



English Language Arts Grade 4

Comprehend and Respond

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.
CR4.3 Listen I can summarize what I hear, and put it in my own words. I can also tell what I like and don't like about it. I can draw conclusions, too.	Comprehension (I understand and recall what I hear, and can express my view of it with support.)	<ul style="list-style-type: none"> I require one-to-one support to listen for information. I can identify a single topic or idea, main characters, and some events. I recall a few details and need help to sequence events. 	<ul style="list-style-type: none"> I can accurately identify main ideas and characters and recall most key events in what I hear. I need support to sequence events properly. 	<ul style="list-style-type: none"> I can accurately summarize and sequence the main topics, ideas, or events in what I hear. 	<ul style="list-style-type: none"> I can thoroughly and accurately summarize and sequence the main topics or ideas in what I hear. I include descriptions of characters, events, and settings.
		<ul style="list-style-type: none"> I can tell the difference between fact and opinion with help. I need help to respond in a way that makes sense and is accurate. 	<ul style="list-style-type: none"> I can identify examples of facts and examples of opinions. I may offer a response to what I hear and share my opinion, but I have difficulty giving reasons or examples to support my thinking. 	<ul style="list-style-type: none"> I can tell the difference between fact and opinion. I can support my thinking with examples, details, and reasons. I offer responses, and tell/explain what I like and don't like about what I hear. 	<ul style="list-style-type: none"> I can tell the difference between fact and opinion on my own, and give examples. I share and support my thinking independently with logical supporting reasons or examples. I share insightful responses and opinions.



English Language Arts Grade 4

Comprehend and Respond

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.
		<ul style="list-style-type: none"> I need help to create and ask questions, and I guess at the answers to questions that are asked. I need help to make connections to self, other texts, or world. 	<ul style="list-style-type: none"> I ask questions with some prompting, but my answers do not provide enough/complete details. I make concrete connections to my own experiences and sometimes make connections to other texts and the world. 	<ul style="list-style-type: none"> I can ask questions about what I hear and answer questions accurately, clearly, and completely. I can make direct and concrete connections to myself, other texts, and world. 	<ul style="list-style-type: none"> I form and ask my own questions about what I hear and independently answer questions accurately, clearly and completely. I can make and explain personal connections that show insight; make connections to other texts and to the world; give evidence to explain the connections.
	Strategies (I can use before, during, and after strategies with practice and with help from the teacher.)	<ul style="list-style-type: none"> I will attempt to use, with support and prompting, a limited number of before, during, and after strategies. I need reminders to focus attention on the speaker; I am distracted frequently. 	<ul style="list-style-type: none"> I use some of the before, during, and after strategies that have been explicitly taught. I pay inconsistent attention to the speaker; I pay attention to some distractions. 	<ul style="list-style-type: none"> I can use familiar before, during, and after strategies to make meaning from what I hear. I pay attention to the speaker and ignore most distractions. 	<ul style="list-style-type: none"> I can monitor my own comprehension and use/adjust strategies to make meaning before, during, and after listening. I consistently pay attention to the speaker and ignore distractions when listening.



English Language Arts Grade 4 Comprehend and Respond					
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.
		<ul style="list-style-type: none"> I can follow, with reminders, some instructions and multiple-step oral directions but skip or ignore some part(s). 	<ul style="list-style-type: none"> I follow, with support and prompting, instructions and multiple-step oral directions. 	<ul style="list-style-type: none"> I can follow instructions and multiple-step oral directions. 	<ul style="list-style-type: none"> I can independently follow complex instructions and multi-step oral directions.
	Cues (I can make meaning by using the language clues in the text.) Conventions (I can make meaning by using the rules of language.)	<ul style="list-style-type: none"> I need direct help to recognize the purpose for listening and a possible intended audience. I need help to notice basic sentence structures, word order, and how punctuation clarifies meaning. 	<ul style="list-style-type: none"> With prompting, I can identify the purpose of what I hear and possible intended audiences. With prompting, I notice word order and how sentence punctuation clarifies meaning. 	<ul style="list-style-type: none"> I can recognize the purpose of what I hear (eg. Inform, persuade, narrate) and the intended audience. I pay attention to sentence structure and punctuation in what I hear to help me understand. 	<ul style="list-style-type: none"> I know the reason for listening and can identify the intended audience and purpose independently. I use knowledge of text elements, sentence structure, and related punctuation to understand what I hear.
Comments					



