

# Cycle Two Competency Scales

	<b>Competency 1: Reading</b>	<b>Competency 2: Writing</b>	<b>Competency 3: Media</b>	<b>Competency 4: Talk</b>
<b>Level 5: Advanced</b>	Extends the range of preferred books and reads an increasing variety of text types. Predicts, infers and identifies essential ideas in texts. Seeks clarification to enrich understanding of the text. Discusses significant ideas from texts and offers ideas from own reading experiences. Refers to a rubric and exemplars to assess own reading development. Discusses own reading preferences and sets goals for self as a reader.	Plans ahead for writing projects, and records ideas in a writers' notebook or journal. Initiates writing for specific purposes. Uses varied sentence structure and selected vocabulary to enhance writing. Incorporates techniques of favourite or familiar author(s) into own writing. Shares writing with peers, offers feedback and incorporates peers' suggestions into own writing. Talks about own writing. Refers to a rubric and exemplars to assess productions. Sets goals for future writing projects.	Uses mixed media—images and words—to communicate a particular message. Justifies decisions made in own media production based on feedback and own critical view. Selects an appropriate medium in consideration of purpose, audience and message. Discusses the effect of the producers' use of structures and features on the intended audience. Talks about own media productions. Refers to a rubric and exemplars to assess productions. Initiates student-teacher conferences to review productions and set goals for future media productions.	Offers own viewpoint and considers those of others. Uses language to persuade, as with book talks, to encourage others in discussions and to explain opinions and conclusions. Adjusts conclusions based upon discussion. Monitors own language by self-correcting, when necessary. Asks and answers spontaneous questions from teacher and peers. Uses specific vocabulary for effect. Draws on subject-specific vocabulary when working with content from another discipline. Refers to a rubric and exemplars to assess own learning in teacher-student conferences.
<b>Level 4: Thorough</b>	Selects and sustains reading with preferred text type or author. Adjusts reading pace when required to clarify meaning. Demonstrates knowledge and understanding of organization of texts. Discusses structures and features of familiar text types to interpret texts. Compares texts to note similarities, differences and related ideas. Makes connections to own experiences and other texts, including media. Provides evidence to support judgments offered about characters and events. Talks about self as reader. Refers to a rubric and exemplars to assess own reading development.	Applies structures of familiar text types when writing. Incorporates writing features for desired effect, such as dialogue, humour or exaggeration. Rereads own written pieces to adjust for clarity and coherence. Considers word choice and incorporates acquired vocabulary. Makes changes based on feedback from writing conferences. Completes selected pieces from own collection of writing. Initiates talk about own writing with peers and teacher.	Refers to structures and features of media texts to explain their impact on an audience. Selects for own productions specific structures and features for intended purposes. Discusses and reworks own production in response to feedback and offers feedback to peers. Interprets messages and information from media texts. Explains decisions made for own media productions when conferring with peers or teacher.	Shares ideas, offers opinions and builds on the ideas of others. Asks questions to clarify understanding and to engage peers in discussion. Prepares, rehearses and presents oral texts such as poetry, skits or book talks for familiar audiences. Uses spoken language effectively for different situations and audiences. Uses gestures, facial expressions and tone to convey message and enhance communication. Offers and justifies opinions when discussing texts read, viewed or listened to. Adjusts vocabulary to improve communication and ensure understanding. Sets goals for improved collaboration.
<b>Level 3: Acceptable</b>	Reads familiar text types such as fairytales, legends and information-based texts and identifies their structures and features. Asks questions to clarify understanding. Uses self-correction strategies such as rereading/reviewing or skipping ahead to find textual cues when constructing meaning and to locate information. Expresses opinions about texts read or listened to through talk, writing or media productions. Identifies significant ideas when discussing texts and draws on prior knowledge to support own views. Talks about preferred texts in teacher-student conferences. Sets reading goals. Selects samples of own work to include in a collection of examples in a personal file such as a portfolio.	Selects topics based on personal experiences, interests, classroom interactions and stories heard or read. Uses various text types to write for different purposes and for a familiar audience. Publishes writing informally in different formats. Uses basic conventions such as simple sentence structure, end punctuation, capitalization, and common spelling patterns. Uses classroom resources to edit writing. Shares writing in conferences with teacher and peers. Reworks or revises text by adding details or information for the intended audience. Talks about own writing when questioned. Selects samples of own work to include in a collection of examples in a personal file such as a portfolio.	Plans media productions using an outline, a graphic organizer, a storyboard or other planning tool or procedure. Produces different media texts for specific purposes and a familiar audience. Collaborates with peers during media production and considers their suggestions when developing media texts. Comments on the effect of specific structures and features of media texts on the intended message and audience. Identifies a specific purpose for a media production. Explains preferences for specific media texts. Selects samples of own work to include in a collection of examples in a personal file such as a portfolio.	Participates actively and courteously in collaborative talk situations when discussing ideas, role playing, participating in reading circles and while planning. Retells personal events and stories clearly and in an organized and engaging manner. Makes informal presentations to familiar audiences in an effective manner. Expresses ideas, needs and opinions in standard English. Discusses interpretations when participating in literature discussion groups. Discusses own language development during conferences with the teacher and selects samples of work to include in a collection of examples in a personal file such as a portfolio.
<b>Level 2: Partial</b>	Identifies interests and selects preferred texts. Reads to locate information, when guided. Relies heavily on decoding when reading. Applies meaning-making strategies, when assisted, such as referring to images, substituting words, rereading, and predicting. Responds to texts through talk in small groups. Maintains a reading log or record to share when conferring with the teacher.	Selects mainly favourite topics when writing for different purposes. Relies on patterns or structures drawn from familiar texts when writing. Corrects indicated spelling errors or sentence structures when assisted. Reads own writing aloud, when invited, and discusses writing decisions, when questioned. Sets goals for writing when assisted.	Plans and produces media texts with guidance from peers and teacher. Uses specific structures to develop media texts, with guidance. Identifies obvious message(s) in media texts. Explains ideas and expresses opinions when questioned. Talks about media productions and future media projects when asked.	Contributes to discussion in collaborative activities when prompted by the teacher. Retells events from own experiences. Asks questions of peers with prompting and answers questions when directly addressed. Presents a book talk or a report or suggests a solution to a problem, with support. Sets goals to improve or increase communication, with guidance.
<b>Level 1: Minimal</b>	Reads familiar text types with one-to-one assistance. Retells general events when prompted. Recognizes high frequency words. Relies on visual cues to make predictions about texts, when directed. Expresses likes and dislikes when questioned.	Writes simple texts for a familiar audience with one-to-one support. Selects topics from a personal list generated with teacher support. Lists events or information sequentially. Rereads own writing when prompted. Selects samples of writing to publish informally when guided. Refers to spelling resources when prompted. Talks about own writing when questioned.	Produces simple media texts with one-to-one assistance. Reads simple media texts with assistance. States preferences for media texts when prompted. Talks about own media productions.	Follows directions and takes turns when guided during collaborative work. Contributes ideas or opinions when prompted. Uses known language structures to make simple requests, express needs and to retell simple stories and experiences. Answers questions with simple statements when asked.