

Competency 1: Reading

	Cycle One	Cycle Two	Cycle Three
Level 5	Selects different text types to read, including less familiar text types. Asks thoughtful questions and seeks clarification to enrich understanding of the text. Locates specific information during discussions or when researching. Compares texts such as different versions of the same text. Discusses and explains interpretations of text. Sets goals for self as reader.	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.	Sustains and extends reading of varied text types beyond personal preferences. Elaborates on structures and specific features of particular text types that contribute to understanding. Considers issues, values and social cultural settings that represent a view of the world that goes beyond the text. Personalizes procedures for research. Recommends and promotes preferred texts. Shares insights about own reading process.
Level 4	Selects texts to read for personal interest, for specific purposes or by author preference. Identifies preferred meaning-making strategies and explains own use of strategies. Offers and explains opinions through talk, writing or media productions to demonstrate understanding of texts read or listened to. Discusses own reading preferences in terms of authors, illustrators, and text types with teacher and peers.	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.	Reads various text types including those that are less familiar. Assumes a critical stance when comparing text types such as works by same author, works addressing similar themes, or film versions of written texts. Synthesizes related ideas when comparing texts and text types. Identifies and explains use of stereotypes or examples of prejudice. Responds to texts by justifying opinions with examples from the text. Refers to structures and features of text to support interpretation and judgment about the text. Selects pertinent information from a variety of resources when conducting research. Initiates talk about favourite books and authors with teacher and peers.
Level 3	Rereads a variety of familiar and favourite text types. Uses preferred textual cues – prior knowledge, sounds, language, and images – to construct meaning. Rereads text to support understanding or to locate information. Identifies important ideas in texts read or listened to. Draws on prior knowledge to respond to texts. Talks about self as reader in teacher-student conferences. Selects samples of own work to include in a collection of examples in a personal file such as a portfolio.	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.	Reads and interprets preferred text types. Applies and explains the use of various meaning-making strategies such as predicting, confirming and correcting, rereading, reading ahead, and self-questioning. Monitors own reading through self-correction. Interprets visual information, including graphic organizers, Web sites and tables. Locates relevant information when conducting research. Collaborates with peers to interpret texts and asks questions to develop understanding. Describes interests, preferences, strengths and needs as a reader and sets reading goals. Refers to a rubric and exemplars to assess own reading development. Selects samples of own work to include in a collection of examples in a personal file such as a portfolio.
Level 2	Relies on decoding when reading familiar text types. Uses alternative strategies to construct meaning when prompted. Offers opinions about texts read aloud. Expresses preferences for particular books or authors and maintains a reading log or record to share when conferring with the teacher.	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 reading material according to interests and purpose. Uses preferred strategies with occasional assistance to make meaning of text. Talks about likes and dislikes and asks questions about texts listened to or viewed. Responds to texts orally, in writing or through media productions by relying on prompts. Maintains a reading log or record to share when conferring with the teacher.
Level 1	Read predictable, familiar texts with one-to-one assistance. Locates information in text, with support. Retells events with prompting. Identifies, with support, the topic of texts that are read or listened to. Talks about favourite books when questioned.	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.	Reads familiar text types with support. Depends on assistance to locate specific details or information. Uses teacher-suggested reading strategies to find meaning in texts. Responds to texts through talk, when invited, including media texts and texts that are read aloud. Indicates reading preferences based on personal interests when questioned.

