# READING STANDARDS

## LET'S TALK PERFORMANCE

A Guide for Parents

ACHIEVE BC
EDUCATION

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# Introduction

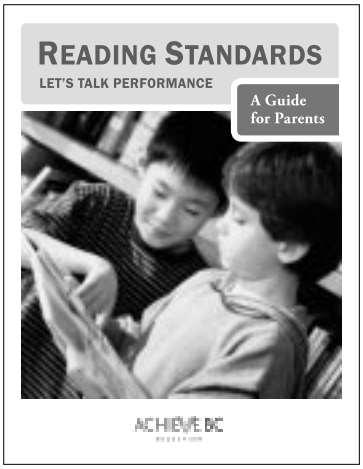
## Understanding the BC Reading Performance Standards: A Guide for Parents

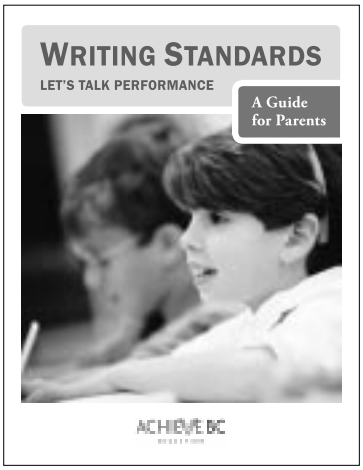
This is one of two documents developed to provide guides for parents to the BC Performance Standards for Reading and Writing.

**Parents and educators worked together on this project.**

The parents and educators who developed *Let's Talk Performance* hope its use will:

- help parents know more about their child's performance
- help support children's learning
- help schools and families talk about reading and writing performance.




Many educators around the province use the BC Performance Standards to assess students' reading and writing performance. Parents showed an interest in the standards and wanted to better understand what they mean. Parents and educators involved in this project worked together to clarify ideas in the performance standards for reading and writing.

The parents and educators who developed these guides hope you find them useful in helping your child's reading and writing. Working together, you and the teacher can help your child have a more successful school year. Together we can reach a shared goal in helping your child get the best education possible.

# What Are the BC Performance Standards?

The BC Performance Standards were developed for voluntary use in BC schools. They describe the standards and expectations for learning.

**The BC Performance Standards were developed for voluntary use in BC schools; teachers are not required to use them.**

## What Are "Levels of Performance"?

Performance standards describe levels of achievement. They answer the questions *How good is good enough?* and *What does it look like when a student's work has met the expectations at this grade level?*

The BC Performance Standards describe and show examples of four levels of performance. These include:

**NOT YET WITHIN EXPECTATIONS**

- the work does not meet grade-level expectations, and help is needed

**MEETS EXPECTATIONS (MINIMAL LEVEL)**

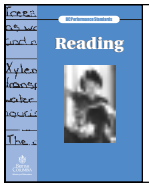
- the work may be inconsistent and needs some support but meets grade-level expectations at a minimal level

**FULLY MEETS EXPECTATIONS**

- the work meets grade-level expectations and is achieving the prescribed learning outcomes

**EXCEEDS EXPECTATIONS**

- the work exceeds grade-level expectations in significant ways, and the student may benefit from extra challenges



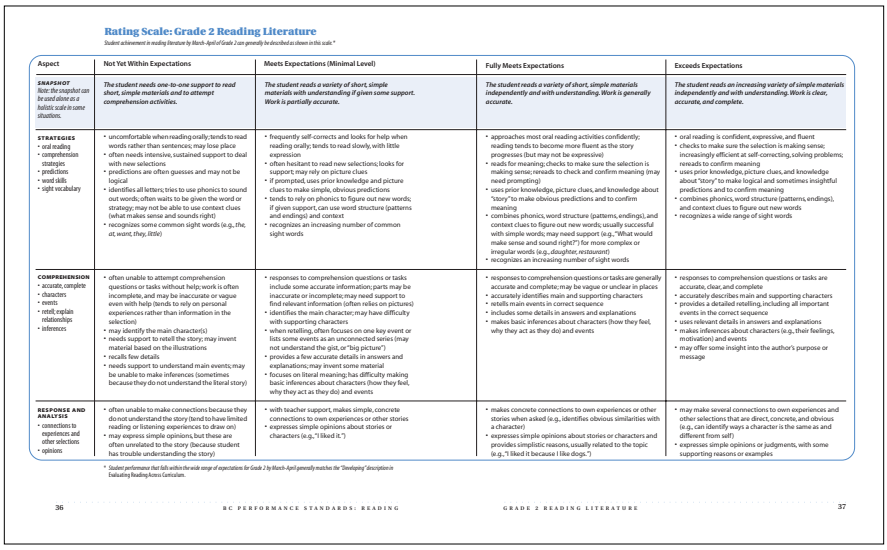

For more information see the BC Performance Standards

# What Are the Parts of the Performance Standards?

**The performance standards describe four levels of performance at each grade level.**

## 1. PERFORMANCE SCALES

**Rating Scale.** This scale describes the four performance levels in detail.



**Rating Scale: Grade 2 Reading Literature**

*Student achievement in reading literature by March–April of Grade 2 can generally be described as shown in this scale.**

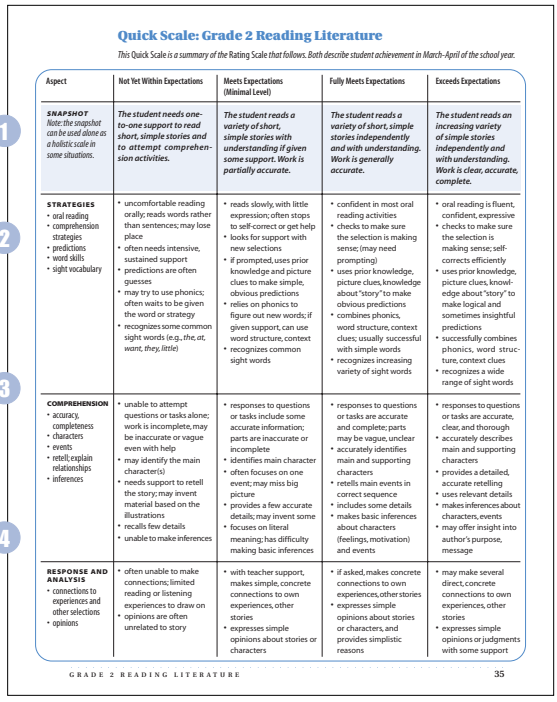
| Aspect | Not Yet Within Expectations | Meets Expectations (Minimal Level) | Fully Meets Expectations | Exceeds Expectations |
|---|---|---|---|---|
| **SNAPSHOT** *Note: the snapshot can be used alone as a holistic scale in some situations.* | *The student needs one-to-one support to read short, simple materials and to attempt comprehension activities.* | *The student reads a variety of short, simple materials with understanding if given some support. Work is partially accurate.* | *The student reads a variety of short, simple materials independently and with understanding. Work is generally accurate.* | *The student reads an increasing variety of simple materials independently and with understanding. Work is clear, accurate, and complete.* |
| **STRATEGIES**<br>• oral reading<br>• comprehension strategies<br>• predictions<br>• word skills<br>• sight vocabulary | • uncomfortable when reading orally; tends to read words rather than sentences; may lose place<br>• often needs intensive, sustained support to deal with new selections<br>• predictions are often guesses and may not be logical<br>• identifies all letters; tries to use phonics to sound out words; often waits to be given the word or strategy; may not be able to use context clues (what makes sense and sounds right)<br>• recognizes some common sight words (e.g., *the, at, want, they, little*) | • frequently self-corrects and looks for help when reading orally; tends to read slowly, with little expression<br>• often hesitant to read new selections; looks for support; may rely on picture clues<br>• if prompted, uses prior knowledge and picture clues to make simple, obvious predictions<br>• tends to rely on phonics to figure out new words; if given support, can use word structure (patterns and endings) and context<br>• recognizes an increasing number of common sight words | • approaches most oral reading activities confidently; reading tends to become more fluent as the story progresses (but may not be expressive)<br>• reads for meaning; checks to make sure the selection is making sense; rereads to check and confirm meaning (may need prompting)<br>• uses prior knowledge, picture clues, and knowledge about "story" to make obvious predictions and to confirm meaning<br>• combines phonics, word structure (patterns, endings), and context clues to figure out new words; usually successful with simple words; may need support (e.g., "What would make sense and sound right?") for more complex or irregular words (e.g., *daughter, restaurant*)<br>• recognizes an increasing number of sight words | • oral reading is confident, expressive, and fluent<br>• checks to make sure the selection is making sense; increasingly efficient at self-correcting, solving problems; rereads to confirm meaning<br>• uses prior knowledge, picture clues, and knowledge about "story" to make logical and sometimes insightful predictions and to confirm meaning<br>• combines phonics, word structure (patterns, endings), and context clues to figure out new words<br>• recognizes a wide range of sight words |
| **COMPREHENSION**<br>• accurate, complete<br>• characters<br>• events<br>• retell; explain relationships<br>• inferences | • often unable to attempt comprehension questions or tasks without help; work is often incomplete, and may be inaccurate or vague even with help (tends to rely on personal experiences rather than information in the selection)<br>• may identify the main character(s)<br>• needs support to retell the story; may invent material based on the illustrations<br>• recalls few details<br>• needs support to understand main events; may be unable to make inferences (sometimes because they do not understand the literal story) | • responses to comprehension questions or tasks include some accurate information; parts may be inaccurate or incomplete; may need support to find relevant information (often relies on pictures)<br>• identifies the main character; may have difficulty with supporting characters<br>• when retelling, often focuses on one key event or lists some events as an unconnected series (may not understand the gist, or "big picture")<br>• provides a few accurate details in answers and explanations; may invent some material<br>• focuses on literal meaning; has difficulty making basic inferences about characters (how they feel, why they act as they do) and events | • responses to comprehension questions or tasks are generally accurate and complete; may be vague or unclear in places<br>• accurately identifies main and supporting characters<br>• retells main events in correct sequence<br>• includes some details in answers and explanations<br>• makes basic inferences about characters (how they feel, why they act as they do) and events | • responses to comprehension questions or tasks are accurate, clear, and complete<br>• accurately describes main and supporting characters<br>• provides a detailed retelling, including all important events in the correct sequence<br>• uses relevant details in answers and explanations<br>• makes inferences about characters (e.g., their feelings, motivation) and events<br>• may offer some insight into the author's purpose or message |
| **RESPONSE AND ANALYSIS**<br>• connections to experiences and other selections<br>• opinions | • often unable to make connections because they do not understand the story (tend to have limited reading or listening experiences to draw on)<br>• may express simple opinions, but these are often unrelated to the story (because student has trouble understanding the story) | • with teacher support, makes simple, concrete connections to own experiences or other stories<br>• expresses simple opinions about stories or characters (e.g., "I liked it.") | • makes concrete connections to own experiences or other stories when asked (e.g., identifies obvious similarities with a character)<br>• expresses simple opinions about stories or characters and provides simplistic reasons, usually related to the topic (e.g., "I liked it because I like dogs.") | • may make several connections to own experiences and other selections that are direct, concrete, and obvious (e.g., can identify ways a character is the same as and different from self)<br>• expresses simple opinions or judgments, with some supporting reasons or examples |

* *Student performance that falls within the wide range of expectations for Grade 2 by March–April generally matches the "Developing" description in Evaluating Reading Across Curriculum.*



**Quick Scale.** This is a short form of the *Rating Scale* (see above).

1. **Snapshot** – a brief description of the level.
2. **Strategies** – approaches to reading.
3. **Comprehension** – understanding of what is read.
4. **Response and Analysis** – connections made to what is read.



**Quick Scale: Grade 2 Reading Literature**

*This Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year.*

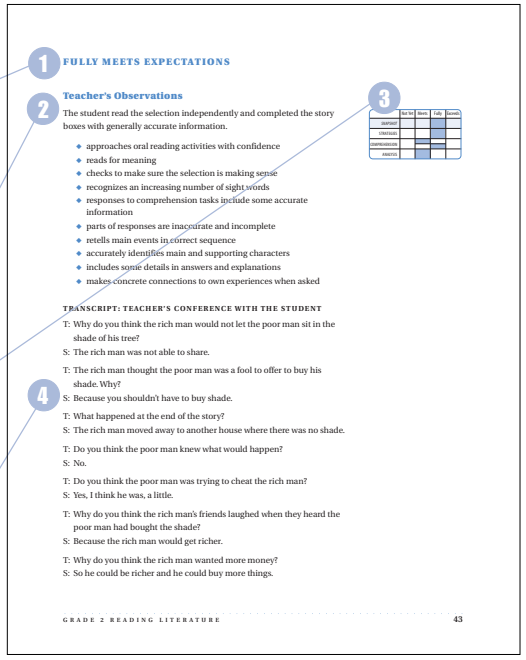
| Aspect | Not Yet Within Expectations | Meets Expectations (Minimal Level) | Fully Meets Expectations | Exceeds Expectations |
|---|---|---|---|---|
| **SNAPSHOT** *Note: the snapshot can be used alone as a holistic scale in some situations.* | *The student needs one-to-one support to read short, simple stories and to attempt comprehension activities.* | *The student reads a variety of short, simple stories with understanding if given some support. Work is partially accurate.* | *The student reads a variety of short, simple stories independently and with understanding. Work is generally accurate.* | *The student reads an increasing variety of simple stories independently and with understanding. Work is clear, accurate, complete.* |
| **STRATEGIES**<br>• oral reading<br>• comprehension strategies<br>• predictions<br>• word skills<br>• sight vocabulary | • uncomfortable reading orally; reads words rather than sentences; may lose place<br>• often needs intensive, sustained support<br>• predictions are often guesses<br>• may try to use phonics; often waits to be given the word or strategy<br>• recognizes some common sight words (e.g., *the, at, want, they, little*) | • reads slowly, with little expression; often stops to self-correct or get help<br>• looks for support with new selections<br>• if prompted, uses prior knowledge and picture clues to make simple, obvious predictions<br>• relies on phonics to figure out new words; if given support, can use word structure, context<br>• recognizes common sight words | • confident in most oral reading activities<br>• checks to make sure the selection is making sense; (may need prompting)<br>• uses prior knowledge, picture clues, knowledge about "story" to make obvious predictions<br>• combines phonics, word structure, context clues; usually successful with simple words<br>• recognizes increasing variety of sight words | • oral reading is fluent, confident, expressive<br>• checks to make sure the selection is making sense; self-corrects efficiently<br>• uses prior knowledge, picture clues, knowledge about "story" to make logical and sometimes insightful predictions<br>• successfully combines phonics, word structure, context clues<br>• recognizes a wide range of sight words |
| **COMPREHENSION**<br>• accuracy, completeness<br>• characters<br>• events<br>• retell; explain relationships<br>• inferences | • unable to attempt questions or tasks alone; work is incomplete, may be inaccurate or vague even with help<br>• may identify the main character(s)<br>• needs support to retell the story; may invent material based on the illustrations<br>• recalls few details<br>• unable to make inferences | • responses to questions or tasks include some accurate information; parts are inaccurate or incomplete<br>• identifies main character<br>• often focuses on one event; may miss big picture<br>• provides a few accurate details; may invent some<br>• focuses on literal meaning; has difficulty making basic inferences | • responses to questions or tasks are accurate and complete; parts may be vague, unclear<br>• accurately identifies main and supporting characters<br>• retells main events in correct sequence<br>• includes some details<br>• makes basic inferences about characters (feelings, motivation) and events | • responses to questions or tasks are accurate, clear, and thorough<br>• accurately describes main and supporting characters<br>• provides a detailed, accurate retelling<br>• uses relevant details<br>• makes inferences about characters, events<br>• may offer insight into author's purpose, message |
| **RESPONSE AND ANALYSIS**<br>• connections to experiences and other selections<br>• opinions | • often unable to make connections; limited reading or listening experiences to draw on<br>• opinions are often unrelated to story | • with teacher support, makes simple, concrete connections to own experiences, other stories<br>• expresses simple opinions about stories or characters | • if asked, makes concrete connections to own experiences, other stories<br>• expresses simple opinions about stories or characters, and provides simplistic reasons | • may make several direct, concrete connections to own experiences, other stories<br>• expresses simple opinions or judgments with some support |



The BC Performance Standards are available on the Ministry of Education's web site.

## 2. STUDENT SAMPLES

1. **Level of Performance.**
2. **Teacher's Observations** – notes and comments made by the teacher about the student's reading.
3. **Rating Scale Icon** – a quick visual summary of the scale completed by the teacher.
4. **Student Work** – either a copy of the student's work or a part of the student's work and a typed copy (transcript) of the complete work. (Names of students and teachers have been changed to protect the privacy of individuals.)



1 FULLY MEETS EXPECTATIONS

2 **Teacher's Observations**

The student read the selection independently and completed the story boxes with generally accurate information.

- approaches oral reading activities with confidence
- reads for meaning
- checks to make sure the selection is making sense
- recognizes an increasing number of sight words
- responses to comprehension tasks include some accurate information
- parts of responses are inaccurate and incomplete
- retells main events in correct sequence
- accurately identifies main and supporting characters
- includes some details in answers and explanations
- makes concrete connections to own experiences when asked

3

| | Not Yet | Meets | Fully | Exceeds |
|---|---|---|---|---|
| SNAPSHOT | | | ✓ | |
| STRATEGIES | | | ✓ | |
| COMPREHENSION | | ✓ | | |
| RESPONSE & ANALYSIS | | ✓ | | |

TRANSCRIPT: TEACHER'S CONFERENCE WITH THE STUDENT

4

T: Why do you think the rich man would not let the poor man sit in the shade of his tree?
S: The rich man was not able to share.
T: The rich man thought the poor man was a fool to offer to buy his shade. Why?
S: Because you shouldn't have to buy shade.
T: What happened at the end of the story?
S: The rich man moved away to another house where there was no shade.
T: Do you think the poor man knew what would happen?
S: No.
T: Do you think the poor man was trying to cheat the rich man?
S: Yes, I think he was, a little.
T: Why do you think the rich man's friends laughed when they heard the poor man had bought the shade?
S: Because the rich man would get richer.
T: Why do you think the rich man wanted more money?
S: So he could be richer and he could buy more things.

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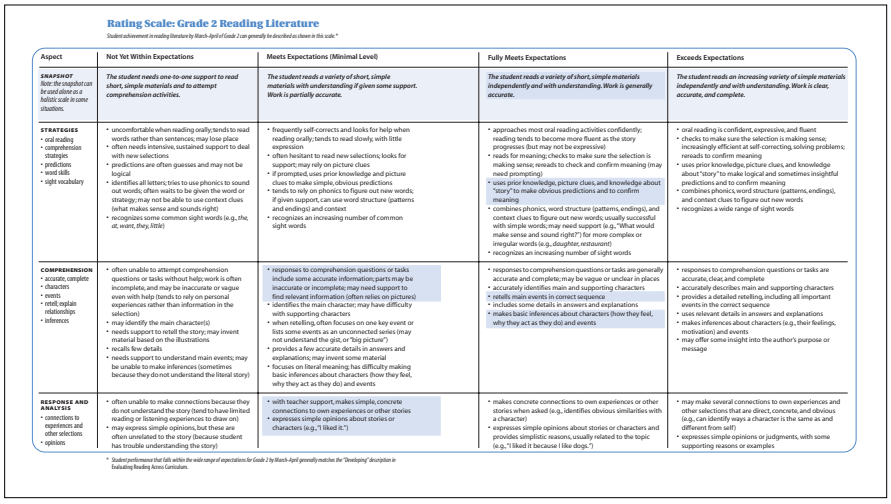
**The performance standards describe student achievement in March-April of the school year.**

This is an example of how the rating scale would look based on the above sample of student's work.



