

Grade Four At A Glance

Receiving Language	Essential Outcome statements	What it might look like in the classroom
Reading Mechanics	<p>Uses organization, illustrations and captions, key words and placement, conventions, headings and subheadings, hot links, table of contents, and other text cues to construct and confirm meaning</p>	<p>Focuses on making meaning from text and uses a variety of text cues to support the use of comprehension strategies including making connections, asking questions, making mental images, making inferences, determining importance of ideas and information, and synthesis of new ideas and information. (“I didn’t understand the explanation of the block and tackle, so I found a diagram and now I get it.” “I know that Louis Sachar always uses funny names in his Wayside stories, and they’re somehow connected to the character. I’ll bet Mrs. Mush is going to make gross things in the cafeteria.”)</p>
	<p>Applies phonic rules, strategies, and generalizations to decode unfamiliar words in context</p>	<p>Uses word chunks, syllabication, affixes, and word families to decode new words. (“This part is the same as ‘build’, so I think this says ‘guild’.” “I know that ‘tion’ at the end of the word says ‘shun’” “)</p>
	<p>Applies knowledge of word analysis to predict meaning of new words</p>	<p>Uses words and parts of words that are known to infer new meanings (“The beginning of ‘liberation’ is the same as the beginning of ‘liberty’, and that has something to do with freedom. I think ‘liberation army’ must have something to do with freeing people who are being held prisoner.”)</p>
Comprehension	<p>Extends questions and answers to clarify new understandings; explains conclusions</p>	<p>Recognizes when understanding is not clear and asks specific questions to improve understanding. (“I still don’t understand why Templeton helped Wilbur and Charlotte, when all the other animals didn’t like him. Maybe he’s a softie inside?” “I think that Stone Fox let Little Willie win the race because it was so important to him. But I don’t understand why Searchlight had to die. I think the story would have been better if she’d lived.”)</p>
	<p>Uses a variety of comprehension strategies to construct and confirm understanding</p>	<p>Uses prior knowledge (schema) and prediction (“I’m reading this book about endangered ocean animals. I know that pollution hurts animals on land, so I’m thinking maybe pollution is why some ocean animals are endangered, too.”). Asks questions to clarify thinking (“I don’t understand why Caleb and Anna are excited about a step-mother. I thought step-mothers were mean, like in Cinderella and Sleeping Beauty”). Makes inferences (“When Anna says her father doesn’t sing anymore, I think she knows he’s lonely, and that’s why she wants Sarah to like the farm and to stay – so her father will be happy.”). Visualizes descriptions (“When Harold describes sleeping in Pete’s room and eating all the snacks, I can just see him stretched out on the bed and snuffling for crumbs!”)</p>

<p>Text Elements</p>	<p>Identifies text elements (eg sequence of plot, metaphor) and techniques used to emphasize text (eg arrangement)</p>	<p>Selects main ideas to summarize plot sequence. (“They find the rabbit at the theatre and because it’s a Dracula film, they call him Bunnacula. Then the vegetables all start turning white and Chester is sure that Bunnacula is a vampire and is sucking all the juice out of the vegetables...”) Can identify the actions in the story that advance the plot (“Liak and her Grandpa go hunting. He kills a mother seal and Liak adopts the pup. The shaman says Yuit must be killed and given back to Nulijuk, so Liak and Yuit run away. Her Grandpa follows her to take her to Taloyoak, but gets injured fighting a polar bear. Liak goes the rest of the way by herself and gets the priest to organize a rescue party to save her grandpa. Yuit gets adopted by a aquarium and Liak stays in Taloyoak and gets to go to school.”). Can identify a metaphor (“I think the way the “frindle” idea spreads is the same as gossiping about someone. Once you’ve said something and others start saying it, too, you can’t take it back”; “I think the whipping boy is a metaphor for how we blame others and don’t take responsibility for what we do”)</p> <p>Can pick out important ideas from non-fiction texts by looking at the text arrangement (sidebars, charts, graphs, maps, pictures/diagrams and captions, headings, bulleted lists). Uses conventions such as bold print and captions to find important facts or ideas. (“Here’s a list – the top ten reasons why animals are endangered. That will tell us what we need.”; “This map shows all the places around here that were traditional fishing and hunting areas.”)</p>
<p>Text Selection, Interactions, and Classroom Community</p>	<p>Listens to opposing opinions, disagrees respectfully, and expresses opinions</p> <p>Discusses and explains preferences in text collections</p>	<p>Discusses ideas and information from texts in inquiry groups, literature circles, book clubs, or whole class discussions. Shares connections, questions, predictions and inferences. (“Mr. Fox is stealing from the farmers, so that’s bad. Jenna says the farmers are bad people so they deserve what they get, but I don’t think that’s right. Mark says the foxes are doing what they do to survive. I can sort of understand that.”; “I know you said that you thought Leigh was writing to Mr. Henshaw because he wanted him to be his father, but I don’t think so. I think he just wants someone to listen to him – no one cares what he’s feeling.”)</p> <p>Can explain why certain genres of text or certain authors are preferred (“I like to read about real things so I usually pick non-fiction.”; “I LOVE mysteries because I like to see if I can figure things out before the end of the book.”; “I like funny books – James Howe and Louis Sachar are my favourite authors because they have such funny descriptions.”; “I like to read books that are in a series. That way I can really get to know the characters!”)</p>

