



English Language Arts Grade 4					
Compose and Create					
Outcome		1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
<b>CC4.2 Represent</b>  <b>I can create different representations with clear ideas:</b> <ul style="list-style-type: none"> <li>• short, illustrated reports;</li> <li>• dramatizations,</li> <li>• posters,</li> <li>• visuals such as displays and drawings.</li> </ul> <b>They contain information that is connected to the topic and my purpose.</b>	<b>Message</b> (I prepare thoughtful and clear compositions and presentations.)	<ul style="list-style-type: none"> <li>• My message is limited and unclear.</li> <li>• I need help to identify my audience.</li> <li>• My ideas are not very clear, and they are poorly developed for my message.</li> <li>• I only use visual features with support, and my vocabulary is not developed.</li> </ul>	<ul style="list-style-type: none"> <li>• My message is apparent but unrefined.</li> <li>• I know who my audience is, but I pay little attention to it.</li> <li>• I pay some attention to my audience.</li> <li>• Some of my ideas are correct, and my supporting details are adequate for my message.</li> <li>• I can use some visual features, and basic vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• My message, organization and form are clear straightforward, and focused.</li> <li>• I pay attention to my audience.</li> <li>• Most of my ideas are correct and my supporting details are appropriate for my message.</li> <li>• I use a range of visual features and word choices to enhance my composition.</li> </ul>	<ul style="list-style-type: none"> <li>• My message is original and insightful. My ideas are enhanced by my form choice and organization.</li> <li>• I am clearly aware of my audience.</li> <li>• All of my supporting details are richly developed and appropriate for my message.</li> <li>• I use precise word choices and my visual features move the viewer through the text.</li> </ul>
	<b>Strategies</b> (I can use before, during, and after strategies with practice and help from my teacher.)	<ul style="list-style-type: none"> <li>• I need help to choose before, during and after strategies to create any visual texts.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use some before, during and after strategies to create simple visual texts.</li> </ul>	<ul style="list-style-type: none"> <li>• I use a range of before, during, and after strategies to create a variety of visual texts.</li> </ul>	<ul style="list-style-type: none"> <li>• I select my own before, during and after strategies to create original visual texts.</li> </ul>



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		<ul style="list-style-type: none"> <li>I need direct help to include visual aids.</li> </ul>	<ul style="list-style-type: none"> <li>I can include a visual aid with prompting.</li> </ul>	<ul style="list-style-type: none"> <li>I use some visual aids to enhance my composition.</li> </ul>	<ul style="list-style-type: none"> <li>I effectively choose and use visual aids in my composition.</li> </ul>
	<b>Cues</b> (I can control the elements of communication.)  <b>AND</b>  <b>Conventions</b> (I can control the rules of language, and make few mistakes. Errors don't make understanding more difficult.)	<ul style="list-style-type: none"> <li>I am developing simple sentence structure.</li> <li>My sentences are always the same.</li> <li>My words are often overused or incorrect.</li> <li>I make many errors in my spelling, punctuation, and capitalization that make communicating difficult.</li> </ul>	<ul style="list-style-type: none"> <li>I use common sentence structure with some errors.</li> <li>Sometimes, I vary the length <b>or</b> structure of the sentence.</li> <li>My words are sometimes vague.</li> <li>I make some mistakes in my spelling, punctuation, and capitalization.</li> </ul>	<ul style="list-style-type: none"> <li>I use common sentence structure that is correct.</li> <li>I can vary the sentence structure <b>and</b> length.</li> <li>Most of my words and expressions fit the composition.</li> <li>My spelling, punctuation, and capitalization are generally correct.</li> </ul>	<ul style="list-style-type: none"> <li>I can vary the structure of some sentences.</li> <li>My sentences are polished and well-written.</li> <li>My words are consciously well chosen and well used.</li> <li>My spelling, punctuation, and capitalization adhere to accepted standards. Any errors are a result of risk taking.</li> </ul>
Comments					



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<b>CC4.3 Speak</b>  <b>I can present lots of different ideas in everyday situations, and sometimes, in front of a group to:</b> <ul style="list-style-type: none"> <li>• give oral explanations;</li> <li>• deliver brief reports or speeches;</li> <li>• demonstrate and describe procedures.</li> </ul>	<b>Message</b> (I prepare thought and clear compositions and presentations.)	<ul style="list-style-type: none"> <li>• My presentations are unclear and lack focus.</li> <li>• The organization and form of my presentations are unclear and unfocused.</li> </ul>	<ul style="list-style-type: none"> <li>• My presentations have a limited focus and show a basic understanding of a topic.</li> <li>• The organization and form of my presentations are somewhat disorganized or unclearly structured.</li> </ul>	<ul style="list-style-type: none"> <li>• My presentations are clear, straightforward, and focused on a main idea.</li> <li>• The organization and form of my presentations are clear and guide my listeners to understand important ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• My presentations are logical, original and insightful.</li> <li>• My presentations show thoughtful organization and are richly developed with details and examples.</li> </ul>
	<b>Strategies</b> (I can use before, during, and after strategies with practice and help from my teacher.)	<ul style="list-style-type: none"> <li>• I can only use some of the basic before, during and after speaking strategies with help.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use basic before, during and after speaking strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• I use a range of before, during, and after speaking strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• I control my own use of before, during and after speaking strategies to match my audience and purpose.</li> </ul>



