



*Common Framework of Reference (CFR)
Condensed: Grade 4*



Revised October 2020



PRAIRIE SPIRIT
SCHOOL DIVISION
Learners for Life

Introduction:

The following pages are a condensed version of the original CFR documents for reading and writing created in 2015 by the Ministry of Education in partnership with Saskatoon Public School Division.

In order to make the document more user-friendly for classroom teachers, Prairie Spirit School Division sought to create a similar resource that teachers could use for the purposes of assessment, reporting to parents, and directing their teaching practice. Key features are as follows:

1. One document has been created *for each grade* to reduce superfluous material.
2. The rubric is intended to be compact and easy to scan visually as a single two-sided document. The descriptors come straight from the original CFR documents.
3. The rubric is formatted as a checklist for teachers to use as formative assessment.
4. The rubric includes a space for student information so that teachers can print one for each EAL student to easily track their progress.
5. An appendix is included with material referred to in the rubric (ie. Sight word lists, semantic maps, vocabulary templates, etc.).
6. Grade level expectations are included from the original document in order to make it applicable to all students.
7. Writing exemplars from the original document are included to assist teachers in comparing and scoring accuracy, not only for the EAL student but for all students.

The rubrics in this document are intended for teachers as a way of updating parents on student progress during parent teacher interviews and/or for conferring with other teachers on student achievement. **These rubrics are NOT intended to give to parents.**

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Liz Harrison
Cheryl Redekopp
Meredith Rhinas
Robert Troupe

General Overview for Grade Four Writing

A1.1	<p>Grades 4 students at A 1.1 can write the alphabet independently and, with assistance, some simple words. At the A 1.1 stage, students can print their own name, copy/print names of familiar objects, and convey meaning through drawings. They are aware of sound to symbol relationships, often representing a word with its beginning consonant. With assistance, they can write/print a patterned sentence.</p>
A1.2	<p>Grades 4 students at A 1.2 are beginning, with support, to use subject area vocabulary and descriptive words. Their ideas are beginning to be connected by a topic. They are able to produce simple descriptions of everyday objects, simple informal messages, as well as label diagrams. They are attempting to use capital letters and punctuation as well as the lines on their paper. They are able to produce simple sentences in the present tense using familiar, learned patterns.</p>
A2.1	<p>Grades 4 students at A 2.1 begin to use descriptive words, prepositions, and transitional words. They are beginning to use the past tense and the singular and plural forms of words with growing accuracy. They can use straightforward sentences and expressions to describe such things as their surroundings, daily activities, and the people around them.</p>
A2.2	<p>Grades 4 students at A 2.2 can briefly describe an aspect of daily life, an event, or a personal experience including some concrete details. Students at the A 2.2 stage are beginning to use additional parts of speech and an increased range of grammatical structures.</p>
B1.1	<p>Grades 4 students at B 1.1 have sufficient vocabulary to express themselves on most familiar topics of interest to them. Errors occur, but the intent of the communication is usually clear. B 1.1 students are beginning to use academic vocabulary and are capable of writing in a number of genres.</p>
B1.2	<p>Grades 4 students at B 1.2 can produce simple connected text on topics which are familiar or are of personal interest. B 1.2 students can describe experiences and events and briefly give reasons and explanations for opinions and plans. They can write brief descriptions of a process using appropriate transitional language.</p>

Grade 4 CFR Writing Rubric	Student Name:	Primary Language:	Current CFR:
Teacher:	School:	School Year:	Year End CFR:

A1.1 Vocabulary		A1.2 Vocabulary		A2.1 Vocabulary		A2.2 Vocabulary		B1.1 Vocabulary		B1.2 Vocabulary	
Can print/write simple words, with assistance		Beginning to use descriptive words (e.g. color, shape, size) when writing about familiar subjects		Uses some descriptive words when writing about familiar topics		Has enough vocabulary to very briefly describe daily life, an event or personal experience, using simple language		Uses some academic vocabulary		Uses subject specific academic vocabulary	
May write words of personal relevance (e.g. mom, dad)		Beginning to use content area vocabulary, with support		Uses simple prepositions (e.g. <i>in, on, above</i>)		Uses adjectives and adverbs to add detail		Uses prepositions with increased accuracy		Uses a variety of words including words with multiple meanings and word forms	
		Labels a diagram or picture using a word list of known words		Produces personal word lists of familiar, recurring words		Fills in a simple gapped text with missing facts, names and content specific terms		Has sufficient vocabulary to write simple descriptions on several topics of interest		Uses prepositions accurately	
		Writes simple descriptions of everyday objects (e.g. their home, a pet)		Writes simple descriptions such as where they live and directions on how to get there, using visuals for support							
		Fills in a gapped text using a word list of familiar vocabulary									

A1.1 Conventions		A1.2 Conventions		A2.1 Conventions		A2.2 Conventions		B1.1 Conventions		B1.2 Conventions	
Can write alphabet independently		Can represent sound-symbol relationships		Demonstrates knowledge of beginning and final blends (e.g. <i>bl-, -sk</i>)		Spells common, high-frequency words with increasing accuracy		Demonstrates knowledge of common spelling patterns		Uses grade/age appropriate conventions with accuracy	
Holds writing tools effectively		Can use word families in writing		Attempts phonetic spelling for entire words		Demonstrates knowledge of digraphs (e.g. <i>th, ch</i>)		Edits own work, with support		Spells grade/age appropriate words with accuracy	
Awareness of sound-symbol relationship		Writes simple sight words (e.g. <i>and, is, the</i>)		Writes increased number of sight words with greater accuracy		Edits own work, with assistance				Edits own work	
Single letter may represent word (e.g. beginning consonant)		Attempts to use phonetic spelling for most words (e.g. beginning and ending consonants)		Begins to edit own word, with assistance							
		Spells his/her name and address									

A1.1 Mechanics		A1.2 Mechanics		A2.1 Mechanics		A2.2 Mechanics		B1.1 Mechanics		B1.2 Mechanics	
May be separation between words		Attempts capital letters and periods		Uses capitalization and punctuation, with some errors		Begins to use more advanced punctuation, with support		Beginning to use advanced punctuation		Uses advanced punctuation (e.g. commas, apostrophes) at grade level	
		Leaves spaces between most words		Leaves spaces between words most of the time		Uses capitals and final punctuation with increasing accuracy		Uses capitals and basic punctuation with increased accuracy		Capitalizes common, familiar words with few errors	

A1.1 Grammar & Syntax		A1.2 Grammar & Syntax		A2.1 Grammar & Syntax		A2.2 Grammar & Syntax		B1.1 Grammar & Syntax		B1.2 Grammar & Syntax	
Beginning to use singular and plurals, with assistance		Attempts the use of singular and plural		Uses singular and plural word forms		Uses simple grammatical structures		Demonstrates some control of word order, plurals and tenses		Demonstrates control of word order and plurals	
		Can write in simple present tense using a sentence frame (e.g. <i>I like apples; I can jump</i>)		Writes short sentences in simple past tense on familiar topics		Uses pronouns, with errors		Experiments with inflected endings (e.g. <i>-ed, -ing</i>) and verb tenses		Uses inflected endings and multiple verb tenses with greater accuracy	
				Attempts the use of inflected endings (e.g. <i>-ed, -ing</i>)		Writes short sentences using irregular past tense verbs (e.g. <i>ate, drank</i>)		Attempts subject-verb agreement		Uses subject-verb agreement with few errors	

A1.1 Ideas		A1.2 Ideas		A2.1 Ideas		A2.2 Ideas		B1.1 Ideas		B1.2 Ideas	
Relies on visuals or illustrations to convey meaning		Writes simple informal messages (e.g. birthday wishes, note on a postcard)		Writes and respond to brief, direct notes of greeting, invitation or thanks		Can provide descriptions of common objects or familiar places using short sentences		Writes short, simple descriptions on familiar topics using adjectives and adverbs		Writes about familiar topics using comparison and contrast words	
May not attempt to write letters or words		Writes simple information about themselves (e.g. name, age, favorites)		Writes short notes expressing wants and preferences		Includes some concrete details in writing (e.g. <i>where, what, when</i>)		Writes short notes asking for or giving simple information		Describes objects of interest, explaining the advantages and disadvantages	
May write L1 words to communicate		Labels personal drawings with familiar words (e.g. <i>dog, house</i>)		Uses direct sentences to describe surroundings, activities, and people		Writes key words during an oral presentation		Writes simple instructions on a familiar procedure, with assistance		Presents, in simple sentences, an opinion about an issue or event	
Can write patterned, simple sentences on topics of personal relevance, with assistance						Can write a summary sentence of a text's main ideas		Reflects on classroom learnings		Writes simple instructions about familiar procedures using transitional language	
								Writes about story elements (e.g. setting, plot) using a graphic organizer		Provides details about story elements (e.g. setting, plot) using a graphic organizer	
										Writes a short summary of narrative or expository text-adds details, examples and explanations to convey meaning	

A1.1 Organization		A1.2 Organization		A2.1 Organization		A2.2 Organization		B1.1 Organization		B1.2 Organization	
Uses left to right directionality		Begins to connect ideas by topic		Writes and introduction and/or conclusion to a story, with assistance		Uses transition words (e.g. <i>but, because</i>)		Sequences text, with support		Sequences text	
Can write on the line		Writes within the lines		Beginning to use transition words (e.g. <i>first, next, then</i>), with assistance		Uses connecting words to indicate chronological order (e.g. <i>after, next</i>)		Ideas generally stay on one topic		Writing is concise	
				Ideas are on a single topic		Develops a timeline for a topic					

