

# *English Language Arts*

## Learner Outcomes

### Grade 4

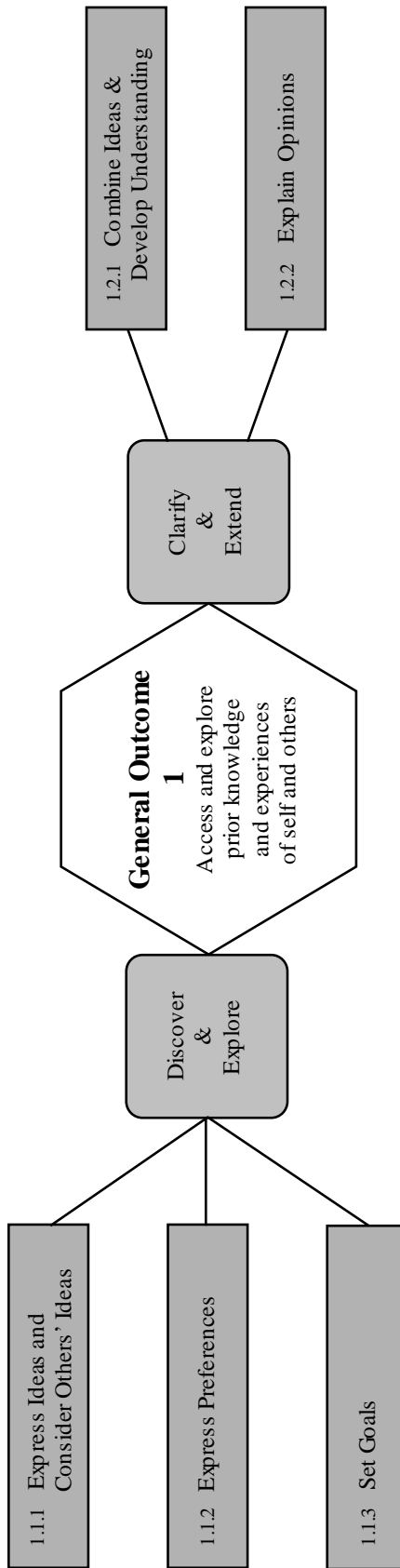


**Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.**

Using language to explore thoughts, feelings, and experiences is an important human activity. Exploratory use of language enables students to discover and understand what they think, what they feel, and who they are. Describing and questioning personal observations, experiences, and feelings extend self-understanding and knowledge. In addition, exploratory use of language helps students to maintain relationships. Exploratory language facilitates taking risks, engaging in dialogue, and exploring alternatives and possibilities. Ultimately, exploratory language leads to better solutions and decisions in the home, workplace, and community.

Exploratory language provides opportunities for students to develop intellectually and socially. Students make observations, ask questions, hypothesize, make predictions, and form opinions through talking and listening to others. Students also clarify their thinking through writing. When students see their ideas, thoughts, feelings, and experiences in writing, they can reconsider, revise, and elaborate on them in thoughtful ways. Reading and viewing enable students to gather and verify information, identify areas for further inquiry and research, and develop support for opinions. Ideas and their interrelationships may be explored through representations such as diagrams, concept webs, charts, and other visual media.

As students progress through the grades, they develop facility in using exploratory language to achieve the other English Language Arts Learning Outcomes (LO). For example, exploratory talk and writing enhance students' comprehension by accessing their prior knowledge and experiences before listening, reading, and viewing, and subsequently help them understand and manage ideas and information. Students use exploratory language when analyzing, evaluating, and responding to texts, and when deciding how to use language more effectively. They use conversation to collaborate on projects and to develop a classroom community.



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## General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

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### Specific Outcome 1.1.1 Grade 4

#### Discover and Explore

Compare own and others' understandings to reflect upon personal understandings

\*\*It is important to be sensitive to cultural conventions when inviting students to interact.

\*\*It is important to create an open atmosphere in the classroom community that is respectful of various perspectives and cultures.

#### Express Ideas and Consider Others' Ideas

##### General Example(s)

•conversations, exploratory talk, sharing circles, celebrations, centres, inquiry, dramatizations, prompted activities, artistic representations, journals (response logs, dialogue journals, two-way journals, dual entry journals, reflection logs), Think Alouds, text explorations, responses, representations, appropriate questions and comments, Before-During-After (BDA), predictions, T-Charts, verifications, reflections, explanations, small group discussion, alternate point of view stories, role plays, question strategies, point of view writing, Role-Audience-Format-Topic activities (RAFT), literature circles, same and different charts, gallery walk, inside-outside circles, T-Charts, Venn Diagrams, conferences, surveys and interviews, inquiries, ...

##### Specific Outcome Links

See Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Connect Self, Texts, and Culture (2.2.3), Ask Questions (3.1.2), Use Language to Show Respect (5.1.2), and Share and Compare Responses (5.2.1)

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## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 4 the student...