Synthesizing Language	Essential Outcome statements	What it might look like in the classroom
<p>Gathering Ideas and Information</p>	<p>Categorizes information and develops a variety of broad inquiry-based questions</p> <p>Uses relevant information from primary and/or secondary sources and identifies additional sources when needed</p> <p>Sets criteria to evaluate sources</p> <p>Begins to select appropriate strategy for accessing and gathering information</p>	<p>Records what is already known (or thought to be known) about a topic and categorizes it into sections (“These things all tell about where hurricanes happen – in Florida and Cuba, these are about the kinds of damage they do – smash houses and boats, and break trees, and these tell about what to do in a hurricane – hide in the basement and stay away from the windows.”). Comes up with some broad questions to guide the inquiry (“How do hurricanes happen? Are they just really bad thunderstorms? Could there be a hurricane here?”)</p> <p>Can pick out the information that answers the inquiry questions from either people or text resources (“I asked the people who do the weather at the airport if a hurricane could happen here and they said no – we’re not close enough to warm ocean water”; “Look at this diagram – it shows how the warm wet air from the ocean rises up and sucks in more and more wind and water. Then they start to spin and move across the ocean.”). Can identify when questions are not completely answered, and when more information from other sources is needed (“We still don’t know how hurricanes are different from thunderstorms, except for being over the ocean. Let’s look on ‘National Geographic for Kids’ and see if there’s more information.”)</p> <p>Can decide if a person or a text resource is likely to be reliable and present accurate information (“We need to find books that are nonfiction to get our information. This is a story about kids in a hurricane, but not all the information might be true.”; “National Geographic has true information. I think we can use their kids’ website.”; “My grandpa knows lots about storms from living in the bush, but I don’t think he’s ever seen a hurricane, so he isn’t going to be a good source for this.”)</p> <p>Has ideas about how to look for information – using non-fiction books from the library, checking current issues of magazines like <i>Owl</i> and <i>Yes!</i>, using a search engine such as ‘Yahooligans’, or a specific website such as ‘National Geographic Kids’. These processes have to be modeled often before students can be expected to use them independently.</p>
<p>Processing</p>	<p>Begins to compare/contrast self to characters, communities, and cultures portrayed in text</p>	<p>Can recognize similarities and differences between own life, community and culture, and those in texts. May be superficial to</p>

<p>Organization</p>	<p>Identifies main and supporting ideas in text</p>	<p>begin with, but will become deeper and more reflective with modeling and practice with comprehension strategies (“I have a step-mom now, like Caleb and Anna, but my dad didn’t send away for her, like to Sears! That would be weird.”; “My Grandma told me the story of the sea goddess, too, but she calls her Sedna. I wonder why there are different names?”; “I wonder what it would be like to live where there’s never any snow... Look at these pictures of Florida in the winter.”</p>
	<p>Uses questions and conversations effectively to explore connections between own ideas, perspectives, and responses, and those of others; begins to integrate those connections into personal understanding</p>	<p>Can pick out main ideas in fiction (“Anna wants to make sure Sarah like it at the farm, so she makes sure everything is clean, including Caleb!”) and non-fiction (“Lots of animals are endangered because their habitat is being destroyed, like the tigers in India who have no jungle left and manatees in Florida who have to share their space with more and more boats”)</p>
	<p>Organizes and reorganizes ideas and information in a variety of ways, with guidance</p>	<p>Talks about connections in inquiry project groups, literature circles, book clubs, and whole class discussions (“If we open up more and more mines, then the animals won’t have enough room to live, just like the tigers we read about.”; “Do you think rabbits are vegetarians? Is that why Bunnacula only turns the vegetables white?”; “If manatees are getting injured by boats, why don’t they just make all the boats stay away? I guess that would be hard to do if people need them for fishing and stuff, though.”). Can use others’ ideas to deepen own comprehension (“Simon says that Mr. Fox is doing what foxes do to survive. So I guess that makes it okay. But I can understand why the farmers would be mad, too.”)</p>
	<p>Identifies the same ideas and information in a variety of forms and</p>	<p>Experiments with line breaks and white space when revising free verse poetry (“I’m going to put each of these short phrases on a separate line, so each of them has more power”; I’m going to put these last words like this, so they look like they’re falling down.”). Moves ideas and information around when revising expository text (“I think I should put the map first, with a caption, and then write the information underneath.”; “This list of caribou herds could go down the side of the pamphlet.”; “Let’s put the endangered animals across the top of the chart, and the reasons down the side.”). Experiments with order of events when revising narratives (“Do you think I should put the part with the dog before or after the snow part?”). All of these revisions requires lots of modeling, support, and guidance.</p> <p>Can locate the same information in a variety of expository text</p>

