**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 the ideas and opinions of others and extends the conversation.  Sustains a 1:1 conversation, using cues and conventions to communicate. | Usually shares and explains thoughts, feelings and experiences. Usually listens to the ideas and opinions of others and often builds on these ideas. Sustains a short and purposeful 1:1 conversation, using cues and conventions to communicate ideas and feelings. | Sometimes shares thoughts, 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, feelings and experiences. Rarely listens to the ideas and opinions of others. Unable to sustain a 1:1 conversation, limited use of 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 related 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, may interrupt and/or ask unrelated questions. | 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. Rarely asks questions. |

**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 level. Reads texts more complex than end of K and may read end of Grade 1 texts if the subject-matter and text is highly familiar. Knows letter-sound relationships, and has minimal gaps in phonological awareness. | Has a great deal of difficulty constructing meaning from texts at target level. May read picture books and short repetitive texts independently. Knows most letter-sound relationships, may have gaps in phonological awareness. |
| Strategies and Behaviours | Efficiently uses all cuing systems (sounds, language, word order, context) to monitor and self-correct. Has acquired a large sight-word bank of personally significant and content-specific words. | Effectively uses a combination of cues (sounds, language, word order, context) to monitor and self-correct. Recognizes easy high-frequency words and has a sight-word bank of personally significant words. | With prompting, uses a combination of cues (sounds, language, word order, context) to monitor and self-correct. Recognizes some high-frequency words and has a small sight-word bank of personally significant words. | Rarely, uses grade-level strategies to construct meaning from texts. Recognizes few high-frequency words, and relies on picture cues and initial sounds to decode and understand text. |
| Comprehension | Responds accurately to literal questions (main idea, supporting details, retells).  Makes simple inferences 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 connections may be general or obvious. | Answers some literal questions. Recounts a few details and with prompting, sequences 3-4 main events. With support, makes simple inferences about and personal connections to texts read aloud. Responses to independent texts may reflect a superficial understanding or be unrelated to the message. | Requires extensive support to respond to literal questions and to use context clues, background knowledge, and text features to make simple inferences. Personal connections are seldom made |

**Writing and Representing**

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| --- | --- | --- | --- | --- |
|  | 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 -Working Below |
| Strategies and Behaviours | Efficiently uses grade-level strategies and writing tools to complete the process. Automaticity with sound/symbol and word knowledge supports extended text construction. | Often uses grade-level strategies and writing tools to complete the process. Easily uses sound/symbol and word knowledge to construct words and sentences. Revises with support. | Needs support to use grade-level strategies and writing tools to complete a piece of writing. Experiences some difficulty using sound/symbol and word knowledge. . | Requires a great deal of direction to use grade-level strategies and writing tools. Limited sound/symbol and word knowledge impacts fluency. 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 some 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 as evidenced over time. |
| Text Forms | Follows directions to organize according to form, with some attention to audience. Drawings may be detailed and augment written communication, but writing holds the message. Eagerly includes features introduced in class. | Generally follows a format to organize writing. Often uses detailed drawings and writing to communicate message. Generally includes features introduced in class. | With prompting, follows a format to organize writing. Uses drawings combined with some written text to communicate message. | Unaware of text form and purpose for writing. Relies on drawings with minimal writing to communicate. |