**1.1.1 a.** *Uses questions and conversations to compare own and others' ideas and responses (in oral, print, and other media texts)*

*May say, "I like the way the author used the kids' conversation to tell about the teachers. He didn't use lots of long paragraphs with descriptions. I could hear that teacher telling the kids how to act and I could just imagine him with ..."*

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**1.1.1 b.** *Reflects upon upon personal understanding to reach tentative conclusions*

*question frames: "How might ....", "I wonder if ...", "Would it be the same as ..."; prediction frames: "I observe, I predict, I think, I now know..."*

*May say, "Renewable Resources tells us that we can't all hunt at the same time. Why is that? Is that because of the animals birth cycles or is it because of the migrations?" "When I listen to the Elder, I feel myself imagining what it might have been like to work hard and have less free time. I wonder about the way they entertained themselves and I wonder if I would be happy with that."*

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**1.1.1 c.** *\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.*

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**1.1.1 d.** *Begins to seek others' points of view through oral, print, and other media texts*

*conversations, interviews, literature explorations, role plays, talking circles, inquiries, investigations, ...*

*May say, "I didn't know that some parents don't want their kids to go to school. Why would they think that way?" "I think that eating fried worms is gross, but maybe that's because we never eat them. In other places, they often eat different things. I wonder what they think of what we eat in Canada?"*

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## General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

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## Specific Outcome 1.1.2 Grade 4

### Discover and Explore

Explain preferences for particular forms and genres of oral, print, and other media texts

### Express Preferences

#### General Example(s)

•preferences may include: artistic media, authors, illustrators, genres, forms, cultural traditions, media representations, ...

might include: works (books, music, art, poems, plays, movies, ...) by the same author / illustrator, works (books, music, art, poems, plays, movies, ...) related to a theme, works (books, music, art, poems, plays, movies, ...) of the same form (cartoon, fairy tales, fables, scripts, riddles, free verse, charts, articles, ...), works (books, music, art, poems, plays, movies, ...) of the same genre (adventures, science fictions, mysteries, ...), ...

#### Specific Outcome Links

See Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Forms and Genres (2.3.1), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

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## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 4 the student...

#### 1.1.2 a. Chooses appropriate texts of personal interest (oral, print and other media)

*Can select, with support if necessary, texts that can be read independently and comprehended.*

*Can select, with support if necessary, oral and visual texts with appropriate content that can be easily understood*

*May say: "I'm reading Stories from Wayside School, and I really like it. I'm going to read more from the series."; "Stone Fox was easy for me to read. Maybe I need to pick a book that's a little bit harder."; "I'm looking for web sites about tornadoes for my Science project. Can you help me find one that's got good information but isn't too hard to read?"*

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#### 1.1.2 b. Discusses preferences for particular author, genre, medium, and / or form (oral, print, or other media)

*May say, "I like stories better than informational texts because I like to read about people doing things and going on adventures." "Our group didn't like poems because they confuse us more than informational texts." "E-mails are easier for me than letters because I don't feel I have to know where to put the date and all that other stuff." "In our response journal, we wrote why we chose to read Dear Mr. Henshaw." "I don't like mysteries ..."*

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## General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

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### Specific Outcome 1.1.3 Grade 4

#### Discover and Explore

#### Set Goals

Identify areas of personal accomplishment and areas for enhancement in language learning and use

\* language use includes all six language arts

\*receiving language process stages may include: pre-reading/listening/viewing, reading/listening/viewing, responding, exploring, and applying

\*expressing language process stages may include: thinking/planning, drafting, writing/speaking/representing, revising, editing, and publishing

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### Learning Outcomes & Corresponding Illustrative Example(s)

#### By the end of Grade 4 the student...

- 1.1.3 a.** *Uses strengths and challenges to set goals to improve reading / writing / viewing/representing/listening/speaking (behaviours, skills, and strategies)*

*May say, "What are my strengths and weaknesses?" "What strategy(s) worked for me?" "My attitude towards reading really changed once I got into the Harry Potter books. I like fantasy, not animal stories."*

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- 1.1.3 b.** *Reviews goals set to improve reading / listening / viewing (behaviours, skills, and strategies)*

*See Evaluate Group Process (5.1.3)*

*conversations, conferences, buddy/partner experiences, circles, author/illustrator, chair, centers, reading and writing workshops / processes, journals, reader's and writer's responses, checklists, reading inventories, ...*

*May say, "My goal is to work on my editing with a partner. So I am going to make sure that I find someone who does that well."*

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- 1.1.3 c.** *Reviews goals set to improve writing / speaking / representing (behaviours, skills, and strategies)*

*See Synthesize Information (3.3.4) and Evaluate Group Process (5.1.3)*

*conversations, conferences, buddy/partner experiences, circles, author/illustrator, chair, centers, reading and writing workshops / processes, journals, reader's and writer's responses, checklists, reading inventories, ...*

