

English Language Arts Grade 4				
Compose and Create				
Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
CC4.1 Compose and create a range of visual, multimedia, oral, and written texts that explore: identity (e.g., Expressing Myself), community (e.g., Celebrating and Honouring Others), social responsibility (e.g., Within My Circle) through personal experiences.	I create spoken, written, or other representations that express ideas with few relevant details.	I create spoken, written, or other representations that express a main idea with some relevant details.	I create spoken, written, or other representations that express a clear and straightforward message supported with relevant details.	I create spoken, written, or other representations that express a thoughtful message supported with relevant details, facts, and evidence.
	The ideas in my text need to be organized in an order the reader can follow.	Some of the ideas in my text are organized but not logically sequenced.	The ideas in my text are well-organized and logically sequenced.	I have chosen a specific order for the ideas in my text so that it contributes to the thoughtfulness of the message.
	The words I use need to connect my ideas.	I use simple or repetitive connecting words to link ideas.	I use common connecting words to link ideas within paragraphs.	I use a variety of transitional words and techniques to link my ideas.
	Errors in my grammar, spelling, punctuation, and capitalization interfere with the meaning.	I make several noticeable errors in grammar usage, spelling, punctuation and capitalization which may interfere with the meaning.	My grammar usage, spelling, punctuation and capitalization are generally correct and do not interfere with the meaning.	My grammar usage, spelling, punctuation, and capitalization are standard and consistent and do not interfere with the meaning.
Comments				

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CC4.2 Create a variety of clear representations that communicate straightforward ideas and information relevant to the topic and purpose, including short, illustrated reports, dramatizations, posters, and other visuals such as displays and drawings.	I create a representation that is unrelated to a topic.	I create a general representation that is related to a topic .	I create clear representations that communicate straightforward ideas and information relevant to the topic.	I create a meaningful representation that has clear, concise ideas related to a purpose OR topic.
	I use a before, during OR after strategy to communicate my ideas through a representation.	I use some before, during OR after strategies to communicate my ideas through a representation.	I select AND use before, during AND after strategies to communicate my ideas through a representation.	I select AND explain before, during AND after strategies to communicate my ideas through a representation.
	I use unclear language to communicate in representation.	I use clear language to communicate in representation.	I use clear AND explicit language to communicate in a variety of representations.	I use clear and explicit language appropriate for my purpose and audience to communicate in a variety of representations.
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CC4.3 Speak to present and express a range of ideas and information in formal and informal speaking situations (including giving oral explanations, delivering brief reports or speeches, demonstrating and describing procedures) for differing audiences and purposes.	I present a vague or incomplete idea.	I speak to express ideas in some situations.	I speak to express a range of ideas in informal AND formal speaking opportunities.	I speak to express a wide range of ideas with detail in informal AND formal speaking opportunities.
	I am unaware of my audience.	I have some awareness of my audience.	I formulate my speaking to address various audiences AND purposes.	I adjust and formulate my speaking to address various audiences AND many different purposes.
	I use recommended before, during OR after strategies to communicate meaning when speaking.	I use some before, during OR after strategies to communicate meaning when speaking.	I select AND use before, during AND after strategies to communicate meaning when speaking.	I select AND explain before, during and after strategies to communicate meaning when speaking.
	I rarely use clear language to communicate when speaking.	I use clear language to communicate when speaking.	I use clear AND explicit language to communicate when speaking.	I use clear and explicit language appropriate for my purpose and audience to communicate when speaking.
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CC4.4 Use a writing process to produce descriptive, narrative, and expository compositions that focus on a central idea, have a logical order, explain point of view, and give reasons or evidence.	I write to express a main idea but it may be vague or incomplete .	I write to express a simple main idea.	I write to express a clear and straightforward main idea.	I write to express a clear and thoughtful main idea.
	I write a paragraph that contains a limited central idea and point of view. My sentences and paragraphs need to be organized .	I write some structured paragraphs that contain a central idea. The point of view is not sufficiently supported with reasons or evidence. My sentences and paragraphs demonstrate some organization and sequence.	I write 3-5 structured paragraphs that contain a central idea and explain a point of view with reasons or evidence. My sentences and paragraphs are well organized and logically sequenced .	I write many structured paragraphs that contain a central idea and explain a point of view with detailed reasons or evidence. My sentences and paragraphs are well organized and thoughtfully sequenced .
	I produce descriptions that relate to an observation. I need to add relevant details to my writing.	I produce descriptions that relate to an observation and use basic details .	I produce descriptions that relate to an observation and use sensory details .	I produce descriptions that relate to observations using vivid sensory details.
	I produce narratives that relate to an experience. I need to add relevant details to my writing.	I produce narratives that relate to an experience and use basic details .	I produce narratives that relate to an experience and use sensory details .	I produce narratives that relate to an experience using vivid sensory details .

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CC 4.4 continued...	I produce expository writing that includes vague or unrelated details from a single source.	I produce expository writing that includes facts and details from more than one source.	I produce expository writing that includes relevant facts and details from more than one source.	I produce expository writing that includes extensive and well-chosen facts and details from several sources.
	I choose words that are general and overused .	My word choice is sometimes varied and descriptive .	My word choice is varied and descriptive .	My word choice is precise and effective .
	I write simple sentences .	I write simple OR compound sentences. Errors in verb tense and quotation marks occur.	I write and correctly punctuate simple AND compound sentences of varying lengths and types (such as exclamatory, interrogative) with correct verb tense and quotation marks for direct speech.	I correctly use simple and compound sentences of varying lengths and types with correct verb tense and quotation marks for direct speech that strategically enhance my meaning and create variety .
	Errors in grammar, spelling, punctuation and capitalization interfere with the meaning .	Errors in grammar, spelling, punctuation and capitalization sometimes interfere with the meaning .	My grammar, spelling, punctuation and capitalization are usually correct and do not interfere with the meaning .	My grammar, spelling, punctuation and capitalization are consistently correct and do not interfere with the meaning.

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CC 4.4 continued...	I attempt to use a before, during OR after strategy to create written compositions.	I use some before, during OR after strategies to create written compositions.	I use appropriate before, during AND after strategies to create written compositions.	I select AND explain a range of before, during AND after strategies to create written compositions.
Comments				