**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 | Shares thoughts, feelings and experiences. Listens to and builds on the ideas of others. Sustains a purposeful conversation, using cues and conventions to communicate ideas and feelings. | Usually shares thoughts, feelings and experiences. Usually listens to the ideas of others. Often sustains a short small- and whole-group conversation, using gestures and tone to communicate ideas and feelings. | Sometimes shares thoughts, feelings and experiences. Sometimes listens to the ideas of others. Requires support to sustain a conversation, and to use cues and conventions to communicate ideas and feelings. | Rarely shares thoughts, feelings and experiences. Rarely listens to the ideas of others. Unable to sustain a conversation. Struggles to communicate feelings. |
| Listening Comprehension | Understands key ideas and overall message. Responds appropriately to instructions and questions. Focusses on speaker for short time spans, asks questions. | Usually understands key ideas and overall message. Usually responds appropriately to most instructions and straightforward questions. Focusses on speaker for short time spans, asks related questions. | Somewhat understands the overall message, but misses key ideas. With support responds appropriately to many instructions and directions. Partially focusses on speaker, may interrupt and/or ask unrelated questions. | Needs a great deal of support to grasp the overall message. Responds to very simple instructions and questions. Unable to focus on speaker even for very short time spans. Interrupts. Rarely asks questions. |

**Reading and Viewing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 -Working Below |
| Level of Text Complexity | Selects and constructs meaning from texts at a complexity considered beyond target level. Knows letter-sound relationships, and has solid phonological awareness. | Generally selects and constructs meaning from texts at a complexity considered at target level.. Knows letter-sound relationships, and has minimal gaps in phonological awareness. | Has some difficulty constructing meaning from texts at a complexity considered at target level. Reads picture books and some short repetitive texts independently. Knows most letter-sound relationships but may have some gaps in phonological awareness. | Has a great deal of difficulty constructing meaning from texts at target level. Knows few to no letter-sound relationships, has gaps in phonological awareness. |
| Strategies and Behaviours | Uses all cueing systems (sounds, language, word order, context) to monitor and self-correct. Knows many high frequency words and uses picture cues and initial sounds to decode and understand text. | Usually uses a combination of cues (sounds, language, word order, context) to begin to monitor. Recognizes some high-frequency words and uses picture cues and initial sounds to decode and understand text. | Demonstrates awareness of print concepts but relies on picture cues to understand text. Is not using cues consistently to make meaning. May know a few high frequency words. | Uninterested in reading. Will talk about pictures/stories, if questioned. |
| Comprehension | Responds accurately to literal questions (main idea, supporting details, retells).  Makes simple inferences about and personal connections to texts read aloud and independently. | Usually responds accurately to literal questions (main idea, supporting details, retells).  Often makes simple inferences about and personal connections to texts read aloud. | Answers some literal questions. Recounts a few details and with prompting, sequences 3-4 main events of stories read aloud. With support, makes simple interpretations and personal connections to texts read aloud. | Requires extensive support to respond to literal questions and to make simple inferences from texts read aloud. |

**Writing and Representing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 - Working Below |
| Strategies and Behaviours | Uses grade-level strategies and writing tools to complete the process. Identifies beginning middle and ending sounds and a bank of sight words with automaticity. | Often uses grade-level strategies, repetitive patterns, and writing tools to complete the process. Identifies beginning and ending and most middle sounds with automaticity. Orally shares. | Needs support to use grade-level strategies and writing tools to complete a piece of writing. Identifies most beginning and some ending sounds with automaticity. | Requires a great deal of direction to use grade-level strategies and writing tools. Lacks automaticity with sound/symbol recall. |
| Traits | Demonstrates all aspects (content, organization, word choice, voice, sentence structure, conventions) of strong writing/drawing as evidenced over time in a variety of pieces. | Demonstrates all aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing/drawing as evidenced over time in a variety of pieces. | Demonstrates some aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing/drawing as evidenced over time in a variety of pieces. | Demonstrates a limited grasp of the purpose of writing/representing. |
| Text Forms | Writes/draws with purpose and a sense of audience. Drawings may be detailed and include print to communicate message. Eagerly includes features introduced in class. | Generally writes/draws with purpose and a sense of audience. Often uses detailed drawings and print to communicate. May include features introduced in class. | With support, writes/draws with purpose and a sense of audience. Uses drawings combined with some print when prompted. | Writes/draws, but only if guided. |