**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 -Working Below |
| **Speaking and Listening** | Consistently shares thoughts/opinions, feelings and experiences, using strategies appropriate to informal contexts. Always understands key ideas and the overall message. | Easily shares thoughts, feelings and experiences, using strategies appropriate to informal contexts. Usually understands key ideas and the overall message.  | Shares thoughts, feelings and experiences, and with support uses strategies appropriate to informal contexts. Somewhat understands key ideas and gets the gist of oral messages.  | Reluctant to share thoughts, feeling and experiences, needs a great deal of support to use strategies appropriate to informal contexts. Unable to understand key ideas or misses the overall message. |
| **Reading and Viewing**Text complexity refers to standards for ELA in English Prime. | Independently selects and uses strategies to construct meaning from texts at a complexity considered appropriate for end of Grade 3 or beyond.  | Selects and uses strategies to easily construct meaning from texts at a complexity considered appropriate for mid-year Grade 3. | Has some difficulty using strategies to construct meaning from texts at a complexity considered appropriate for mid-year Grade 3. | Has a great deal of difficulty constructing meaning from texts at a complexity considered appropriate for mid-year Grade 3. Reads independently at a complexity considered appropriate for end-of Grade 2 or below.  |
| **Writing and Representing** | Regularly uses grade-level strategies and writing tools to communicate messages. Takes risks when creating which may result in errors, but demonstrates all aspects of writing appropriate for grade level.  | Generally uses grade-level strategies and writing tools to communicate messages. Usually demonstrates most aspects of writing appropriate for grade level. | Needs support to use grade-level strategies and writing tools to communicate messages. Demonstrates some aspects of writing appropriate for grade level. | Requires a great deal of direction to use grade-level strategies and writing tools. Writing is incomplete or rarely demonstrates aspects of writing appropriate for grade level.  |