**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.**

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| --- | --- | --- | --- | --- |
|  | 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 -Working Below |
| **Speaking and Listening** | Consistently shares thoughts/opinions, feelings and experiences, using strategies appropriate to informal and formal contexts. Purposefully and respectfully focusses on speaker; understands key ideas and the overall message. Asks questions to extend understanding | Easily shares thoughts/opinions, feelings and experiences, using strategies appropriate to informal and formal contexts. Respectfully focusses on speaker and generally understands key ideas and the overall message. Usually asks questions to extend understanding | Shares thoughts/opinions, feelings and experiences, with support to use strategies appropriate to informal and formal contexts. Requires support to focus on speaker and partially understands key ideas and the overall message. May asks questions but needs prompting to narrow the point. | Reluctant to share thoughts, feelings 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. May attend to speaker and ask questions, but rarely beyond the literal. |
| **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 4 or beyond. | Selects and uses strategies to easily construct meaning from texts at a complexity considered appropriate for mid-year Grade 4. | Has some difficulty using strategies independently to construct meaning from texts at a complexity considered appropriate for mid-year Grade 4. Is able to read texts considered appropriate for Grade 3 independently. | Has a great deal of difficulty constructing meaning from texts beyond a complexity considered appropriate for mid-year Grade 3 and below. |
| **Writing and Representing** | Regularly uses grade-level strategies and writing tools to communicate messages. Takes risks when creating which may result in errors; demonstrates some aspects of strong and some appropriate of grade-level writing. | Generally uses grade-level strategies and writing tools to communicate messages. Usually demonstrates the aspects of writing appropriate for the 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. |