A1.1 Form		A1.2 Form		A2.1 Form		A2.2 Form		B1.1 Form		B1.2 Form	
Writes patterned sentences, with support		Copies words and simple phrases being learned in class		Labels charts, diagrams, and maps		Writes compound and complex sentences, with assistance		Writes a description of a familiar event, person or object		Can write a variety of sentence types including complex sentences	
Can copy or print own name		Writes a simple sentence using a familiar, learned pattern		Copies dates and facts from short simple text		Writes simple stories (e.g. <i>My best day ever</i>)		Writes a simple paragraph, with support		Writes short, descriptive, narrative, or expository text	
Can copy or print labels on familiar objects in a picture or diagram		Copies short sentences from the board		Can create patterned sentences following a model		Writes straightforward questions		Writes complex sentences		Can produce writing in a variety of genres	
		Writes and responds to simple questions using a sentence frame		Can write simple questions following a model		Writes short personal text (e.g. letter, note)		Can produce writing in more than one genre (e.g. report, journal)		Writes short summaries of narrative or expository texts	
				Can respond to simple questions using a sentence frame		Commonly overuses conjunctions (e.g. <i>and, then</i>)				Writes personal letters describing feelings, experiences and reactions	

ENGLISH LANGUAGE ARTS (ELA) WRITING EXPECTATIONS - GRADE 4

A Grade Four student meeting curricular expectations uses simple and compound sentences and some variety of sentence lengths. They can communicate and demonstrate understanding by creating a range of original compositions and by writing responses to texts, supporting judgments through appropriate details. Their language is straightforward, clear, and appropriate. Their ideas are generally presented coherently with appropriate organization and form.

<p>VOCABULARY</p> <ul style="list-style-type: none"> • Knowledge of words • Word choice 	<ul style="list-style-type: none"> ✓ Chooses words that are interesting and appropriate for their purpose. ✓ Uses synonyms and antonyms. ✓ Uses appropriate language register.
<p>CONVENTIONS</p> <ul style="list-style-type: none"> • Phonemic awareness • Print knowledge • Spelling 	<ul style="list-style-type: none"> ✓ Uses apostrophes correctly. ✓ Uses phonics and knowledge of word structure and meaning to spell words correctly. ✓ Spells most common high-frequency words correctly using Canadian spelling. ✓ Identifies misspelled words. ✓ Revises and polishes compositions. ✓ Uses cursive writing with some support.
<p>MECHANICS</p> <ul style="list-style-type: none"> • Punctuation • Capitalization 	<ul style="list-style-type: none"> ✓ Uses correct punctuation and capitalization for the most part. ✓ Uses quotation marks for direct speech.
<p>GRAMMAR AND SYNTAX</p>	<ul style="list-style-type: none"> ✓ Writes complete sentences of varied lengths (average length in writing is 8 words). ✓ Uses verb tense (e.g., past, present, and future) correctly and appropriately.
<p>IDEAS</p> <ul style="list-style-type: none"> • Meaning • Details • Clarity 	<ul style="list-style-type: none"> ✓ Ideas and content are adequately developed through details and examples. ✓ Presents ideas clearly in most situations. The text is reasonably clear, focused and well supported.
<p>ORGANIZATION</p> <ul style="list-style-type: none"> • Sequencing • Coherence • Transitioning 	<ul style="list-style-type: none"> ✓ Arranges ideas, for the most part, into clear, coherent sentences and paragraphs that develop a central idea. ✓ Uses common connecting words (e.g., first, next, finally) to link ideas in a paragraph. ✓ Uses effective openings and conclusions.
<p>FORM</p> <ul style="list-style-type: none"> • Following models • Using different genres • Using sentence variety 	<ul style="list-style-type: none"> ✓ Communicates and demonstrates understanding by creating original text (e.g., poem, play, letter, journal entry) and by writing responses to texts, supporting judgments through references to the text and prior knowledge. ✓ Uses simple and compound sentences and some variety of sentence types (e.g., statements, questions, exclamations). ✓ Uses some variety of sentence length. ✓ Uses 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.

LEARNER WRITING EXEMPLARS: GRADE 3 – 4

Learner Profile for EAL A 1.1

Sheree is a Grade Four student whose writing is at a low level of A 1.1.

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In the sample, you will see that Sheree:

- Writes/prints simple words with assistance;
- Writes alphabet independently;
- Is aware of sound-symbol relationships;
- Leaves separation between words;
- Uses left to right directionality;
- Writes/prints on paper's lines;
- Writes own name.

Learner Profile for EAL A 1.2

Naheed is a Grade Four student whose writing is at the A 1.2 level.

I like cricket. It has a ball and bat. I like it because
it is fun. cricket bat weight is 2 kg and ball is very hard.
It has fast baller spinner and meadium fast baller.
I love cricket.
The End.

In the sample, you will see that Naheed:

- Is beginning to use descriptive words (hard, fast, medium);
- Writes simple descriptions of everyday objects;
- Writes simple sight words (is, has);
- Represents sound-symbol relationships (meadium);
- Attempts capital letters and periods;
- Writes on the lines;
- Writes a simple sentence using a familiar learned pattern.

Learner Profile for EAL A 2.1

Nayani is a Grade Three student whose writing is at the A 2.1 level.

Tell about your favorite hobby
Sports
Explain why you like it.
Explain how you play it.
My favorite hobby is bike.
I am sit on my bike then
I am go away.
I buy a bike on the store.
My bike is very beuteifull.
My Cozians have a little bikes.
and my better have a bike to.
and then I use all to go.
then I am smart as the people.
My little sister have a bike
to. and then I am and my
better and sister and my cozians
and then my cozians is
Sar Exha It is so funny on
the bike and then am a rest on
going a my bed and I am
out of my bed and then I
am going a Park.

In the sample, you will see that Nayani:

- Uses some descriptive words when writing about a familiar topic (beautiful, little);
- Attempts phonetic spelling for entire words (cozians, beuteifull);
- Uses capitalization and final punctuation;
- Writes a growing number of sight words accurately;
- Writes straightforward sentences to describe daily activities.

Learner Profile for EAL A 2.2

Leyn is a Grade Four student whose writing is at the A 2.2 level.

How To play Tether Ball

Did you ever play tether ball?

Tether ball is fun to play.

You can play it with your friends. If you didn't now how to play tether ball this is how you play it. First there should be a circle and it has a line across it. A person or as much you want has to be in that line and if you tap the ball around the pole your the winner. And thats

In the sample, you will see that Leyn:

- Has sufficient vocabulary to briefly describe an aspect of daily life;
- Spells common, high-frequency words with increasing accuracy;
- Is beginning to use more advanced punctuation like the question mark and exclamation point;
- Uses simple grammatical structures;
- Writes a short summary sentence;
- Uses important transitional words (first);
- Writes compound sentences independently.

Learner Profile for EAL B1.1

Adeela is a Grade Four student whose writing is at the B1.1 level.

Tag [REDACTED]

Why you like it

I like because it is good for your body. It also gets your body active. There is lots of running involved in it. You feel so good when you are the last one that has not got caught by that person. When you are the last one you win. ♥

How you play

First you need four or five people to play. Then you need a person who will be it. After that the person will stand somewhere. Afterward the four people will stand a little bit far from that person that is it. When he or she is done counting to 10. Then that person will run and try to catch the four people.

In the sample, you will see that Adeela:

- Has sufficient vocabulary to print simple descriptions on a familiar topic of interest;
- Uses capitals and basic punctuation with increasing accuracy;
- Demonstrates some facility with word order;
- Demonstrates some facility with plurals;
- Experiments with tenses and inflected endings (running, counting);
- Sequences text with support;
- Ideas are generally on one topic;
- Writes a simple paragraph with support.

Learner Profile for EAL B 1.2

Anand is a Grade Four student whose writing is at the B 1.2 level.

Compare and Contrast Family

Have you ever wondered what family means to you? Families all over the world have some differences but they also have some things in common. Most importantly, families care for each other and spend valuable time together. However, families come from different countries and have different cultures.

Every family in the world has differences but families also have so much in common. Everyone in a family cares for each other. I help my brother with his work, the same as everyone is helping each other in the picture, which is a way of showing you care. Whenever my sister gets hurt, I help her up, give her medicine and I tell her to rest, similar to the family in the picture. As a family, everyone knows each other well because they spend valuable time together. I usually go to the park and spend some time with my family just like other families in the park. The family in the picture looks like they're happy and listen to each other, just as my family does. We share our daily experiences with each other and usually laugh at what we did.

What do you think makes a family different from other families? People immigrate from different countries and from different families. Some families are the same race, others are inter-racial. The father in the picture of the family looks like African-American but all my family is from Asia. People may come from different countries but still they make a nice family. People in a family may look different but still they are a part of family. Families have different cultures and they dress differently. The mother in the picture isn't wearing a scarf but in our family we usually wear scarves.