<p>Participation and Classroom Community</p>	<p>genres</p> <p>Sequences ideas and information using graphic organizer with guidance</p> <p>Begins to share the responsibility for group tasks</p> <p>Experiments with a variety of roles in small/whole group activities</p>	<p>(books, websites, videos, audiotapes, poster, charts, etc.) as well as referenced in fiction (poetry, picture books, short stories, novels, etc.) (“They’re talking about the dolphins surfing in front of the sailboat in this story, just the same as we saw them in the video about dolphins.”; “This legend talks about the way people hunted caribou – my great-granny tells it the same way”).</p> <p>Uses graphic organizers such as story maps, story grammars, outline frames, Power Thinking, to sequence story events or information. Examples of graphic organizers are listed in the curriculum and templates are in the Manitoba curriculum support documents.</p> <p>Works with group members to accomplish tasks together. (“We can look for the missing information while you guys find some pictures we can use.”; “Let’s do the pictures first and then we can put the captions underneath.”; “How should we divide up the reading?”; “Let’s take turns checking the temperature while we wait for the water to freeze.”)</p> <p>Takes leadership role in turn, along with gathering equipment, recording ideas, and other group-determined tasks.</p>
<p>Reflection and Metacognition</p>	<p>Sets and reviews reading/writing/viewing goals</p> <p>Reflects on learning experiences (with support)</p>	<p>Looks at reading, writing and viewing strengths (using preset criteria) and sets goals for growth and improvement through regular conferencing with the teacher (“I can use strategies to help me understand when things don’t make sense. I think I need to work on reading a bit faster and with more expression”; “I have good story ideas. I want to work on using more descriptive words in my writing to paints good pictures for the reader.”; “I think I need to listen more carefully when we have guest speakers. Sometimes I talk to my friends and then I miss what the person says.”)</p> <p>In conference with the teacher, can talk about what strategies were used for comprehension, what strengths are seen in writing, what was tried and what worked in group activities (“When I noticed that I didn’t understand what the author was saying, I stopped and went back to figure out what was confusing me.”; “I tried to use more descriptive words to make my feelings about the dog more clear. I think this draft is better than the first one</p>

	<p>Begins to request and offer constructive feedback</p>	<p>because it does that.”; “When we split up the jobs in our group, we got things finished faster but we didn’t understand the whole thing as well.”)</p> <p>Asks group members for help when needed. (“I don’t get this part about the baleen. Can you explain it to me?”; “I can’t make this timeline fit in here. Can you help me with the measuring?”). Asks peers for feedback on writing (“Can you listen to this and tell me if you get a picture in your head of our camp?”; “What do you think about my lead?”; “Do you think the poem reads better with these line breaks or these ones?”). Offers feedback on peers’ writing (“I like the way you described the sunset. I could really see it.”; “I think you could make this section stronger if you made it a bit shorter.”).</p>
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Expressing Language	Essential Outcome Statements	What it might look like in the classroom
Content and Ideas	<p>Describes similarities and differences between own and others' experiences</p> <p>Focuses a topic using a variety of sources</p>	<p>Can talk about how own experiences are alike and unlike others' ("Heather and I both have been to Disneyland, but I really liked it and she didn't, cause it was too hot and crowded and noisy."; "I read the Boxcar Children series because Jaime said she really liked it, but I didn't like it very much because I found it hard to understand.").</p> <p>Is able to narrow a topic to one main idea ("I'm going to write a "small moment" story about when I saw my baby sister for the first time"; "There's a lot of information about why we should support our foster child, but I think I'll just talk about what the money we send does for him."). Can ask questions to narrow topic ("What's the most important thing I want people to remember about Akaitcho?"). Can compare information from more than one source to determine key ideas. ("Both these websites say that climate change is hurting polar bears. That's going to be my main idea."; "There are lots of dog races listed in these books, but they all say the Yukon Quest's the toughest, so I'm going to pick that one to work on.")</p>
Forms and Organization	<p>Creates original text</p> <p>Chooses from a variety of favourite forms for various audiences and purposes</p> <p>Determines key ideas and then organizes supporting details in own work</p>	<p>Writes, draws, and represents in a variety of fiction and non-fiction genres. Models own work after examples from text presented in class. Uses content from mini-lessons as a guide when creating text.</p> <p>Considers the intended audience and purpose of the communication when deciding on a form for oral, written, or pictorial communication ("I'm going to write a poem for my mom for Mother's Day, to tell her I love her."; "I want to share what I found out about the Merv Hardie ferry – I think I'll put it on a poster."; "I'm going to make a timeline to show how our community has grown.").</p> <p>May use graphic organizer such as web or outline notes to categorize information and sequence ideas. May orally tell a story to develop sequence, then add in supporting details when writing it. May revise a piece to add appropriate supporting details.</p>
Words and Language	<p>Begins to explain how an author uses words to create sounds or images and express his voice</p>	<p>Can talk about the way words can give a picture to the reader ("I like the way Dan Greenburg can be so gross and funny at the same time! I can just see the Shluffmuffin twins' father coming out</p>