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I can speak for different audiences and for different reasons.	<b>Cues</b> (I can control the elements of communication.)  <b>AND</b>  <b>Conventions</b> (I can control the rules of language, and make few mistakes. Errors don't make understanding more difficult.)	<ul style="list-style-type: none"> <li>My sentences are incomplete, run on, or simple in structure.</li> <li>My words and expressions do not fit my presentation.</li> <li>I often present in a monotone way.</li> </ul>	<ul style="list-style-type: none"> <li>I use common and simple sentence structures.</li> <li>Some of my words and expressions fit my presentation.</li> <li>I can sometimes use phrasing, pitch and modulation, but it is inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>I use a variety of sentence structures to communicate meaning when speaking.</li> <li>Most of my words and expressions fit the type of presentation.</li> <li>I use appropriate phrasing, pitch, and modulation when I speak.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a variety of sentence structures to clearly express my own thinking.</li> <li>My language is consciously well-chosen, well-used and appropriate for the audience.</li> <li>I consistently use phrasing, pitch, and modulation to maintain interest any time that I speak.</li> </ul>
Comments					
<b>CC4.4 Write</b>  I can use the	<b>Strategies</b> <b>Pre-writing</b> <ul style="list-style-type: none"> <li>planning</li> <li>draft</li> </ul>	<ul style="list-style-type: none"> <li>My pre-writing is insufficient.</li> <li>My pre-writing is not organized.</li> </ul>	<ul style="list-style-type: none"> <li>My pre-writing sketches the ideas of the text.</li> <li>The pre-writing shows some organization.</li> </ul>	<ul style="list-style-type: none"> <li>The pre-writing is complete.</li> <li>The pre-writing is organized.</li> </ul>	<ul style="list-style-type: none"> <li>The pre-writing is extensive.</li> <li>The pre-writing is clearly organized.</li> </ul>



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<b>writing process to write descriptions, stories, and explanations. These texts have a main idea, and a logical order. I can explain who is telling the story, and I can give reasons to back up what I have to say.</b>		<ul style="list-style-type: none"> <li>There is no connection between my draft and the pre-writing.</li> <li>The draft shows little evidence of a beginning, a middle, OR an end.</li> </ul>	<ul style="list-style-type: none"> <li>My draft is somewhat connected to the pre-writing.</li> <li>My draft shows some evidence of a beginning, middle, OR an end.</li> </ul>	<ul style="list-style-type: none"> <li>There is a connection between the draft and the pre-writing.</li> <li>The draft shows evidence of a beginning, a middle AND an end.</li> </ul>	<ul style="list-style-type: none"> <li>The draft has a strong connection to the pre-writing.</li> <li>The introduction, body and conclusion of the text are clearly evident.</li> </ul>
	Revision	<ul style="list-style-type: none"> <li>I do not make any meaningful changes to the content or structure of my draft.</li> <li>I make one or two language corrections, with help.</li> </ul>	<ul style="list-style-type: none"> <li>I make a few meaningful changes to the content or structure of my text.</li> <li>I make quite a few language corrections.</li> </ul>	<ul style="list-style-type: none"> <li>I make several meaningful changes to the content or structure of my text.</li> <li>I make many language corrections.</li> </ul>	<ul style="list-style-type: none"> <li>I make many meaningful changes to the content or structure of my text.</li> <li>I correct my text thoroughly.</li> </ul>
	<b>Message</b> (I prepare thoughtful and clear compositions and presentations.)  <b>Ideas</b>	<ul style="list-style-type: none"> <li>I need help to organize my writing in different forms.</li> <li>My ideas are elementary. I use few, if any, details. There is little shape or direction in my writing.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a few forms of writing.</li> <li>My ideas are basic. Some of my supporting details are adequate for the message.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a variety of forms of writing in a clear and organized way.</li> <li>I include enough details to give the reader a clear picture.</li> </ul>	<ul style="list-style-type: none"> <li>I confidently and accurately write in a variety of forms.</li> <li>My ideas are richly developed with details and examples. My writing moves the viewer, listener, or reader through the text.</li> </ul>



