**Please note: the Reading and Writing strands are aligned with the sections of the *Atlantic Canada Reading and Writing Achievement Standards* which were developed from GCOs 4 – 10 in the *Atlantic Canada English Language Arts Curriculum*. End-of-year reading targets can be found in the “Text Complexity” section of the *Atlantic Canada Reading Achievement Standards*, a quick view can be accessed by teachers on the ELA Portal sites.**

**Speaking and Listening**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 - Working Below |
| Speaking | Consistently shares thoughts, opinions, feelings and experiences. Consistently listens to the ideas and opinions of others. Consistently sustains a 1:1 conversation, using cues and conventions to communicate ideas and feelings and to extend conversation. | Often shares and explains thoughts, opinions, feelings and experiences (e.g., to a variety of presentations). Often listens to and builds off of, the ideas and opinions of others. Routinely sustains a 1:1 conversation, using cues and conventions to communicate ideas and feelings. | Sometimes shares thoughts, opinions, feelings and experiences. Sometimes listens to the ideas and opinions of others. Requires support to sustain a 1:1 conversation, and use cues and conventions to communicate ideas and feelings. | Rarely shares thoughts, opinions, feelings and experiences. Rarely listens to the ideas and opinions of others. Very limited ability to sustain a 1:1 conversation, and to use cues and conventions to communicate ideas and feelings. |
| Listening Comprehension | Always understands key ideas and overall message. Consistently responds appropriately to instructions and questions. Purposefully focusses on speaker for short time spans, asks relevant questions. | Usually understands key ideas and overall message. Generally responds appropriately to instructions and questions. Focusses on speaker for short time spans, asks questions. | Somewhat understands key ideas and gets the gist of the message. To some extent responds appropriately to instructions and directions. Partially focusses on speaker, ask questions with support. | Unable to understand key ideas or misses the overall message. Seldom responds appropriately to instructions and questions. Unable to focus on speaker even for very short time spans. |

**Reading and Viewing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 - Working Below |
| Level of Text Complexity | Independently selects and constructs meaning from texts at a complexity considered beyond target level. | Selects and constructs meaning from texts at a complexity considered at target level. | Has some difficulty constructing meaning from texts at a complexity considered at target level. Reads independently somewhat below target level, (not more than a full year). | Has a great deal of difficulty constructing meaning from texts at target level. Reads independently well-below target level (more than a full year). Knows most letter-sound relationships, may have gaps in phonological awareness. |
| Strategies and Behaviours | Efficiently uses all cuing systems (sounds, language, word order, and context) to monitor and self-correct. Adds new vocabulary to large personal bank of sight- words. | Effectively uses a combination of cues (sounds, language, word order, and context) to monitor and self-correct. Has acquired a large sight-word bank of personally significant words. | With prompting, uses a combination of cues (sounds, language, word order, and context) to monitor and self-correct. Recognizes high-frequency words and has a sight-word bank of personally significant words. | Requires extensive support to use cues or a combination of cues (sounds, language, word order, context) to monitor and self-correct. Recognizes some high-frequency words, and has a small bank of personally significant sight words. |
| Comprehension | Responds accurately to literal questions (main idea, supporting details, retells).  Makes beyond the obvious interpretations using context clues, background knowledge, and text features.  Makes relevant personal connections. | Usually responds accurately to literal questions (main idea, supporting details, retells) and story elements.  Often makes simple inferences using context clues, background knowledge, and text features. Personal text-to-text connections may be general or obvious. | With prompting, responds accurately to literal questions (main idea, supporting details, and retells). Sometimes makes simple inferences using context clues, background knowledge, and text features. Personal connections may be unrelated or reflect a superficial understanding. | Requires extensive support to respond to literal questions. Rarely uses context clues, background knowledge, and text features to make simple inferences. Personal connections are seldom made. |

**Writing and Representing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 - Working Below |
| Strategies and Behaviours | Efficiently uses grade-level strategies. Uses writing tools to complete the process. Able to sustain focus over extended text. | Often uses grade-level strategies. Routinely revises and edits, using writing tools to complete the process. Shares or publishes. | Needs extra support to use grade-level strategies and writing tools to complete the process. | Requires a great deal of direction to use grade-level strategies and writing tools. Not able to independently complete a piece of writing. |
| Traits | Demonstrates all aspects (content, organization, word choice, voice, sentence structure, conventions) of strong writing as evidenced over time in a variety of pieces and text forms. | Demonstrates all aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing as evidenced over time in a variety of pieces and text forms. | Demonstrates most aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing as evidenced over time in a variety of pieces and text forms. | Demonstrates a limited grasp of all aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing. |
| Text Forms | Follows directions to organize according to form and purpose, with attention to audience. Eagerly includes features introduced in class. | Generally follows directions to organize according to form, with some attention to audience. Generally includes features introduced in class. | With prompting, follows directions to organize according to form. May combine drawings and writing to communicate message. | Unaware of text form and purpose for writing. Relies on simple drawings combined with minimal written text to communicate message. |