**Rating Scale: Grade 2 Reading Literature**

*Student achievement in reading literature by March-April of Grade 2 can generally be described as shown in this scale.**

| Aspect | Not Yet Within Expectations | Meets Expectations (Minimal Level) | Fully Meets Expectations | Exceeds Expectations |
|---|---|---|---|---|
| **SNAPSHOT** *Note: the snapshot can be used alone as a holistic scale in some situations.* | ***The student needs one-to-one support to read short, simple materials and to attempt comprehension activities.*** | ***The student reads a variety of short, simple materials with understanding if given some support. Work is partially accurate.*** | ***The student reads a variety of short, simple materials independently and with understanding. Work is generally accurate.*** | ***The student reads an increasing variety of simple materials independently and with understanding. Work is clear, accurate, and complete.*** |
| **STRATEGIES**<br>• oral reading<br>• comprehension strategies<br>• predictions<br>• word skills<br>• sight vocabulary | • uncomfortable when reading orally; tends to read words rather than sentences; may lose place<br>• often needs intensive, sustained support to deal with new selections<br>• predictions are often guesses and may not be logical<br>• identifies all letters; tries to use phonics to sound out words; often waits to be given the word or strategy; may not be able to use context clues (what makes sense and sounds right)<br>• recognizes some common sight words (e.g., *the, at, want, they, little*) | • frequently self-corrects and looks for help when reading orally; tends to read slowly, with little expression<br>• often hesitant to read new selections; looks for support; may rely on picture clues<br>• if prompted, uses prior knowledge and picture clues to make simple, obvious predictions<br>• tends to rely on phonics to figure out new words; if given support, can use word structure (patterns and endings) and context<br>• recognizes an increasing number of common sight words | • approaches most oral reading activities confidently; reading tends to become more fluent as the story progresses (but may not be expressive)<br>• reads for meaning; checks to make sure the selection is making sense; rereads to check and confirm meaning (may need prompting)<br>• uses prior knowledge, picture clues, and knowledge about "story" to make obvious predictions and to confirm meaning<br>• combines phonics, word structure (patterns, endings), and context clues to figure out new words; usually successful with simple words; may need support (e.g., "What would make sense and sound right?") for more complex or irregular words (e.g., *daughter, restaurant*)<br>• recognizes an increasing number of sight words | • oral reading is confident, expressive, and fluent<br>• checks to make sure the selection is making sense; increasingly efficient at self-correcting, solving problems; rereads to confirm meaning<br>• uses prior knowledge, picture clues, and knowledge about "story" to make logical and sometimes insightful predictions and to confirm meaning<br>• combines phonics, word structure (patterns, endings), and context clues to figure out new words<br>• recognizes a wide range of sight words |
| **COMPREHENSION**<br>• accurate, complete<br>• characters<br>• events<br>• retell; explain relationships<br>• inferences | • often unable to attempt comprehension questions or tasks without help; work is often incomplete, and may be inaccurate or vague even with help (tends to rely on personal experiences rather than information in the selection)<br>• may identify the main character(s)<br>• needs support to retell the story; may invent material based on the illustrations<br>• recalls few details<br>• needs support to understand main events; may be unable to make inferences (sometimes because they do not understand the literal story) | • responses to comprehension questions or tasks include some accurate information; parts may be inaccurate or incomplete; may need support to find relevant information (often relies on pictures)<br>• identifies the main character; may have difficulty with supporting characters<br>• when retelling, often focuses on one key event or lists some events as an unconnected series (may not understand the gist, or "big picture")<br>• provides a few accurate details in answers and explanations; may invent some material<br>• focuses on literal meaning; has difficulty making basic inferences about characters (how they feel, why they act as they do) and events | • responses to comprehension questions or tasks are generally accurate and complete; may be vague or unclear in places<br>• accurately identifies main and supporting characters<br>• retells main events in correct sequence<br>• includes some details in answers and explanations<br>• makes basic inferences about characters (how they feel, why they act as they do) and events | • responses to comprehension questions or tasks are accurate, clear, and complete<br>• accurately describes main and supporting characters<br>• provides a detailed retelling, including all important events in the correct sequence<br>• uses relevant details in answers and explanations<br>• makes inferences about characters (e.g., their feelings, motivation) and events<br>• may offer some insight into the author's purpose or message |
| **RESPONSE AND ANALYSIS**<br>• connections to experiences and other selections<br>• opinions | • often unable to make connections because they do not understand the story (tend to have limited reading or listening experiences to draw on)<br>• may express simple opinions, but these are often unrelated to the story (because student has trouble understanding the story) | • with teacher support, makes simple, concrete connections to own experiences or other stories<br>• expresses simple opinions about stories or characters (e.g., "I liked it.") | • makes concrete connections to own experiences or other stories when asked (e.g., identifies obvious similarities with a character)<br>• expresses simple opinions about stories or characters and provides simplistic reasons, usually related to the topic (e.g., "I liked it because I like dogs.") | • may make several connections to own experiences and other selections that are direct, concrete, and obvious (e.g., can identify ways a character is the same as and different from self)<br>• expresses simple opinions or judgments, with some supporting reasons or examples |

* *Student performance that falls within the wide range of expectations for Grade 2 by March–April generally matches the "Developing" description in Evaluating Reading Across Curriculum.*

# How to Use This Guide

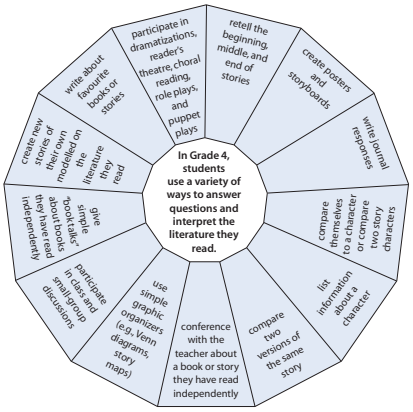
**This guide is designed to encourage discussion about reading performance.**

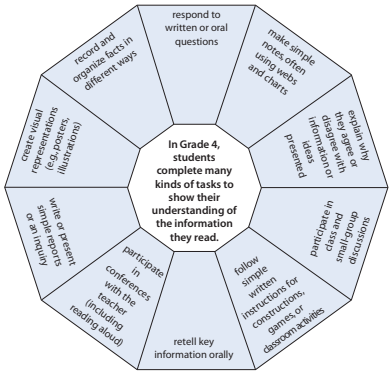
Like the BC Performance Standards for Reading, *Let's Talk Performance* is organized around two types of reading:

- **Reading Literature:** Students use their reading skills to understand and respond to a variety of children's literature (e.g., storybooks and poems).
- **Reading for Information:** Students use reading skills to get, organize, and understand information (e.g., instructions, directions, newspapers, the Internet, reference books).

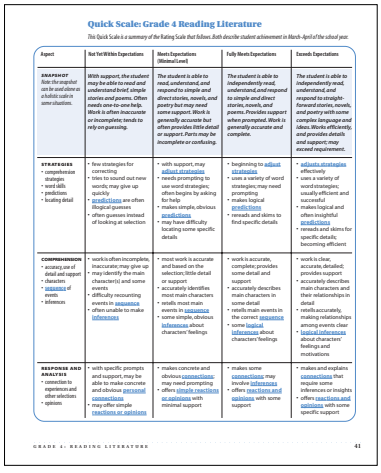
## THE PARTS OF THIS GUIDE

**1. Activity Wheels.** The wheels for reading literature and reading for information list some ways children show their understanding (what they know) of what they read.




**2. Quick Scales and Rating Scales.** In this guide the two levels **Not Yet Within Expectations** and **Fully Meets Expectations** are used. The other levels can be found in the BC Performance Standards.



**Quick Scale: Grade 4 Reading Literature**

*This Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year.*

| Aspect | Not Yet Within Expectations | Meets Expectations (Minimal Level) | Fully Meets Expectations | Exceeds Expectations |
|---|---|---|---|---|
| **SNAPSHOT** *Note: the snapshot can be used alone as a holistic scale in some situations.* | *With support, the student may be able to read and understand brief, simple stories and poems. Often needs one-to-one help. Work is often inaccurate or incomplete; tends to rely on guessing.* | *The student is able to read, understand, and respond to simple and direct stories, novels, and poetry but may need some support. Work is generally accurate but often provides little detail or support. Parts may be incomplete or confusing.* | *The student is able to independently read, understand, and respond to simple and direct stories, novels, and poems. Provides support when prompted. Work is generally accurate and complete.* | *The student is able to independently read, understand, and respond to straightforward stories, novels, and poetry with some complex language and ideas. Works efficiently, and provides details and support; may exceed requirement.* |
| **STRATEGIES**<br>• comprehension strategies<br>• word skills<br>• predictions<br>• locating detail | • few strategies for correcting<br>• tries to sound out new words; may give up quickly<br>• predictions are often illogical guesses<br>• often guesses instead of looking at selection | • with support, may adjust strategies<br>• needs prompting to use word strategies; often begins by asking for help<br>• makes simple, obvious predictions<br>• may have difficulty locating some specific details | • beginning to adjust strategies<br>• uses a variety of word strategies; may need prompting<br>• makes logical predictions<br>• rereads and skims to find specific details | • adjusts strategies effectively<br>• uses a variety of word strategies; usually efficient and successful<br>• makes logical and often insightful predictions<br>• rereads and skims for specific details; becoming efficient |
| **COMPREHENSION**<br>• accuracy, use of detail and support<br>• characters<br>• sequence of events<br>• inferences | • work is often incomplete, inaccurate; may give up<br>• may identify the main character(s) and some events<br>• difficulty recounting events in sequence<br>• often unable to make inferences | • most work is accurate and based on the selection; little detail or support<br>• accurately identifies most main characters<br>• retells most main events in sequence<br>• some simple, obvious inferences about characters' feelings | • work is accurate, complete; provides some detail and support<br>• accurately describes main characters and their relationships in some detail<br>• retells main events in the correct sequence<br>• some logical inferences about characters' feelings | • work is clear, accurate, detailed; provides support<br>• accurately describes main characters and their relationships in detail<br>• retells accurately, making relationships among events clear<br>• logical inferences about characters' feelings and motivations |
| **RESPONSE AND ANALYSIS**<br>• connection to experiences and other selections<br>• opinions | • with specific prompts and support, may be able to make concrete and obvious personal connections<br>• may offer simple reactions or opinions | • makes concrete and obvious connections; may need prompting<br>• offers simple reactions or opinions with minimal support | • makes some connections; may involve inferences<br>• offers reactions and opinions with some support | • makes and explains connections that require some inferences or insights<br>• offers reactions and opinions with some specific support |

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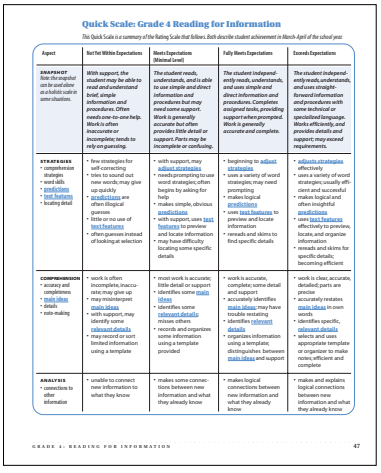

**Quick Scale: Grade 4 Reading for Information**

*This Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year.*

| Aspect | Not Yet Within Expectations | Meets Expectations (Minimal Level) | Fully Meets Expectations | Exceeds Expectations |
|---|---|---|---|---|
| **SNAPSHOT** *Note: the snapshot can be used alone as a holistic scale in some situations.* | *With support, the student may be able to read and understand brief, simple information and procedures. Often needs one-to-one help. Work is often inaccurate or incomplete; tends to rely on guessing.* | *The student reads, understands, and is able to use simple and direct information and procedures but may need some support. Work is generally accurate but often provides little detail or support. Parts may be incomplete or confusing.* | *The student independently reads, understands, and uses simple and direct information and procedures. Completes assigned tasks, providing support when prompted. Work is generally accurate and complete.* | *The student independently reads, understands, and uses straightforward information and procedures with some technical or specialized language. Works efficiently, and provides details and support; may exceed requirements.* |
| **STRATEGIES**<br>• comprehension strategies<br>• word skills<br>• predictions<br>• text features<br>• locating detail | • few strategies for self-correcting<br>• tries to sound out new words; may give up quickly<br>• predictions are often illogical guesses<br>• little or no use of text features<br>• often guesses instead of looking at selection | • with support, may adjust strategies<br>• needs prompting to use word strategies; often begins by asking for help<br>• makes simple, obvious predictions<br>• with support, uses text features to preview and locate information<br>• may have difficulty locating some specific details | • beginning to adjust strategies<br>• uses a variety of word strategies; may need prompting<br>• makes logical predictions<br>• uses text features to preview and locate information<br>• rereads and skims to find specific details | • adjusts strategies effectively<br>• uses a variety of word strategies; usually efficient and successful<br>• makes logical and often insightful predictions<br>• uses text features effectively to preview, locate, and organize information<br>• rereads and skims for specific details; becoming efficient |
| **COMPREHENSION**<br>• accuracy and completeness<br>• main ideas<br>• details<br>• note-making | • work is often incomplete, inaccurate; may give up<br>• may misinterpret main ideas<br>• with support, may identify some relevant details<br>• may record or sort limited information using a template | • most work is accurate; little detail or support<br>• identifies some main ideas<br>• identifies some relevant details; misses others<br>• records and organizes some information using a template provided | • work is accurate, complete; some detail and support<br>• accurately identifies main ideas; may have trouble restating<br>• identifies relevant details<br>• organizes information using a template; distinguishes between main ideas and support | • work is clear, accurate, detailed; parts are precise<br>• accurately restates main ideas in own words<br>• identifies specific, relevant details<br>• selects and uses appropriate template or organizer to make notes; efficient and complete |
| **ANALYSIS**<br>• connections to other information | • unable to connect new information to what they know | • makes some connections between new information and what they already know | • makes logical connections between new information and what they already know | • makes and explains logical connections between new information and what they already know |

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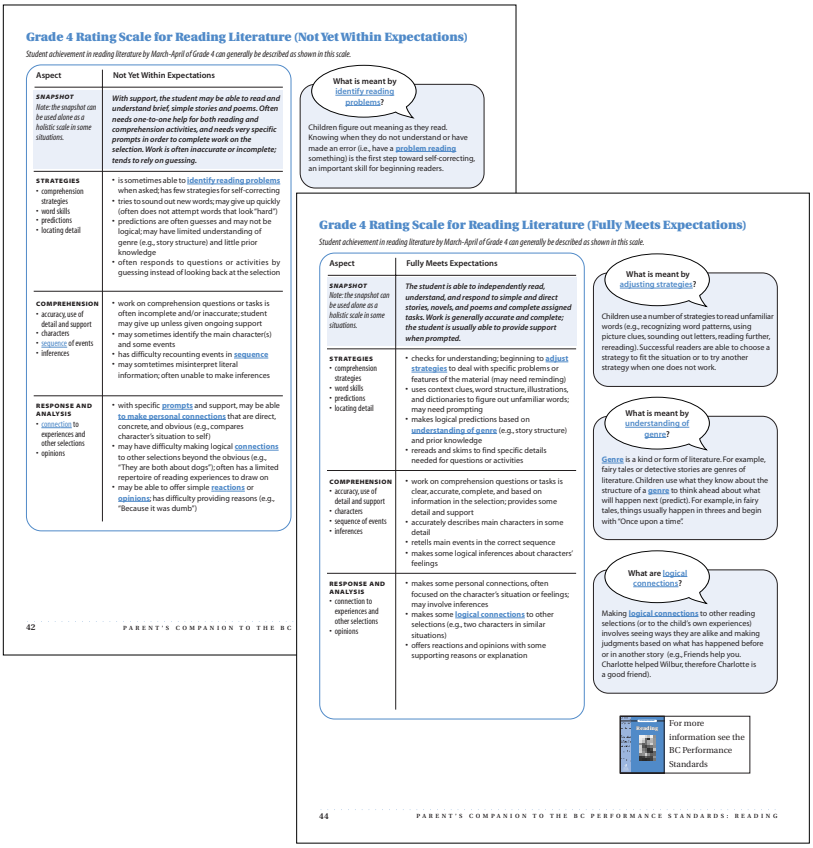
**The Quick Scales and Rating Scales** have some words in bold type and underlined. These words are defined in the question-and-answer balloons beside the Rating Scale, in the student sample on the following page. The activities for helping at home also tell more about the bold underlined words and ideas.



**Grade 4 Rating Scale for Reading Literature (Not Yet Within Expectations)**

*Student achievement in reading literature by March–April of Grade 4 can generally be described as shown in this scale.*

| Aspect | Not Yet Within Expectations |
|---|---|
| **SNAPSHOT** *Note: the snapshot can be used alone as a holistic scale in some situations.* | ***With support, the student may be able to read and understand brief, simple stories and poems. Often needs one-to-one help for both reading and comprehension activities, and needs very specific prompts in order to complete work on the selection. Work is often inaccurate or incomplete; tends to rely on guessing.*** |
| **STRATEGIES**<br>• comprehension strategies<br>• word skills<br>• predictions<br>• locating detail | • is sometimes able to identify reading problems when asked; has few strategies for self-correcting<br>• tries to sound out new words; may give up quickly (often does not attempt words that look "hard")<br>• predictions are often guesses and may not be logical; may have limited understanding of genre (e.g., story structure) and little prior knowledge<br>• often responds to questions or activities by guessing instead of looking back at the selection |
| **COMPREHENSION**<br>• accuracy, use of detail and support<br>• characters<br>• sequence of events<br>• inferences | • work on comprehension questions or tasks is often incomplete and/or inaccurate; student may give up unless given ongoing support<br>• may sometimes identify the main character(s) and some events<br>• has difficulty recounting events in sequence<br>• may sometimes misinterpret literal information; often unable to make inferences |
| **RESPONSE AND ANALYSIS**<br>• connection to experiences and other selections<br>• opinions | • with specific prompts and support, may be able to make personal connections that are direct, concrete, and obvious (e.g., compares character's situation to self)<br>• may have difficulty making logical connections to other selections beyond the obvious (e.g., "They are both about dogs"); often has a limited repertoire of reading experiences to draw on<br>• may be able to offer simple reactions or opinions; has difficulty providing reasons (e.g., "Because it was dumb") |

**What is meant by identify reading problems?**

Children figure out meaning as they read. Knowing when they do not understand or have made an error (i.e., have a problem reading something) is the first step toward self-correcting, an important skill for beginning readers.



**Grade 4 Rating Scale for Reading Literature (Fully Meets Expectations)**

*Student achievement in reading literature by March–April of Grade 4 can generally be described as shown in this scale.*

| Aspect | Fully Meets Expectations |
|---|---|
| **SNAPSHOT** *Note: the snapshot can be used alone as a holistic scale in some situations.* | ***The student is able to independently read, understand, and respond to simple and direct stories, novels, and poems and complete assigned tasks. Work is generally accurate and complete; the student is usually able to provide support when prompted.*** |
| **STRATEGIES**<br>• comprehension strategies<br>• word skills<br>• predictions<br>• locating detail | • checks for understanding; beginning to adjust strategies to deal with specific problems or features of the material (may need reminding)<br>• uses context clues, word structure, illustrations, and dictionaries to figure out unfamiliar words; may need prompting<br>• makes logical predictions based on understanding of genre (e.g., story structure) and prior knowledge<br>• rereads and skims to find specific details needed for questions or activities |
| **COMPREHENSION**<br>• accuracy, use of detail and support<br>• characters<br>• sequence of events<br>• inferences | • work on comprehension questions or tasks is clear, accurate, complete, and based on information in the selection; provides some detail and support<br>• accurately describes main characters in some detail<br>• retells main events in the correct sequence<br>• makes some logical inferences about characters' feelings |
| **RESPONSE AND ANALYSIS**<br>• connection to experiences and other selections<br>• opinions | • makes some personal connections, often focused on the character's situation or feelings; may involve inferences<br>• makes some logical connections to other selections (e.g., two characters in similar situations)<br>• offers reactions and opinions with some supporting reasons or explanation |

**What is meant by adjusting strategies?**

Children use a number of strategies to read unfamiliar words (e.g., recognizing word patterns, using picture clues, sounding out letters, reading further, rereading). Successful readers are able to choose a strategy to fit the situation or to try another strategy when one does not work.

**What is meant by understanding of genre?**

Genre is a kind or form of literature. For example, fairy tales or detective stories are genres of literature. Children use what they know about the structure of a genre to think ahead about what will happen next (predict). For example, in fairy tales, things usually happen in threes and begin with "Once upon a time".

**What are logical connections?**

Making logical connections to other reading selections (or to the child's own experiences) involves seeing ways they are alike and making judgments based on what has happened before or in another story (e.g., Friends help you. Charlotte helped Wilbur, therefore Charlotte is a good friend).



For more information see the BC Performance Standards



**What are logical connections?**

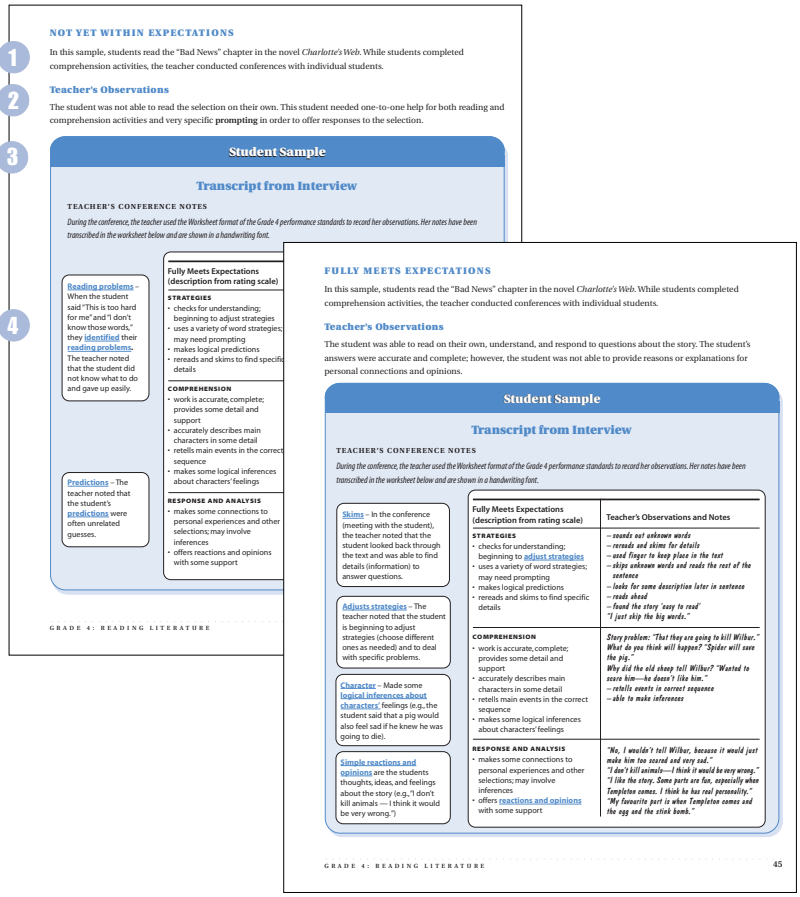
Making **logical connections** to other reading selections (or to the child's own experiences) involves seeing ways they are alike and making judgments based on what has happened before or in another story (e.g., Friends help you. Charlotte helped Wilbur, therefore Charlotte is a good friend).

Question-and-Answer Balloons give definitions or examples of terms used in the performance standards.

## Using this guide will add to your understanding of performance standards.

**Use this guide when you talk about reading with your child.**

## 3. Student Sample



NOT YET WITHIN EXPECTATIONS

In this sample, students read the "Bad News" chapter in the novel *Charlotte's Web*. While students completed comprehension activities, the teacher conducted conferences with individual students.

**Teacher's Observations**

The student was not able to read the selection on their own. This student needed one-to-one help for both reading and comprehension activities and very specific **prompting** in order to offer responses to the selection.

