

English Language Arts Grade 4 Comprehend and Respond				
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.
<b>CR4.1</b> <b>Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address: identity (e.g., Expressing Myself) community (e.g., Building Community) social responsibility (e.g., Preserving a Habitat) and support response with evidence from text and from own experiences.</b>	I make a <b>few connections</b> between a text I read, view, or listen to and the theme of identity, community, or social responsibility.	I make <b>several connections</b> between a text I read, view, or listen to and the theme of identity, community, or social responsibility.	I <b>make connections and explain with examples</b> how a text I read, view, or listen to <b>relates to the theme</b> of identity, community, or social responsibility.	I <b>make connections, explain and compare</b> with examples how texts I read, view, or listen to <b>relates to the theme</b> of identity, community, or social responsibility.
	I <b>retell a few</b> of the ideas and information presented in the text.	I <b>retell many</b> of the ideas and information presented in the text.	I <b>retell</b> ideas and <b>develop a response</b> to texts that contains personal experience <b>and</b> evidence from the texts.	I <b>retell</b> ideas and <b>develop a response</b> to texts that contains personal experience, evidence from the texts, <b>and</b> research.
	I <b>rarely identify</b> the text structure <b>or</b> text features of the texts I read, listen to, or view.	I <b>sometimes identify</b> the text structure <b>and</b> text features of the texts I read, listen to, or view.	I <b>identify and explain</b> the text structure <b>and</b> text features of the texts I read, listen to, or view.	I <b>identify, explain and compare</b> the text structures <b>and</b> text features of several texts I read, listen to, or view.
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<b>CR4.2</b> <b>View and respond to visual and multimedia texts (including graphs, charts, diagrams, maps, multimedia DVD, websites, television programs, advertisements, posters), explaining the creator’s technique and the impact on viewers.</b>	I am <b>unable</b> to <b>identify</b> the effect of visual features (e.g. graphs, images, illustrations, charts, maps, diagrams) on the creator’s message.	I <b>identify some</b> of the effects of visual features (e.g. graphs, images, illustrations, charts, maps, diagrams) on the creator’s message.	I <b>identify</b> and <b>explain</b> the effects of visual features (e.g. graphs, images, illustrations, charts, maps, diagrams) on the creator’s message.	I <b>identify, explain</b> and <b>compare</b> the effectiveness of different visual features on the creator’s message.
	I <b>rarely</b> communicate my <b>reaction or opinion</b> to a visual and multimedia texts.	I <b>sometimes</b> communicate my <b>reaction or opinion</b> to visual and multimedia texts <b>and</b> the impact it had on me as a viewer.	I communicate my <b>reaction or opinion</b> to visual and multimedia texts <b>and</b> the impact it had on me as a viewer.	I communicate my <b>reaction or opinion</b> to <b>all</b> visual and multimedia text <b>and</b> the impact it had on me <b>and</b> other viewers.
	I <b>rarely identify</b> key features in visual information to create meaning when viewing.	I <b>sometimes identify</b> key features in visual information to create meaning when viewing.	I <b>identify and use</b> key features in visual information to create meaning when viewing.	I <b>identify, use and categorize</b> key features in visual information to create meaning when viewing.
	I <b>rarely</b> select before, during <b>or</b> after strategies to communicate meaning when viewing.	I <b>sometimes</b> select before, during <b>or</b> after strategies to communicate meaning when viewing.	I <b>select and use</b> a variety of before, during and after strategies to create meaning when viewing.	I <b>select, use and explain</b> before, during <b>and</b> after strategies to communicate meaning when viewing.
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<b>CR4.3</b> Listen, summarize, paraphrase, and evaluate what was heard and draw conclusions.	I <b>rarely</b> communicate my <b>reaction or opinion</b> when listening.	I <b>sometimes</b> communicate my <b>reaction or opinion</b> when listening.	I communicate my <b>reaction and opinion</b> when listening.	I communicate my <b>reaction and opinion</b> when listening <b>and</b> make connections to my world.
	I <b>rarely identify</b> the difference between a fact and an opinion when listening.	I <b>sometimes identify</b> the difference between a fact and an opinion when listening.	I <b>identify</b> the difference between a fact and an opinion <b>with examples</b> when listening.	I <b>identify and compare</b> the difference between a fact and an opinion <b>with examples</b> when listening.
	I <b>rarely</b> ask questions about what I hear.	I <b>sometimes</b> ask questions about what I hear.	I ask questions about what I hear and respond accurately.	I ask <b>thoughtful</b> questions about what I hear <b>and</b> respond accurately with <b>detail</b> .
	I <b>am unable to summarize</b> main ideas when listening.	I <b>summarize</b> the main ideas when listening.	I <b>summarize</b> main ideas, provide supporting evidence <b>and</b> draw conclusions when listening.	I <b>summarize</b> main ideas, provide <b>a wide variety</b> of supporting evidence <b>and</b> draw conclusions when listening.
	I <b>rarely</b> use before, during <b>or</b> after strategies to create meaning when listening.	I <b>sometimes</b> use before, during <b>or</b> after strategies to create meaning when listening.	I <b>select and use</b> a variety of before, during <b>and</b> after strategies to create meaning when listening.	I <b>select, use and explain</b> a variety of before, during <b>and</b> after strategies to create meaning when listening.
	I <b>rarely</b> follow multi-step instructions and directions.	I <b>sometimes</b> follow multi-step instructions and directions.	I follow multi-step instructions and directions independently.	I follow <b>complex</b> multi-step instructions and directions independently.

