 letters of the alphabet and produce the corresponding sounds • begin to produce more than one sound for letters that represent multiple sounds • decode CVC words with short vowel sounds • begin to decode common consonant digraphs • use stored vocabulary (known words) to correct mispronunciation of a decoded word • break down compound words • identify plural endings for nouns • begin to understand the meaning behind inflectional suffixes (past tense vs. present tense) • remember the spellings of personally significant words after multiple exposures and practice • 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	• name and produce the corresponding sounds for all 26 letters of the alphabet with automaticity • consistently produce more than one sound for letters that represent multiple sounds • decode words beyond CVC words • decode all consonant digraphs • understand the meaning behind inflectional suffixes • remember the spellings of many common words
Fluency	• attempt to read some CVC words in isolation and am attempting to read simple texts • attempt to recognize or read personally significant and common words after multiple exposures and practice • attempt to recognize punctuation marks	• read some CVC words in isolation and am beginning to read simple texts with some accuracy and growing automaticity • sometimes recognize and/or read personally significant and common words after multiple exposures and practice • recognize some punctuation marks	• read CVC words in isolation and am beginning to read simple texts with accuracy and growing automaticity • recognize and read personally significant and common words after multiple exposures and practice • recognize punctuation marks	• read simple texts with automaticity and accuracy • recognize and read a variety of unfamiliar words • begin to use punctuation marks to support fluency
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 my own knowledge, memory and experiences	• make some meaning using my own knowledge, memory and experiences to make meaning	• make meaning using my own knowledge, memory and experiences to make meaning	• make sophisticated meaning using my own knowledge, memory and experiences
Predicting	• attempt to make predictions about the text	• sometimes make predictions based on evidence from the text and prior knowledge	• make predictions based on evidence from the text and prior knowledge (pictures, patterns, memory)	• make sophisticated predictions based on evidence from the text
Connecting	• attempt to use personal experiences and knowledge to connect to stories	• sometimes use personal experiences and knowledge to connect to stories	• use personal experiences and knowledge to connect to stories	• use personal experiences and knowledge to make sophisticated connections to stories

Questioning	• attempt to ask questions to construct and clarify meaning of the reading/viewing material • attempt to formulate a simple question based on text that I have heard	• sometimes ask questions to construct and clarify meaning of the reading/viewing material • sometimes formulate a simple question based on text that they I heard	• ask questions to construct and clarify meaning of the reading/viewing material • formulate simple questions based on text that I have heard	• ask sophisticated questions to construct and clarify meaning of the reading/viewing material • formulate sophisticated questions based on text that I have heard
Retelling	• attempt to answer who, what, when, where, and how questions about a simple story • attempt to retell the main events or central ideas of a text	• sometimes answer who, what, when, where, and how questions about a simple story • sometimes retell the main events or central ideas of a text	• answer who, what, when, where, and how questions about a simple story • retell the main events or central ideas of a text	• answer who, what, when, where, and how questions about a complex story • retell the main events or central ideas of a text including supporting details
Story Elements: Story Structure (Beginning, middle, end) **Literary Devices:** sound concepts, humorous, creative	• attempt to identify beginning, middle, end of a story • attempt to recognize and understand literary devices in text	• sometimes identify the beginning, middle, end of a story • recognize and understand some literary devices in text	• identify beginning, middle, end of a story • recognize and understand literary devices in text	• identify beginning, middle, end in a variety of stories • demonstrate a sophisticated understanding of literary devices in text
Interpreting	• attempt to understand that print carries meaning	• sometimes to understand that print carries meaning	• understand that print carries meaning	• gain meaning from a variety of print
Ideas and Opinions	• attempt to share my ideas, feelings, opinions and preferences about the reading/viewing material	• sometimes share my ideas, feelings, opinions and preferences about the reading/viewing material	• use language to share my ideas, feelings, opinions and preferences about the reading/viewing material	• use sophisticated language to share my ideas, feelings, opinions and preferences about the reading/viewing material
Metacognition goal-setting, questioning, reflecting, self-evaluating	• attempt to talk and think about my learning through reflecting, questioning, goal-setting and self-evaluating to develop awareness of myself as a reader	• sometimes talk and think about my learning through reflecting, questioning, goal-setting and self-evaluating to develop an awareness of myself as a reader	• talk and think about my learning through reflecting, questioning, goal-setting and self-evaluating to develop an awareness of myself as a reader	• think about my learning through talk, reflection, questioning, goal-setting and self-evaluating to show a sophisticated awareness of myself as a reader