**Student Sample**

**Transcript from Interview**

TEACHER'S CONFERENCE NOTES

*During the conference, the teacher used the Worksheet format of the Grade 4 performance standards to record her observations. Her notes have been transcribed in the worksheet below and are shown in a handwriting font.*

Reading problems – When the student said "This is too hard for me" and "I don't know those words," they identified their reading problems. The teacher noted that the student did not know what to do and gave up easily.

Predictions – The teacher noted that the student's predictions were often unrelated guesses.

Fully Meets Expectations (description from rating scale)

STRATEGIES
- checks for understanding; beginning to adjust strategies
- uses a variety of word strategies; may need prompting
- makes logical predictions
- rereads and skims to find specific details

COMPREHENSION
- work is accurate, complete; provides some detail and support
- accurately describes main characters in some detail
- retells main events in the correct sequence
- makes some logical inferences about characters' feelings

RESPONSE AND ANALYSIS
- makes some connections to personal experiences and other selections; may involve inferences
- offers reactions and opinions with some support

GRADE 4: READING LITERATURE

FULLY MEETS EXPECTATIONS

In this sample, students read the "Bad News" chapter in the novel *Charlotte's Web*. While students completed comprehension activities, the teacher conducted conferences with individual students.

**Teacher's Observations**

The student was able to read on their own, understand, and respond to questions about the story. The student's answers were accurate and complete; however, the student was not able to provide reasons or explanations for personal connections and opinions.

**Student Sample**

**Transcript from Interview**

TEACHER'S CONFERENCE NOTES

*During the conference, the teacher used the Worksheet format of the Grade 4 performance standards to record her observations. Her notes have been transcribed in the worksheet below and are shown in a handwriting font.*

Skims – In the conference (meeting with the student), the teacher noted that the student looked back through the text and was able to find details (information) to answer questions.

Adjusts strategies – The teacher noted that the student is beginning to adjust strategies (choose different ones as needed) and to deal with specific problems.

Character – Made some logical inferences about characters' feelings (e.g., the student said that a pig would also feel sad if he knew he was going to die).

Simple reactions and opinions are the students thoughts, ideas, and feelings about the story (e.g., "I don't kill animals — I think it would be very wrong.")

| Fully Meets Expectations (description from rating scale) | Teacher's Observations and Notes |
|---|---|
| **STRATEGIES**<br>• checks for understanding; beginning to adjust strategies<br>• uses a variety of word strategies; may need prompting<br>• makes logical predictions<br>• rereads and skims to find specific details | *– sounds out unknown words*<br>*– rereads and skims for details*<br>*– used finger to keep place in the text*<br>*– skips unknown words and reads the rest of the sentence*<br>*– looks for some description later in sentences*<br>*– reads ahead*<br>*– found the story "easy to read"*<br>*"I just skip the big words."* |
| **COMPREHENSION**<br>• work is accurate, complete; provides some detail and support<br>• accurately describes main characters in some detail<br>• retells main events in the correct sequence<br>• makes some logical inferences about characters' feelings | *Story problem: "That they are going to kill Wilbur." What do you think will happen? "Spider will save the pig."*<br>*Why did the old sheep tell Wilbur? "Wanted to scare him—he doesn't like him."*<br>*– retells events in correct sequence*<br>*– able to make inferences* |
| **RESPONSE AND ANALYSIS**<br>• makes some connections to personal experiences and other selections; may involve inferences<br>• offers reactions and opinions with some support | *"No, I wouldn't tell Wilbur, because it would just make him too scared and very sad."*<br>*"I don't kill animals—I think it would be very wrong."*<br>*"I like the story. Some parts are fun, especially when Templeton comes. I think he has real personality."*<br>*"My favourite part is when Templeton comes and the egg and the stink bomb."* |

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1. This gives a brief description of the reading lesson.

2. Teacher's Observations. This gives a short statement describing what happened during the lesson.

3. Student Sample. The student samples in this guide are based on those presented in the BC Performance Standards for Reading. In many cases, more details have been added. The sample shows either a copy of the student's work or a part of the student's original work with a typed copy (transcript) of the complete work.

4. Statements in boxes tell more about the student's performance. Words that are underlined and in boldface are terms from the BC Performance Standards for Reading.

**4. Helping Your Child at Home** (page 53)

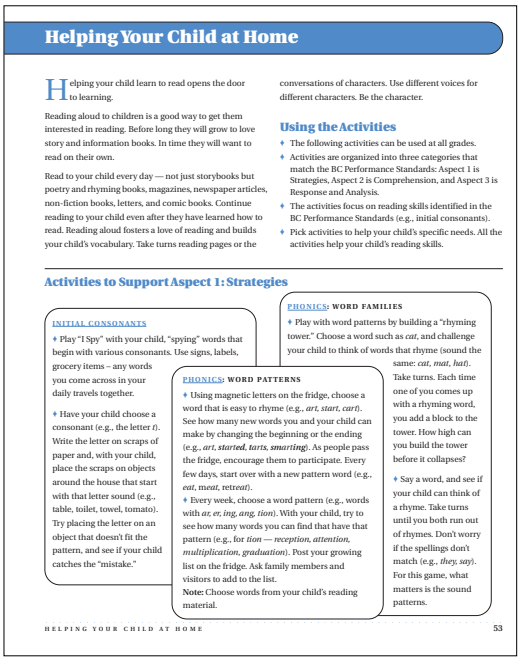
The activities in this part of the guide are ways to help your child's reading skills at home.

The activities match the three aspects (categories) in the BC Performance Standards Quick Scale:

**Aspect 1:** Strategies
**Aspect 2:** Comprehension
**Aspect 3:** Response and Analysis

(see page 4 Quick Scale).

These activities focus on the reading skills and terms identified in the BC Performance Standards for Reading (e.g., *initial consonants*). Use these activities to help your child with specific needs.



## Helping Your Child at Home

Helping your child learn to read opens the door to learning.

Reading aloud to children is a good way to get them interested in reading. Before long they will grow to love story and information books. In time they will want to read on their own.

Read to your child every day — not just storybooks but poetry and rhyming books, magazines, newspaper articles, non-fiction books, letters, and comic books. Continue reading to your child even after they have learned how to read. Reading aloud fosters a love of reading and builds your child's vocabulary. Take turns reading pages or the conversations of characters. Use different voices for different characters. Be the character.

### Using the Activities

- The following activities can be used at all grades.
- Activities are organized into three categories that match the BC Performance Standards: Aspect 1 is Strategies, Aspect 2 is Comprehension, and Aspect 3 is Response and Analysis.
- The activities focus on reading skills identified in the BC Performance Standards (e.g., initial consonants).
- Pick activities to help your child's specific needs. All the activities help your child's reading skills.

### Activities to Support Aspect 1: Strategies

INITIAL CONSONANTS

- Play "I Spy" with your child, "spying" words that begin with various consonants. Use signs, labels, grocery items – any words you come across in your daily travels together.
- Have your child choose a consonant (e.g., the letter *t*). Write the letter on scraps of paper and, with your child, place the scraps on objects around the house that start with that letter sound (e.g., table, toilet, towel, tomato). Try placing the letter on an object that doesn't fit the pattern, and see if your child catches the "mistake."

PHONICS: WORD PATTERNS

- Using magnetic letters on the fridge, choose a word that is easy to rhyme (e.g., *art, start, cart*). See how many new words you and your child can make by changing the beginning or the ending (e.g., *art, started, tarts, smarting*). As people pass the fridge, encourage them to participate. Every few days, start over with a new pattern word (e.g., *eat*, m*eat*, retre*at*).
- Every week, choose a word pattern (e.g., words with *at, er, ing, ang, tion*). With your child, try to see how many words you can find that have that pattern (e.g., for *tion — reception, attention, multiplication, graduation*). Post your growing list on the fridge. Ask family members and visitors to add to the list.

**Note:** Choose words from your child's reading material.

PHONICS: WORD FAMILIES

- Play with word patterns by building a "rhyming tower." Choose a word such as *cat*, and challenge your child to think of words that rhyme (sound the same: *cat, mat, hat*). Take turns. Each time one of you comes up with a rhyming word, you add a block to the tower. How high can you build the tower before it collapses?
- Say a word, and see if your child can think of a rhyme. Take turns until you both run out of rhymes. Don't worry if the spellings don't match (e.g., *they, say*). For this game, what matters is the sound patterns.

HELPING YOUR CHILD AT HOME 53

**Use activities in this booklet to help your child at home.**

**5. Questions for Parent-Teacher Conferences** (pages 55, 57, 58)
Sets of questions are organized around the three aspects (categories) of the performance standards (Aspect 1 is Strategies, Aspect 2 is Comprehension, and Aspect 3 is Response and Analysis). Each aspect focuses on different skills (e.g., comprehension is understanding what is read, while strategies are skills used to read). Here are some questions you might find useful when talking about reading strategies.

### Questions about Strategies for Parent-Teacher Conferences

- What word games would you suggest for my child to use at home?
- How do I help my child when they get stuck on a word?
- How can I help my child choose interesting books that are "just right" for their reading level?
- How can I help my child make good predictions?
- How can I help my child use text features to locate information? (Grades 2–4)
- How can we help our child become better at skimming and rereading? (Grades 2–4)
- My child needs a lot of help with reading. How can I best help them?
- What are the common sight words my child should know at this grade?
- What are some word families or patterns I could practise or use in activities with my child?

# Grade 1: Reading

In Grade 1, students begin by listening to stories and move toward being able to read simple stories on their own. They begin to learn, develop, and use reading skills — to follow instructions and to find out about topics that interest them.

In Grade 1, students are taught to make sense out of print on the page. They learn to use strategies to help them know what sounds right and makes sense.

# Quick Scale: Grade 1 Reading

*This* Quick Scale *is a summary of the* Rating Scale *that follows. Both describe student achievement in March-April of the school year.*

| Aspect | Not Yet Within Expectations | Meets Expectations (Minimal Level) | Fully Meets Expectations | Exceeds Expectations |
|---|---|---|---|---|
| **SNAPSHOT**<br>*Note: the snapshot can be used alone as a holistic scale in some situations.* | ***The student may engage in reading-like behaviour but relies on an adult or peer to read stories or other selections.*** | ***The student reads short, simple illustrated selections with some support; may be able to reread familiar selections independently.*** | ***The student reads short, simple illustrated selections; rereads familiar selections independently.*** | ***The student reads a variety of short, simple materials independently; often chooses to read; needs little support.*** |
| **STRATEGIES**<br>• phonics<br>• predict and confirm meaning<br>• letter and word recognition<br>• print conventions | • often seeks support<br>• may identify most letters; beginning to match initial consonant sounds and letters in familiar words<br>• knows how books work (e.g., front-to-back sequence, left-to-right print)<br>• beginning to match printed words with words read orally<br>• recognizes that books tell stories | • often hesitant with new selections<br>• identifies all letters; tries to use phonics to sound out words<br>• uses illustrations and prior knowledge to predict and confirm meaning if prompted<br>• recognizes some common sight words (e.g., *in, on, the, at*)<br>• knows some basic print conventions (e.g., question marks) | • usually confident; uses various strategies to figure out meaning<br>• uses phonics to sound out new words<br>• uses illustrations and prior knowledge to predict and confirm meaning<br>• recognizes many common sight words (e.g., *family, they*)<br>• uses basic print conventions (e.g., question marks) to support meaning | • increasingly confident and self-reliant<br>• uses phonics and word families to identify new words<br>• uses prior knowledge and various clues to predict and confirm meaning<br>• recognizes an increasing number of sight words<br>• uses print conventions effectively |
| **COMPREHENSION**<br>• predict<br>• retell<br>• locate details<br>• make inferences | • predictions are often guesses<br>• may use picture clues to retell some events<br>• uses illustrations to provide details<br>• after supported rereading, identifies some characters and events | • makes reasonable predictions when prompted<br>• retells some key events or ideas; identifies main characters<br>• locates some details; may need clues or support<br>• focuses on literal meaning | • predicts story events<br>• retells most key events or ideas in sequence; identifies main characters<br>• locates some specific, relevant details<br>• makes simple inferences about characters | • predicts story events; shows some insight<br>• completely retells a selection<br>• independently locates specific, relevant details<br>• makes inferences about characters; may be able to identify the message in a story |
| **RESPONSE**<br>• personal connections<br>• opinions | • has difficulty making personal connections<br>• expresses like or dislike for a story | • can make a simple connection to self after teacher-led discussion<br>• expresses like or dislike for a story and tries to tell why | • can compare a story to own experiences if given a simple frame to complete<br>• expresses like or dislike for a story; can give a reason | • makes obvious connections to own experiences or to other selections<br>• offers simple opinions; gives some reasons |

# Grade 1 Rating Scale for Reading (Not Yet Within Expectations)

*Student achievement in reading by March-April of Grade 1 can generally be described as shown in this scale.*

| Aspect | Not Yet Within Expectations |
|---|---|
| **SNAPSHOT**<br>*Note: the snapshot can be used alone as a holistic scale in some situations.* | ***The student may engage in reading-like behaviour but relies on an adult or peer to read stories or other selections.*** |
| **STRATEGIES**<br>• phonics<br>• predict and confirm meaning<br>• letter and word recognition<br>• print conventions | • often seeks support, even when able to complete a task<br>• may identify most letters; beginning to match initial consonant sounds and letters in familiar words (e.g., names of family members)<br>• shows awareness of how books work (e.g., front-to-back sequence, left-to-right print)<br>• beginning to match the printed word with the word read orally (one-to-one matching)<br>• recognizes that books tell stories; may memorize simple selections after repeated readings |
| **COMPREHENSION**<br>• predict<br>• retell<br>• locate details<br>• make inferences | • if asked to predict, often guesses rather than making reasonable predictions<br>• may use picture clues to retell some story events<br>• uses illustrations to identify the topic of an information selection<br>• may use illustrations to provide details about a story or topic<br>• may identify main characters and events after repeated readings |
| **RESPONSE**<br>• personal connections<br>• opinions | • has difficulty making personal connections to a story<br>• tells whether or not she or he likes a selection (even if unable to read it), but does not give reasons |

**What is phonics?**

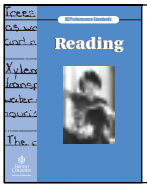
Phonics is a method of teaching beginners to read by learning to associate certain letters or letter combinations with the sounds they represent.

**What is a reasonable prediction?**

A prediction is a guess about what might happen next or in the future. A prediction in reading is based on the child's understanding of the topic. A reasonable prediction in reading is when the child's guess makes sense.

**What is meant by personal connections?**

Children make personal connections when they see their own feelings and experiences reflected in a story. For example, when a student says they had a similar experience as one of the characters in a story, they have made a personal connection.




For more information see the BC Performance Standards

## NOT YET WITHIN EXPECTATIONS

In this sample, students read the story *Effie* and had a conference with the teacher.

### Teacher's Observations

The samples of Grade 1 student work in reading show the teacher's observation notes and assessment, rather than samples of written student work.

## Student Sample

### Transcript from Interview

**Phonics** — The teacher noted that the student used phonics to sound out words (e.g., checks initial consonant-letter sound of beginning of words).

**Reasonable predictions** — In the interview, the teacher noted that the guesses were often not accurate. They were not reasonable predictions.

**Literal meaning** — The teacher noted that the student was strongly focused on literal meaning (e.g., clarifies the problem at a basic level - tells that a character was happy but does not know why or how else they felt).

| Teacher's Observations | Teacher's Assessment (Criteria from Rating Scale) |
|---|---|
| • nervous about the task; seeks help and confirmation<br>• reads haltingly, word by word<br>• uses finger to match the words read with the printed word; makes one-to-one correspondence<br>• identifies beginning letters and beginning consonant sounds (phonics)<br>• guesses at words based on the first letter<br>• does not recognize common sight words (e.g., *she, can, the, of*)<br>• misses lines of text<br>• substitutes words that are usually in keeping with the meaning although based on prereading discussions<br>• reads the repeated dialogue correctly and with expression (memorized it)<br>• loses her place; needs help to track and cue her back to the print<br>• not able to complete the reading | **STRATEGIES**<br>• relies on the teacher to read the story<br>• often seeks support<br>• beginning to match initial consonant sounds and letters in familiar words<br>• recognizes events (the dialogue phrase) after repeated readings |
| • identifies the problem at a very basic level<br>• relies on the pictures to retell the events<br>• inaccurately retells how Effie solved the problem<br>• only able to identify the feeling of being happy (does not see the range of emotions in the story)<br>• able to provide advice to Effie: "It's good to use your voice to save everyone, but not good to be loud when people want to talk to you." | **COMPREHENSION**<br>• often guesses rather than making reasonable predictions<br>• uses picture clues to retell some story events<br>• uses illustrations (pictures) to provide details about a story<br>• strongly focused on literal meaning; has difficulty making inferences about characters' intentions or feelings |
| • recommends the story, but gives reasons unrelated to the story and theme | **RESPONSE**<br>• tells whether or not she likes a selection but does not give reasons |

# Grade 1 Rating Scale for Reading (Fully Meets Expectations)

*Student achievement in reading by March-April of Grade 1 can generally be described as shown in this scale.*

| Aspect | Fully Meets Expectations |
|---|---|
| **SNAPSHOT**<br>*Note: the snapshot can be used alone as a holistic scale in some situations.* | ***The student reads short, simple illustrated selections independently; is also able to reread familiar selections.*** |
| **STRATEGIES**<br>• phonics<br>• predict and confirm meaning<br>• letter and word recognition<br>• print conventions | • approaches most reading activities confidently; reads for meaning<br>• uses phonics to sound out new words<br>• uses illustrations, context clues, and prior knowledge to predict and confirm meaning<br>• recognizes many common sight words (e.g., *family, they, have*)<br>• recognizes and uses basic print conventions to support meaning (e.g., exclamation marks, question marks) |
| **COMPREHENSION**<br>• predict<br>• retell<br>• locate details<br>• make inferences | • predicts story events<br>• retells most key story events in sequence; identifies main characters<br>• recounts main ideas and key information from an information selection; may include some details<br>• locates some specific, relevant details in response to questions or tasks; may need some clues or support<br>• makes inferences to describe characters' intentions or feelings |
| **RESPONSE**<br>• personal connections<br>• opinions | • can tell how story events or characters are the same or different from their own experiences if given a simple pattern or frame to complete<br>• tells whether he or she likes or dislikes a selection and can give a reason |

For more information see the BC Performance Standards

**What is prior knowledge?**

Prior knowledge is what the student already knows about a topic or how to do something. A student who knows lots about frogs and has listened to fairy tales can read a fairy tale about frogs more easily than a student who has never read or listened to such stories.

**What is meant by print conventions?**

Print conventions are the usual ways of showing information in print to guide the readers. They include punctuation marks and conventions such as front-to-back sequence and left-to-right print.

**What is meant by retelling key events in sequence?**

All stories have a beginning, middle, and end. Story events occur in a logical order (e.g., order of time). The ability to retell story events in the correct sequence is an important part of reading comprehension (understanding what is read).

**What is meant by locate specific, relevant details?**

Specific, relevant details are ones that relate to the topic. When your child can find exactly where in the book they found the information, they are able to locate specific, relevant details.

## FULLY MEETS EXPECTATIONS

In this sample, students read the story *Effie* and had a conference with the teacher.

### Teacher's Observations

The samples of Grade 1 student work in reading present the teacher's observation notes and assessment, rather than samples of written student work.

## Student Sample

### Transcript from Interview

**Print conventions** — For example, the teacher noted that the student read dialogue (what was spoken) as a conversation, which means that the child recognized that certain punctuation indicates a conversation (e.g., quotation marks "").

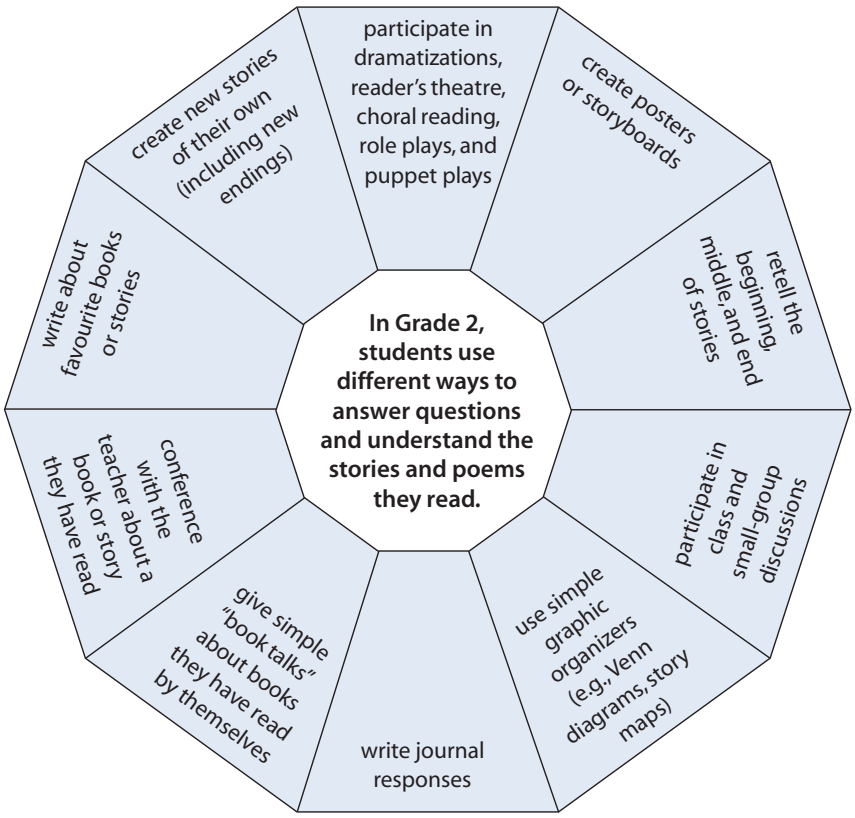
**Sequence** — In the conference (talking with the teacher), the student told what happened in the story in the correct sequence (order).