English Language Arts Grade 4

Comprehend and Respond

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.
CR4.4 Read I can read fiction <ul style="list-style-type: none"> • stories • novels • scripts • poetry and non-fiction <ul style="list-style-type: none"> • magazines • reports • instruction • procedures for different purposes. I can understand texts from different cultures.	Comprehension (I understand and recall what I read, and can express my view of it with support.)	<ul style="list-style-type: none"> • I can identify a single topic or idea and some events. I may have a hard time with literal meaning. • I can recall only a few details, and may guess with others. 	<ul style="list-style-type: none"> • I focus on the literal meaning; I can identify the main ideas and recall most key events. • I identify specific details in the text. 	<ul style="list-style-type: none"> • I can recognize and explain the author's ideas and message. • I can identify and describe specific details and feelings in text. 	<ul style="list-style-type: none"> • I can identify and thoroughly summarize main ideas, supporting details, and the message. • I can relate the specific details to the main points of the author's message.
	Strategies (I can use before, during, and after strategies with practice and with help from the teacher.)	<ul style="list-style-type: none"> • I use before, during, and after strategies with help. • I only read with prompts from my teacher to remain on task. • I can identify a single topic or idea, the main events, and a few details, with help. 	<ul style="list-style-type: none"> • I use before, during, after strategies provided or selected by my teacher. • I can read for short periods of time. • I read and can recall some key details and events in narrative texts. 	<ul style="list-style-type: none"> • I can select and use before, during, and after strategies when I read. • I can demonstrate stamina in reading. • I can read and summarize narrative texts. 	<ul style="list-style-type: none"> • I independently select and use a variety of before, during, and after strategies to match my purpose for reading. • I can read for an extended time frame. • I can summarize narrative texts and offer insightful personal responses.



English Language Arts Grade 4

Comprehend and Respond

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.
		<ul style="list-style-type: none"> I can identify the main characters. I cannot make inferences about their traits or the theme. I need help to find and compare information on a topic. With reminders, I can follow some instructions and directions, but I skip or ignore some parts. My personal responses are unclear and unsupported with details. 	<ul style="list-style-type: none"> I can identify characters and some of their common traits. I have some difficulty inferring the theme. I can make some simple comparisons of information on a topic. I follow instructions and directions with prompting and support. I offer simple opinions or judgments but do not provide complete or sufficient detail. 	<ul style="list-style-type: none"> I can identify character traits, characters' changes over time, and theme. I can compare information on the same topic. I can follow multi-step written instructions and procedures. I support my opinions and conclusions with details. 	<ul style="list-style-type: none"> I can identify and offer insightful and original ideas about character traits, their changes over time, and theme. I compare information on the same topic independently. I can independently follow complex instructions and multi-step directions. I offer personal responses and opinions with logically supporting reasons or examples.



English Language Arts Grade 4

Comprehend and Respond

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.
	Cues (I can make meaning by using the language clues in the text.) Conventions (I can make meaning by using the rules of language.)	<ul style="list-style-type: none"> I need help to read and use simple reference texts. With help I can recognize the purpose for reading and possible audience. With help I can recognize some basic features, structures, and elements of an expository text. With help I can recognize basic sentence structure, word order and how punctuation help to make meaning. 	<ul style="list-style-type: none"> I can read and use simple reference texts. I can identify the purpose of familiar texts forms and possible audiences. I have a beginning understanding of expository text structures and can use it to make simple, obvious predictions. I sometimes notice word order and how sentence punctuation clarifies meaning. 	<ul style="list-style-type: none"> I can read and use appropriate reference texts. I can identify and explain different forms of text. I recognize a variety of expository text structures, including compare-contrast, problem-solution, cause and effect, time sequence, and description. I use word order, the relationships of words in a sentence, and punctuation to help make meaning. 	<ul style="list-style-type: none"> I can independently choose and use appropriate reference texts related to my purpose. I can readily identify and various forms of text and use those elements to make meaning. I can independently recognize and use expository text structures, their elements, and their organizational patterns to understand what I read. I use my knowledge of sentence structure, elements, and related punctuation to make meaning on my own.