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	Organization	<ul style="list-style-type: none"> <li>I can write a simple paragraph about a topic.</li> <li>I still need order in my writing.</li> <li>I am learning to use signs to tell the reader the order.</li> <li>I have tried to begin.</li> <li>There is no middle and no ending.</li> </ul>	<ul style="list-style-type: none"> <li>I can write several simple paragraphs but may not fulfill the minimum requirement (3-5 paragraphs).</li> <li>There is an order in my writing.</li> <li>I use the signs “and”, “but”, and “then” to tell the order.</li> <li>There is a beginning.</li> <li>There is a bit of a middle</li> </ul> <p><b>AND</b></p> <p>there is an ending.</p>	<ul style="list-style-type: none"> <li>I can organize paragraphs logically to form a cohesive text that fulfills the basic requirements (3-5 paragraphs).</li> <li>The order is clear.</li> <li>I use a few different signs to tell the order.</li> <li>There is a longer beginning.</li> <li>There is a middle</li> </ul> <p><b>AND.</b></p> <p>There is a concluding sentence.</p>	<ul style="list-style-type: none"> <li>I can make informed and deliberate choices about organizing paragraphs according to audience and purpose and meet or exceed the minimum requirement.</li> <li>The order makes the big idea stand out.</li> <li>The signs that tell the order work very well.</li> <li>The beginning pulls the reader into the text.</li> <li>There is a well-developed middle</li> </ul> <p><b>AND</b></p> <p>The conclusion has several sentences.</p>



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	Voice	<ul style="list-style-type: none"> <li>There are few feelings in my text.</li> <li>Pictures can sometimes show feelings.</li> <li>I wonder why I am writing.</li> <li>The reader wonders what my feelings and opinions are.</li> </ul>	<ul style="list-style-type: none"> <li>There is some feeling in the words and punctuation.</li> <li>Pictures show feelings.</li> <li>I know there is an audience.</li> <li>The reader has a peek at my feelings and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Feelings like sadness, joy, or surprise come out.</li> <li>Pictures can make the feelings clear.</li> <li>I try to involve the audience.</li> <li>The reader can tell what my feelings and opinions are.</li> </ul>	<ul style="list-style-type: none"> <li>Feelings are very strong.</li> <li>Pictures add feelings and tell about me as an author.</li> <li>I hook the audience.</li> <li>My text has energy, and my feelings and opinions shine through.</li> </ul>
	Cues Word Choice	<ul style="list-style-type: none"> <li>There are few words.</li> <li>I use the words I see around me.</li> </ul>	<ul style="list-style-type: none"> <li>I use words and groups of words I know.</li> <li>I repeat the words and groups of words I know.</li> </ul>	<ul style="list-style-type: none"> <li>I create some interest with the words I choose.</li> <li>I use some words that come from my reading, viewing or listening.</li> </ul>	<ul style="list-style-type: none"> <li>My language is consciously well chosen and well used.</li> <li>I use many words that come from my reading, viewing or listening.</li> </ul>
	Sentence Fluency	<ul style="list-style-type: none"> <li>With help, I can organize my thinking into short, simple and complete sentences.</li> <li>My sentences are always the same.</li> <li>The sound of the words is not important.</li> </ul>	<ul style="list-style-type: none"> <li>I use common and simple sentence structures.</li> <li>Sometimes, I vary the length or the structure of the sentence.</li> <li>The sentences sound bumpy.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes, I use compound or complex sentences.</li> <li>I use some variety in my sentence structures and length.</li> <li>The sentences are easy to read aloud.</li> </ul>	<ul style="list-style-type: none"> <li>My sentence structure is varied and polished.</li> <li>The sentences are different lengths.</li> <li>The sentences flow.</li> </ul>



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	Conventions	<ul style="list-style-type: none"> <li>I can write simple sentences, but I need help to organize them into a paragraph.</li> <li>I have many errors in my spelling, punctuation, and capitalization.</li> <li>I do not use cursive writing.</li> </ul>	<ul style="list-style-type: none"> <li>I can write simple paragraphs.</li> <li>I have noticeable errors in my spelling, punctuation, and capitalization.</li> <li>I might use cursive writing with support and instruction.</li> </ul>	<ul style="list-style-type: none"> <li>I can write using correct paragraph structure.</li> <li>My spelling, punctuation, and capitalization are mostly correct.</li> <li>I may use cursive writing, with some support.</li> </ul>	<ul style="list-style-type: none"> <li>My paragraphs are organized to move the reader through the text.</li> <li>My writing demonstrates accepted standards of spelling, punctuation, and capitalization.</li> <li>I use cursive writing confidently.</li> </ul>
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