**Locate specific, relevant details** — For example, the student found the part in the story that showed how the problem was solved.

| Teacher's Observations | Teacher's Assessment (Criteria from Rating Scale) |
|---|---|
| • reading is generally fluent, with expression added appropriately<br>• sounds out words in chunks (e.g., *dis-a-ppoint-ed*)<br>• checks beginning blends (e.g., *gl*) when beginning to sound out the word<br>• checks picture clues when reading<br>• substitutions are within the meaning of the text<br>• tries to decode word; if unsuccessful, continues to read<br>• uses finger to cue to print only when confused or lost<br>• reads dialogue as a conversation<br>• rereads the sentence when an incorrect word is read to check for sense | **STRATEGIES**<br>• approaches the activity confidently; reads for meaning<br>• uses phonics to sound out new words<br>• uses illustrations, context clues, and prior knowledge to predict and confirm meaning<br>• recognizes many common sight words<br>• recognizes and uses basic print conventions to support meaning |
| • clarifies the problem with details from the story<br>• locates specific information from story on how the problem was solved<br>• identifies a range of emotions that Effie felt in different situations<br>• provides advice for Effie | **COMPREHENSION**<br>• retells most key story events in sequence<br>• locates some specific, relevant details in response to questions<br>• makes inferences to describe characters' intentions or feelings |
| • says that he likes the story and gives a simple reason | **RESPONSE**<br>• tells whether he likes or dislikes a selection and can give a reason |

# Grade 2: Reading Literature

In Grade 2, students use their reading skills to understand and respond to a variety of children's literature (picture books, stories, and poems).



# Quick Scale: Grade 2 Reading Literature

*This* Quick Scale *is a summary of the* Rating Scale *that follows. Both describe student achievement in March-April of the school year.*

| Aspect | Not Yet Within Expectations | Meets Expectations (Minimal Level) | Fully Meets Expectations | Exceeds Expectations |
|---|---|---|---|---|
| **SNAPSHOT**<br>*Note: the snapshot can be used alone as a holistic scale in some situations.* | ***The student needs one-to-one support to read short, simple stories and to attempt comprehension activities.*** | ***The student reads a variety of short, simple stories with understanding if given some support. Work is partially accurate.*** | ***The student reads a variety of short, simple stories independently and with understanding. Work is generally accurate.*** | ***The student reads an increasing variety of simple stories independently and with understanding. Work is clear, accurate, complete.*** |
| **STRATEGIES**<br>• oral reading<br>• comprehension strategies<br>• predictions<br>• word skills<br>• sight vocabulary | • uncomfortable reading orally; reads words rather than sentences; may lose place<br>• often needs intensive, sustained support<br>• predictions are often guesses<br>• may try to use phonics; often waits to be given the word or strategy<br>• recognizes some common sight words (e.g., *the, at, want, they, little*) | • reads slowly, with little expression; often stops to self-correct or get help<br>• looks for support with new selections<br>• if prompted, uses prior knowledge and picture clues to make simple, obvious predictions<br>• relies on phonics to figure out new words; if given support, can use word structure, context<br>• recognizes common sight words | • confident in most oral reading activities<br>• checks to make sure the selection is making sense; may need prompting<br>• uses prior knowledge, picture clues, knowledge about "story" to make obvious predictions<br>• combines phonics, word structure, context clues; usually successful with simple words<br>• recognizes increasing variety of sight words | • oral reading is fluent, confident, expressive<br>• checks to make sure the selection is making sense; self-corrects efficiently<br>• uses prior knowledge, picture clues, knowledge about "story" to make logical and sometimes insightful predictions<br>• successfully combines phonics, word structure, context clues<br>• recognizes a wide range of sight words |
| **COMPREHENSION**<br>• accuracy, completeness<br>• characters<br>• events<br>• retell; explain relationships<br>• inferences | • unable to attempt questions or tasks alone; work is incomplete, may be inaccurate or vague even with help<br>• may identify the main character(s)<br>• needs support to retell the story; may invent material based on the illustrations<br>• recalls few details<br>• unable to make inferences | • responses to questions or tasks include some accurate information; parts are inaccurate or incomplete<br>• identifies main character<br>• often focuses on one event; may miss big picture<br>• provides a few accurate details; may invent some<br>• focuses on literal meaning; has difficulty making basic inferences | • responses to questions or tasks are accurate and complete; parts may be vague, unclear<br>• accurately identifies main and supporting characters<br>• retells main events in correct sequence<br>• includes some details<br>• makes basic inferences about characters (feelings, motivation) and events | • responses to questions or tasks are accurate, clear, and thorough<br>• accurately describes main and supporting characters<br>• provides a detailed, accurate retelling<br>• uses relevant details<br>• makes inferences about characters, events<br>• may offer insight into author's purpose, message |
| **RESPONSE AND ANALYSIS**<br>• connections to experiences and other selections<br>• opinions | • often unable to make connections; limited reading or listening experiences to draw on<br>• opinions are often unrelated to story | • with teacher support, makes simple, concrete connections to own experiences, other stories<br>• expresses simple opinions about stories or characters | • if asked, makes concrete connections to own experiences, other stories<br>• expresses simple opinions about stories or characters, and provides simplistic reasons | • may make several direct, concrete connections to own experiences, other stories<br>• expresses simple opinions or judgments with some support |

# Grade 2 Rating Scale for Reading Literature (Not Yet Within Expectations)

*Student achievement in reading literature by March-April of Grade 2 can generally be described as shown in this scale.*

| Aspect | Not Yet Within Expectations |
|---|---|
| **SNAPSHOT**<br>*Note: the snapshot can be used alone as a holistic scale in some situations.* | ***The student needs one-to-one support to read short, simple materials and to attempt comprehension activities.*** |
| **STRATEGIES**<br>• oral reading<br>• comprehension strategies<br>• predictions<br>• word skills<br>• sight vocabulary | • uncomfortable when reading orally; tends to read words rather than sentences; may lose place<br>• often needs intensive, sustained support to deal with new selections<br>• predictions are often guesses and may not be logical<br>• identifies all letters; tries to use phonics to sound out words; often waits to be given the word or strategy; may not be able to use context clues (what makes sense and sounds right)<br>• recognizes some common sight words (e.g., *the, at, want, they, little*) |
| **COMPREHENSION**<br>• accurate, complete<br>• characters<br>• events<br>• retell; explain relationships<br>• inferences | • often unable to attempt comprehension questions or tasks without help; work is often incomplete and may be inaccurate or vague even with help (tends to rely on personal experiences rather than information in the selection)<br>• may identify the main character(s)<br>• needs support to retell the story; may invent material based on the illustrations<br>• recalls few details<br>• needs support to understand main events; may be unable to make inferences (sometimes because they do not understand the literal story) |
| **RESPONSE AND ANALYSIS**<br>• connections to experiences and other selections<br>• opinions | • often unable to make connections because they do not understand the story (tend to have limited reading or listening experiences to draw on)<br>• may express simple opinions, but these are often unrelated to the story (because student has trouble understanding the story) |

For more information see the BC Performance Standards

**What is meant by intensive, sustained support?**

Intensive, sustained support means assisting a child to read a selection by helping them use their skills (discussing and pointing out ways to help with understanding). Children gradually move from needing constant support to being able to use a skill on their own.

**What are context clues?**

Context clues are the information from the story that help us know what could possibly happen next or what a word is likely to be.

**What are common sight words?**

Common sight words are words that children come across daily in reading and writing. After a time children are expected to recognize and spell such words instantly. Examples of sight words at this level include *the, and, they, because, went, little, from, today,* and *by*.

**What is meant by unable to make connections?**

Children are unable to make connections when they do not see how things in a story are like their lives or like or unlike other stories they have read.

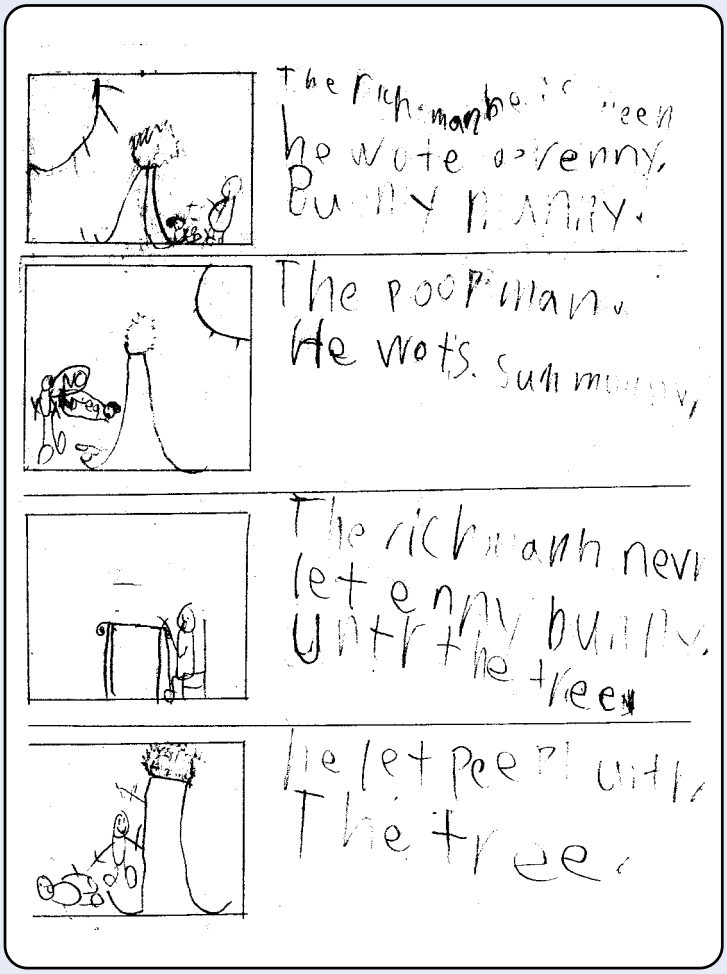
## NOT YET WITHIN EXPECTATIONS

In this sample, students read the story *Under the Shade of the Mulberry Tree.* Students used a model given by the teacher to retell the main (most important) events. Students also had a one-on-one interview (conference) about their work with the teacher.

### Teacher's Observations

The student needed one-to-one support from an assistant, who read part of the selection aloud. The student lost their place when reading out loud and was unable to do all of the task.

## Student Sample




**Common sight words** — The teacher noted that the student recognized only a few **common sight words** (e.g., *the, want*).

**Prediction** — The student's predictions were often guesses and were not always guesses that made sense.

**Support** — The student needed help to answer questions to show understanding (comprehension).

**Details** — The student was able to identify the main (most important) characters but only knew a few details (e.g., "He was a rich man; he was mean") – was not able to tell any more information (details) about the character.

**Make connections** — When asked, the student was not able to tell how the story was like herself, her life, or another story.

# Grade 2 Rating Scale for Reading Literature (Fully Meets Expectations)

*Student achievement in reading literature by March-April of Grade 2 can generally be described as shown in this scale.*

| Aspect | Fully Meets Expectations |
|---|---|
| **SNAPSHOT**<br>*Note: the snapshot can be used alone as a holistic scale in some situations.* | ***The student reads a variety of short, simple materials independently and with understanding. Work is generally accurate.*** |
| **STRATEGIES**<br>• oral reading<br>• comprehension strategies<br>• predictions<br>• word skills<br>• sight vocabulary | • approaches most oral reading activities confidently; reading tends to become more fluent as the story progresses (but may not be expressive)<br>• reads for meaning; checks to make sure the selection is making sense; rereads to check and confirm meaning (may need prompting)<br>• uses prior knowledge, picture clues, and knowledge about "story" to make obvious predictions and to confirm meaning<br>• combines phonics, word structure (patterns, endings), and context clues to figure out new words; usually successful with simple words; may need support (e.g., "What would make sense and sound right?") for more complex or irregular words (e.g., *daughter, restaurant*)<br>• recognizes an increasing number of sight words |
| **COMPREHENSION**<br>• accurate, complete<br>• characters<br>• events<br>• retell; explain relationships<br>• inferences | • responses to comprehension questions or tasks are generally accurate and complete; may be vague or unclear in places<br>• accurately identifies main and supporting characters<br>• retells main events in correct sequence<br>• includes some details in answers and explanations<br>• makes basic inferences about characters (how they feel, why they act as they do) and events |
| **RESPONSE AND ANALYSIS**<br>• connections to experiences and other selections<br>• opinions | • makes concrete connections to own experiences or other stories when asked (e.g., identifies obvious similarities with a character)<br>• expresses simple opinions about stories or characters and provides simplistic reasons, usually related to the topic (e.g., "I liked it because I like dogs.") |

**What is prior knowledge?**

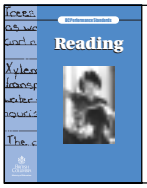
Prior knowledge is what the student already knows about a topic or how to do something. For example, a student who knows lots about frogs and has listened to fairy tales can read a fairy tale about frogs more easily than a student who has never read or listened to such stories.

**What is meant by correct sequence?**

All stories have a beginning, middle, and end. Story events happen in an order. The ability to retell story events in the correct sequence is an important part of reading comprehension (understanding).

**What is meant by making inferences?**

Information that is not clearly given requires the reader to make inferences — that is, to use their prior knowledge (what they know) to "read between the lines" to understand the information (e.g., how the character must feel).




For more information see the BC Performance Standards

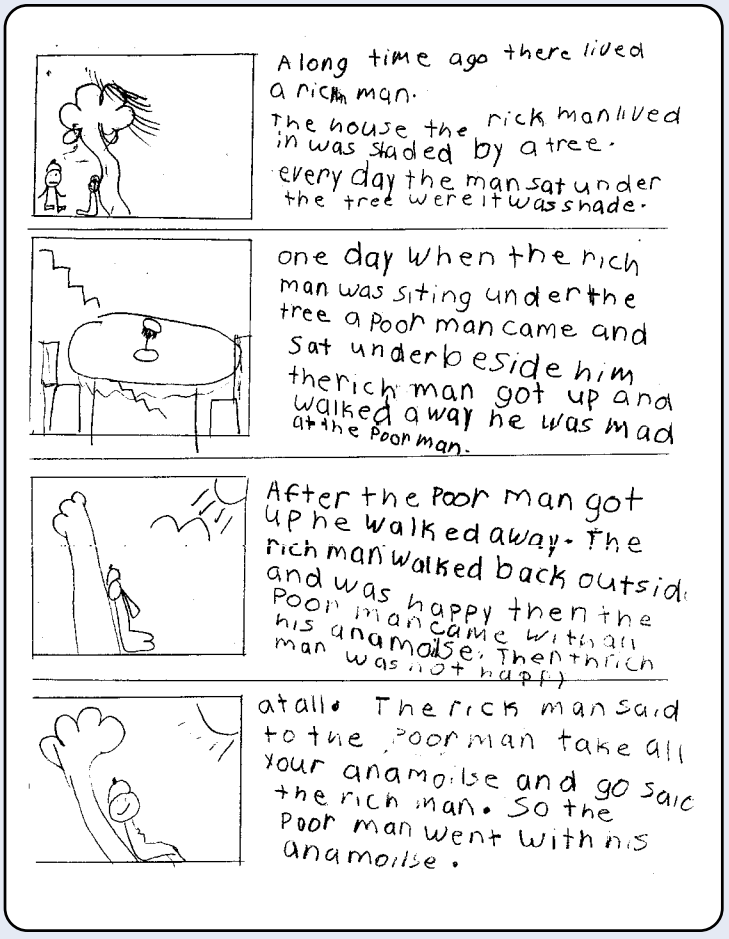
## FULLY MEETS EXPECTATIONS

In this sample, students read the story *Under the Shade of the Mulberry Tree.* Students used a model given by the teacher to retell the main (most important) events. Students also had a one-on-one interview (conference) about their work with the teacher.

### Teacher's Observations

The student approaches oral reading activities with confidence. The student read the selection independently (without help) and completed the story boxes with generally accurate information.

## Student Sample




**Common sight words** — The teacher noted that the student recognized most sight words.

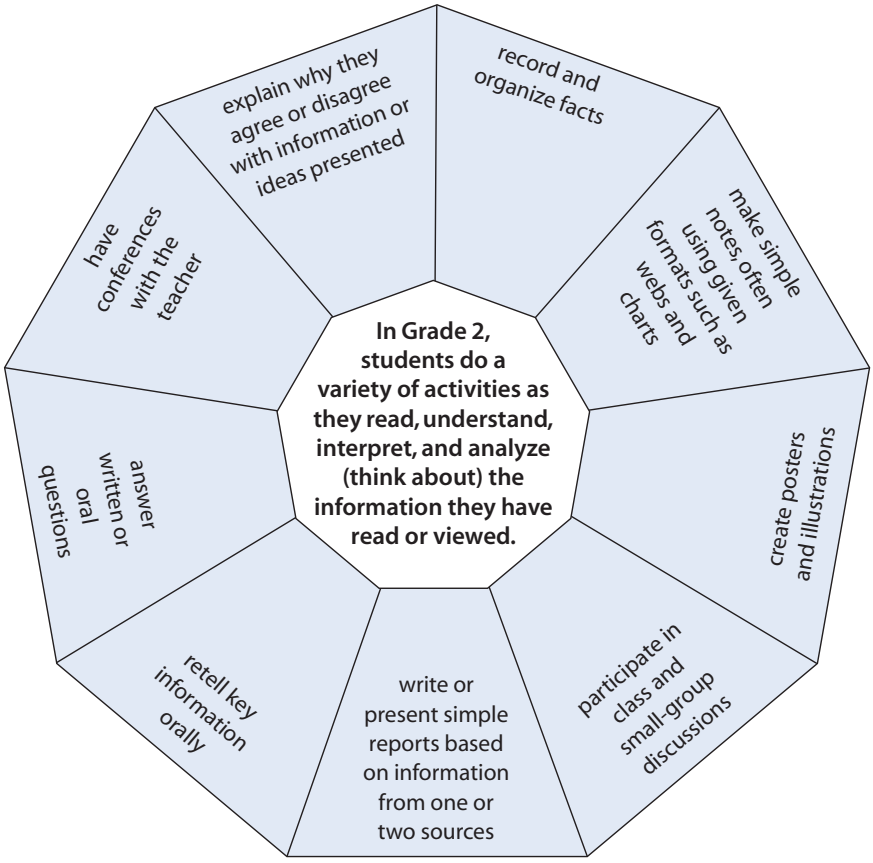
**Prior knowledge** — The teacher noted that the student remembered books that had similiar characters.

**Correct sequence** — The student retold main events (most important happenings) in correct order.

**Makes inferences** — The student makes inferences and includes some details in answers and explanations (e.g., student was able to tell that the man was happy without the story saying so).

# Grade 2: Reading for Information

Throughout their school years and daily in their lives, students use reading skills to get, organize, and understand information. These skills are necessary for success in other subject areas. Having the skills to read technical and reference materials (manuals, encyclopedias, dictionaries) is also important for daily life.



# Quick Scale: Grade 2 Reading for Information

*This* Quick Scale *is a summary of the* Rating Scale *that follows. Both describe student achievement in March-April of the school year.*

| Aspect | Not Yet Within Expectations | Meets Expectations (Minimal Level) | Fully Meets Expectations | Exceeds Expectations |
|---|---|---|---|---|
| **SNAPSHOT**<br>*Note: the snapshot can be used alone as a holistic scale in some situations.* | ***The student needs one-to-one support to read short, simple materials and to attempt comprehension activities.*** | ***The student is able to read a variety of short, simple materials with understanding if given some support. Work is partially accurate.*** | ***The student is able to read a variety of short, simple materials independently and with understanding. Work is generally accurate.*** | ***The student is able to read an increasing variety of simple materials independently and with understanding. Work is clear, accurate, and complete.*** |
| **STRATEGIES**<br>• oral reading<br>• comprehension strategies<br>• predictions<br>• word skills<br>• sight vocabulary<br>• locating information | • uncomfortable reading orally; reads words rather than sentences; may lose place<br>• often needs intensive, sustained support<br>• predictions are often guesses<br>• may try to use phonics; often waits to be given the word or strategy<br>• recognizes some common sight words (e.g., *the, at, want, they, little*)<br>• unable to locate information | • reads slowly, with little expression; often stops to self-correct or get help<br>• looks for support with new selections<br>• if prompted, uses prior knowledge and picture clues to make simple, obvious predictions<br>• relies on phonics to figure out new words; if given support, can use word structure, context<br>• recognizes common sight words<br>• frequently guesses rather than rereading; uses simple text features with support | • confident in most oral reading activities<br>• checks to make sure the selection is making sense; may need prompting<br>• uses prior knowledge and picture clues to make obvious predictions<br>• combines phonics, word structure, context clues; usually successful with simple words<br>• recognizes increasing variety of sight words<br>• rereads; uses text features to locate specific information if prompted | • oral reading is fluent, confident, and expressive<br>• checks to make sure the selection is making sense; self-corrects efficiently<br>• uses prior knowledge and picture clues to make logical and sometimes insightful predictions<br>• successfully combines phonics, word structure, and context clues<br>• recognizes a wide range of sight words<br>• independently rereads; uses text features to locate specific information; efficient |
| **COMPREHENSION**<br>• accuracy, completeness<br>• main ideas<br>• details<br>• recording information | • unable to attempt questions or tasks alone; work is incomplete; may be inaccurate or vague, even with help<br>• may identify the topic<br>• recalls few details<br>• needs ongoing, intensive support to record information | • responses to questions or tasks include some accurate information; parts are inaccurate or incomplete<br>• identifies the topic; may need support to recall main ideas<br>• provides a few accurate details; may invent some<br>• records some accurate information, often unsorted | • responses to questions or tasks are generally accurate and complete; parts may be vague, unclear<br>• accurately identifies most main ideas; relies on words of the text<br>• includes some detail in answers and explanations<br>• records some accurate information using categories teacher provides | • responses to questions or tasks are accurate, clear, and complete<br>• accurately restates most or all main ideas in own words<br>• uses relevant details in answers and explanations<br>• organizes information into logical categories with some support; often able to create own categories |
| **RESPONSE AND ANALYSIS**<br>• connections to experiences and other selections<br>• opinions | • unable to make connections to other information and experiences; little prior knowledge to draw on<br>• unable to distinguish between fact and fiction | • with teacher support, makes simple, concrete connections to other information and experiences<br>• beginning to distinguish between fact and fiction | • makes some concrete connections to other information and experiences when asked<br>• generally distinguishes between fact and fiction | • makes several connections to other information and experiences, often spontaneously<br>• distinguishes between fact and fiction; may question the information |

# Grade 2 Rating Scale for Reading for Information

## (Not Yet Within Expectations)

*Student achievement in reading for information by March-April of Grade 2 can generally be described as shown in this scale.*

| Aspect | Not Yet Within Expectations |
|---|---|
| ***SNAPSHOT***<br>*Note: the snapshot can be used alone as a holistic scale in some situations.* | ***The student needs one-to-one support to read short, simple materials and attempt comprehension activities.*** |
| **STRATEGIES**<br>• oral reading<br>• comprehension strategies<br>• predictions<br>• word skills<br>• sight vocabulary<br>• **locating information**<br>• **text features** (e.g., headings, illustrations, diagrams) | • uncomfortable when reading orally; tends to read words rather than sentences; may lose place<br>• often needs **intensive, sustained support** to deal with new selections<br>• predictions are often guesses and may not be logical<br>• identifies all letters; tries to use phonics to sound out words; often waits to be given the word or strategy; may not be able to use context clues (what makes sense and sounds right)<br>• recognizes some **common sight words** (e.g., *the, at, want, they, little*)<br>• **unable to locate information**<br>• unable to use **text features** to help make sense of the selection |
| **COMPREHENSION**<br>• accurate, complete<br>• main ideas<br>• **details**<br>• recording information | • often unable to attempt comprehension questions or tasks without help; work is often incomplete and may be inaccurate or **vague** even with help (tends to rely on personal experiences rather than information in the selection)<br>• may identify the topic<br>• recalls few **details**<br>• needs ongoing, intensive support to record information |
| **RESPONSE AND ANALYSIS**<br>• **connections** to experiences and other selections<br>• opinions | • unable to **make connections** to other information about the topic (often has limited prior knowledge to draw on)<br>• unable to distinguish between fact and fiction |

**What is meant by unable to locate information?**

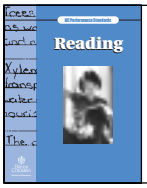
Children who are **unable to locate information** need support to read non-fiction books, as they cannot find specific information on their own.

