

English Language Arts - Grade 4

The rubrics for English Language Arts complement the curriculum and achievement standards which provide detailed benchmarks.

Reading and Writing Standards:

<https://portal.nbed.nb.ca/tr/lr/Curriculum%20Support%20Resources/Reading%20and%20Writing%20Achievement%20Standards%20End%20of%20Grade%20Four>

		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
		Speaking and Listening - 4	Speaking	<p>Consistently and respectfully participates in conversations, and adds insightful comments and questions to enhance discussions.</p> <p>Always uses appropriate cues and conventions, including word choice, in informal and formal contexts.</p>	<p>Respectfully participates in conversations and often adds comments and questions to enhance discussions.</p> <p>Usually uses appropriate cues and conventions, including word choice, in informal and formal contexts.</p>
Listening Comprehension	<p>Always understands key ideas and overall message; consistently responds appropriately.</p> <p>Purposefully focusses on speaker and asks questions to deepen understanding.</p>		<p>Generally understands key ideas and overall message; responds appropriately.</p> <p>Willingly focusses on speaker and asks questions to extend understanding.</p>	<p>Somewhat understands key ideas and overall message; and may respond appropriately.</p> <p>Partially focusses on speaker. May ask questions, but needs prompting to narrow the point.</p>	<p>Unable to understand key ideas and/or misses the overall message; response is limited.</p> <p>Rarely focusses on speaker.</p>
Evidence: Book Talks, Peer and Self-Assessment for Group Work, Exit Slips and Observation Checklists					

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		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
		Strategies and Behaviours	<p>Efficiently uses strategies to construct meaning. Adjusts strategies according to form and purpose.</p> <p>Acquires new vocabulary including content-specific words and uses textual details when reading.</p>	<p>Automatically uses strategies to construct meaning; may need reminders with unfamiliar texts.</p> <p>Adjusts predictions when reading.</p>	<p>May require prompting, to use strategies to construct meaning from grade-level texts.</p> <p>Uses strategies with text at their independent reading level.</p>
Comprehension	<p>Consistently understands the literal and implied messages and critically/personally connects to the text.</p> <p>Explanations go beyond the obvious and are well supported with textual details and life experience. Responses are frequently thoughtful.</p>	<p>Usually understands the literal and implied messages and critically/personally connects to the text.</p> <p>Explanations are straightforward and logical. Responses are appropriate and complete.</p>	<p>To some extent understands the literal and implied messages, makes simple interpretations, and offers simple and direct explanations about texts.</p> <p>Responses are sometimes limited or obvious.</p> <p>Demonstrates appropriate comprehension when reading texts below grade level.</p>	<p>Has difficulty understanding grade-level texts.</p> <p>Demonstrates appropriate comprehension when reading texts well-below grade level.</p>	
Level of Text Complexity*	<p>Independently selects and reads texts at a complexity considered on target/ at grade level.</p> <p>Independently chooses to read some texts at a higher level.</p>	<p>Selects and reads texts at a complexity considered on target/ at grade level.</p>	<p>Selects and reads independently below target (not more than one year).</p> <p>Has some difficulty understanding texts at a complexity considered on target/ at grade level.</p>	<p>Selects and reads independently well-below target (more than one year).</p> <p>Has a great deal of difficulty understanding texts at a complexity considered on target/ at grade level.</p>	
<p>End-of-grade text complexity for Grade 4 students is described below. Indicators specific to literary and information texts are described in the standards guide.</p> <p>Knowledge demands: topics often beyond personal experiences, requiring cultural, historical or social perspectives</p> <p>Themes: examples of more challenging/mature themes/ideas (e.g., war, immigrant experiences) which require the reader to interpret and connect information/ideas with other texts</p> <p>Sentences: an increasing number of complex sentences in conjunction with long simple sentences and compound sentences; greater sophistication in the use of dialogue with more examples of split quotations</p>					

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Language: language which is often uncommon and challenging (e.g., new vocabulary and content-specific words, supported by context or use of glossary); greater use of figurative (e.g., metaphor, simile) and specific, descriptive language

Word complexity: many words with more than 3 syllables, some of which are difficult to decode

Graphics/Illustrations: chapter books with no or few illustrations; illustrations/photographs that represent and extend print in non-fiction

Layout: many lines of print on a page, organized in paragraphs, predominantly standard-sized font with greater variation in layout within same text

Evidence: Book Talks, Reading Conferences, ACRAR Reading Assessment, Attitude and Strategy Observations

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		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
		Writing and Representing - 4	Strategies and Behaviours	<p>Regularly uses grade-level strategies. Drafts writing with purpose and audience in mind.</p> <p>Frequently has a plan for writing and uses writing tools to complete the process. Takes risks when creating which may result in errors.</p>	<p>Generally uses grade-level strategies.</p> <p>Drafts often include a manageable topic, using ideas from a variety of sources.</p> <p>Often has a plan for writing and uses writing tools to complete the process. Rereads for fluency, substitutes ideas, uses criteria to select/share.</p>
	Traits	<p>Demonstrates <u>all</u> aspects (content, organization, word choice, voice, sentence structure, conventions) of <u>strong</u> writing as evidenced over time in multiple pieces.</p> <p>Published pieces are focussed with relevant details grouped, and show originality.</p>	<p>Demonstrates <u>all</u> aspects (content, organization, word choice, voice, sentence structure, conventions) of <u>appropriate</u> writing as evidenced over time in multiple pieces.</p> <p>Published pieces include relevant details, usually grouped, but a few details may lack clarity.</p>	<p>Demonstrates <u>most</u> aspects (content, organization, word choice, voice, sentence structure, conventions) of <u>appropriate</u> writing as evidenced over time in pieces.</p> <p>Unclear topic, minimal details and/or challenges with organization can impact published pieces, which are sometimes unfocussed.</p>	<p>Demonstrates few aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing as shown in evidence over time.</p> <p>Published pieces are difficult to follow. Omissions and errors interfere with meaning.</p>
	Text Forms	<p>Creates a variety of text forms, with attention to purpose and audience. Regularly includes features introduced in class and from independent reading.</p>	<p>Follows directions to organize according to form, generally attending to purpose and audience. Often includes features introduced in class.</p>	<p>With prompting, follows directions to organize according to form. Occasionally includes features introduced in class.</p>	<p>Is unable to complete written forms even with extensive instruction and support in class.</p>
Evidence: Writing Pieces, Process Checklist, Writer's Notebook, Word Work Checks					