**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 | Consistently uses strategies to participate in large and small group discussions; asks clarifying questions. Considers audience and contributes constructively, confidently and purposefully to discussions. Consistently uses active communication skills and conventions appropriate to the speaking context (formal and informal). | Usually uses strategies to participate in large and small group discussions; asks relevant questions. Often considers audience and contributes constructively and purposefully to discussions. Generally uses active communication skills appropriate to the speaking context (formal and informal). | Has some difficulty recognizing strategies and using them appropriately. May contribute to discussions but needs support to communicate effectively with an audience. With support, uses active communication skills appropriate to the speaking context. | Has a great deal of difficulty recognizing strategies and using them appropriately. Hardly ever contributes to discussions, unwilling/able to consider audience point-of-view. Not able to use active communication skills appropriate to the speaking context |
| Listening Comprehension  | Understands the apparent intent of the message, may recognize hidden intentions. Consistently responds accurately to a variety of questions and instructions. Monitors meaning, using a range of cues and conventions, and seeks clarification or explanation with a goal of solid understanding.  | Understands the apparent intent of the message. Generally responds accurately to a variety of questions and instructions. Monitors meaning, using a range of cues and conventions, and readily seeks clarification or explanation when intent is lost.  | At times has a limited understanding of the message, needs prompting to go beyond the literal. With support, responds accurately to a variety of questions and instructions. With some difficulty, monitors meaning, often needing prompting about cues and conventions, occasionally seeks clarification or explanation. | Seldom offers a response to the message that goes beyond the literal even with extensive prompting. Offers limited response to questions and instructions. Rarely monitors meaning or seeks clarification or explanation, misses less obvious cues and conventions. |

**Reading and Viewing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 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 the 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 target level. Reads independently somewhat below target (not more than one year behind).  | Has a great deal of difficulty constructing meaning from texts at a complexity considered on target for grade level. 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 knowledge of text form and features, to construct meaning from texts, even when texts are unfamiliar. May independently identify processes and strategies. | Uses grade-level strategies, including knowledge of text form and features, to construct meaning. May need reminders with unfamiliar texts.  | Requires support to use grade-level strategies to construct meaning from texts. Requires extra support to use knowledge of text form and features and when approaching new texts.  | Requires a great deal of direction to use grade-level strategies to construct meaning from texts. 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. Rationales for responses are frequently insightful.  | Usually attends to important information in grade-level texts to obtain literal and implied meanings.Often expresses personal points of view and responds critically to grade-level texts. Generally includes adequate details in rationales.  | 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 prompting responds critically to grade-level texts. Rationales reflect a surface understanding of the text.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**

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| --- | --- | --- | --- | --- |
|  | 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 revises to strengthen content and embeds text features appropriate to form. Uses writing tools to complete the process.  | Effectively employs grade-level strategies to generate a collection of drafts and pieces of drafts. Often revises to strengthen content and embeds text features appropriate to form. Needs minimal support to select writing tools to complete the process. | With some support uses grade-level strategies to generate a collection of drafts and pieces of drafts. Needs some support to use writing tools, make content revisions and to complete a piece of writing. | Requires a great deal of direction to use strategies and behaviours outlined in the end-of-Grade 6 standards. Unable to independently complete 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 and easy to understand, with few errors. | Demonstrates all aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing as evidenced over time in multiple pieces. Published pieces are clear with enough specific information to communicate the writing purpose. 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 vague and unfocussed in places but the writing meets basic requirements to communicate the purpose. Overall, meaning is evident. | 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 | Independently selects forms and presentation mode (written, visual, multimedia) based on audience and purpose. Thoughtfully includes structures and features according to form. | Generally selects forms and presentation mode (written, visual, multimedia) based on audience and purpose. Often includes structures and features according to form. | With some prompting selects forms and presentation mode (written, visual, multimedia) based on audience and purpose. Include some 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. Resists using organization tools such as graphic organizers or uses them ineffectively. |