I will say that families are both similar and different in many ways. In summary, some similarities are family members care for each other and spend valuable time together. While ^{the} differences are families come from different countries and have different cultures. What makes your family similar or different from other families?

In the sample, you will see that Anand:

- Uses grade appropriate conventions and spelling for the most part;

- Demonstrates considerable control of word order and the formation of plurals (friends, rules, people);
- Uses multiple verb tenses (is, are playing, will become) and subject verb agreement with increasing accuracy;
- Writes simple instructions about familiar procedures;
- Sequences text;
- Writes brief descriptions using appropriate transitional language (first, second, after that, while);
- Uses a variety of sentence structures.

General Overview Grade Four Reading

A1.1	Grades 4 students at A 1.1 understand left-right directionality. They can identify and produce all sounds of the alphabet. Students at this level rely heavily on illustrations to make meaning.
A1.2	Grades 4 students at A 1.2 read in 2-3 word phrases. They begin to use patterns to read predictable text. With guidance, they are able to activate prior knowledge, answer questions and make text to self connections.
A2.1	Grades 4 students at A 2.1 are able to read patterned and predictable text in chunks or phrases. They are beginning to recognize and understand pre-taught vocabulary. They are able to use text features to predict content.
A2.2	Grades 4 students at A 2.2 begin to use contextual clues to work out unknown words. They are beginning to be able to categorize words into sets or groups. They are beginning to read familiar text with appropriate speed and expression.
B1.1	Grades 4 students at B 1.1 are beginning to read familiar text with appropriate expression, phrasing and intonation. They regularly use context clues to resolve unknown words and are beginning to demonstrate automaticity. They back track and self-correct to ensure meaning.
B1.2	Grades 4 students at B 1.2 understand most grade level vocabulary. They regularly use context clues to determine meaning. They read with increasingly appropriate expression speed, expression, phrasing and intonation. Their reading demonstrates automaticity and competent, active word solving.



Grade 4 CFR Reading Rubric	Student Name:	Primary Language:	Current CFR:
Teacher:	School:	School Year:	Year End CFR:

A1.1 Phonological & Phonemic Awareness		A1.2 Phonological & Phonemic Awareness		A2.1 Phonological & Phonemic Awareness		A2.2 Phonological & Phonemic Awareness		B1.1 Phonological & Phonemic Awareness		B1.2 Phonological & Phonemic Awareness	
Mimics phonemes		Identifies and recognizes beginning sounds and digraphs (e.g. <i>th, sh, ch</i>)		Identifies and recognizes medial vowel sounds in words		Begins to identify and recognize diphthongs (e.g. <i>ow, oo, oi</i>)		Recognizes diphthongs (e.g. <i>ow, oo, oi</i>)		Demonstrates competence in grade-appropriate skills related to phonological and phonemic awareness	
Identifies and produces all sounds of the alphabet		Identifies and recognizes common beginning blends (e.g. <i>bl, tr, st, sk</i>)		Identifies and recognizes most beginning blends		Begins to recognize trigraphs (e.g. <i>sch, str</i>)		Recognizes trigraphs (e.g. <i>sch-, squ-</i>)			
Identifies beginning sounds of words		Identifies, produces and recognizes end sounds of words		Identifies and recognizes inflected endings (e.g. <i>-s, -ing</i>)		Generates some rhyming words		Begins to recognize irregular spellings (e.g. <i>ph-, -ough</i>)			
Recites the alphabet		Begins to identify and recognize medial vowel sounds in words		Begins to identify and recognize final blends (e.g. <i>-nd, -mp</i>)		Manipulates words by adding or removing phonemes					
Recognizes sound symbol relationship of most letters		Begins to segment and blend phonemes (e.g. <i>d-o-g = dog</i>) and graphemes		Segments and blends most common graphemes		Recognizes rhyming words with differing spelling (e.g. <i>sneeze, Belize</i>)					
		Segments polysyllabic words		Knows common phonetic rules (e.g. final e)		Identifies and recognizes final blends (e.g. <i>-nd, -mp</i>)					
		Recognizes word families (e.g. <i>cat, hat</i>)		Begins to recognize common vowel digraphs (e.g. <i>ee, oa</i>)		Recognizes common vowel digraphs (e.g. <i>ee, oa</i>)					

A1.1 Vocabulary		A1.2 Vocabulary		A2.1 Vocabulary		A2.2 Vocabulary		B1.1 Vocabulary		B1.2 Vocabulary	
Relies on illustrations to make meaning		Uses illustrations to identify unknown words		May substitute a word with a different tense (e.g. <i>I seen vs. I saw</i>)		Begins to use context clues to solve unknown words		Regularly uses context clues to solve unknown words		Understands most vocabulary in grade level text	
May only identify objects in illustration		May substitute alternate word based on an illustration (e.g. <i>forest vs. trees</i>)		May interchange masculine/feminine words (e.g. <i>he/she</i>)		Recognizes and understands pre-taught vocabulary		Begins to recognize homonyms and homophones		Recognizes homonyms and homophones	
Understands some environmental labels (e.g. calendar, word wall)		Understands most environmental labels (e.g. calendar, word wall)		Begins to recognize and understand pre-taught vocabulary		Understands the meaning of most inflected endings (e.g. <i>-ed</i> is used for past tense)		Uses an illustrated dictionary to look up meaning of word		Uses a graphic organizer to provide synonym/antonym for word from text	
				Understands the meaning of some inflected endings (e.g. <i>-ed, -s</i>)		Uses a graphic organizer to illustrate meaning of word from text		Begins to dissect compound words to predict meaning		Begins to use a dictionary	
				Understands environmental labels (e.g. calendar, word wall)		Begins to classify and categorize words into sets or groups		Begins to examine simple affixes in a word to determine meaning (e.g. <i>-un, -ly</i>)		Dissects compound words to predict meaning	
						Begins to recognize cognates (e.g. <i>family/familia</i>)		Begins to create semantic maps to convey word relationships		Examines simple affixes in a word to determine meaning (e.g. <i>-un, -ly</i>)	
								Uses a graphic organizer to define word from text		Creates semantic maps to convey word relationships	
								Classifies and categorize words into sets or groups		Begins to identify analogies (e.g. <i>dog/mammal; parrot/bird</i>)	
								Begins to apply knowledge of cognates (e.g. <i>family/familia</i>)		Regularly applies knowledge of cognates	

A1.1 Visual Processing		A1.2 Visual Processing		A2.1 Visual Processing		A2.2 Visual Processing		B1.1 Visual Processing		B1.2 Visual Processing	
Understands left-right directionality		Begins to use patterns to read predictable text		Reads patterned and predictable text		Begins to use advanced text features (e.g. glossary, table of contents, headings)		Uses key words, diagrams, and illustrations to support reading comprehension		Reads graphs to obtain information	
May track word-by-word		Begins to use text features (e.g. title, illustrations, author)		Regularly uses text features (e.g. title, illustrations, author)				Uses advanced text features (e.g. glossary, table of contents, headings)		Regularly uses sources of reference found in text to enhance comprehension	
		Distinguishes between fictional and factual text						Begins to read graphs to obtain information			

A1.1 Fluency		A1.2 Fluency		A2.1 Fluency		A2.2 Fluency		B1.1 Fluency		B1.2 Fluency	
May read word-by-word in isolation		Reads in 2-3 word phrases		Reads in chunks or phrases		Begins to read familiar text with appropriate speed		Begins to read familiar text with appropriate expression, phrasing and intonation		Reads with increasingly appropriate speed, expression, phrasing and intonation	
Engages in choral reading, with errors		May read line by line without regard for punctuation		Stops at periods		Begins to use expression when re-reading familiar text		Begins to demonstrate automaticity (i.e. automatic word recognition)		Decodes most grade-appropriate words	
Recognizes thirty or more sight words		Decodes simple CVC words		Decodes simple CCVC words		Uses simple punctuation to guide expression (e.g. ?./)		Recognizes three hundred or more sight words		Uses advanced punctuation to guide expression and phrasing (e.g. , ""')	
		Engages in choral reading		Recognizes seventy-five or more sight words		Decodes common words				Demonstrates automaticity (i.e. automatic word recognition)	
		Recognizes fifty or more sight words				Recognizes one hundred fifty or more sight words				Recognizes five hundred or more sight words	

A1.1 Comprehension pre-reading		A1.2 Comprehension pre-reading		A2.1 Comprehension pre-reading		A2.2 Comprehension pre-reading		B1.1 Comprehension pre-reading		B1.2 Comprehension pre-reading	
Engages in a picture walk, with support		Activates prior knowledge, with guidance (e.g. completes KWL)		Activates prior knowledge		Understands purpose for reading (e.g. to entertain, to obtain information)		Selects text for purposefulness		Evaluates a book for its purposefulness (e.g. finding a research book)	
		Asks questions, with guidance		Generates and answers simple questions (<i>Where is she going?</i>)		Generates and answers deep-thinking questions (<i>Why would she be going there?</i>)		Demonstrates an awareness of genres (e.g. folk tales, comics, graphic novels)		Reads and evaluates synopsis, with support	
				Uses text features (e.g. title, illustrations) to predict content		Evaluates a text to determine readability		Evaluates a book for its purposefulness (e.g. finding a research book), with support			
				Evaluates a text to determine readability, with support							