**What are text features?**

Non-fiction (information) books use a variety of **text features** (e.g., labels, pictures, maps, headings, different types of print) to show important information.

**What is meant by vague answers?**

**Vague** answers are answers that do not include extra details or ideas that show the child's thinking (e.g., "I liked it" – vague. "I like the story about the dog; it reminds me of my dog" – details).




For more information see the BC Performance Standards

## NOT YET WITHIN EXPECTATIONS

In this sample, the teacher showed students how to gather and organize information from an article on a Canadian animal. Independently (on their own), students completed a fact sheet on a Canadian animal of their choice and completed a web of what they had learned.

### Teacher's Observations

The student was uncomfortable when reading out loud (orally). The student needed ongoing, intensive support. When the teacher read parts of the article aloud, the student was able to answer some simple questions but was unable to read it independently (without help).

## Student Sample

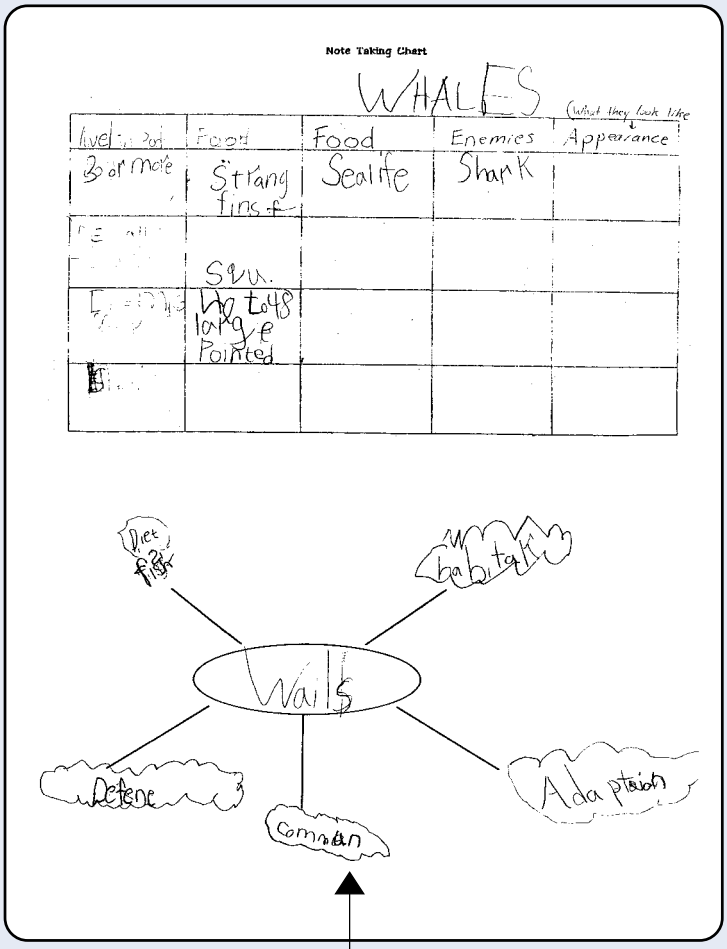
**Common sight words** — The teacher noted that the student recognized only a few common sight words (e.g., *large*).

**Locate information** — The student was unable to find information (e.g., what whales eat, what whales look like) to fill in areas of the chart.

**Text features** — The student was unable to use text features such as the headings to find the information for the chart.

**Make connections** — The student did not make connections to other information about the topic (e.g., other things they know or learned about the topic are not included in the web).

### A chart and web activity




### Web activity

**Vague answers** — The student's work is incomplete and vague (e.g., chart and web do not show enough information).

**Supporting details** — The teacher noted that the student could give very few additional ideas that tell more (e.g., Diet – fish; no other categories have added details).

**Ongoing, intensive support** — The student needed ongoing help to write down or tell more about the information.

# Grade 2 Rating Scale for Reading for Information (Fully Meets Expectations)

*Student achievement in reading for information by March-April of Grade 2 can generally be described as shown in this scale.*

| Aspect | Fully Meets Expectations |
|---|---|
| **SNAPSHOT**<br>*Note: the snapshot can be used alone as a holistic scale in some situations.* | ***The student reads a variety of short, simple materials independently and with understanding. Work is generally accurate.*** |
| **STRATEGIES**<br>• oral reading<br>• comprehension strategies<br>• predictions<br>• word skills<br>• sight vocabulary<br>• locating information<br>• text features (e.g., headings, illustrations, diagrams) | • approaches most oral reading activities confidently; reading tends to become more fluent as the selection progresses (but may not be expressive)<br>• reads for meaning; checks to make sure the selection is making sense; rereads to check and confirm meaning (may need prompting)<br>• uses prior knowledge and picture clues to make obvious predictions and to confirm meaning<br>• combines phonics, word structure (patterns, endings), and context clues to figure out new words; usually successful with simple words; may need support for more complex or irregular words (e.g., *daughter, restaurant*) ("What would make sense and sound right?")<br>• recognizes an increasing number of sight words<br>• rereads to locate specific information if prompted; tends to be inefficient (i.e., does not skim)<br>• uses simple text features (e.g., title, headings, pictures) to help locate information (may need prompting) |
| **COMPREHENSION**<br>• accurate, complete<br>• main ideas<br>• details<br>• recording information | • responses to comprehension questions or tasks are generally accurate and complete; may be vague or unclear in places<br>• accurately identifies most main ideas; tends to rely on the words of the text<br>• includes some detail in answers and explanations; may not distinguish important from unimportant detail<br>• can record some accurate information under categories or headings provided by the teacher (e.g., food, habitat) |
| **RESPONSE AND ANALYSIS**<br>• connections to experiences and other selections<br>• opinions | • makes some concrete connections to other information about the topic, including personal experiences, when asked<br>• generally able to distinguish between fact and fiction (may have difficulty with realistic fiction) |

**What are word structures, patterns, and endings?**

The structure of a word is the way the words are put together. Many words follow patterns of letter combinations that make similar sounds (e.g., *best, rest, test, crest*). Word endings may be added to words to change their structure (e.g., *s, es, ed, ing*).

**What is meant by distinguish important from unimportant detail?**

To distinguish important from unimportant detail means to recognize that some ideas and information are more important than others. Children at this level sometimes have difficulty sorting information into main ideas (most important) and supporting ideas (ideas that tell more about the important idea).

**What is meant by concrete connections?**

Concrete connections are links the child makes to new stories or events based on what they already know or have experienced.

**What is meant by distinguish between fact and fiction?**

Young children often think that everything written in a book is true. At this level, children begin to see the difference between fiction ("made up" stories) and non-fiction (factual information).

## FULLY MEETS EXPECTATIONS

In this sample, the teacher showed students how to gather and organize information from an article on a Canadian animal. Independently (on their own), students completed a fact sheet on a Canadian animal of their choice and completed a web of what they had learned.

### Teacher's Observations

The student approached the oral (out loud) reading activity confidently. The student was able to read the selected article and record accurate information on the fact sheet. The student was comfortable reading orally and answering questions during the meeting with the teacher.

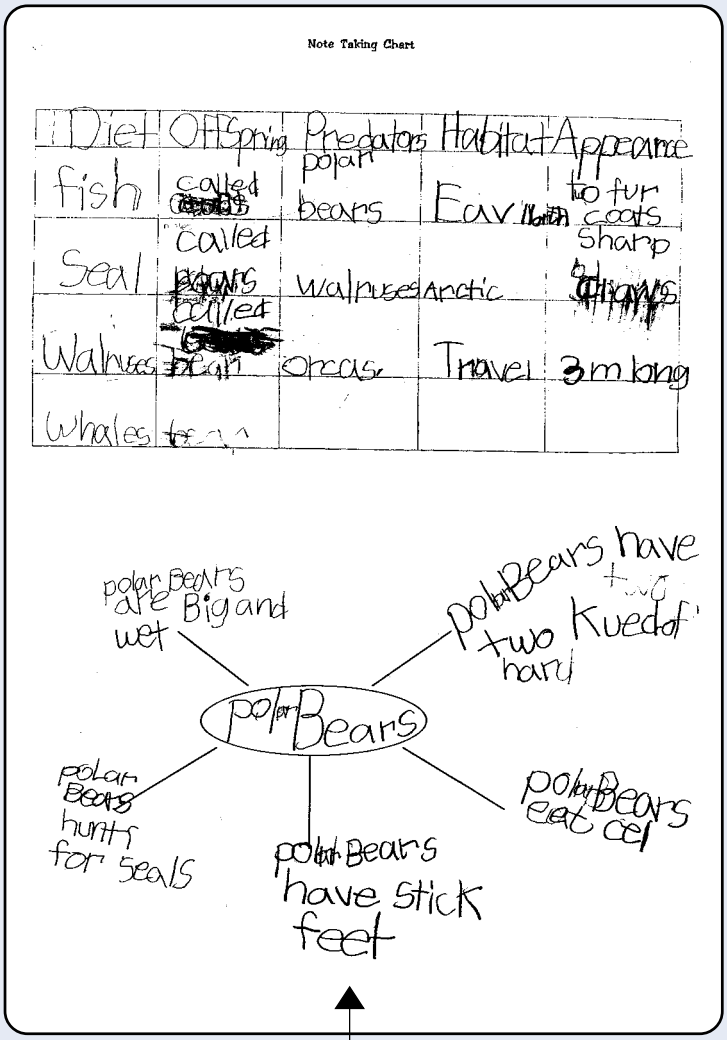
## Student Sample

**A chart and web activity**

**Word structures, patterns, and endings** — When the student read to the teacher, the teacher noted that the student combined phonics, word structure, and context clues to figure out new words.

**Sight words** — The student was able to read most of the sight words in the article when she read it to the teacher.

**Accurate** — The student's ideas show that they understand what they read. The ideas are sensible and complete.




**Web activity**

**Distinguish important from unimportant details** — The teacher noted that the student accurately identified most of the main (important) ideas.

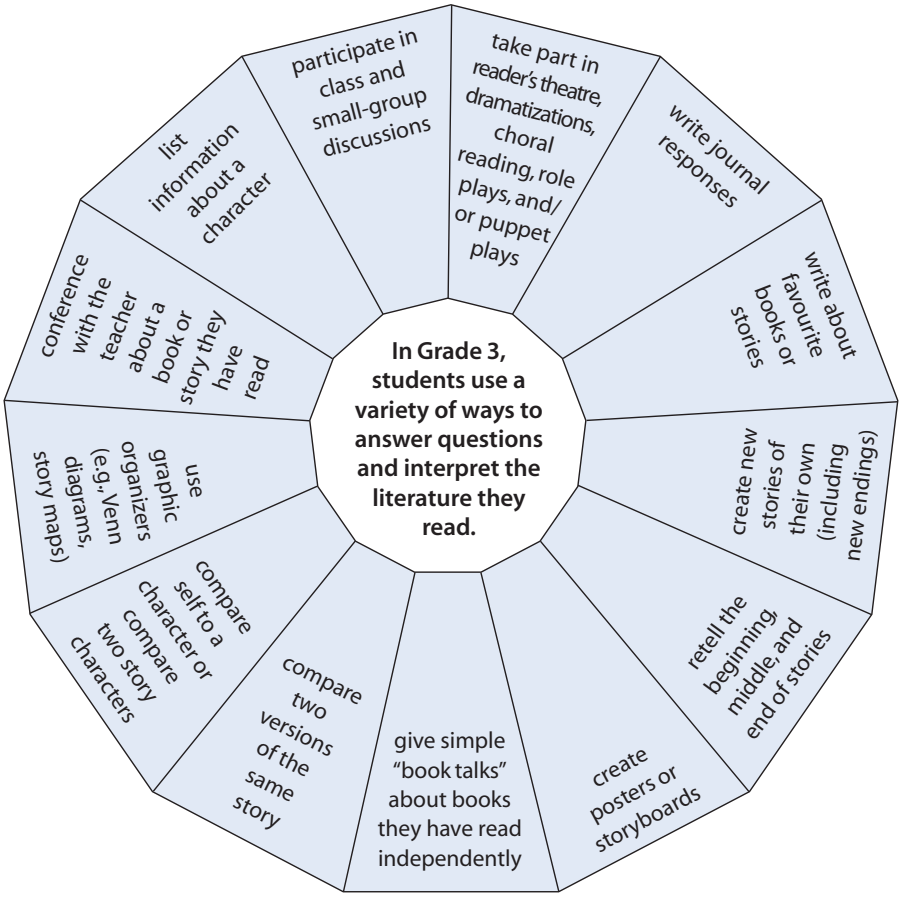
**Concrete connections** — The student shows how an idea links to another idea (e.g., all the ideas about it).

**Distinguish between fact and fiction** — The student was able to tell what could be true about polar bears and what would be make believe (e.g., Polar bears are white, but polar bears don't talk).

# Grade 3: Reading Literature

## Reading Literature

In Grade 3, students use their reading skills to interpret and tell what they understand about a variety of children's literature (short novels, stories and poems).



# Quick Scale: Grade 3 Reading Literature

*This* Quick Scale *is a summary of the* Rating Scale *that follows. Both describe student achievement in March-April of the school year.*

| Aspect | Not Yet Within Expectations | Meets Expectations (Minimal Level) | Fully Meets Expectations | Exceeds Expectations |
|---|---|---|---|---|
| **SNAPSHOT**<br>*Note: the snapshot can be used alone as a holistic scale in some situations.* | ***The student may be able to read and recall simple, short selections with familiar language. Often needs one-to-one support for both reading and comprehension activities.*** | ***The student is able to read simple, direct fiction and poetry and to complete basic comprehension and response tasks with some support. Work often lacks detail.*** | ***The student is able to read simple, direct fiction and poetry and to complete comprehension or response activities independently. Work is accurate and complete.*** | ***The student is able to read materials that have some complexity, and to complete comprehension or response activities independently. Work often shows insight or exceeds requirements of the task.*** |
| **STRATEGIES**<br>• adjust for purpose<br>• word skills<br>• comprehension strategies | • relies on sounding out; has difficulty using context clues<br>• predictions tend to be guesses, may not be logical<br>• may attempt to recall or guess rather than reread for details | • uses phonics and context clues (with support)<br>• makes simple, obvious predictions using prior knowledge<br>• rereads to find details needed; may be inefficient | • uses phonics, word structure, and context clues (may need prompting)<br>• makes logical predictions using prior knowledge and story structure<br>• rereads and skims for details needed | • combines phonics, word structure, and context clues efficiently<br>• independently uses prior knowledge and story structure to support reading<br>• rereads and skims for details; efficient |
| **COMPREHENSION**<br>• accuracy, completeness<br>• characters<br>• events<br>• retell; explain relationships<br>• inferences | • responses to questions or tasks are often incomplete; may be inaccurate<br>• may identify main characters and some events<br>• often has difficulty sequencing events<br>• cannot make inferences ("read between the lines") due to difficulties with literal meaning | • responses to questions or tasks are generally accurate but may be vague, lack detail<br>• accurately recalls main characters and most events<br>• may have difficulty with sequence<br>• focuses on literal meaning; may have difficulty making inferences | • responses to questions or tasks are accurate, clear, and complete<br>• accurately describes main characters and events<br>• retells events in correct general sequence<br>• makes some inferences; may need prompting | • responses to questions or tasks are accurate, clear, and thorough<br>• thoroughly describes main characters, events, and setting<br>• retells events in sequence; explains cause-effect<br>• makes inferences; shows insight |
| **RESPONSE AND ANALYSIS**<br>• connections to experiences and other selections<br>• opinions | • needs support to make simple personal connections<br>• opinions are vague and unsupported | • makes concrete connections to own experiences<br>• offers simple opinions; provides support when prompted | • makes direct, obvious connections to self and to other selections<br>• offers simple opinions with some support | • makes and explains connections to self and to other selections; often unusual and insightful<br>• offers opinions with logical support |

# Grade 3 Rating Scale for Reading Literature (Not Yet Within Expectations)

*Student achievement in reading literature by March-April of Grade 3 can generally be described as shown in this scale.*

| Aspect | Not Yet Within Expectations |
|---|---|
| **SNAPSHOT**<br>*Note: the snapshot can be used alone as a holistic scale in some situations.* | ***The student may be able to read and recall simple, short selections with familiar language. Often needs one-to-one support for both reading and comprehension activities.*** |
| **STRATEGIES**<br>• adjust for purpose<br>• word skills<br>• comprehension strategies | • is sometimes able to identify reading problems when asked<br>• may not be able to use **context clues** (what makes sense and sounds right)<br>• tends to rely on sounding out (**phonics**) and picture clues to figure out words<br>• needs **direct support** to use prior knowledge to help understanding<br>• predictions are often guesses and may not be logical<br>• may respond to questions or activities by recall or guessing instead of rereading |
| **COMPREHENSION**<br>• **accuracy**, completeness<br>• **characters**<br>• **events**<br>• retell; explain relationships<br>• inferences | • responses to comprehension questions or tasks are often incomplete; may be inaccurate, vague, or repetitive<br>• may **identify the main character(s)** and some **events**<br>• often has difficulty sequencing events or explaining cause-effect<br>• may be able to recall a few details if asked about characters or events; these are often irrelevant or inaccurate<br>• unable to make inferences<br>• may have difficulty with **literal meaning** |
| **RESPONSE AND ANALYSIS**<br>• connections to experiences and other selections<br>• opinions | • may be able to make simple, concrete personal connections if provided with a pattern or frame to complete<br>• often unable to make connections to other selections (tends to have a limited repertoire of reading or listening experiences to draw on)<br>• opinions or judgments tend to be vague and unsupported |

**What are context clues and phonics?**

Children use **context clues** (e.g., what would make sense) to figure out new words. **Phonics** is a way of teaching beginners to read by learning how certain letters or letter combinations stand for certain sounds.

**What is meant by direct support?**

**Direct support** means helping a child to read by patiently giving hints, prompting, discussing, and pointing out strategies they can use to help understand what they read (e.g., How can you figure out that word? Look at the picture, what does it tell you?).

**What is literal meaning?**

Often, words or stories have two levels of meaning: literal (what is written on the page) and implied (what is written "between the lines"). Consider the following example. *Two boys were playing marbles on the playground at recess. James challenged Andrew to a game, which Andrew won. James shouted, "But that is my favourite blue marble!"* A child who reads only the literal meaning might explain that James really liked blue marbles. A child who can infer meaning might explain that James felt sad, upset, angry, or disappointed about losing his favourite marble.

For more information see the BC Performance Standards

## NOT YET WITHIN EXPECTATIONS

In this sample, students read the storybook *Pettranella*. Students drew pictures of the main events of the story and wrote about what was happening in each picture.

### Teacher's Observations

The student was unable to read the story independently**.** After the teacher read the story with the student, the student continued to have difficulty recalling and talking about story events. Because the student was having difficulty, the teacher asked her to talk about the main (most important) events of the story rather than do the written task. The teacher wrote down the student's responses. The student needed intensive sustained support in order to read and talk about the story.

## Student Sample

**Identify main characters** — The teacher noted that with help, the student was able to name the main (important) characters (e.g., grandmother and the girl) and recall some events (literal meaning).

**Phonics and context clues** — The student used sounding-out (**phonics**) and picture clues to figure out some words. She was not able to use the **context** to understand.