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CR4.3 continued...	I rarely recognize the purpose of what I hear or identify the intended audience.	I sometimes recognize the purpose of what I hear or identify the intended audience.	I identify and recognize the purpose and intended audience of what I hear.	I identify, recognize and explain the connection between the purpose of what I hear and the intended audience.
Comments				

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	I read a <b>limited</b> variety of texts.	I read a variety of texts.	I read a variety of texts <b>and identify</b> my purpose for reading.	I read a variety of texts <b>and identify</b> and <b>explain</b> my purpose for reading.
	I <b>rarely identify</b> the main ideas in a text.	I <b>sometimes identify</b> the main ideas in a text <b>or</b> explain the author’s purpose.	I <b>identify</b> the main ideas in a text <b>and</b> explain the author’s purpose.	I <b>identify</b> the main ideas in the text and <b>make connections</b> to the author’s purpose.
	I <b>am unable to retell and sequence</b> details and events from a text.	I <b>retell and sequence some</b> details and events from a text.	I <b>retell and sequence</b> details and events from a text.	I <b>retell and sequence extensive</b> details and events from a text.
	I <b>rarely communicate</b> my reaction to what is read.	I <b>sometimes communicate</b> my reaction to what is read.	I <b>communicate</b> my reaction <b>and</b> opinion to what is read, <b>with evidence from the text.</b>	I <b>communicate</b> my reaction <b>and</b> opinion to what is read, <b>with evidence from the text, and</b> make connections to my world.
	I rarely use before, during <b>or</b> after strategies to derive meaning when reading.	I <b>sometimes use</b> before, during <b>or</b> after strategies to derive meaning when reading.	I <b>select and use</b> a variety of familiar before, during, <b>and</b> after strategies to derive meaning when reading.	I <b>select, use and explain</b> a variety of before, during and after strategies to derive meaning when reading.
	I <b>rarely identify</b> different forms of texts and text features.	I <b>sometimes identify</b> different forms of texts and text features.	I <b>identify and explain</b> different forms of texts and text features.	I <b>explain, identify and compare</b> different forms of texts and text features.
	I use <b>1 or 2</b> strategies to determine the meaning of words.	I use <b>some</b> strategies to determine the meaning of unfamiliar words including syllables, word families and prefixes and suffixes.	I use strategies to determine the meaning of words including syllables, word families and prefixes and suffixes.	I use a <b>wide variety</b> of strategies to determine the meaning of unfamiliar words including syllables, word families and prefixes and suffixes.

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	<p>I <b>rarely recognize</b> features of words to decode, including</p> <ul style="list-style-type: none"> <li>• R-vowel patterns,</li> <li>• silent consonants,</li> <li>• digraphs,</li> <li>• compound word</li> <li>• multisyllabic words.</li> </ul>	<p>I <b>sometimes recognize</b> features of words to decode, including:</p> <ul style="list-style-type: none"> <li>• R-vowel patterns</li> <li>• silent consonants</li> <li>• digraphs,</li> <li>• compound words</li> <li>• multisyllabic words.</li> </ul>	<p>I <b>recognize and use</b> features of words to decode, including:</p> <ul style="list-style-type: none"> <li>• R-vowel patterns,</li> <li>• silent consonants,</li> <li>• digraphs,</li> <li>• compound words</li> <li>• multisyllabic words.</li> </ul>	<p>I <b>recognize and use all</b> features of words to decode including:</p> <ul style="list-style-type: none"> <li>• R-vowel patterns,</li> <li>• silent consonants,</li> <li>• digraphs,</li> <li>• compound words</li> <li>• multisyllabic words.</li> </ul>

Comments