**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, feeling and experiences, using strategies appropriate to informal contexts; also, at ease in formal contexts. Participates in conversations, listening to understand and thoughtfully building on what is meant. Skillfully adapts to speaking situations. Always uses appropriate cues and conventions, including word choice, in formal and informal contexts. | Easily shares personal thoughts/opinions, feeling and experiences, using strategies appropriate to informal contexts. Respectfully participates in conversations, listening to understand what is meant. Generally adapts to speaking situations. Uses appropriate cues and conventions, including word choice, in formal and informal contexts. | Shares personal thoughts/opinions, feeling and experiences, with support uses strategies appropriate to informal contexts. Participates in conversations, to some extent listening to understand what is meant. Requires support, in some contexts, to use appropriate cues and conventions, including word choice. | Reluctant to share personal thoughts, feeling and experiences, needs a great deal of support to use strategies appropriate to informal contexts. May contribute to conversations, but is focussed on own message and ideas. Requires many reminders to use appropriate cues and conventions. |
| Listening Comprehension | Always understands key ideas and overall message. Consistently responds appropriately to a variety of instructions and questions. Purposefully focusses on speaker and asks questions to deepen understanding. | Usually understands key ideas and overall message. Generally responds appropriately to instructions and questions. Willingly focusses on speaker and asks questions to extend understanding. | Somewhat understands key ideas and the overall message. To some extent responds appropriately to instructions and questions. Partially focusses on speaker may ask questions, but needs prompting to narrow the point. | Unable to understand key ideas or misses the overall message. Seldom responds appropriately to instructions and questions. May attend to speaker and ask questions, but rarely beyond the literal. |

**Reading and Viewing**

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| --- | --- | --- | --- | --- |
|  | 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 the target. | Selects and constructs meaning from texts at a complexity considered at target. | Has some difficulty constructing meaning from texts at a complexity considered on target. May be reading independently somewhat below target (not more than one year). | Has a great deal of difficulty constructing meaning from texts at a complexity considered at target level. Reads independently well-below target (more than one year). |
| Strategies and Behaviours | Skillfully uses strategies to construct meaning. Adjusts strategies according to form and purpose. Acquires new vocabulary including content-specific works and uses textual details when reading. | Appropriately uses strategies to construct meaning. May need reminders with unfamiliar texts. Adjusts predictions when reading. | Requires support, to use strategies to construct meaning from grade-level texts. Uses strategies with text at independent reading level. | Requires extensive support to use strategies to construct meaning from grade-level texts. Often guesses at meaning and rarely checks for understanding unless prompted. |
| Comprehension | Consistently understands the literal and implied messages and critically/personally connects to the text. Explanations go beyond the obvious and are well supported with textual details and life experience. Responses are frequently thoughtful. | Routinely understands the literal and implied messages and critically/personally connects to the text. Explanations are straightforward and logical. Responses are consistent and complete. | To some extent understands the literal and implied messages, makes simple interpretations, and offers simple and direct explanations about texts. Responses are often inconsistent.  Demonstrates appropriate comprehension when reading texts below grade level. | Has difficulty understanding grade-level texts. Demonstrates appropriate comprehension when reading texts well-below grade level. |

**Writing and Representing**

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| --- | --- | --- | --- | --- |
|  | 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 -Working Below |
| Strategies and Behaviours | Regularly uses grade-level strategies. Drafts writing with purpose and audience in mind. Frequently has a plan for writing and uses writing tools to complete the process. Takes risks when creating which may result in errors. | Generally uses grade-level strategies. Drafts often include a manageable topic, using ideas from a variety of sources. Often has a plan for writing and uses writing tools to complete the process. Rereads for fluency, substitutes ideas, uses criteria to select/share. | Needs support to use grade-level strategies. Finds it challenging to develop a manageable topic. Occasionally has a plan but more often than not needs support to include/check conventions, use writing tools and to complete a piece of writing. | Requires a great deal of direction to use grade-level strategies and writing tools. Rarely complete a piece of writing independently. |
| Traits | Demonstrates all aspects (content, organization, word choice, voice, sentence structure, conventions) of strong writing as evidenced overtime in multiple pieces. Published pieces are focussed with relevant details grouped, and show originality. | Demonstrates all aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing as evidenced overtime in multiple pieces. Published pieces include relevant details, usually grouped, but a few details may lack clarity. | Demonstrates most aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing as evidenced overtime in pieces. Unclear topic, minimal details and/or challenges with organization can impact published pieces, which are sometimes unfocussed. | Demonstrates few aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing as shown in evidence overtime. Published pieces are difficult to follow. Omissions and errors interfere with meaning. |
| Text Forms | Creates a variety of text forms, with attention to purpose and audience. Regularly includes features introduced in class and from independent reading. | Follows directions to organize according to form, generally attending to purpose and audience. Often includes features introduced in class. | With prompting, follows directions to organize according to form. Occasionally includes features introduced in class. | Is unable to complete written forms even with extensive instruction and support in class. |