English Language Arts Grade 4 Comprehend and Respond					
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.
		<ul style="list-style-type: none"> I use sounding-out to figure out words. With help I can use context clues and word structure (prefixes, suffixes and roots) to determine word meaning. 	<ul style="list-style-type: none"> I recognize most high-frequency words and can use context clues with support. I use sounds and, if prompted, word structure to figure out meaning of words. 	<ul style="list-style-type: none"> I use a variety of strategies to figure out unfamiliar words, including context, syllables, word families, sounds, pre/suffixes, and a dictionary. 	<ul style="list-style-type: none"> I use context and word structure (including roots, prefixes and suffixes), phonics, and word features to solve multi-syllabic words. I use my dictionary independently and in a variety of settings.
Reading Level		<ul style="list-style-type: none"> I can read texts significantly below the range designated as demonstrating sufficient evidence of proficiency. 	<ul style="list-style-type: none"> I can read texts a little below the range designated as demonstrating sufficient evidence of proficiency. 	<ul style="list-style-type: none"> I can read texts in the range designated as demonstrating sufficient evidence of proficiency. 	<ul style="list-style-type: none"> I can read texts beyond the range designated as demonstrating sufficient evidence of proficiency.
Comments					
CR4.2 View	Comprehension (I understand and recall what I watch, and can express my view of it with support.)	<ul style="list-style-type: none"> I need help to recognize the main idea in what I watch. 	<ul style="list-style-type: none"> I can recall the main idea or topic in what I watch with support or prompting. 	<ul style="list-style-type: none"> I can summarize the main ideas or topics in what I watch with some supporting details. 	<ul style="list-style-type: none"> I can accurately summarize main ideas with extensive supporting details.



English Language Arts Grade 4

Comprehend and Respond

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.
I can respond to visual texts: <ul style="list-style-type: none"> graphs; charts; diagrams; maps; multimedia DVD; websites; television programs; advertisements posters. 		<ul style="list-style-type: none"> I need help to notice visuals and figure out how they help you to pay attention to certain things. I can only talk about the message and use of visual cues after I have worked on this with help. I need help understanding the idea of ‘persuade’. 	<ul style="list-style-type: none"> With prompting, I can figure out how simple visuals focus attention on things. I may notice how they can influence opinions. I need prompting in talking about the message and how visuals help to explain the message or try to persuade people. 	<ul style="list-style-type: none"> I can notice how visuals can focus attention and influence opinions. I can tell how a range of visual features can enhance and clarify messages or persuade people. 	<ul style="list-style-type: none"> I can explain how visuals focus attention and influence opinion. I can use visual features to clarify messages in the different things I view and recognize how they can persuade people in a variety of contexts.
	Strategies (I can use before, during, and after strategies with practice and with help from the teacher.)	<ul style="list-style-type: none"> I use a limited number of before, during, and after strategies with help. 	<ul style="list-style-type: none"> I sometimes use before, during, and after strategies, that have been explicitly taught, with prompting. 	<ul style="list-style-type: none"> I can use familiar before, during, and after strategies to make meaning from what I watch. 	<ul style="list-style-type: none"> I can monitor my own comprehension and use/adjust before, during and after strategies suited to my reading purpose to make meaning.



English Language Arts Grade 4

Comprehend and Respond

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.
I can explain the effect on the viewers. I can also explain the creator's technique—what he did to make the text great.	Cues (I can make meaning by using the language clues in the text.) Conventions (I can make meaning by using the rules of language.)	<ul style="list-style-type: none"> I need help to recognize the purpose of what I watch and the intended audience. I need help to recognize characteristics of different media. I need help to recognize and use some basic features, structures, and elements of a text. 	<ul style="list-style-type: none"> With prompting, I can identify the purpose of what I watch and possible intended audiences. I can recognize some characteristics of different media. With prompting, I can recognize and use some key features in visual text. 	<ul style="list-style-type: none"> I can recognize the purpose of what I watch (ex. Inform, persuade, entertain) and the intended audience. I can recognize the characteristics of different media (e.g., print, television, digital). I can recognize how key features in visual text including colour, bold typeface, music, and sound effects can enhance meaning. 	<ul style="list-style-type: none"> I can fully explain the purpose of what I watch and identify the intended audience independently. I can compare the characteristics and purposes of different media. I can compare the use key features in a variety of visual texts and their effect on meaning.
Comments					