**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 | Consistently shares thoughts/opinions, 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 using appropriate cues and conventions in formal and informal contexts. | Easily shares thoughts, feeling and experiences, using strategies appropriate to informal contexts. Respectfully participates in conversations, listening to understand what is meant. Generally adapts to speaking situations using appropriate cues and conventions in formal and informal contexts. | Shares thoughts, 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 to use appropriate cues and conventions in some contexts. | Reluctant to share 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 in many speaking contexts. |
| Listening Comprehension | Always understands key ideas and overall message. Consistently responds appropriately to instructions and questions. Purposefully focusses on speaker and asks questions to extend understanding. | Usually understands key ideas and overall message. Generally responds appropriately to instructions and questions. Willingly focusses on speaker and asks questions to clarify. | Somewhat understands key ideas and gets the overall message. To some extent responds appropriately to instructions and directions. 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 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 independently slightly below target level. | Has a great deal of difficulty constructing meaning from texts at target level. Reads independently well-below target level. |
| Strategies and Behaviours | Skilfully uses grade-level strategies to construct meaning. Acquires new vocabulary and uses textual details when reading. | Appropriately uses strategies to construct meaning. 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 supported with textual details and life experience. Responses are frequently thoughtful. | Usually understands the literal and implied messages and critically/personally connects to the text. Explanations using textual details are usually straightforward and logical. Responses are consistent. | 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 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 with topic in mind, but topics are often broad. Usually follows a plan for writing, and uses writing tools to complete the process. | Needs support to use grade-level strategies. Needs prompting to include enough details to develop a topic. Occasionally has a plan but needs support to include conventions, to 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 completes a piece of writing independently. |
| Traits | Demonstrates all aspects (content, organization, word choice, voice, sentence structure, conventions) of strong writing as evidenced over time in multiple pieces. Finished pieces show attempts to focus and group ideas, and are easy to follow. | Demonstrates all aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing as evidenced over time in multiple pieces. Finished pieces may include some unnecessary information but topics are identifiable and details often grouped. | Demonstrates most aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing as evidenced over time in pieces. Unclear topic, minimal details and/or challenges with organization can impact finished pieces, which often incomplete or unfocussed. | Demonstrates few aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing as shown in evidence over time. Finished pieces are difficult to follow and do not meet basic requirements. Omissions and errors interfere with meaning. |
| Text Forms | Follows directions to organize according to form, with some attention to audience. Frequently includes features introduced in class and from independent reading. | Generally follows directions to organize according to form. 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 outlined in the grade-level standard even with extensive instruction and support in class. |