A1.1 Comprehension during reading		A1.2 Comprehension during reading		A2.1 Comprehension during reading		A2.2 Comprehension during reading		B1.1 Comprehension during reading		B1.2 Comprehension during reading	
Uses illustrations to recognize text topic		Makes text-self connections, with guidance		Makes text-self connections		Makes text-text connections		Makes text-world connections, with support		Makes text-to-world connections	
				Makes and reflects upon some predictions based on illustrations		Backtracks and self-corrects to ensure meaning, with prompting		Makes and reflects upon ongoing predictions based on illustrations, storyline, prior knowledge and personal experiences		Regularly makes connections while reading	
				Follows a set of clear-cut instructions (e.g. directions for a simple craft project)		Makes and reflects upon ongoing predictions based on illustrations and storyline				Demonstrates competent, active word solving while reading at a good pace	
						Make predictions about the solution to the problem of a story		Backtracks and self-corrects to ensure meaning		Realizes when more information is required to understand text	

A1.1 Comprehension post-reading		A1.2 Comprehension post-reading		A2.1 Comprehension post-reading		A2.2 Comprehension post-reading		B1.1 Comprehension post-reading		B1.2 Comprehension post-reading	
Demonstrates very basic knowledge of text by retelling one or two main points		Identifies main character and setting in a story		Revisits text to find important information		Infers characters' feelings		Talks about characters' feelings and provide evidence from text		Empathizes with character's feelings and motivations	
		Reflects on new learning, with guidance (e.g. adding to KWL)		Infers characters' feelings, with support		Hypothesizes how characters could have behaved differently, with support		Hypothesize how characters could have behaved differently		Understands writing techniques appropriate to genre (e.g. humour)	
		Demonstrates basic knowledge of text by retelling main points and one or two supporting details		Identifies problem and solution, with support		Identifies problem and solution		Understands writing techniques appropriate to genre (e.g. humour), with support		Explains writer's use of specific words to convey meaning (e.g. shouted, cried), with support	
				Reflects on new learning (e.g. adding to KWL)		Begins to identify moral of story		Identifies moral of story		Justifies preference for a book	
				Demonstrates knowledge of text by retelling main points and a few supporting details		Demonstrates knowledge of text by retelling main points and supporting details		Identifies simple cause-effect relationships		Justifies preference for a book, with support	
								Justifies preference for a book, with support		Demonstrates knowledge of text by summarizing and synthesizing main points and a range of supporting details	
								Demonstrates knowledge of text by summarizing main points and key supporting details			

ENGLISH LANGUAGE ARTS (ELA) READING EXPECTATIONS – GRADE 4

A grade 4 student meeting curricular expectations uses knowledge of various text structures and their elements to enhance understanding of content. Students in grade 4 meeting curricular expectations can read for information in content area resources and reference materials. They can adjust their reading rates according to the complexity of material and their purpose for reading.

Phonics & Phonemic Awareness	<ul style="list-style-type: none"> ✓ Use phonics to pronounce words correctly. ✓ Recognizes features of words including vowel patterns in multi-syllabic words, double consonants, contractions, consonants, digraphs, compound words, word endings, prefixes (e.g., anti-, non-, tri-, de-), suffixes (e.g., -ness, -ment, -able, -sh, -ant) and plural possessives.
Vocabulary Acquisition	<ul style="list-style-type: none"> ✓ Uses a variety of strategies to determine the meaning of unfamiliar words including looking at context clues; recognizing common word families; and using knowledge of common prefixes (e.g., un-, re-) and suffixes (e.g., -ed, -ing, -er, -est, -ful). ✓ Uses knowledge of the patterns of word structure to determine pronunciation and meaning (e.g., relation-ship). ✓ Identifies root words to determine the meaning of unfamiliar words. ✓ Identifies synonyms and antonyms. ✓ Uses a dictionary. ✓ Understands frequently used specialized terms in subject areas. ✓ Recognizes word play.
Visual Processing	<ul style="list-style-type: none"> ✓ Uses knowledge of sentence structure and elements to aid comprehension. ✓ Uses punctuation to help understand meaning. ✓ Identifies and uses knowledge of various text structures (e.g., stanzas in poems, chapters in novels) and their elements (e.g., setting, character, plot, main idea) to understand content. ✓ Uses knowledge of the organization of different expository text forms (e.g., comparison, cause and effect, problem-solution) to enhance understanding of content. ✓ Recognizes the characteristics of different media (e.g. print, digital) and the key elements of visual text (e.g., sections in a magazine). ✓ Understands how a range of visual features (e.g., graphs, charts, maps, diagrams) can enhance and clarify meaning, ✓ Identifies conventions of texts (e.g., chapter titles, table of contents, glossary). ✓ Uses knowledge of word order to determine meaning of sentences. ✓ Uses the relationships of words (e.g., subject-verb; noun-pronoun) in sentences to help construct meaning. ✓ Uses punctuation to aid understanding.
Fluency	<ul style="list-style-type: none"> ✓ Reads orally with appropriate fluency, accuracy and expression. ✓ Reads grade-appropriate texts silently (e.g., 20 minutes; 135-185 wcpm) and orally (with fluency, accuracy, pacing, intonation and expression; 100-140 wcpm). ✓ Adjusts reading rates according to the complexity of material and the purpose for reading.

<p>Comprehension: <i>pre-reading</i></p>	<ul style="list-style-type: none"> ✓ Uses, <i>with practice and teacher support</i>, an expanding range of pre-reading strategies relevant to the task. ✓ Draws on prior knowledge and experience. ✓ Makes predictions of what text will be about. ✓ Sets purpose for reading (e.g. for information, for enjoyment).
<p>Comprehension: <i>during-reading</i></p>	<ul style="list-style-type: none"> ✓ Uses, <i>with practice and teacher support</i>, an expanding range of during-reading strategies relevant to the task. ✓ Identifies main ideas. ✓ Makes connections and inferences. ✓ Constructs mental images. ✓ Asks questions to self-monitor. ✓ Adjusts rate and strategies as required to make meaning ✓ Notes key and supporting ideas and extracts appropriate and significant information. ✓ Reads a variety of text forms (e.g., fiction, script, poetry and non-fiction). ✓ Reads and uses grade 4 reference texts (e.g., dictionary, encyclopedia, biography) for inquiry and to identify main ideas, details, opinions and reasons.
<p>Comprehension: <i>post-reading</i></p>	<ul style="list-style-type: none"> ✓ Uses, <i>with practice and teacher support</i>, an expanding range of post-reading strategies relevant to the task. ✓ Describes accurately the main topics or ideas in texts read. ✓ Identifies and describes specific details and feelings in text. ✓ Retells and sequences ideas and events from text. ✓ Recalls, paraphrases and summarizes text. ✓ Responds personally to text, offering supported opinions and interpretations. ✓ Responds to questions or tasks accurately, clearly and completely. ✓ Makes direct and concrete connections to self, other texts and world. ✓ Evaluates author's ideas, explicit and implicit messages and techniques (e.g., the use of figurative language). ✓ Compares information on the same topic after reading several passages or articles. ✓ Follows multi-step instructions and procedures in basic technical or how-to manuals (e.g., how to play a video game). ✓ Re-reads and reviews as necessary to enhance understanding. ✓ Reflects on and assess own reading abilities and strategies. ✓ Sets and pursues personal goals for reading.

Grade 4 CFR Speaking Rubric	Student Name:	Primary Language:	Current CFR:
Teacher:	School:	School Year:	Year End CFR:

A1.1 Vocabulary	A1.2 Vocabulary	A2.1 Vocabulary	A2.2 Vocabulary	B1.1 Vocabulary	B1.2 Vocabulary
Repeats words, phrases, and memorized chunks of language related to different topics	Begins to generate phrases and word combinations related to different topics	Begins to speak in a series of connected simple sentences (e.g. may be pauses)	Speaks in a series of connected simple sentences	Begins to use compound and complex sentence structures	Uses a wide range of grade appropriate compound and complex sentence structures
Names / identifies everyday items (e.g. classroom objects)	Begins to identify and use familiar nouns and verbs	Uses familiar nouns and verbs	Begins to use a wider variety of nouns and verbs	Uses a wider variety of nouns and verbs	Continues to develop a wide variety of grade appropriate nouns and verbs
May use limited descriptive words with assistance (e.g. colours, big, small)	Begins to describe objects using simple adjectives	Begins to describe familiar topics using more complex adjectives	Begins to use increasingly advanced adjectives, with support	Uses increasingly advanced adjectives, with prompting	Uses grade appropriate adjectives to enhance meaning
	Begins to use limited content area vocabulary, with assistance	Uses limited content area vocabulary, with assistance	Uses content area vocabulary, with support	Uses content area vocabulary independently	Continues to use and develop a variety of grade appropriate content and academic vocabulary
		Begins to use academic words, with assistance	Uses academic words, with increased accuracy	Uses academic words frequently	

