**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**

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| --- | --- | --- | --- | --- |
|  | 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 - Working Below |
| Speaking | Efficiently uses strategies to participate in large and small group discussions; ask insightful questions that probe for accuracy, relevancy, and validity. Expertly states a point of view in a convincing manner while demonstrating respect and sensitivity. Skilfully uses active communication skills appropriate to the context; adapts and evaluates. Voluntarily seeks opportunities to communicate in formal contexts. | Effectively uses strategies to participate in large and small group discussions; asks questions that probe for accuracy, relevancy, and validity. Proficiently states a point of view in a convincing manner while demonstrating respect and sensitivity. Routinely uses active communication skills appropriate to the context; usually adapts and evaluates. Willingly communicates in formal contexts. | At times uses strategies to participate in large and small group discussions; occasionally asks questions to advance communication. With prompting, states a point of view while attempting to demonstrate respect and sensitivity. With support uses active communication skills appropriate to the context; occasionally adapts and evaluates. With some difficulty communicates in formal contexts. | Has a great deal of difficulty to use strategies to participate in discussions; may ask superficial questions. When stating a point of view, it may be unrelated or superficial. Not able to use active communication skills appropriate to the context; rarely adapts and evaluates. Rarely communicates in formal contexts. |
| Listening Comprehension | Listens carefully for key points, evaluates and is reflective about what is being said. Consistently responds thoughtfully to instructions and questions. Independently recognizes that spoken language reveals values and attitudes and can be used to manipulate and influence. | Routinely listens for key points, evaluates relevancy, and is reflective about what is being said. Generally responds thoughtfully to instructions, and questions. Generally recognizes that spoken language reveals values and attitudes and can be used to manipulate and influence. | Occasionally listens for key points, evaluates and is reflective about what is being said. With support, responds appropriately to instructions and questions. With prompting, recognizes that spoken language reveals values and attitudes and can be used to manipulate and influence. | Rarely listens for key points evaluates and is reflective about what is being said. Seldom responds appropriately to instructions and questions. Not able to recognizes that spoken language reveals values and attitudes and can be used to manipulate and influence. |

**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 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. Reads independently somewhat behind target level (not more than one year behind). | Has a great deal of difficulty constructing meaning from texts at a complexity considered at target. Reads texts well-below target level (more than one year below). |
| Strategies and Behaviours | Efficiently chooses from a wide range of grade-level strategies, including researching beyond the text, to construct meaning. Consistently able to explain processes and strategies. | Effectively uses grade-level strategies (e.g., confident and fluent reading), often employing research skills, to construct meaning. Generally able to explain processes and strategies. | Requires support to use grade-level strategies to construct meaning from texts. Requires extra support to use research skills and when approaching new texts. Occasionally able to explain processes and strategies. | Requires a great deal of direction to use grade-level strategies to construct meaning from texts. Rarely looks beyond the text, and rarely checks for understanding unless prompted. |
| Comprehension | Synthesizes important information from multiple pages of text to obtain literal and implied meanings. Consistently expresses personal points of view and responds critically to grade-level texts. Provides insightful, sometimes sophisticated responses. | Attends to important information from longer and varied texts to obtain literal and implied meanings. Often expresses personal points of view and responds critically to grade-level texts. Provides concise responses with some precise detail in the rationale.- | To some extent attends to important information in grade-level texts to obtain literal and implied meanings. Occasionally expresses personal points of view and with support, responds critically to grade-level texts. With prompting, provides adequate details in their rationale.  Demonstrates appropriate comprehension when reading texts below grade level. | Has difficulty obtaining important information from grade-level texts. Demonstrates appropriate comprehension when reading texts well-below grade level. |

**Writing and Representing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 -Working Below |
| Strategies and Behaviours | Efficiently employs grade-level strategies to generate a collection of drafts and pieces of drafts. Frequently draws upon a significant knowledge base gained from research and reading. Self-selects writing tools to complete the process. Tries out new techniques/ideas independently. | Efficiently employs grade-level strategies to generate a collection of drafts and pieces of drafts. Routinely draws upon a solid knowledge base gained from research and reading, explains form choice. Needs minimal support to select writing tools to complete the process. Tries out new techniques/ideas (e.g., hybrid texts) and refines writing. | With some support uses grade-level strategies to generate drafts and pieces of drafts. With prompting, draws upon a personal knowledge base and occasionally uses information gained through research and reading. Needs support to use writing tools and complete a piece through the process. With prompting, tries new techniques/ideas. | Hardly ever uses grade-level strategies to generate writing. Rarely does research or completes a piece of writing. Resists using writing tools or uses them ineffectively. |
| Traits | Demonstrates all aspects (content, organization, word choice, voice, sentence structure, conventions) of strong writing as evidenced over time in multiple pieces. Published pieces are purposeful, crafted to influence the audience, easy to understand, with few errors and pieces frequently demonstrate originality. | Demonstrates all aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing as evidenced over time in multiple pieces. Published pieces are purposeful, crafted with the audience in mind, and provide enough specific information to communicate effectively. Errors do not interfere with meaning. | Demonstrates most aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing as evidenced over time in pieces. Published pieces may be purposeful, but crafted without consideration for the audience. Topics are evident, but the information in the piece does not work together to develop a main idea. | May demonstrate some aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing as shown in evidence over time but drafts and pieces of drafts may be repetitive, copied, unclear, or unfocused. Published pieces are difficult to follow and do not meet basic requirements. Errors interfere with meaning. |
| Text Forms | Skilfully selects and explains forms and presentation mode (written, visual, multimedia) based on audience and purpose. Consistently includes structures and features according to form. | Selects and explains forms and presentation mode (written, visual, multimedia) based on audience and purpose. Generally includes structures and features according to form. | With some prompting selects and explains forms and presentation mode (written, visual, multimedia) based on audience and purpose. With support, includes structures and features according to form. | Is unable to select forms and Presentation mode based on audience and purpose. May include structures or features that are inappropriate and/or omit those that are expected. |