**Accuracy** — The student remembered only **literal details** (retells a few ideas given in the story), and her responses were often incomplete, inaccurate, vague (not clear), or repetitive.

**Main events** — The student needed the teacher's help to understand the **main** (most important) **events** in the story.

Teacher: How did the story start?
Student: The girl lives with a mom and dad.
T: Do you remember who else was in the story?
S: No.
T: Let's go back and reread the beginning of the story and see if we can find out who else was in the story.
S: Grandmother and the girl.
T: What happened in the story?
S: The girl grows flowers.
T: Let's go back and look at the illustrations in the story and see if this can help you remember what happens. (The teacher reviews the illustrations.) What happened first?
S: They get a letter.
T: How do the pictures help you remember what the story was about?
S: I can look at the pictures, and it helps me remember what you read. I really like the pictures, because it helps you know the story. I know how to sound out words, too.
T: What do you think happened next?
S: They go on a trip and live somewhere else.
T: Do you remember where they went?
S: No.
T: How do you think we could find out?
S: Go back and look at the pictures?
T: Let's try that. Can you think of another way we could find out where they went to live?
S: No.
T: What if I reread some of the story?
S: Yeah, then I could find out. (The teacher rereads parts of the story.)
T: How do you think they felt leaving Grandmother?
S: Grandmother gave the girl seeds.
T: You're right; she did. Think about being that girl and having to leave your grandmother. How would you feel?
S: Sad.
T: Why would you feel sad?
S: Because I'd want her to come with me.
T: Can you think of a time in the story that Pettranella was upset or angry?
S: No.
T: Let's go back to the story, and I will reread you that part. (The teacher rereads part of the story.) Can you think of a time in the story that Pettranella was upset or angry?
S: When she lost her seeds.
T: Why do you think she felt that way?
S: I don't know.
T: If you lost something you really cared about, how would you feel?
S: I once lost our cat, and it never came back.
T: How did you feel?
S: I was sad, because it always slept on my bed.
T: Why do you think she felt upset or sad?
S: Because she loved the seeds.
T: How did the story end?
S: The girl got her seeds, and the flowers grew.
T: If you wrote the story, how would you have written the ending?
S: I would make Grandmother come to live with her, because I would like my grandmother to live with me.

# Grade 3 Rating Scale Reading Literature (Fully Meets Expectations)

*Student achievement in reading literature by March-April of Grade 3 can generally be described as shown in this scale.*

| Aspect | Fully Meets Expectations |
|---|---|
| **SNAPSHOT**<br>*Note: the snapshot can be used alone as a holistic scale in some situations.* | ***The student is able to read simple, direct fiction and poetry and complete comprehension or response activities independently. Work is accurate and complete.*** |
| **STRATEGIES**<br>• adjust for purpose<br>• word skills<br>• comprehension strategies | • checks to make sure the selection is making sense; able to identify problems<br>• uses context clues successfully; may need prompting (e.g., "What would make sense and sound right?")<br>• combines phonics and word structure with other cues to help figure out new words<br>• uses prior knowledge to make predictions<br>• applies knowledge of story structure or other literary forms to make logical predictions when prompted<br>• rereads and **skims** to find details needed in a conference or activity |
| **COMPREHENSION**<br>• accuracy, completeness<br>• characters<br>• events<br>• retell; explain relationships<br>• **inferences** | • responses to comprehension questions or tasks are accurate, clear, and complete<br>• accurately describes main characters and events<br>• recounts events in the correct general sequence<br>• uses relevant details in answers and explanations<br>• **makes some inferences**<br>• if prompted, may offer some insight into the author's message |
| **RESPONSE AND ANALYSIS**<br>• **connections** to experiences and other selections<br>• opinions | • may make several personal connections that are direct, concrete, and obvious (e.g., can identify ways a character is the same as and different from self)<br>• makes **logical connections** to other selections with obvious similarities (e.g., two versions of the Cinderella story)<br>• offers simple opinions or judgments with some **supporting reasons** or examples |

**What is meant by make inferences about a character?**

Information that is not exactly stated requires the reader to **make inferences** — that is, to use their prior knowledge (what they already know about the topic) to "read between the lines" to understand the characters' feelings and motivations (e.g., I know giants are big, so because this character is a giant, he will be too big to fit in the chair).

**What are logical connections?**

Making **logical connections** to other things they have read (or to the child's own life) means the child can see similarities to something they have seen, read, or experienced before.

**What is meant by supporting reasons?**

**Supporting reasons** are the information or details (ideas) that tell why you think something or how you know (e.g., I think the girl was angry because the seeds were important to her and she lost them).

For more information see the BC Performance Standards

## FULLY MEETS EXPECTATIONS

In this sample, students read the storybook *Pettranella*. Students drew pictures of the main events of the story and wrote about what was happening in each picture.

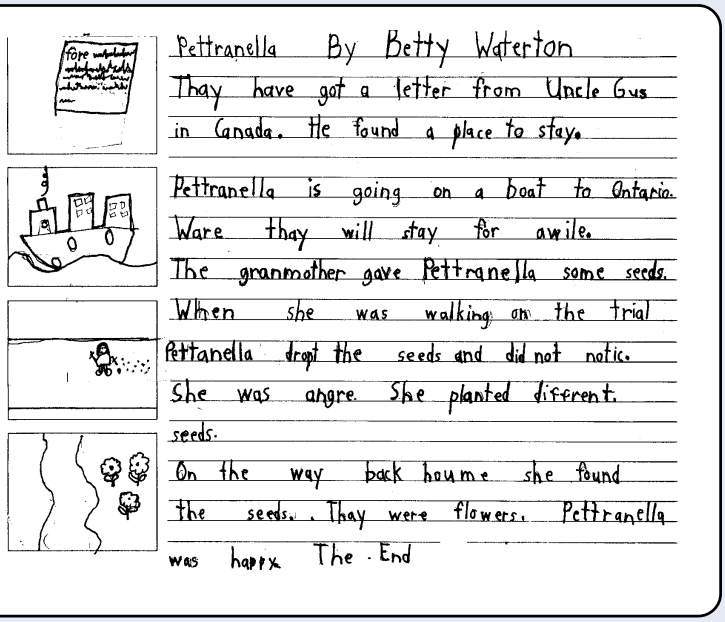
### Teacher's Observations

The student read the selection and completed the task independently (without someone helping). The teacher noticed the student looking over the story while drawing the pictures and writing about the events (happenings). The student's work is concise (not long but complete), and all the important parts of the story are included.

## Student Sample

**Skimming** — The student did a quick reread to find the ideas or information needed.

**Logical connections** — The student said to the teacher:
"I remember when my family moved because of my dad's work. I had to leave my friends and my school, and I really did not want to go."



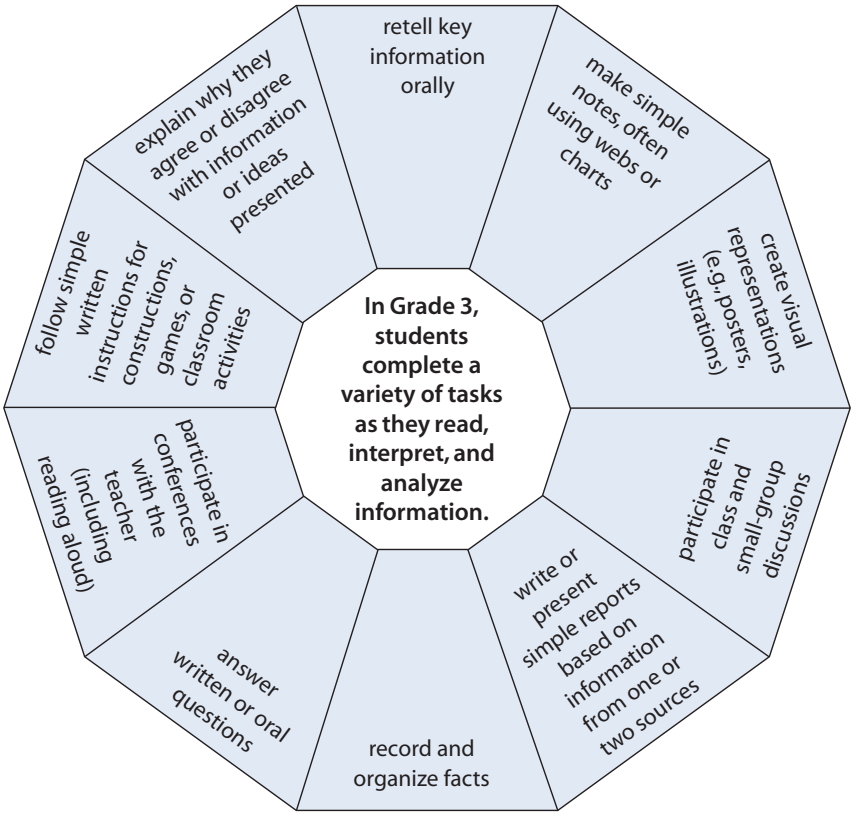
Pettranella By Betty Waterton
Thay have got a letter from Uncle Gus in Canada. He found a place to stay.
Pettranella is going on a boat to Ontario. Ware thay will stay for awile.
The granmother gave Pettranella some seeds.
When she was walking on the trial Pettanella dropt the seeds and did not notic.
She was angre. She planted diferent seeds.
On the way back houme she found the seeds. Thay were flowers. Pettranella was happy. The End

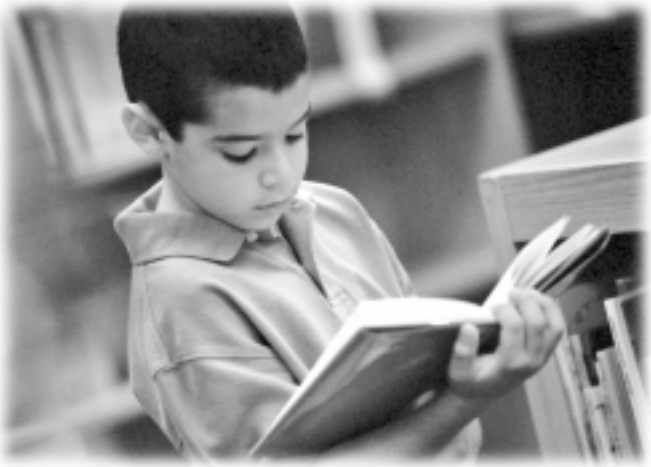
**Inferences** — The student was able to tell how Pettanella might have felt (inference) based on her own experiences (e.g.,"How would I feel if I had dropped the seeds?").

**Personal connections** — When asked, she made connections (links) to other selections (e.g.,"I've read other books about kids who have a problem").

# Grade 3: Reading for Information

Throughout their school years and daily in their lives, students use reading skills to get, organize, and understand information. These skills are necessary for success in other subject areas. Having the skills to read technical and reference materials (manuals, encyclopedias, dictionaries) is also important for daily life.



# Quick Scale: Grade 3 Reading for Information

*This* Quick Scale *is a summary of the* Rating Scale *that follows. Both describe student achievement in March-April of the school year.*

| Aspect | Not Yet Within Expectations | Meets Expectations (Minimal Level) | Fully Meets Expectations | Exceeds Expectations |
|---|---|---|---|---|
| **SNAPSHOT**<br>*Note: the snapshot can be used alone as a holistic scale in some situations.* | ***The student may be able to read and recall brief, simple information passages and procedures that are strongly supported by illustrations. Often needs one-to-one help.*** | ***The student is able to read simple and direct information passages and procedures and to complete basic comprehension tasks with some support. Work often lacks detail.*** | ***The student is able to read simple and direct information passages and procedures and to complete related tasks independently. Work is accurate and complete.*** | ***The student is able to read information and procedures with some complex ideas and language and to complete related tasks independently. Work often exceeds basic requirements.*** |
| **STRATEGIES**<br>• adjust for purpose<br>• word skills<br>• comprehension strategies | • relies on sounding-out; has difficulty using context clues<br>• does not use text features to make sense of the selection<br>• may attempt to recall or guess rather than reread for details | • uses phonics and context clues with support<br>• needs help to use text features (e.g., headings, diagrams)<br>• rereads to find details; may be inefficient | • uses phonics, word structure, and context clues (may need prompting)<br>• uses text features (e.g., headings, diagrams); may need prompting<br>• rereads and skims for details | • combines phonics, word structure, and context clues efficiently<br>• uses text features (e.g., headings, diagrams)<br>• rereads and skims for details; efficient |
| **COMPREHENSION**<br>• accuracy and completeness<br>• main ideas<br>• details<br>• note-making, information organization<br>• inferences | • responses to questions or tasks are often incomplete; may be inaccurate<br>• identifies topic<br>• may recall some relevant details if prompted<br>• needs support to locate, record, and organize information | • responses to questions or tasks are generally accurate but may be vague or lack detail<br>• identifies most main ideas<br>• gives some relevant details<br>• records information without much organization | • responses to questions or tasks are accurate, clear, and complete<br>• identifies main ideas<br>• gives relevant details<br>• tries to organize information; may create logical categories | • responses to questions or tasks are accurate, clear, and thorough; may include inferences<br>• identifies main ideas; concise<br>• gives specific, relevant details<br>• organizes information; can create logical categories |
| **ANALYSIS**<br>• connections to other information | • unable to tell how new information is like or unlike other information about the topic | • with support, tells some ways new information is like or unlike other information about the topic | • tells some ways new information is like or unlike other information about the topic | • tells some ways new information is like or unlike other information; may question new information |

# Grade 3 Rating Scale for Reading for Information

## (Not Yet Within Expectations)

*Student achievement in reading for information by March-April of Grade 3 can generally be described as shown in this scale.*

| Aspect | Not Yet Within Expectations |
|---|---|
| **SNAPSHOT**<br>*Note: the snapshot can be used alone as a holistic scale in some situations.* | ***The student may be able to read and recall brief, simple information passages and procedures that are strongly supported by illustrations. Often needs one-to-one help for both reading and comprehension activities.*** |
| **STRATEGIES**<br>• adjust for purpose<br>• word skills<br>• comprehension strategies | • is sometimes able to identify reading problems when asked<br>• may not be able to use **context clues** (what makes sense and sounds right)<br>• tends to rely on sounding-out (phonics) and picture clues to figure out words<br>• needs direct support to use **prior knowledge** to help understanding<br>• predictions about content are often guesses and may not be logical<br>• may respond to questions or activities by recall or guessing instead of rereading |
| **COMPREHENSION**<br>• **accuracy** and completeness<br>• **main ideas**<br>• **details**<br>• note-making; information organization<br>• inferences | • responses to comprehension questions or tasks are often incomplete; may be inaccurate, vague, or repetitive<br>• identifies the topic<br>• may be able to recall a few **details** if asked direct questions; these are often **irrelevant or inaccurate**<br>• needs support to record information; may make a brief list of random details<br>• with help, may be able to **sort some of the information** into categories provided by the teacher<br>• needs continuing **support** to locate details for comprehension tasks; may guess rather than look back<br>• unable to make inferences |
| **ANALYSIS**<br>• connections to other information | • may be unable to tell how information in the selection is like or unlike other information she or he knows about the topic |

**What is meant by prior knowledge?**

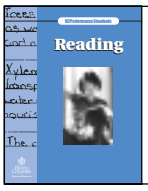
**Prior knowledge** refers to what a child already knows about a topic. Children who can link what they read to their **prior knowledge** are able to more fully understand what they are reading. Children are encouraged to check what they read to see if the information makes sense and is in line with what they already know (use their **prior knowledge**).

**What are irrelevant or inaccurate details?**

**Irrelevant or inaccurate details** are ideas that do not relate to the topic. For example, if the article is about the galaxy but the student focuses on information and ideas about the weather on earth, the details are irrelevant.

**What is meant by sort information?**

To **sort information** is to put ideas that are alike together – a way of organizing ideas and information (e.g., categories, such as Stars and Galaxies). See student sample on following page.




For more information see the BC Performance Standards

## NOT YET WITHIN EXPECTATIONS

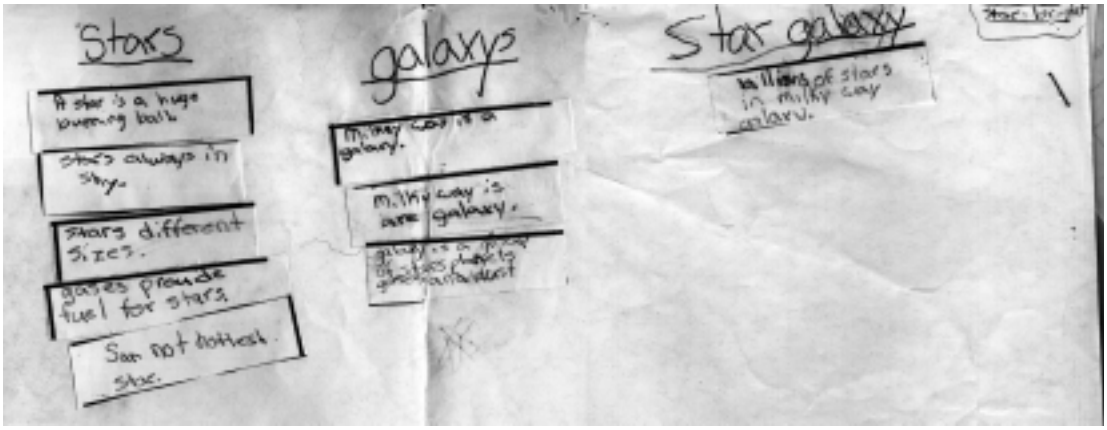
In this sample, students read and listed the facts from an informational article on the galaxy. Students categorized (grouped) the facts and gave each category a name.

### Teacher's Observations

The student was unable to read the selection independently (without support). A classroom assistant read parts of the selection and provided ongoing help for the task.

## Student Sample

**Context clues** — The student tended to rely on sounding-out and picture clues rather than using what they knew and read about the galaxy to figure out words.




**Main ideas** — The student identified the topic only and needed help to add details.

**Support** — The student needed help to write down the information and continued help to find facts (locate details).

# Grade 3 Rating Scale for Reading for Information (Fully Meets Expectations)

*Student achievement in reading for information by March-April of Grade 3 can generally be described as shown in this scale.*

| Aspect | Fully Meets Expectations |
|---|---|
| **SNAPSHOT**<br>*Note: the snapshot can be used alone as a holistic scale in some situations.* | ***The student is able to read simple and direct information passages and procedures (including simple illustrations and other graphics) and to complete comprehension and analysis tasks independently. Work is accurate and complete.*** |
| **STRATEGIES**<br>• adjust for purpose<br>• word skills<br>• comprehension strategies | • checks to make sure the selection is making sense; able to identify problems<br>• uses context clues successfully; may need prompting (e.g., "What would make sense and sound right?")<br>• combines phonics and word structure with other cues to help figure out new words<br>• uses prior knowledge to make predictions<br>• uses text features (e.g., headings, illustrations, diagrams) to anticipate and understand content; may need prompting<br>• rereads and skims to find details needed in a conference or activity |
| **COMPREHENSION**<br>• accuracy and completeness<br>• main ideas<br>• details<br>• note-making; information organization<br>• inferences | • responses to comprehension questions or tasks are accurate, clear, and complete<br>• accurately identifies main ideas<br>• uses relevant details in answers and explanations<br>• attempts to organize information when recording; distinguishes between main and supporting ideas<br>• if asked, creates logical categories and sorts the information; needs some prompting<br>• relies on information in the selection rather than prior knowledge to respond to tasks<br>• makes some inferences when appropriate |
| **ANALYSIS**<br>• connections to other information | • can tell some ways the information in the selection is like or unlike other information she or he knows about the topic |

**What is meant by prompting?**

To **prompt** readers means to remind them to figure out a word or find information. This might include asking them to think about what they are reading and ask if it makes sense.

**What is word structure?**

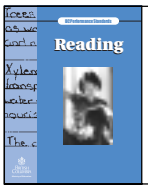
The **structure** of a word is the way a word is put together such as word parts (syllables) compound words (e.g., snowman).

**What is meant by skim?**

To **skim** means to use ways such as chapter headings, main words, and pictures to find information quickly, without having to read every word.

**What are logical categories?**

**Logical categories** are groups of similar (like) information. For example, a book about animals might include information in the following **logical categories**: appearance, food, habitat, and enemies.