A1.1 Meaningful Communication	A1.2 Meaningful Communication	A2.1 Meaningful Communication	A2.2 Meaningful Communication	B1.1 Meaningful Communication	B1.2 Meaningful Communication
Uses visuals or gestures to contribute to conversations or meet basic needs	Expresses wants and needs through single words, accompanied by gestures	Expresses wants and needs with short phrases, accompanied by gestures	Expresses wants and needs with short phrases	Expresses and justifies with some details	Expresses and justifies wants and needs with increased details
Expresses lack of understanding through gestures	Expresses a lack of understanding through single words, accompanied by gestures	Expresses lack of understanding through learned phrases	Begins to explain to a teacher where s/he is having difficulty or asks someone to repeat/rephrase	Explains to the teacher where s/he is having difficulty or asks appropriate questions to ensure understanding	Asks specific questions to help solve difficulties
Answers yes / no questions about stories or experiences	Responds to familiar questions using single word or short phrases	Responds to familiar questions using learned or memorized phrases. Begins to form detailed questions.	Responds to questions using sentence frames, with assistance	Begins to respond to academic questions, with assistance (e.g. sentence frames, sentence starters)	Responds to academic questions, with assistance
Mimics one or two learned expressions in a variety of contexts	Begins to engage in familiar social conversations using short phrases and sentences	Engages in familiar social conversations, using short phrases and sentences	Engages in social conversations about everyday matters and academic discussions, using short phrases and sentences	Engages in social conversations, with few errors - academic discussions with prompting	Easily engages in social conversation – elaborates on ideas in academic discussions
May go through silent period	May use L1 word to compensate for a lack of vocabulary	Begins to engage in academic discussions using short phrases and sentences, with assistance (e.g. sentence frames)	Relies on circumlocution to express meaning (e.g. "hand clock" = watch)	Ideas and meaning are becoming more concise	Ideas and meaning are expressed concisely
Forms fragmented questions, single words and memorized phrases	Uses simple transition words (e.g. and, but, or)	May use simple vocabulary and gestures to "talk around" the unknown word (circumlocution)	Uses transition words (e.g. for, so, when, if...then)	Uses transition words (e.g. since, during, usually)	Continues to build on use of other transition words (e.g. however, for instance, in conclusion)
	Participates in choral speaking, express likes/dislikes		Gives a short familiar presentation on a familiar topic	Gives short formal presentation on topic of choice	Gives an academic presentation that is grade appropriate
Forms simple questions and begins to use accurate word order, with assistance. Limited number of grammatical constructions (e.g. he play)		Uses transition words (e.g. because, then, next)	Begins to describe a sequence (e.g. story or simple directions)	Describes more complex sequence with support (e.g. How to)	Provides evidence and justifies position.
		Can read a familiar, short presentation or informal script such as readers theatre	Gives brief reasons for preferences or opinions	Expresses or justifies preferences or opinions	Clearly expresses and justifies preferences or opinions on familiar subjects and asks for others' opinions
		Begins to give and support reasons for preferences using because... Uses simple grammar and word order accurately. Begins to form detailed questions	Begins to use complex forms of grammar and word order, with errors. (e.g. more verb tenses, pronouns and prepositions)	Uses complex forms of grammar and syntax with few errors. (e.g. Misuses a few verb tenses or subject-verb agreement)	Uses almost all verb tenses appropriately along with subject-verb agreement. Grammatical use and syntax near grade level expectations

A1.1 Pragmatic Knowledge	A1.2 Pragmatic Knowledge	A2.1 Pragmatic Knowledge	A2.2 Pragmatic Knowledge	B1.1 Pragmatic Knowledge	B1.2 Pragmatic Knowledge
Uses one or two learned expressions of greeting, farewell and politeness	Uses some common expression and cultural greetings	Uses common expressions and cultural greetings	May use limited figurative and idiomatic phrases	May use some figurative and idiomatic phrases	May use age appropriate figurative and idiomatic phrases
		Begins to engage in cooperative speech to demonstrate understanding	Engages in cooperative speech to demonstrate understanding	Begins to sustain conversations by commenting and asking questions with support	Begins to initiate and sustain conversations by commenting and asking questions
				Begins to adapt speech appropriate for audience	Demonstrates an awareness of audience (e.g. formal/informal)

Grade 4 CFR Listening Rubric	Student Name:	Primary Language:	Current CFR:
Teacher:	School:	School Year:	Year End CFR:

A1.1 Vocabulary		A1.2 Vocabulary		A2.1 Vocabulary		A2.2 Vocabulary		B1.1 Vocabulary		B1.2 Vocabulary	
Understands some high frequency familiar nouns and common descriptive words in a structured interaction, with assistance		Understands high frequency nouns, common verbs and descriptive words in familiar contexts		Understands a wider range of basic nouns, verbs, and complex adjectives in familiar contexts		Begins to understand basic verbs and nouns in unfamiliar contexts, with support		Understands a wider range of basic verbs and nouns in unfamiliar contexts, with support		Understands a wider range of basic verbs and nouns in unfamiliar contexts as well as most content-area vocabulary	
May recognize cognates from L1 (e.g. <i>blousa/blouse</i>)		Understands single words in social conversations on familiar topics		Responds to simple, predictable questions and short phrases in the classroom.		Understands increasingly advanced descriptive words		Understands descriptive words in a variety of contexts including academic tasks		Continues to develop understanding of grade appropriate content and academic vocabulary	
Responds to common classroom directives, with prompting		Responds to common classroom directives and begins to respond to social interactions		Understands some vocabulary in social conversations, on familiar topics		Understands most vocabulary in social conversations, on familiar topics		Understands most vocabulary in social interactions			
May respond to social interactions through gestures and single words		Understands limited content area vocabulary, with assistance		Understands key content-area vocabulary and academic words (e.g. <i>estimate, solve</i>), with support		Understands key content area vocabulary and a wider range of academic words, with support		Understands most content-area vocabulary, with support			

A1.1 Listening for Meaning		A1.2 Listening for Meaning		A2.1 Listening for Meaning		A2.2 Listening for Meaning		B1.1 Listening for Meaning		B1.2 Listening for Meaning		
Understands simple classroom instructions, spoken slowly, with gestures and pictures		Understands simple familiar information spoken slowly and clearly		Responds briefly to social conversations and engages in social interactions with unfamiliar people		Responds to social conversations and engages in social interaction with unfamiliar people, with assistance		Responds to and extends social conversations with familiar and unfamiliar people		Follows and engages in longer social conversations with multiple speakers		
Understands short pieces of information such as time, location with visuals and gestures		Begins to respond briefly to social conversations (e.g. yes/no)		Follows simple two-step instructions, with support		Begins to follow multi-step instructions, with support		Follows multi-step instructions, with support		Follows multi-step instructions		
		Follows simple one-step instructions, spoken slowly with support		Begins to understand main idea in familiar academic discussions		Understands main idea and some details in familiar academic discussions		Understands main idea and key details in academic discussions		Understands main idea and key details in academic discussions		
Begins to understand simple information (e.g. their name, age, grade) and personal greetings		Begins to understand main idea of familiar academic discussion with support and assistance		Understands main idea in presentations or simple stories on a familiar topic, with assistance (e.g. visuals, graphic organizer)		Understands main idea and some details in presentations on a familiar topic, with assistance (e.g. presenter notes)		Begins to understand main ideas and details in unfamiliar presentations and short texts, with assistance		Understands main ideas and key details in presentations and unfamiliar texts		
Understands single words, short phrases, with assistance but requires significant wait time to process information and form a response		Begins to understand main idea of short picture books with support		Understands most speech at a slower rate in familiar contexts. Requires minimal wait time to process and form a response		Understands main idea of a short text on familiar topic or the main idea and some details on a video with support (e.g. viewing guide)		Understands main idea and some details in a video, with support		Understands a short, grade-appropriate academic video		
		Begins to record single words in familiar academic listening activity, with support		Understands more complex sentences and verb tenses on familiar topics		Begins to take cloze notes (fill in blanks) from a presentation or video, with support		Begins to take notes from a presentation or video, with support		Understands average-paced speech in unfamiliar contexts		
		Understands simple language, spoken slowly with pauses but requires wait time to process information and form a response					Understands most average-paced speech in familiar contexts, with frequent checks for understanding		Begins to understand most average paced speech in unfamiliar contexts		May need wait time to process and form response to complex information	
		Understands language using simple grammatical rules (SVO) or compound sentences with support					May need wait time to process and form a response		Understands detailed sentences on familiar topics		Understands detailed sentences on familiar and unfamiliar topics	
							Understands more detailed complex sentences with common verb tenses on familiar topics, with support		Begins to understand complex sentences in unfamiliar contexts		Understands complex sentences in a variety of contexts	

A1.1 Pragmatic Knowledge		A1.2 Pragmatic Knowledge		A2.1 Pragmatic Knowledge		A2.2 Pragmatic Knowledge		B1.1 Pragmatic Knowledge		B1.2 Pragmatic Knowledge	
Understands basic greetings and politeness		Begins to understand commonly used expressions in familiar contexts		Understands commonly used expressions		Begins to understand figurative language and idiomatic phrases, with assistance		Understands some figurative language and idiomatic phrases, with assistance		Continues to develop understanding of age-appropriate figurative language and idiomatic expressions	
May demonstrate limited understanding through facial expressions and gestures		May copy/repeat other students' responses as their own		Begins to use other students' responses as models for their own response, with assistance		Uses other students' responses as models for their own response, with assistance		Uses other students' responses as models for their own response		Recognizes differences in speech formality in a variety of contexts	
						Begins to recognize differences in speech formality, with assistance		Recognize differences in speech formality, with assistance			