Competency 2: Writing

	Cycle One	Cycle Two	Cycle Three
Level 5	Discusses writing plans to clarify ideas and to extend thinking. Uses dialogue to develop a narrative. Experiments with vocabulary for intended purpose. Uses a variety of sentence structures. Organizes writing by grouping related sentences. Refers to a resource for editing or proofreading. Applies suggestions to improve writing following writing conferences. Sets goals for self as writer.	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.	Organizes and extends texts to express/explain ideas and to inform and persuade wider audiences. Controls structures and features of different text types when crafting writing. Critiques own writing and applies effective strategies to revise and edit. Initiates peer and teacher conferences to give and receive feedback on writing. Discusses own growth in writing, noting strengths and needs. Analyzes choices when selecting examples to include in student profile.
Level 4	Engages in prewriting exploratory activities such as brainstorming, using outlines, and graphic organizers. Develops writing by including essential and meaningful details and by using structures and features of familiar text types. Rereads own writing to clarify meaning. Edits own writing by using classroom resources to check spelling. Talks about own writing and completes selected pieces to informally publish and share.	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.	Uses unfamiliar text types when writing for a known audience with purpose in mind. Organizes the text to enhance meaning. Adjusts appropriate language use or register to suit purpose and audience. Confers with peers/teacher to improve writing, and offers and responds to feedback. Applies strategies to revise and edit writing, such as reference to models of structures and features observed while reading. Self-evaluates own progress.
Level 3	Draws on prior knowledge and experience and models for writing. Writes familiar text types for a known audience to communicate a message. Structures a writing sequence with a beginning, a development and an ending. Applies developmentally appropriate sentence structures and language conventions. Uses spelling strategies such as visual patterns, common letter sequences or common structural patterns. Uses resources for less familiar words. Applies rules of capitalization in proper nouns and at the beginning of sentences, and rules for end punctuation. Shares writing with teacher and peers. 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.	Writes using obvious structures and features of different text types. Attempts simple revision in response to feedback such as adding details, rewriting beginnings, and/or ending, and/or extending ideas and details. Edits with reference to a familiar guide for language conventions, addressing capitals, end punctuation, spelling and grammar. Completes selected pieces of writing for inclusion in a writing profile. Identifies accomplishments as a writer and sets achievable goals in a literacy profile.
Level 2	Writes about personally significant topics. Selects text type with teacher's guidance. Writes sequential factual accounts. Spells frequently used or high-frequency words with growing accuracy. Uses capitalization and punctuation sporadically. Shares writing, when asked, and, with guidance selects preferred pieces for further development.	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.	Writes brief texts that include essential elements of the text types for a known audience. Writes ideas in sequence. Shares writing when asked, and applies suggestions for revision of ideas and structures with guidance. Uses a familiar resources such as a list of common spelling challenges to edit writing, when prompted. Compares own writing with earlier pieces and discusses changes.
Level 1	Uses a familiar story pattern to write, with teacher's guidance. Explains ideas before writing, when prompted. Re-tells what has been written. Relies on most obvious sounds, such as initial consonants, when spelling. Uses upper-case and lower-case letters indiscriminately. Talks about writing intentions when asked.	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.	Writes narrative texts and reports in simple language for a familiar audience. Relies on patterns of familiar texts to shape writing rereads own writing to edit and revise with one-on-one support. Talks about own writing when questioned. Selects writing, when prompted, for inclusion in a literacy profile..

Competency 3: Media Literacy

	Cycle One	Cycle Two	Cycle Three
Level 5	Selects a particular medium for a particular purpose and audience. Chooses one type of media over another for a specific purpose or message. Applies suggestions offered as feedback from others when creating a media text. Identifies different structures of familiar media texts. Interprets purpose and messages of different types of media texts such as logos, posters and advertisements. Sets goals for self in media productions.	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.	Adopts a world view when producing and interpreting media texts. Considers the impact of structures and features on the message in media texts. Produces a variety of mixed-media texts in collaboration with others for different purposes and audiences. Explains choices of structures and features when designing and producing media messages and texts. Identifies own strengths as media interpreter and producer. Sets goal for future media productions.
Level 4	Collaborates with peers to plan and produce media texts for a familiar audience. Suggests media features for a particular effect, such as adding music to a poetry reading, selecting specific colours versus black and white for a poster design, or sound effects for a puppet show. Recognizes structures and features of familiar media text types. Identifies the purpose and message of specific media texts, such as advertisements. Offers and explains opinions about familiar media texts. Explains choices in own media productions. Talks about favourite media texts.	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.	Compares and contrasts different media texts that address similar products, topics, messages or information. Uses language specific to the medium when discussing and/or creating media texts such as advertisements, graphic representations, short films, comic strips or other media text types. Selects and applies suitable media for different audiences and purposes. Offers feedback on productions by peers and incorporates feedback offered to own media texts. Talks about and critiques own productions.
Level 3	Collaborates with peers and teachers to produce media texts such as a greeting card or a poster. Incorporates media features such as visuals into own written work. Asks questions and re-examines media texts to clarify meaning. Discusses own media productions. Selects samples of own work to include in a collection of examples in a personal files 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.	Discusses and draws relevant information/meaning from different media texts. Selects an intended audience when producing media text for a specific purpose. Applies obvious structures and features to different media texts. Uses planning tools and a variety of familiar resources to organize and construct media texts. Collaborates with peers to produce media texts to entertain, inform or persuade. Explains choices made in a literacy profile.
Level 2	Collaborates in small groups to produce media texts, with assistance. Identifies obvious conventions of media texts. Talks about preferred media text type(s) and explains interpretations, when questioned. Describes about own contributions to media productions, when asked.	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.	Recognizes the basic messages/information in media texts. Offers and explains opinions when responding to different media texts when questioned. Identifies structures of media texts with support. Plans and produces familiar media texts with guidance from peers and/or teacher. Replies to questions about her or his own media literacy.
Level 1	Identifies different media types with assistance. Produces media with one-to-one assistance. Expresses likes and dislikes with prompting.	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.	Responds to different media texts by expressing likes and dislikes. Collaborates and plans with peers to produce simple media texts when assisted. Selects preferred media tests for inclusion in a learning profile.