For more information see the BC Performance Standards

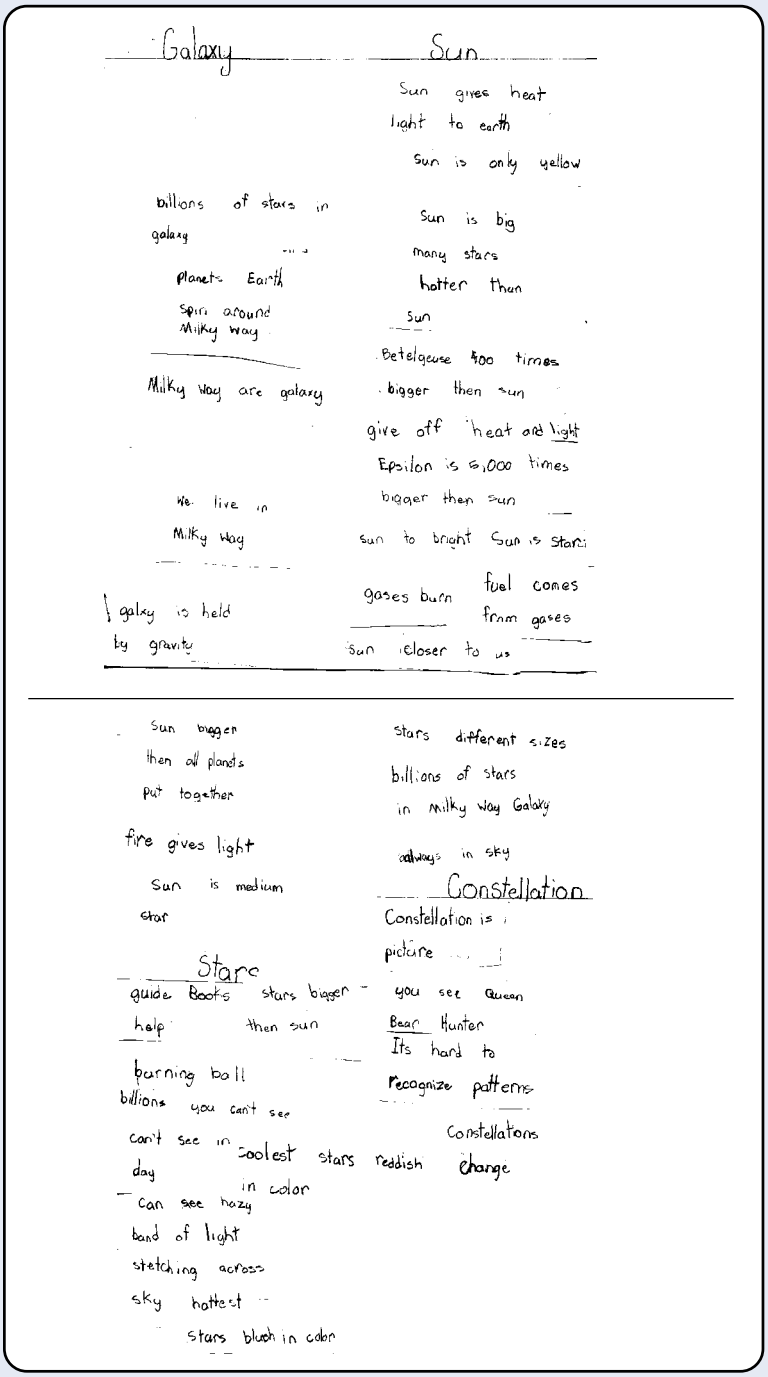
## FULLY MEETS EXPECTATIONS

In this sample, students read and listed the facts from an informational article on the galaxy. Students categorized (grouped) the facts and gave each category a name.

### Teacher's Observations

The student was able to read the article and complete the activity independently (on their own), looking back through the article carefully to find and record specific facts.

## Student Sample



Galaxy

billions of stars in galaxy

Planets Earth spin around Milky Way

Milky Way are galaxy

We live in Milky Way

galxy is held by gravity

Sun

Sun gives heat light to earth

Sun is only yellow

Sun is big many stars

hotter than Sun

Betelgeuse 800 times bigger then sun

give off heat and light

Epsilon is 5,000 times bigger then sun

sun to bright Sun is Star

gases burn

fuel comes from gases

Sun closer to us

Sun bigger then all planets put together

fire gives light

Sun is medium star

Stars

guide Boots stars bigger help then sun

burning ball billions you can't see can't see in day can see hazy

coolest stars reddish in color

band of light stretching across sky hottest

stars blush in color

stars different sizes

billions of stars in Milky Way Galaxy

always in sky

Constellation

Constellation is picture you see Queen Bear Hunter

Its hard to recognize patterns

Constellations change

**Skimming** — The student independently looked back through the article and picked out the important words and facts.

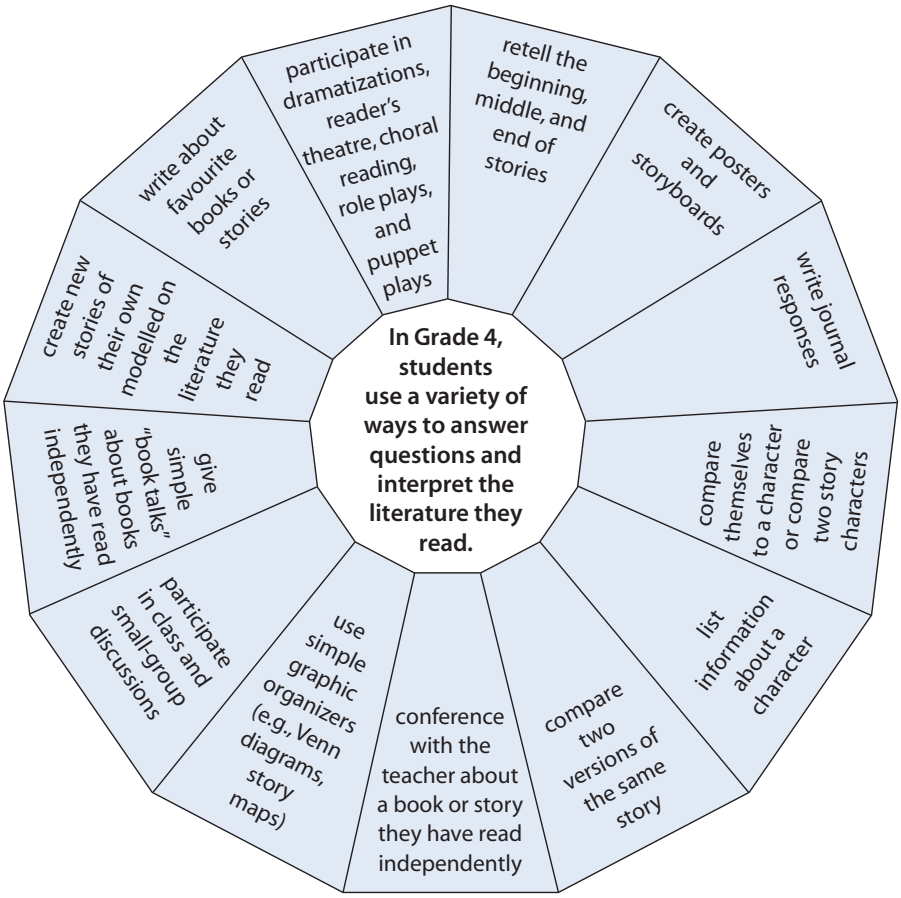
**Accuracy** — The student's work is accurate, clear, and complete, and he accurately identified main ideas (e.g., the categories identify the main ideas).

**Logical categories** — The student created topic-related groups and sorted the information into groups.

**Relevant details** — The student listed facts under the correct categories to give more information about the heading.

# Grade 4: Reading Literature

In Grade 4, students use their reading skills to understand and respond to a variety of children's literature (picture books, stories, and poems).



# Quick Scale: Grade 4 Reading Literature

*This* Quick Scale *is a summary of the* Rating Scale *that follows. Both describe student achievement in March-April of the school year.*

| Aspect | Not Yet Within Expectations | Meets Expectations (Minimal Level) | Fully Meets Expectations | Exceeds Expectations |
|---|---|---|---|---|
| **SNAPSHOT**<br>*Note: the snapshot can be used alone as a holistic scale in some situations.* | ***With support, the student may be able to read and understand brief, simple stories and poems. Often needs one-to-one help. Work is often inaccurate or incomplete; tends to rely on guessing.*** | ***The student is able to read, understand, and respond to simple and direct stories, novels, and poetry but may need some support. Work is generally accurate but often provides little detail or support. Parts may be incomplete or confusing.*** | ***The student is able to independently read, understand, and respond to simple and direct stories, novels, and poems. Provides support when prompted. Work is generally accurate and complete.*** | ***The student is able to independently read, understand, and respond to straight-forward stories, novels, and poetry with some complex language and ideas. Works efficiently, and provides details and support; may exceed requirement.*** |
| **STRATEGIES**<br>• comprehension strategies<br>• word skills<br>• predictions<br>• locating detail | • few strategies for correcting<br>• tries to sound out new words; may give up quickly<br>• predictions are often illogical guesses<br>• often guesses instead of looking at selection | • with support, may adjust strategies<br>• needs prompting to use word strategies; often begins by asking for help<br>• makes simple, obvious predictions<br>• may have difficulty locating some specific details | • beginning to adjust strategies<br>• uses a variety of word strategies; may need prompting<br>• makes logical predictions<br>• rereads and skims to find specific details | • adjusts strategies effectively<br>• uses a variety of word strategies; usually efficient and successful<br>• makes logical and often insightful predictions<br>• rereads and skims for specific details; becoming efficient |
| **COMPREHENSION**<br>• accuracy, use of detail and support<br>• characters<br>• sequence of events<br>• inferences | • work is often incomplete, inaccurate; may give up<br>• may identify the main character(s) and some events<br>• difficulty recounting events in sequence<br>• often unable to make inferences | • most work is accurate and based on the selection; little detail or support<br>• accurately identifies most main characters<br>• retells most main events in sequence<br>• some simple, obvious inferences about characters' feelings | • work is accurate, complete; provides some detail and support<br>• accurately describes main characters in some detail<br>• retells main events in the correct sequence<br>• some logical inferences about characters' feelings | • work is clear, accurate, detailed; provides support<br>• accurately describes main characters and their relationships in detail<br>• retells accurately, making relationships among events clear<br>• logical inferences about characters' feelings and motivations |
| **RESPONSE AND ANALYSIS**<br>• connection to experiences and other selections<br>• opinions | • with specific prompts and support, may be able to make concrete and obvious personal connections<br>• may offer simple reactions or opinions | • makes concrete and obvious connections; may need prompting<br>• offers simple reactions or opinions with minimal support | • makes some connections; may involve inferences<br>• offers reactions and opinions with some support | • makes and explains connections that require some inferences or insights<br>• offers reactions and opinions with some specific support |

# Grade 4 Rating Scale for Reading Literature (Not Yet Within Expectations)

*Student achievement in reading literature by March-April of Grade 4 can generally be described as shown in this scale.*

| Aspect | Not Yet Within Expectations |
|---|---|
| **SNAPSHOT**<br>*Note: the snapshot can be used alone as a holistic scale in some situations.* | ***With support, the student may be able to read and understand brief, simple stories and poems. Often needs one-to-one help for both reading and comprehension activities, and needs very specific prompts in order to complete work on the selection. Work is often inaccurate or incomplete; tends to rely on guessing.*** |
| **STRATEGIES**<br>• comprehension strategies<br>• word skills<br>• predictions<br>• locating detail | • is sometimes able to identify reading problems when asked; has few strategies for self-correcting<br>• tries to sound out new words; may give up quickly (often does not attempt words that look "hard")<br>• predictions are often guesses and may not be logical; may have limited understanding of genre (e.g., story structure) and little prior knowledge<br>• often responds to questions or activities by guessing instead of looking back at the selection |
| **COMPREHENSION**<br>• accuracy, use of detail and support<br>• characters<br>• sequence of events<br>• inferences | • work on comprehension questions or tasks is often incomplete and/or inaccurate; student may give up unless given ongoing support<br>• may sometimes identify the main character(s) and some events<br>• has difficulty recounting events in sequence<br>• may sometimes misinterpret literal information; often unable to make inferences |
| **RESPONSE AND ANALYSIS**<br>• connection to experiences and other selections<br>• opinions | • with specific prompts and support, may be able to make personal connections that are direct, concrete, and obvious (e.g., compares character's situation to self)<br>• may have difficulty making logical connections to other selections beyond the obvious (e.g., "They are both about dogs"); often has a limited repertoire of reading experiences to draw on<br>• may be able to offer simple reactions or opinions; has difficulty providing reasons (e.g., "Because it was dumb") |

**What is meant by identify reading problems?**

Children figure out meaning as they read. Knowing when they do not understand or have made an error (i.e., have a problem reading something) is the first step toward self-correcting, an important skill for beginning readers.

**What is meant by prompt to make connections?**

To prompt a child to make connections means asking them to think about their own experiences and feelings to better understand the characters' feelings and the story events. Later students do this without being asked.

**What is meant by reactions or opinions?**

When children say they like or dislike a story, they are giving a simple reaction or opinion. Sometimes they are unable to support their reaction or opinion with a reason (tell how they know).

For more information see the BC Performance Standards

## NOT YET WITHIN EXPECTATIONS

In this sample, students read the "Bad News" chapter in the novel *Charlotte's Web*. While students completed comprehension activities, the teacher conducted conferences with individual students.

### Teacher's Observations

The student was not able to read the selection on their own. This student needed one-to-one help for both reading and comprehension activities and very specific **prompting** in order to offer responses to the selection.

## Student Sample

### Transcript from Interview

**TEACHER'S CONFERENCE NOTES**

*During the conference, the teacher used the Worksheet format of the Grade 4 performance standards to record her observations. Her notes have been transcribed in the worksheet below and are shown in a handwriting font.*

**Reading problems** – When the student said "This is too hard for me" and "I don't know those words," they **identified** their **reading problems**. The teacher noted that the student did not know what to do and gave up easily.

| Fully Meets Expectations (description from rating scale) | Teacher's Observations and Notes |
|---|---|
| **STRATEGIES**<br>• checks for understanding; beginning to adjust strategies<br>• uses a variety of word strategies; may need prompting<br>• makes logical predictions<br>• rereads and skims to find specific details | *"This is too hard for me."*<br>*"Don't know those words."*<br>*"The pictures help me."*<br>*– tries to sound out new words but gives up easily (e.g., Templeton)* |
| **COMPREHENSION**<br>• work is accurate, complete; provides some detail and support<br>• accurately describes main characters in some detail<br>• retells main events in the correct sequence<br>• makes some logical inferences about characters' feelings | *Problem: "I don't know the problem."*<br>*"I don't know the main character. There's lots of animals."*<br>*"Don't remember what happened before. It's about pigs."* |
| **RESPONSE AND ANALYSIS**<br>• makes some connections to personal experiences and other selections; may involve inferences<br>• offers reactions and opinions with some support | *"I like the story when I hear it."*<br>*"I like the rat – I saw one on TV."*<br>*"I can't remember his name."*<br>*"I like pigs."* |

**Sequence** – The student did not know the **sequence of events** in the story (beginning, middle, end).

**Make connections** – The teacher had to prompt (remind) the student to make **connections** (links) to the story (e.g., "I like rats." Teacher asks: "Why do you like rats?" Answer: "I saw one on TV").

# Grade 4 Rating Scale for Reading Literature (Fully Meets Expectations)

*Student achievement in reading literature by March-April of Grade 4 can generally be described as shown in this scale.*

| Aspect | Fully Meets Expectations |
|---|---|
| **SNAPSHOT**<br>*Note: the snapshot can be used alone as a holistic scale in some situations.* | ***The student is able to independently read, understand, and respond to simple and direct stories, novels, and poems and complete assigned tasks. Work is generally accurate and complete; the student is usually able to provide support when prompted.*** |
| **STRATEGIES**<br>• comprehension strategies<br>• word skills<br>• predictions<br>• locating detail | • checks for understanding; beginning to **adjust strategies** to deal with specific problems or features of the material (may need reminding)<br>• uses context clues, word structure, illustrations, and dictionaries to figure out unfamiliar words; may need prompting<br>• makes logical predictions based on **understanding of genre** (e.g., story structure) and prior knowledge<br>• rereads and **skims** to find specific details needed for questions or activities |
| **COMPREHENSION**<br>• accuracy, use of detail and support<br>• **characters**<br>• sequence of events<br>• **inferences** | • work on comprehension questions or tasks is clear, accurate, complete, and based on information in the selection; provides some detail and support<br>• accurately describes main characters in some detail<br>• retells main events in the correct sequence<br>• makes some **logical inferences about characters'** feelings |
| **RESPONSE AND ANALYSIS**<br>• **connection** to experiences and other selections<br>• **opinions** | • makes some personal connections, often focused on the character's situation or feelings; may involve inferences<br>• makes some **logical connections** to other selections (e.g., two characters in similar situations)<br>• offers **reactions and opinions** with some supporting reasons or explanation |

**What is meant by adjusting strategies?**

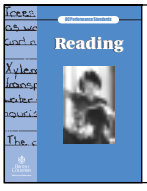
Children use a number of **strategies** to read unfamiliar words (e.g., recognizing word patterns, using picture clues, sounding out letters, reading further, rereading). Successful readers are able to choose a strategy to fit the situation or to try another strategy when one does not work.

**What is meant by understanding of genre?**

**Genre** is a kind or form of literature. For example, fairy tales or detective stories are genres of literature. Children use what they know about the structure of a **genre** to think ahead about what will happen next (predict). For example, in fairy tales, things usually happen in threes and begin with "Once upon a time".

**What are logical connections?**

Making **logical connections** to other reading selections (or to the child's own experiences) involves seeing ways they are alike and making judgment based on what has happened before or in another story (e.g., Friends help you. Charlotte helped Wilbur, therefore Charlotte is a good friend).




For more information see the BC Performance Standards

## FULLY MEETS EXPECTATIONS

In this sample, students read the "Bad News" chapter in the novel *Charlotte's Web*. While students completed comprehension activities, the teacher conducted conferences with individual students.

### Teacher's Observations

The student was able to read on their own, understand, and respond to questions about the story. The student's answers were accurate and complete; however, the student was not able to provide reasons or explanations for personal connections and opinions.

## Student Sample

### Transcript from Interview

**TEACHER'S CONFERENCE NOTES**

*During the conference, the teacher used the Worksheet format of the Grade 4 performance standards to record her observations. Her notes have been transcribed in the worksheet below and are shown in a handwriting font.*

**Skims** – In the conference (meeting with the student), the teacher noted that the student skimmed the text (looked back quickly through the text and was able to find details or information to answer questions).

**Adjusts strategies** – The teacher noted that the student is beginning to adjust strategies (choose different ones as needed) and to deal with specific problems.

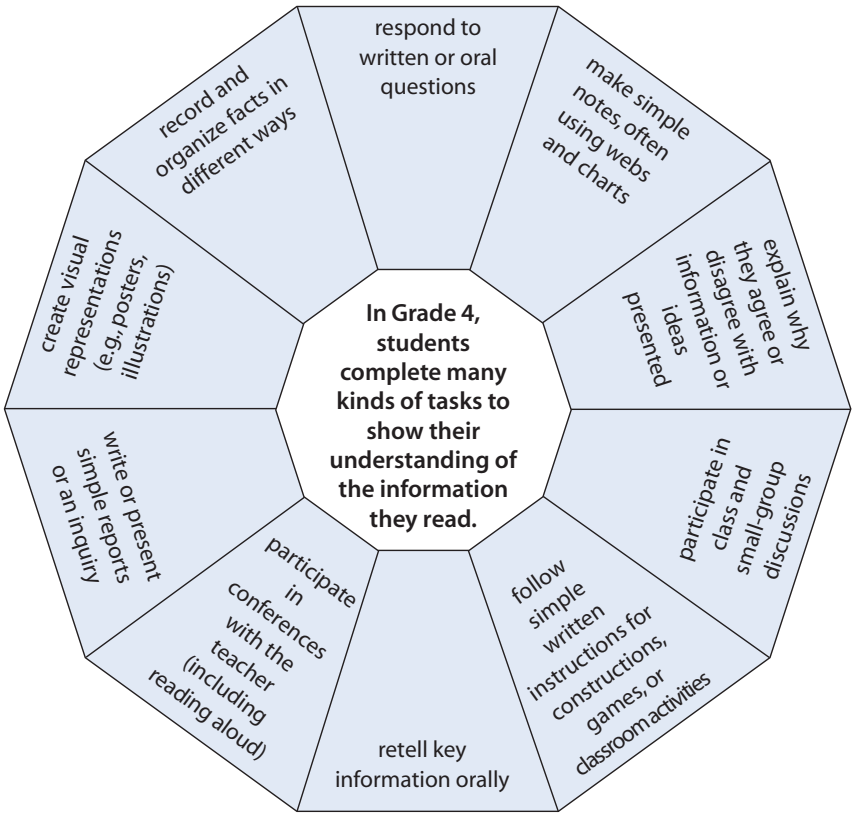
**Character** – Made some **logical inferences about characters'** feelings (e.g., the student said that a pig would also feel sad if he knew he was going to die).

**Simple reactions and opinions** are the students thoughts, ideas, and feelings about the story (e.g., "I don't kill animals — I think it would be very wrong.")

| Fully Meets Expectations (description from rating scale) | Teacher's Observations and Notes |
|---|---|
| **STRATEGIES**<br>• checks for understanding; beginning to **adjust strategies**<br>• uses a variety of word strategies; may need prompting<br>• makes logical predictions<br>• rereads and skims to find specific details | *– sounds out unknown words*<br>*– rereads and skims for details*<br>*– used finger to keep place in the text*<br>*– skips unknown words and reads the rest of the sentence*<br>*– looks for some description later in sentence*<br>*– reads ahead*<br>*– found the story 'easy to read'*<br>*"I just skip the big words."* |
| **COMPREHENSION**<br>• work is accurate, complete; provides some detail and support<br>• accurately describes main characters in some detail<br>• retells main events in the correct sequence<br>• makes some logical inferences about characters' feelings | *Story problem: "That they are going to kill Wilbur."*<br>*What do you think will happen? "Spider will save the pig."*<br>*Why did the old sheep tell Wilbur? "Wanted to scare him—he doesn't like him."*<br>*– retells events in correct sequence*<br>*– able to make inferences* |
| **RESPONSE AND ANALYSIS**<br>• makes some connections to personal experiences and other selections; may involve inferences<br>• offers **reactions and opinions** with some support | *"No, I wouldn't tell Wilbur, because it would just make him too scared and very sad."*<br>*"I don't kill animals—I think it would be very wrong."*<br>*"I like the story. Some parts are fun, especially when Templeton comes. I think he has real personality."*<br>*"My favourite part is when Templeton comes and the egg and the stink bomb."* |

# Grade 4: Reading for Information

Throughout their school years and daily in their lives, students use reading skills to get, organize, and understand information. These skills are necessary for success in other subject areas. Having the skills to read technical and reference materials (manuals, encyclopedias, dictionaries) is also important for daily life.