Appendix

Fry 1000 Instant Sight Words

Analogies

Fruyer Model for Definitions

Semantic Word Maps

Sample Sentence Frames

Academic Language Terms

1st 100 Words

the	at	there	some	my
of	be	use	her	than
and	this	an	would	first
a	have	each	make	water
to	from	which	like	been
in	or	she	him	called
is	one	do	into	who
you	had	how	time	oil
that	by	their	has	sit
it	words	if	look	now
he	but	will	two	find
was	not	up	more	long
for	what	other	write	down
on	all	about	go	day
are	were	out	see	did
as	we	many	number	get
with	when	then	no	come
his	your	them	way	made
they	can	these	could	may
I	said	so	people	part

2nd 100 Words

over	name	boy	such	change
new	good	follow	because	off
sound	sentence	came	turn	play
take	man	want	here	spell
only	think	show	why	air
little	say	also	ask	away
work	great	around	went	animal
know	where	form	men	house
place	help	three	read	point
years	through	small	need	page
live	much	set	land	letter
me	before	put	different	mother
back	line	end	home	answer
give	right	does	us	found
most	too	another	move	study
very	means	well	try	still
after	old	large	kind	learn
things	any	must	hand	should
our	same	big	picture	Canada
just	tell	even	again	world

3rd 100 Words

high	light	life	sea	watch
every	thought	always	began	far
near	head	those	grow	Indian
add	under	both	took	real
food	story	paper	river	almost
between	saw	together	four	let
own	left	got	carry	above
below	don't	group	state	girl
country	few	often	once	sometimes
plant	while	run	book	mountains
last	along	important	hear	cut
school	might	until	stop	young
father	close	children	without	talk
keep	something	side	second	soon
tree	seem	feet	late	list
never	next	car	miss	song
start	hard	mile	idea	being
city	open	night	enough	leave
earth	example	walk	eat	family
eyes	begin	white	face	it's

4th 100 Words

body	usually	hours	five	cold
music	didn't	black	step	cried
color	friends	products	morning	plan
stand	easy	happened	passed	notice
sun	heard	whole	vowel	south
questions	order	measure	true	sing
fish	red	remember	hundred	war
area	door	early	against	ground
mark	sure	waves	pattern	fall
dog	become	reached	numeral	king
horse	top	listen	table	town
birds	ship	wind	north	I'll
problem	across	rock	slowly	unit
complete	today	space	money	figure
room	during	covered	map	certain
knew	short	fast	farm	field
since	better	several	pulled	travel
ever	best	hold	draw	wood
piece	however	himself	voice	fire
told	low	toward	seen	upon

5th 100 Words

done	front	stay	warm	object
English	feel	green	common	am
road	fact	known	bring	rule
half	inches	island	explain	among
ten	street	week	dry	noun
fly	decided	less	though	power
gave	contain	machine	language	cannot
box	course	base	shape	able
finally	surface	ago	deep	six
wait	produce	stood	thousands	size
correct	building	plane	yes	dark
oh	ocean	system	clear	ball
quickly	class	behind	equation	material
person	note	ran	yet	special
became	nothing	round	government	heavy
shown	rest	boat	filled	fine
minutes	carefully	game	heat	pair
strong	scientists	force	full	circle
verb	inside	brought	hot	include
stars	wheels	understand	check	built

6th 100 Words

can't	region	window	arms	west
matter	return	difference	brother	lay
square	believe	distance	race	weather
syllables	dance	heart	present	root
perhaps	members	site	beautiful	instruments
bill	picked	sum	store	meet
felt	simple	summer	job	third
suddenly	cells	wall	edge	months
test	paint	forest	past	paragraph
direction	mind	probably	sign	raised
center	love	legs	record	represent
farmers	cause	sat	finished	soft
ready	rain	main	discovered	whether
anything	exercise	winter	wild	clothes
divided	eggs	wide	happy	flowers
general	train	written	beside	shall
energy	blue	length	gone	teacher
subject	wish	reason	sky	held
Europe	drop	kept	grass	describe
moon	developed	interest	million	drive

7th 100 words

cross	buy	temperature	possible	fraction
speak	century	bright	gold	Africa
solve	outside	lead	milk	killed
appear	everything	everyone	quiet	melody
metal	tall	method	natural	bottom
son	already	section	lot	trip
either	instead	lake	stone	hole
ice	phrase	iron	act	poor
sleep	soil	within	build	let's
village	bed	dictionary	middle	fight
factors	copy	hair	speed	surprise
result	free	age	count	French
jumped	hope	amount	consonant	died
snow	spring	scale	someone	beat
ride	case	pounds	sail	exactly
care	laughed	although	rolled	remain
floor	nation	per	bear	dress
hill	quite	broken	wonder	cat
pushed	type	moment	smiled	couldn't
baby	themselves	tiny	angle	fingers

8th 100 Words

row	grew	east	suppose	direct
least	skin	choose	woman	ring
catch	valley	single	coast	serve
climbed	cents	touch	bank	child
wrote	key	information	period	desert
shouted	president	express	wire	increase
continued	brown	mouth	pay	history
itself	trouble	yard	clean	cost
else	cool	equal	visit	maybe
plains	cloud	decimal	bit	business
gas	lost	yourself	whose	separate
England	sent	control	received	break
burning	symbols	practice	garden	uncle
design	wear	report	please	hunting
joined	bad	straight	strange	flow
foot	save	rise	caught	lady
law	experiment	statement	fell	students
ears	engine	stick	team	human
glass	alone	party	God	art
you're	drawing	seeds	captain	feeling

9th 100 Words

supply	fit	sense	position	meat
corner	addition	string	entered	lifted
electric	belong	blow	fruit	process
insects	safe	famous	tied	army
crops	soldiers	value	rich	hat
tone	guess	wings	dollars	property
hit	silent	movement	send	particular
sand	trade	pole	sight	swim
doctor	rather	exciting	chief	terms
provide	compare	branches	Japanese	current
thus	crowd	thick	stream	park
won't	poem	blood	planets	sell
cook	enjoy	lie	rhythm	shoulder
bones	elements	spot	eight	industry
mall	indicate	bell	science	wash
board	except	fun	major	block
modern	expect	loud	observe	spread
compound	flat	consider	tube	cattle
mine	seven	suggested	necessary	wife
wasn't	interesting	thin	weight	sharp

10th 100 Words

company	France	shoes	workers	rope
radio	repeated	actually	Washington	cotton
we'll	column	nose	Greek	apple
action	western	afraid	women	details
capital	church	dead	bought	entire
factories	sister	sugar	led	corn
settled	oxygen	adjective	march	substances
yellow	plural	fig	northern	smell
isn't	various	office	create	tools
southern	agreed	huge	British	conditions
truck	opposite	gun	difficult	cows
fair	wrong	similar	match	track
printed	chart	death	win	arrived
wouldn't	prepared	score	doesn't	located
ahead	pretty	forward	steel	sir
chance	solution	stretched	total	seat
born	fresh	experience	deal	division
level	shop	rose	determine	effect
triangle	suffix	allow	evening	underline
molecules	especially	fear	hoe	view

Creating Analogies

Analogies help us see how seemingly dissimilar things are similar, increasing our understanding of new information. **Example:** core is to earth as nucleus is to atom.

thermometer ...is to... temperature
as Both measure things
odometer ...is to... speed

