

Language Arts Competency 1
To Read and Listen to Literary, Popular, and Information-Based Texts
Cycle 3

Criteria	Level 1	Level 2	Level 3	Level 4
Reads a Variety of Texts	Reads mostly below-level texts and is beginning to choose a variety of materials with guidance	Reads and finishes mostly at-level books and chooses reading materials of different genres	Reads and finishes personally challenging books and chooses a wide variety of texts with guidance	Reads complex, above-level texts in a variety of genres independently
Understands materials read and Uses appropriate reading strategies (see QEP pp. 77-78 for strategies checklist)	Has minimal understanding and uses a few strategies with guidance	Has some understanding and uses several favourite strategies. Gathers information from different sources with guidance	Has good understanding and uses a variety of strategies. Gathers and uses information from a variety of sources with minimal guidance	Develops own strategies and integrates information independently
Uses a response process (see QEP pp. 78-79 for process checklist)	Responds at a very literal level to facts, characters and situations	Responds to issues and ideas as well as facts with guidance from peers and/or teachers	Responds to ideas, issues themes and facts Begins to make inferences independently	Generates in-depth, insightful responses both orally and in writing
Incorporates structures from reading into own writing	Incorporates a few structures from reading with guidance	Incorporates several structures often	Incorporates structures independently	Uses a variety of structures proficiently and seeks new structures to use
Reflects on Reading Progress and sets Goals	Identifies own reading behaviours and sets goals with guidance	Explains reading preferences and strategies with minimal details. Sets goals and sometimes attains them	Explains reading preferences and strategies clearly. Sets and attains goals	Explains reading preferences and strategies insightfully and in detail. Sets and often surpasses reading goals
Self-Evaluation of Reading Development Through Portfolio and Conversations	Needs a great deal of guidance to select evidence of development and express it verbally	Provides evidence of progress with minimal guidance. Expresses it with prompting	Provides evidence of progress independently and expresses it clearly	Provides evidence of progress in a wide variety of ways. Expresses it fluently and insightfully