<p>Revision</p>	<p>Begins to describe how language is used to create humour</p>	<p>of the porta-potty!"; "I really like the way Lemony Snicket speaks to the reader in his books.").</p> <p>Can talk about the way some authors play with words to create humour ("Did you notice how Chester wants to kill Bunnacula with a 'steak' instead of a 'stake'?"; "I think the names Louis Sachar gives the characters in the Wayside School books are really funny – they always tell something about the character.")</p>
	<p>Begins to determine relevance of information and ideas within subtopics and recognizes when more information is needed</p>	<p>Reads own work with the reader in mind and to make the communication clear. Thinks about whether details or ideas are on topic and enhance the piece ("I'm not sure I really should keep the part in here about what we ate on the plane – it's not really connected to how excited I was to see my Grandma."). Notices when information is missing ("I need to add how we haul the caribou back to camp. That part is confusing.").</p>
	<p>Revises to create an interesting impression and to check for sequence of ideas</p>	<p>Reads own work and adds descriptive language to create a stronger picture ("I described how the water started bubbling up through the tiny hole in the bottom of the boat – like a water fountain. I think it's better than just saying the boat started to fill up with water."). Deletes parts that detract from the overall impression ("I took out all the description in this part because it was taking too long to get to the main idea."). Rearranges sequence of ideas when needed ("I put this part about the road first, so you can understand why it took us so long to find them."). May rewrite lead to make it catchy ("I thought if I started with a question, more people might be interested.")</p>
<p>Presentation</p>	<p>Uses pre-established criteria as a basis for suggestions for revisions</p> <p>Prepares and shares presentation (with enhancements) with familiar audience</p>	<p>Criteria may be developed as a class (through mini-lessons and discussions) or pre-set by the teacher and discussed as a mini-lesson. Usually, criteria for revision will only focus on one or two things at a time, focusing on what has been recently taught in mini-lessons. These may include: interesting leads, language that builds pictures, strong sentences, keeping on topic, connecting your ideas, etc. Students continue to need mini-lessons, modeling, and support as they build their revision skills.</p> <p>Presents information from inquiry projects (Science or Historical Fair for example) using written materials and props as support. Presents book talks to peers. Shares own writing with peers in Author's Chair as well as with parents and other classes.</p>

<p>Conventions</p>	<p>Uses appropriate volume, intonation and non-verbal cues when presenting information</p> <p>Begins to cite references using authors' names in alphabetical order and titles</p> <p>Writes legibly, with consistent alignment, slant, and spacing; experiments with templates and familiar software when composing and revising</p> <p>Edits for appropriate use of statements, questions, and exclamations</p> <p>Uses a variety of spelling patterns, strategies, and resources</p> <p>Uses basic capitalization and punctuation, including commas in series and quotation marks, when editing and proofreading</p>	<p>Speaks clearly, is easy to understand, looks out at audience, uses gestures appropriately.</p> <p>Keeps track of sources and lists them, last name first and in alphabetical order, along with titles. May still need reminding and support to do this. May also need a graphic organizer as a scaffold.</p> <p>Uses Word, Appleworks, Publisher, Kidspiration, PowerPoint, Keynote, and other familiar software when creating text. Can cut & paste text.</p> <p>Checks own work for complete sentences by reading aloud or using other strategies.</p> <p>Uses word patterns/families as a spelling strategy when writing. Uses spell checker on computer. Uses environmental print and dictionaries to check unfamiliar spelling.</p> <p>These editing skills are best learned within the student's own writing. Mini-lessons on the topics are appropriate, as is having students edit their own or a partner's writing. Worksheets have not been shown to be an effective way of learning these concepts to have them generalize into the student's own writing. Using quotation marks correctly does not necessarily include the internal punctuation, nor the paragraphing skills that go with writing dialogue.</p>
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