_____ ... is to ... _____

as

_____ ... is to ... _____

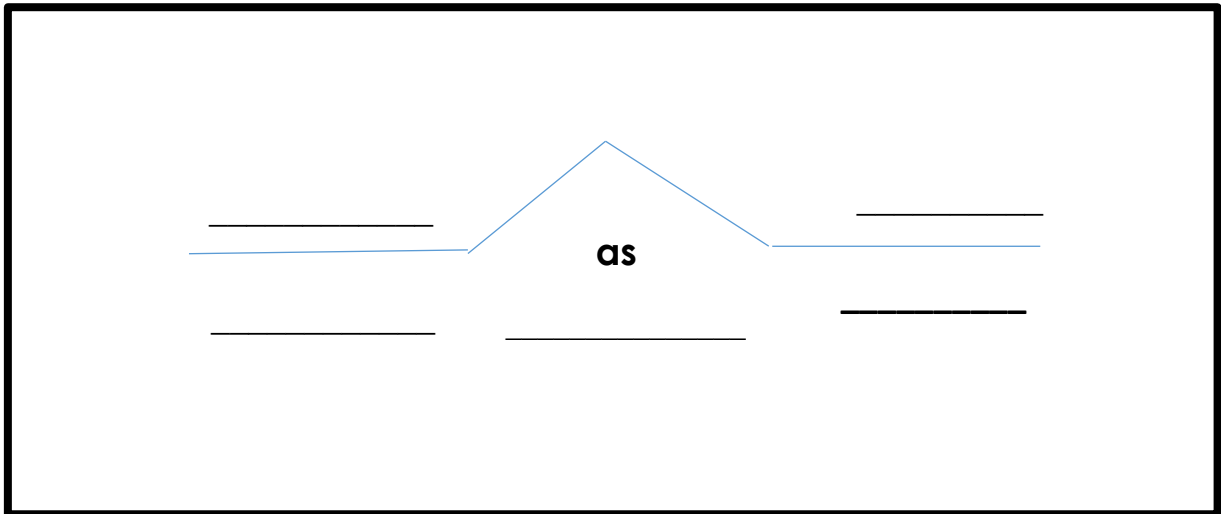
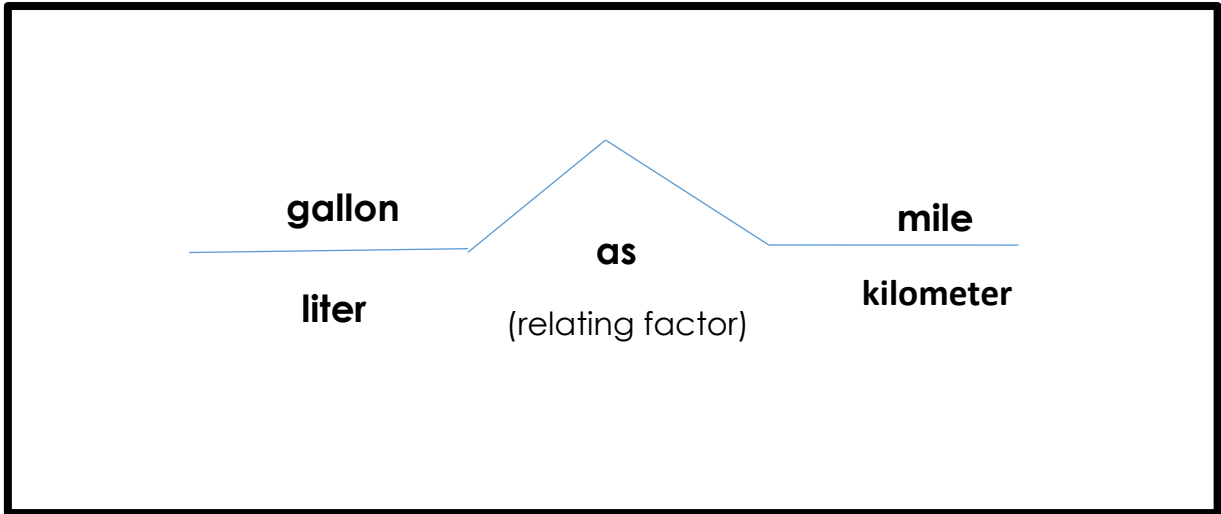
_____ ... is to ... _____

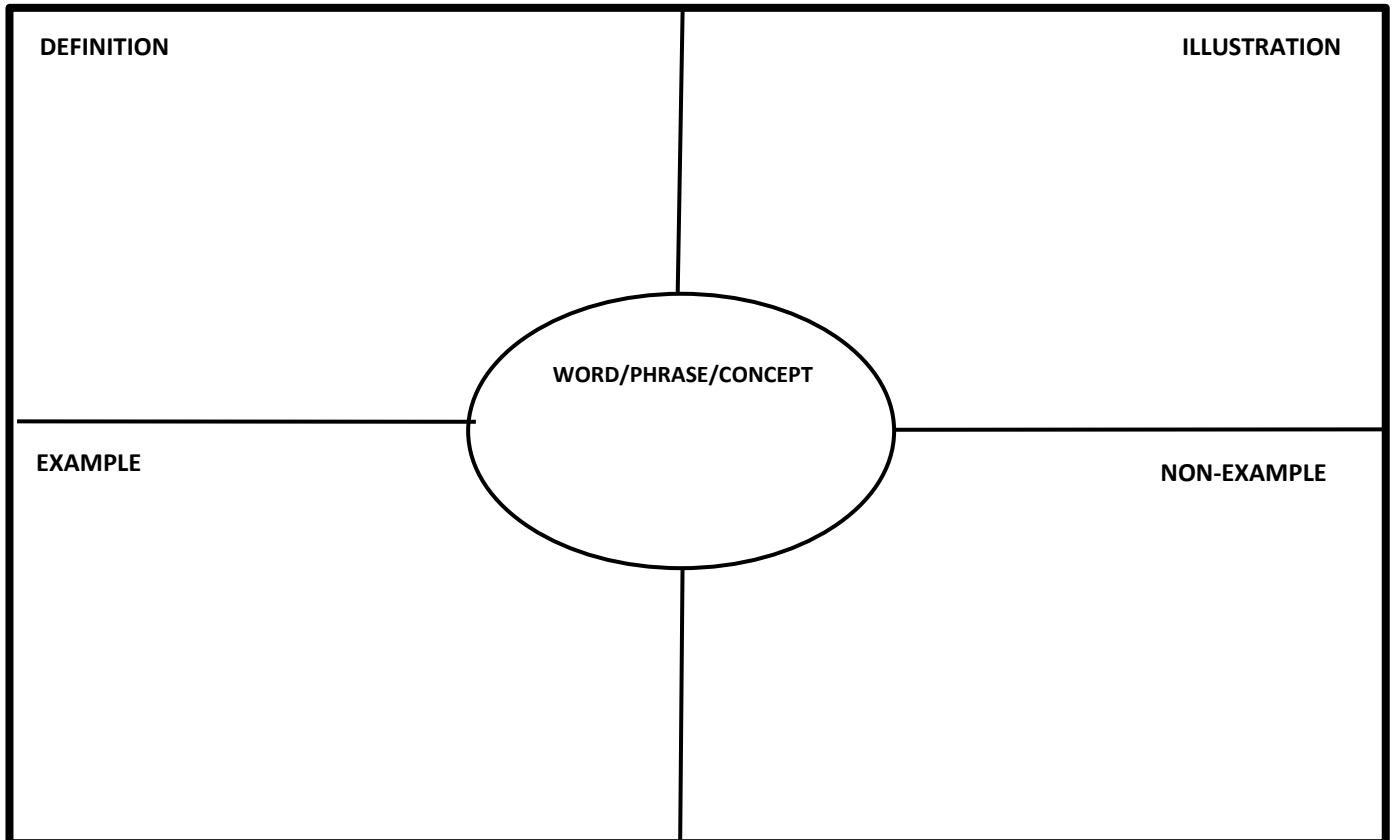
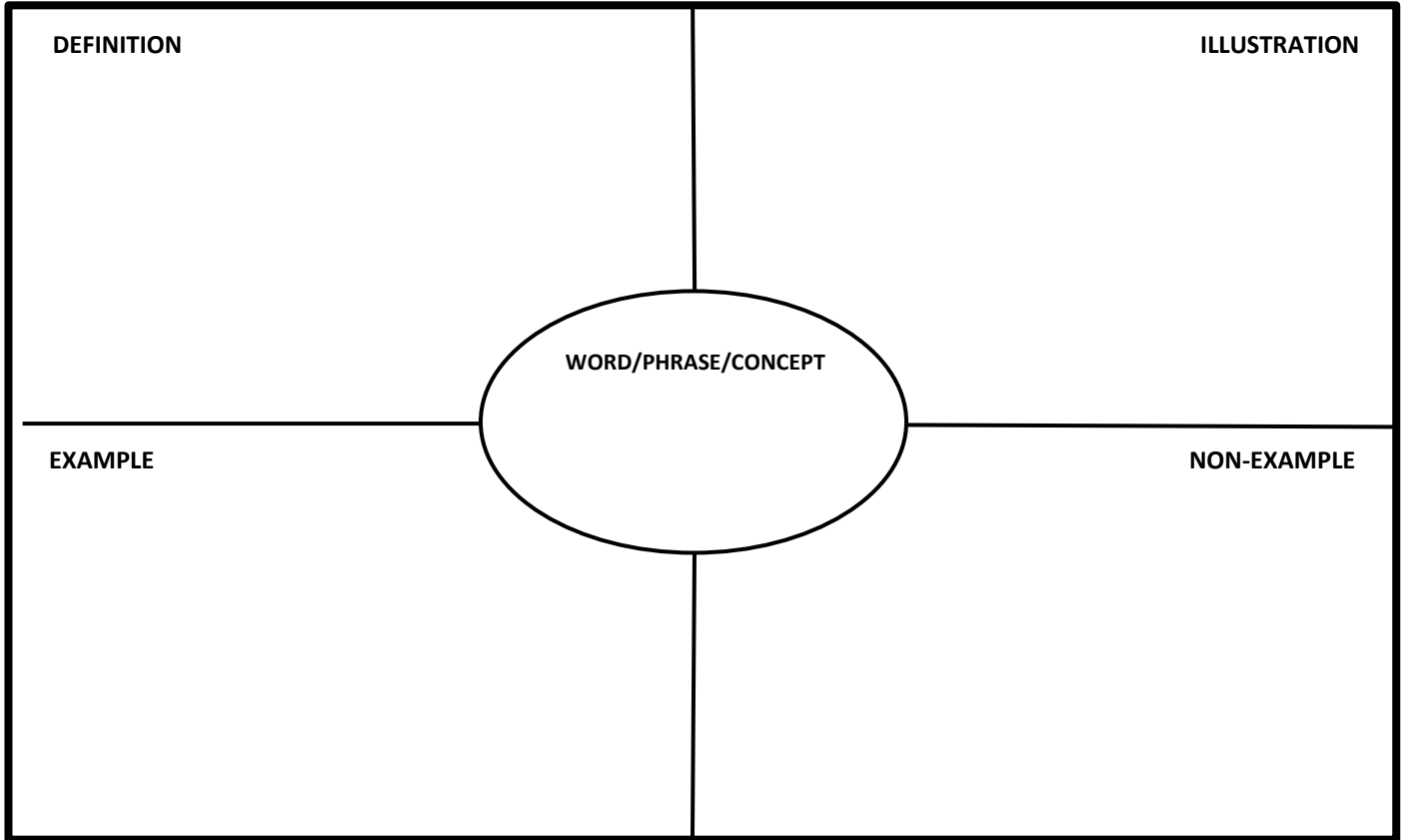
as