Competency 4: Talk

	Cycle One	Cycle Two	Cycle Three
Level 5	Assumes an active role in classroom discussions and small group interactions. Offers alternative solutions when problem solving. Sustains a conversation or a discussion with peers and teacher. Listens to and builds upon the opinions and ideas of others. Reshapes ideas as a result of collaborative talk or brainstorming. Sets goals for effective collaboration, such as taking turns and not interrupting.	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.	Assumes a key role in collaborative group work. Initiates pertinent questions to deepen understanding or enhance communication. Adjusts own viewpoint in considerations of new information. Responds to spontaneous questions in an informed and confident manner. Formulates arguments to support or challenge a viewpoint. Hypothesizes solutions for problems. Evaluates own performance when reflecting on learning..
Level 4	Listens to and exchanges ideas and information with others. Plans and discusses projects with peers. Shares responsibilities with peers when working in groups. Uses and interprets verbal and non-verbal language. Poses questions to clarify meaning. Uses language appropriately, that is, adjusts register depending on purpose and audience. Offers for discussion own research when working collaboratively on common topics in small groups, as in a jigsaw procedure. Expresses ideas and thoughts clearly when retelling, stories or events. Offers opinions or explanations about familiar text types. Talks about personal goals for learning.	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.	Modifies language to improve understanding or effect on audience. Communicates with precise language for specific purposes, such as to inform or to elaborate ideas. Compares and contrasts different viewpoints. Clarifies and reshapes ideas through collaborative talk, such as when brainstorming and planning projects. Discusses own performances and sets goals for improved communication.
Level 3	Contributes own ideas to discussions in classroom interactions. Uses verbal and nonverbal communication when working collaboratively. Creates and participates in role-playing activities such as skits. Uses language to describe feelings or reactions and to solve problems. Describes own contributions to group 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.	Poses questions for the purposes of clarification. Uses appropriate language or register to address specific audiences. Interacts in group discussions by building on what is offered by team members, by asking questions or by offering opinions. Expresses and justifies personal viewpoint. Uses appropriate vocabulary during spoken interactions. Talks about own learning strategies during teacher-student conferences for inclusion in a literacy profile.
Level 2	Collaborates in small group learning situations with support from peers or teacher. Shares ideas/information when working in small groups if prompted. Asks and responds to questions when cued. Relates personal stories and experiences with peers and teachers. Uses tone, facial expressions and gestures when communicating. Sets goals with teacher to increase own collaboration when working in small groups.	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.	Uses appropriate English language structures or syntax to convey messages. Asks simple questions related to topic. Reiterates previously discussed ideas and/or opinions when called upon. Follows directions for group work with prompting. Indicates areas for improvement when discussing own performance.
Level 1	Repeats ideas heard from peers. Expresses feelings and ideas when addressed. Interprets nonverbal cues or gestures in learning situations. Gives simple responses/basic information to the teacher when asked	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.	Responds to questions when asked using English language structures. Articulates requirements of tasks with one-to-one support. Participates in group discussions when assisted. Assumes assigned roles in group work with guidance. Talks about self as learner when questioned.