# Quick Scale: Grade 4 Reading for Information

*This* Quick Scale *is a summary of the* Rating Scale *that follows. Both describe student achievement in March-April of the school year.*

| Aspect | Not Yet Within Expectations | Meets Expectations (Minimal Level) | Fully Meets Expectations | Exceeds Expectations |
|---|---|---|---|---|
| **SNAPSHOT**<br>*Note: the snapshot can be used alone as a holistic scale in some situations.* | ***With support, the student may be able to read and understand brief, simple information and procedures. Often needs one-to-one help. Work is often inaccurate or incomplete; tends to rely on guessing.*** | ***The student reads, understands, and is able to use simple and direct information and procedures but may need some support. Work is generally accurate but often provides little detail or support. Parts may be incomplete or confusing.*** | ***The student independently reads, understands, and uses simple and direct information and procedures. Completes assigned tasks, providing support when prompted. Work is generally accurate and complete.*** | ***The student independently reads, understands, and uses straightforward information and procedures with some technical or specialized language. Works efficiently, and provides details and support; may exceed requirements.*** |
| **STRATEGIES**<br>• comprehension strategies<br>• word skills<br>• predictions<br>• text features<br>• locating detail | • few strategies for self-correcting<br>• tries to sound out new words; may give up quickly<br>• predictions are often illogical guesses<br>• little or no use of text features<br>• often guesses instead of looking at selection | • with support, may adjust strategies<br>• needs prompting to use word strategies; often begins by asking for help<br>• makes simple, obvious predictions<br>• with support, uses text features to preview and locate information<br>• may have difficulty locating some specific details | • beginning to adjust strategies<br>• uses a variety of word strategies; may need prompting<br>• makes logical predictions<br>• uses text features to preview and locate information<br>• rereads and skims to find specific details | • adjusts strategies effectively<br>• uses a variety of word strategies; usually efficient and successful<br>• makes logical and often insightful predictions<br>• uses text features effectively to preview, locate, and organize information<br>• rereads and skims for specific details; becoming efficient |
| **COMPREHENSION**<br>• accuracy and completeness<br>• main ideas<br>• details<br>• note-making | • work is often incomplete, inaccurate; may give up<br>• may misinterpret main ideas<br>• with support, may identify some relevant details<br>• may record or sort limited information using a template | • most work is accurate; little detail or support<br>• identifies some main ideas<br>• identifies some relevant details; misses others<br>• records and organizes some information using a template provided | • work is accurate, complete; some detail and support<br>• accurately identifies main ideas; may have trouble restating<br>• identifies relevant details<br>• organizes information using a template; distinguishes between main ideas and support | • work is clear, accurate, detailed; parts are precise<br>• accurately restates main ideas in own words<br>• identifies specific, relevant details<br>• selects and uses appropriate template or organizer to make notes; efficient and complete |
| **ANALYSIS**<br>• connections to other information | • unable to connect new information to what they know | • makes some connections between new information and what they already know | • makes logical connections between new information and what they already know | • makes and explains logical connections between new information and what they already know |

# Grade 4 Rating Scale for Reading for Information

## (Not Yet Within Expectations)

*Student achievement in reading for information by March-April of Grade 4 can generally be described as shown in this scale.*

| Aspect | Not Yet Within Expectations |
|---|---|
| ***SNAPSHOT***<br>*Note: the snapshot can be used alone as a holistic scale in some situations.* | ***With support, the student may be able to read and understand brief, simple information passages and procedures. Often needs one-to-one help for both reading and comprehension activities. Work is often inaccurate or incomplete; tends to rely on guessing.*** |
| **STRATEGIES**<br>• comprehension strategies<br>• word skills<br>• predictions<br>• text features<br>• locating detail | • is sometimes able to identify reading problems when asked; has few strategies for self-correcting<br>• tries to sound out new words; may give up quickly (often does not attempt words that look "hard")<br>• predictions are often guesses and may not be logical; does not use text features and/or prior knowledge effectively (may have limited prior knowledge)<br>• does not use text features to make sense of the selection; may not notice them<br>• often responds to questions or activities by guessing instead of rereading |
| **COMPREHENSION**<br>• accuracy and completeness<br>• main ideas<br>• details<br>• note-making | • work on comprehension tasks are often incomplete and/or inaccurate; student may give up unless given ongoing support<br>• has difficulty understanding and identifying main ideas<br>• with support, may identify some relevant details in response to questions or activities<br>• may be able to record or sort a limited amount of information using a template or organizer provided by the teacher |
| **ANALYSIS**<br>• connections to other information | • may have difficulty telling how information or ideas in a selection are like or unlike what they know about the topic, often because their prior knowledge is limited |

**What is meant by identify reading problems?**

Children figure out what the selection means as they read. Knowing when they do not understand or have made an error (i.e., have a problem reading something) is the first step toward self-correcting, an important skill for readers.

**What are relevant details?**

Relevant details are ideas that give more information about the topic.

**What is meant by prior knowledge?**

**Prior knowledge** refers to what a child already knows about a topic. Children who connect what they read to their prior knowledge understand the topic better.

For more information see the BC Performance Standards

## NOT YET WITHIN EXPECTATIONS

In this sample, students made a web of what they learned about forests on a field trip. They read an article on forests, had a reading conference with the teacher (meeting to read and talk about their work), drew diagrams of how a forest grows, and added new information to their original webs.

### Teacher's Observations

The student needed a great deal of support (help) and still was unable to answer most of the questions.

## Student Sample

### Transcript from Interview on Vocabulary

In the interview, the student was asked what each of these words meant (answers are in italic).

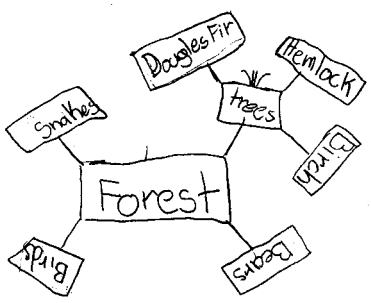
1. Forest: *no response*
2. Seedling: *Seedling of pioneer trees cannot grow in the shade.*
3. Mixed Forest: *Sometimes both conifers and deciduous trees grow together.*
4. Photosynthesis: *no response*
5. Climax Forest: *A climax forest keeps having the same kinds of trees.*
6. Succession: *no response*

**Predictions** – Looking at the title and pictures in an article, the student could not **predict** (guess, tell) what it might be about.

**Tasks incomplete** – In the interview, the student could only identify some **relevant details**; student did not add any new words to the original web to show new understanding.

**Identify reading problems** – In the interview, the student could sometimes tell if they had reading problems but did not know what to do to solve them.

### Web




**Prior knowledge** – Web shows that prior knowledge (what they already know) about forests is limited and no new information was added.

### Diagram of Forest Growth

**Few details** – Provides little information in their diagram.

# Grade 4 Rating Scale for Reading for Information

## (Fully Meets Expectations)

*Student achievement in reading for information by March-April of Grade 4 can generally be described as shown in this scale.*

| Aspect | Fully Meets Expectations |
|---|---|
| **SNAPSHOT**<br>*Note: the snapshot can be used alone as a holistic scale in some situations.* | ***The student is able to read independently, understand, and use simple and direct information and procedural texts, including simple diagrams and charts, and to complete assigned tasks. Work is generally accurate and complete; the student is usually able to provide support or detail when prompted.*** |
| **STRATEGIES**<br>• comprehension strategies<br>• word skills<br>• predictions<br>• text features<br>• locating detail | • checks for understanding; beginning to adjust strategies to deal with specific problems or features of the material (may need reminding)<br>• uses context clues, word structure, illustrations, and dictionaries to figure out unfamiliar words; may need prompting<br>• makes logical predictions about content based on text features and recalling prior knowledge<br>• uses text features (e.g., headings, illustrations, diagrams) to preview and locate information; may need reminding<br>• rereads and skims to find specific details needed for questions or activities |
| **COMPREHENSION**<br>• accuracy and completeness<br>• main ideas<br>• details<br>• note-making | • work on comprehension tasks is accurate, complete, and based on information in the selection<br>• accurately identifies main ideas, although may have difficulty restating in own words<br>• identifies relevant details in response to questions or activities<br>• organizes information or makes notes using a template or organizer provided by the teacher; distinguishes between main and supporting ideas |
| **ANALYSIS**<br>• connections to other information | • makes logical connections between new information and ideas in a selection and what they already know and believe about the topic |

**What are context clues?**

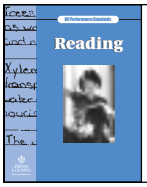
Students use clues such as other words in the sentence and what they already know about the topic to figure out unfamiliar words.

**What are text features?**

Non-fiction books use a variety of text features (e.g., labels, pictures, maps, headings, index, different types of print) to clarify and draw attention to important information.

**What are main ideas?**

The main ideas are the most important "big" ideas. A paragraph is usually made up of one main idea and the ideas that support the main idea.




For more information see the BC Performance Standards

## FULLY MEETS EXPECTATIONS

In this sample, students made a web of what they learned about forests on a field trip. They read an article on forests, had a reading conference with the teacher (meeting to read and talk about their work), drew diagrams of how a forest grows, and added new information to their original webs.

### Teacher's Observations

The student was able to read, understand, and use the information in the selection. When prompted, the student was able to provide examples and details.

## Student Sample

### Transcript from Interview on Vocabulary

In the interview, the student was asked what each of these words meant (answers are in italic).

1. Forest: *a place full of trees*
2. Seedling: *baby tree*
3. Mixed Forest: *every kind of tree together*
4. Photosynthesis: *how the tree got food*
5. Climax Forest: *only one kind of tree*
6. Succession: *change from ground to climax forest*

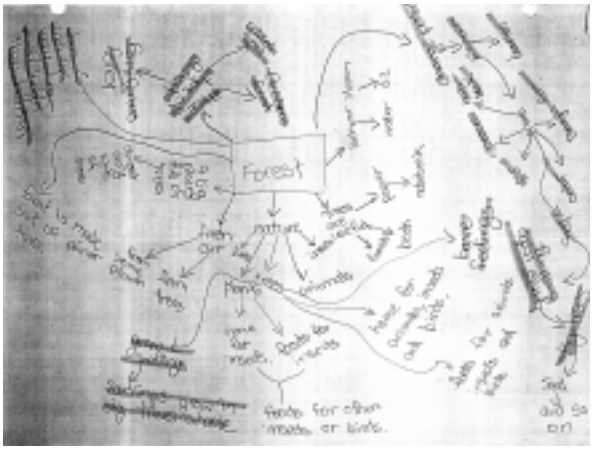
**Adjust strategies** – In the interview, the student went back to reread sentences when words were not understood.

**Answers complete** – Student showed understanding of vocabulary.

**Text features** – The student used the title, pictures, and captions in the article to think ahead (predict) about what the article would be about.

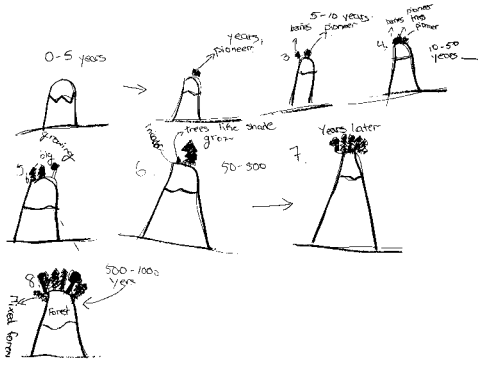
**Context clues** – When reading the paragraph, the student used context clues (the meaning) successfully to figure out new words. (e.g., A _____ is a place full of trees. What word would fit here?)

### Web of Prior Knowledge




Student added new information to their web.

### Diagram of Forest Growth




**Relevant details** – Diagram has added details to make the ideas clearer.

# Helping Your Child at Home

Helping your child learn to read opens the door to learning.

Reading aloud to children is a good way to get them interested in reading. Before long they will grow to love story and information books. In time they will want to read on their own.

Read to your child every day — not just storybooks but poetry and rhyming books, magazines, newspaper articles, non-fiction books, letters, and comic books. Continue reading to your child even after they have learned how to read. Reading aloud fosters a love of reading and builds your child's vocabulary. Take turns reading pages or the conversations of characters. Use different voices for different characters. Be the character.

## Using the Activities

- The following activities can be used at all grades.
- Activities are organized into three categories that match the BC Performance Standards: Aspect 1 is Strategies, Aspect 2 is Comprehension, and Aspect 3 is Response and Analysis.
- The activities focus on reading skills identified in the BC Performance Standards (e.g., initial consonants).
- Pick activities to help your child's specific needs. All the activities help your child's reading skills.

## Activities to Support Aspect 1: Strategies

### INITIAL CONSONANTS

- Play "I Spy" with your child, "spying" words that begin with various consonants. Use signs, labels, grocery items – any words you come across in your daily travels together.
- Have your child choose a consonant (e.g., the letter *t*). Write the letter on scraps of paper and, with your child, place the scraps on objects around the house that start with that letter sound (e.g., table, toilet, towel, tomato). Try placing the letter on an object that doesn't fit the pattern, and see if your child catches the "mistake."

### PHONICS: WORD PATTERNS

- Using magnetic letters on the fridge, choose a word that is easy to rhyme (e.g., *art, start, cart*). See how many new words you and your child can make by changing the beginning or the ending (e.g., *art, **started**, tarts, **smarting***). As people pass the fridge, encourage them to participate. Every few days, start over with a new pattern word (e.g., *eat*, m*eat*, retr*eat*).
- Every week, choose a word pattern (e.g., words with *ar, er, ing, ang, tion*). With your child, try to see how many words you can find that have that pattern (e.g., for *tion — reception, attention, multiplication, graduation*). Post your growing list on the fridge. Ask family members and visitors to add to the list.

**Note:** Choose words from your child's reading material.

### PHONICS: WORD FAMILIES

- Play with word patterns by building a "rhyming tower." Choose a word such as *cat*, and challenge your child to think of words that rhyme (sound the same: *cat, mat, hat*). Take turns. Each time one of you comes up with a rhyming word, you add a block to the tower. How high can you build the tower before it collapses?
- Say a word, and see if your child can think of a rhyme. Take turns until you both run out of rhymes. Don't worry if the spellings don't match (e.g., *they, say*). For this game, what matters is the sound patterns.

### TEXT FEATURES

♦ Non-fiction (fact) books use labels, pictures, maps, headings, an index, different types of print (bold, italics), and other text features to draw attention to important information. Read different types of non-fiction books on topics that interest your child. Talk about the different text features the author has used and why. For example, ask: *Why do you think this word is in darker print? How does that map help you know where beavers live? What do we know about kites just by looking at the pictures?*

♦ As you read, help your child notice any **bold words,** *italics,* or underlined words. Ask your child to think about why the author might have used them.

### CONTEXT CLUES

♦ When your child is "stuck" on a word, wait a few seconds, and then prompt (give a hint or help) them: *e.g., What sound does the first letter make? Do you know a word that starts with that sound and would make sense? Does the picture help you?*

♦ Think of a word your child will know, and give hints to help them guess it. For example, *I'm thinking of a word with seven letters. We do this often. It has to be sorted, folded, and put away. We add soap to the water.* From these context clues, your child should be able to guess that the word is *laundry.* Take turns choosing words and giving clues. Choose words from your child's reading or interests

♦ Ask your child to read to you from the newspaper or a magazine while you cook dinner. Talk to them about what they read. If they get stuck on a word or lose track of the meaning, try some prompts (hints): *What do you know that can help you? Think about what would make sense. What other word do you know that is like that one?* Suggest that they try jumping over (skipping) the word and reading on to the end of the sentence. Then, have them go back and try to figure out what word makes sense.

### WORD STRUCTURE

♦ Clap out words in their parts (e.g., cat = 1 clap, caterpillar = 4 claps). Use your child's sight words, spelling words, or words about a topic of study.

### SIGHT WORDS

♦ Ask your child's teacher what common sight words your child should know in their grade, and think up fun ways for your child to learn them. For example, when you read with your child, choose a word and have them snap their fingers every time they read it (e.g., *Everytime we read the word* "through" *snap your fingers*).

♦ Choose a word and challenge your child to circle or highlight it in a newspaper or magazine as many times as they can. Can they find it 10 times? How about 20?

♦ Encourage your child to spell, read, and eat their words, using alphabet pasta or cereal!

♦ Cut out letters of the alphabet from newspapers, magazines, or cereal boxes and put them in a container. Your child can use them to practise spelling out their sight words.

♦ Play with words! Set aside one evening a week as Game Night. Choose a commercial or home-made word game that the whole family can enjoy.

## Questions about Strategies for Parent-Teacher Conferences

- What word games would you suggest for my child to use at home?
- How do I help my child when they get stuck on a word?
- How can I help my child choose interesting books that are "just right" for their reading level?
- How can I help my child make good predictions?
- How can I help my child use text features to locate information? (Grades 2–4)
- How can we help our child become better at skimming and rereading? (Grades 2–4)
- My child needs a lot of help with reading. How can I best help them?
- What are the common sight words my child should know at this grade?
- What are some word families or patterns I could practise or use in activities with my child?

**Note:** Using samples of actual work will be most helpful as you talk about these questions.

## Activities to Support Aspect 2: Comprehension

### PREDICTIONS

♦ To help your child make predictions, stop reading before you reach the end of the story. Ask your child to predict (tell) how the story will end. (e.g., *If you were the author, how would you end the story?*). After you finish reading the story, talk about whether their prediction was right. Ask them which ending they liked better (the author's or their own) and why.

♦ Before you read a book with your child, look at its cover together. Ask your child to predict (think about and tell) what the story is about. Look at the cover picture and think of questions that reading the book might answer (e.g., *Why does the child look happy?*)

♦ Before reading a non-fiction book with your child, ask, for example: *What do you know about cougars? What do you want to know more about?* Once your child knows what information they want to know, they have a purpose for reading. Ask: *Is this book going to be useful? How do you know?*

### MAIN IDEAS AND RELEVANT DETAILS

♦ When you have read a non-fiction book (fact or informational book) with your child, draw their attention to the main ideas (most important ideas) by asking, for example: *Where do bats live? What do they look like? What do they eat?* Once you've identified the main ideas, ask your child to help you find specific details. For example, ask: *What else do you know about where bats live? Tell me three reasons why bats are endangered. Find where it tells this in the book.*

♦ Draw your child's attention to the way information is organized (grouped) under headings. Point out that the headings give the main ideas, while the text that follows each heading gives details to support the main idea.

♦ Make up a "rap" with your child to help them remember main ideas and relevant details. Repeat the main idea in every line. For example, *Turtles hatch from eggs; chickens hatch from eggs; snakes hatch from eggs. Plants need soil to grow; plants need water to grow; plants need sun to grow.*

### MAKING INFERENCES

♦ Encourage your child to look for more meaning beyond what is written on the page. When you read together, ask questions that require your child to read between the lines. For example, *Why do you think James said that? How do you think he felt when Andrew won his favourite marble? What would you do if that happened to you?*

♦ Play detective at the grocery store, on the bus, or at the park. Take turns guessing what someone is doing, feeling, or saying. Give reasons (evidence) to make your case. For example, *I bet that woman is having a birthday party, because she's buying a cake and balloons. I think that boy is happy, because he's going really high on the swing and he has a big smile on his face!*

## Questions about Comprehension for Parent-Teacher Conferences

- How can I help my child learn to identify the relevant details from the text?
- How can I help my child retell what they have read in their own words?
- How can I help my child understand what they read?
- How do I know if my child is having trouble reading or understanding when they no longer read out loud?
- What are some ways we can help our child make logical inferences?
- What are some ways I can help my child identify the main events of the story?
- How do I help my child make sure they know what the story is about as they read?

**Note:** Using samples of actual work will be most helpful as you talk about these questions.

## Activities to Support Aspect 3: Response and Analysis

### PERSONAL CONNECTIONS

♦ When you read with your child, point out any ways the story is like their life. Talk about other stories, people, or events that are similar to the book — (e.g., *We went to the park for your birthday too. This grandma lives in Toronto, just like your grandma*). The more you can help your child connect (link) their prior knowledge and their own life experiences to the characters or situations they read about, the more meaning (understanding) they will find in what they read.

♦ As your child turns the pages of a book and looks at the pictures, ask them what they think is happening in the story and to think about ways the story is like their life (connecting). Encourage them to make personal connections — (e.g., *What do you know about whales? Does this remind you of our camping trip? Do you remember when you went to the dentist?*)

♦ Before reading a new book, talk with your child about what they already know about the topic. Look at the picture on the cover and talk about what things can be learned from the picture (e.g., size, shape, colour, habitat).

### SPECIFIC DETAILS

♦ Send your child on a scavenger hunt with clues; one that is vague and then one that is specific. For example, *It's in the house, it's big, and you used it this morning* (vague), or *It's in the living room, it's blue, and it's beside the fireplace* (precise). After they have found the "treasure," ask which clues were more helpful and why.

### OFFERING OPINIONS

♦ When you read with your child, ask them what they liked or didn't like about the book. Encourage them to be specific rather than vague. (e.g., Rather than *I like Franklin*, press them to tell you why. *I liked the way Franklin learned to ride his bike even though he was really scared.*)

♦ After reading a story or watching a movie, ask questions that require your child to form an opinion. For example, *Who was your favourite character? Why? What was the most exciting part of the story? Was this a good story?* There are no right or wrong answers to these questions. The goal is to encourage your child to use and explain their own thinking. You can do this in daily conversations too. In response to your child saying *Jamie isn't fun*, ask: *What makes you say that?*

## Questions about Response and Analysis for Parent-Teacher Conferences

- How can I help my child include specific details in their answers?
- How can I help my child learn to make personal connections to what they are reading?
- What activities can we do at home to help my child learn the difference between fact and fiction?
- What are some activities I can do with my child to help them make connections when they read?
- Why is it important for a child to make connections to what they read?

**Note:** Using samples of actual work will be most helpful as you talk about these questions.

# Who Was Involved

The development of these documents was sponsored by the Ministry of Education and involved representatives of the BC Confederation of Parent Advisory Councils (BCCPAC), the British Columbia Teachers' Federation (BCTF), and the BC Principals and Vice-Principals Association (BCPVPA).

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