_____ ... is to ... _____

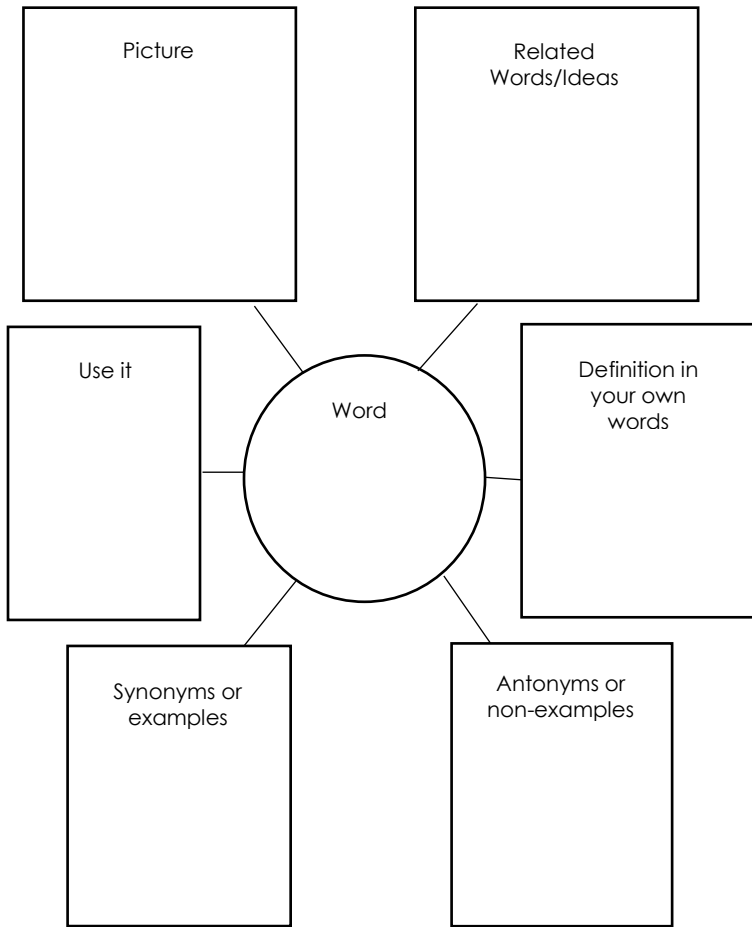
Creating Analogies

Analogies help us see how seemingly dissimilar things are similar, increasing our understanding of new information. **Example:** core is to earth as nucleus is to atom.





Semantic Map



New Word:

Definition

Picture

Synonyms

Antonyms

Context

Sentence

Sample Sentence Frames

Relationship Or Connection	Sentence Frame Examples	Transitions																					
Describe	<p>The _____ has _____, and _____.</p> <p>How does the _____?</p> <p>Why did/didn't the _____?</p> <p>_____ is located (propositional phrase) the _____.</p> <p>The _____ are usually _____.</p>	For example, For instance, In support of this, In fact, As evidence																					
Argument Agree or Disagree	<p>I don't think the evidence supports _____ Because _____.</p> <p>I don't agree with that statement because _____.</p> <p>As we just saw in the experiment, _____ does _____ due to _____.</p>	<table border="1"> <tr> <td>I realize you</td> <td>Believe</td> <td>But</td> </tr> <tr> <td>I understand you</td> <td>Feel</td> <td>Yet</td> </tr> <tr> <td>Even though you</td> <td>Maintain</td> <td>However</td> </tr> <tr> <td>Although you</td> <td>Want</td> <td>I doubt</td> </tr> <tr> <td>Some people</td> <td>Favour</td> <td>I question</td> </tr> <tr> <td>It may be that you</td> <td>Support</td> <td>Let me explain</td> </tr> <tr> <td>On the contrary</td> <td>Argue</td> <td>On the other hand</td> </tr> </table>	I realize you	Believe	But	I understand you	Feel	Yet	Even though you	Maintain	However	Although you	Want	I doubt	Some people	Favour	I question	It may be that you	Support	Let me explain	On the contrary	Argue	On the other hand
I realize you	Believe	But																					
I understand you	Feel	Yet																					
Even though you	Maintain	However																					
Although you	Want	I doubt																					
Some people	Favour	I question																					
It may be that you	Support	Let me explain																					
On the contrary	Argue	On the other hand																					
Cite Information	<p>Here we see that _____.</p> <p>The data shows that _____.</p> <p>The (author/text) reveals that _____.</p>	As evidence, I notice																					
Estimate	Looking at the _____, I think there are _____.	Approximately, About, Roughly																					

<p>Hypothesize & Make Predictions</p>	<p>I think _____ will _____ .</p> <p>What I already know about _____ helps me predict that _____.</p> <p>Because _____, I predict that _____.</p> <p>If _____ had _____, then _____ would have _____ .</p>	<p>In my opinion, There is no doubt that, I question whether, I believe, From my point of view, I (dis)agree, It is my belief that, It seems to me that, I maintain that</p>
<p>Give and Support Opinions</p>	<p>(I think) _____ is _____ because _____.</p> <p>(I like) _____ because _____.</p>	<p>First, Furthermore, Besides, Further, Second, In addition, Next, Again, Third, Also, Moreover, Similarly, Finally, Last, again, first, moreover, also, further, next, and furthermore, nor, and then, in addition, secondly, besides, last, thirdly, equally, important, lastly, too, finally, likewise</p>
<p>Cause and Effect</p>	<p>The _____ had _____ so _____.</p> <p>Due to the fact that _____, _____ decided to _____.</p>	<p>Since, Caused by, In effect, Because of, This results in, Brought about, Due to, Consequently, Made possible, For this reason, Accordingly, As might be expected,</p> <p>Therefore, As a result of, Give rise to,</p> <p>If... then, Leads to, Was responsible for</p>
<p>Draw Conclusions</p>	<p>The _____ is _____ because _____.</p> <p>She/He feels _____ because _____.</p>	<p>For the reasons above, To sum up, In short, In brief, As you can see, To be sure, Undoubtedly, In any event, As I have noted, Without a doubt, In conclusion, In any case, In other words, In summation, Obviously, Concluding, On the whole, Unquestionably, Summarizing</p>
<p>Compare</p>	<p>This _____ is similar to _____ because both _____.</p>	<p>In like manner, likewise, similarly, as well as, compared to, in the same way, have in common, all are</p>

<p>Contrast</p>	<p>This _____ is similar to _____ because both _____.</p>	<p>after all, for all that, on the other hand, although, this may be true, however, on the contrary, and yet, in contrast to this, still,</p> <p>at the same time, nevertheless, yet,</p> <p>but, notwithstanding, as opposed to, conversely, even though, rather than, in spite of</p>
<p>Sequence</p>	<p>We saw that first, _____, then _____, and at the end _____.</p>	<p>Again, first, moreover, also further, next and furthermore, nor, and then, in addition, secondly, besides, last, thirdly, equally important, lastly, too, finally, likewise,</p> <p>after a few days, immediately, meanwhile, afterward, in the meantime, soon, at length</p>
<p>Measure</p>	<p>A ___ is ___ cm. long, ___ cm. wide, and ___ cm. tall.</p> <p>This _____ holds a volume of ___ mls.</p> <p>Before we _____, the liquid _____, but now it _____.</p>	<p>Approximately, About, Roughly, estimate</p>
<p>Construct charts, tables, and graphs</p>	<p>Plot _____ and _____.</p> <p>Plot _____ as _____.</p> <p>Graph the independent variable _____ as a function of _____.</p>	<p>Plot, graph, function, variable, direction, quadrant, coordinate plan, slope</p>

Distinguish fact from opinion	<p>Although you say _____ the table says that _____.</p> <p>The word _____ is evidence that _____ is a(n) _____.</p> <p>This is a(n) _____ because we can/cannot prove _____.</p>	<p>Although, As opposed to, whether or not, on the contrary, in spite of</p>
Summarize	<p>The main idea from this observation is that _____.</p> <p>In short _____, but actually _____.</p>	<p>as has been noted, in other words, indeed, as I have said, in short, on the whole, for example, in sum, to be sure, for instance, in brief, to sum up, in fact, in any event</p>
Identify Relationships	<p>This _____ is necessary for _____ because it _____.</p> <p>Both _____ and _____ could be classified as _____.</p> <p>The reason _____ goes with _____ is because _____.</p>	<p>Since, Caused by, In effect, Because of, This results in, Brought about, Due to, Consequently, Made possible, For this reason, Accordingly, As might be expected,</p> <p>Therefore, As a result of, Give rise to, If...then, Leads to, Was responsible for</p>

Taken from: <http://literacy.dpsnc.net/five-pillars/writing/sentence-frames>