*May say, "My goal is to work on my editing with a partner. So I am going to make sure that I find someone who does that well."*

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## General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

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### Specific Outcome 1.2.1 Grade 4

#### Clarify and Extend

Connect new information and experiences with prior knowledge to construct meaning in different contexts

#### Combine Ideas and Develop Understanding

##### Specific Outcome Links

See Express Ideas and Consider Others' Ideas (1.1.1)

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### Learning Outcomes & Corresponding Illustrative Example(s)

#### By the end of Grade 4 the student...

**1.2.1 a.** *Formulates new questions to clarify new understandings (ideas, information, and experiences)*

*conversations, centres, readers' and writer's workshop, research projects, science experiments, author's chair, book talk, exploratory talk, I wonder charts, journals / reflection logs, think alouds, peer and teacher conferences, Who-What-Where-When-Why-How (5Ws + How), Know-Want to Know-Learned (KWL), Before During After (BDA), think alouds, interviews, Did You know?, Point of View charts, Know-Want to Know-Learned-How I Will Find Out (KWL +), anticipation guides, dual entry journals, ...*

*May ask and answer open ended questions to satisfy curiosity and information needs, for clarification, extension, exploration, and investigation: "I don't understand, why...." "Tell me more about...." "So, if..." "Does this mean ...?" "What if ..." "What do you mean by?" "Is that the same as ... or would that be like ...?" "That reminds me of ... "*

*see Ask Questions (3.1.2)*

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**1.2.1 b.** **\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

**1.2.1 c.** *Begins to reach tentative conclusions, based on the connections between prior and new experiences, observations, information, ideas and/or knowledge*

*talking, listening, imagining, questioning, reflecting, describing, identifying similarities and differences, problem solving, decision making, predicting, checking for understanding, reviewing previous material and ideas, ...*

*journals, Venn diagram, t-chart, story charts, Think-Pair-Share (TPS), prediction frames: "I observe, I predict, I think, I now know...", Before-During-After (BDA) maps, graphs, surveys, learning logs, inquiry notebooks, inquiry/ research response sheet, inquiry process, scientific method, ...*

*May say, "Our group found out that the people along the river use the beaver and the otter skins, but the people along the Arctic Coast use the seal. We both need the animal skins though."*

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## General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

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## Specific Outcome 1.2.2 Grade 4

### Clarify and Extend

Express new concepts and understanding in own words and explain their opinions

### Explain Opinions

#### Specific Outcome Links

See Express Ideas and Consider Others' Ideas (1.1.1), and Compare Ideas & Develop Understanding (1.2.1)

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## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 4 the student...

#### 1.2.2 a. *Explains personal opinions, understandings, and ideas (concepts)*

*talking, retelling, sketching, dramatizing, writing, organizing, representing, journaling, reflecting, questioning, responding, revisiting, researching, ...*

*May say, "The author of this newspaper article seems to think that it is OK to kill as many moose or caribou as you want. But we know that lots of whales are now extinct because of over killing or harvesting. I think that the government is right to control how many moose we kill and how big the fish are that we can keep." "I think ...", "If we listen to that newspaper article, wouldn't we be doing the same as the whalers did if we take what we want or don't listen to the laws?"*

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#### 1.2.2 b. **\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

#### 1.2.2 c. *Begins to compare own and others' opinions and ideas (in oral, print, and other media texts)*

*See Synthesize Information (3.3.4)*

*May say, "I think that I agree with the Renewable Officer about the oil pipeline. He's right; it is an environmental issue. He showed on the maps that the migration paths of the caribou have changed since we have a pipeline in the MacKenzie Delta. If we had to vote right now, I think I would vote against a pipeline." "I am not sure I understand why you would drink diet pop when it is so full of chemicals, like aspartame. I think you should just drink the regular stuff. But, that team's presentation made it sound like they thought that the chemicals were better for us than the sugar. So what's worse?"*

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#### 1.2.2 d. *Begins to adjust personal opinion based on personal observations and descriptions*

*see Express Ideas & Consider Others' Ideas (1.1.1), Cueing Systems (2.1.4), Respond to Various Texts (2.2.2), Connect Self, Texts, and Culture (2.2.3), Word Choice & Artistry of Texts (2.3.3), and Enhance Artistry (4.2.4)*

*conversations, journals, illustrations, paintings, sculptures, dances, songs, poems, stories, centres, readers' workshop, writers' workshop, exploratory talk, letters, ...*

*May say, "We can't all hunt at the same time nor in the same places. I think that hunting rights are different for some of our families." "I think ... because when I ... "*

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**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

Constructing meaning of oral, print, and other media texts is fundamental to living in a democracy. In a technological society, students are required to comprehend and sort ideas and information from an increasing volume and variety of sources.

Through oral, print, and other media texts, students experience a variety of situations, people, and cultures, and learn about themselves. They respond personally and critically to the many

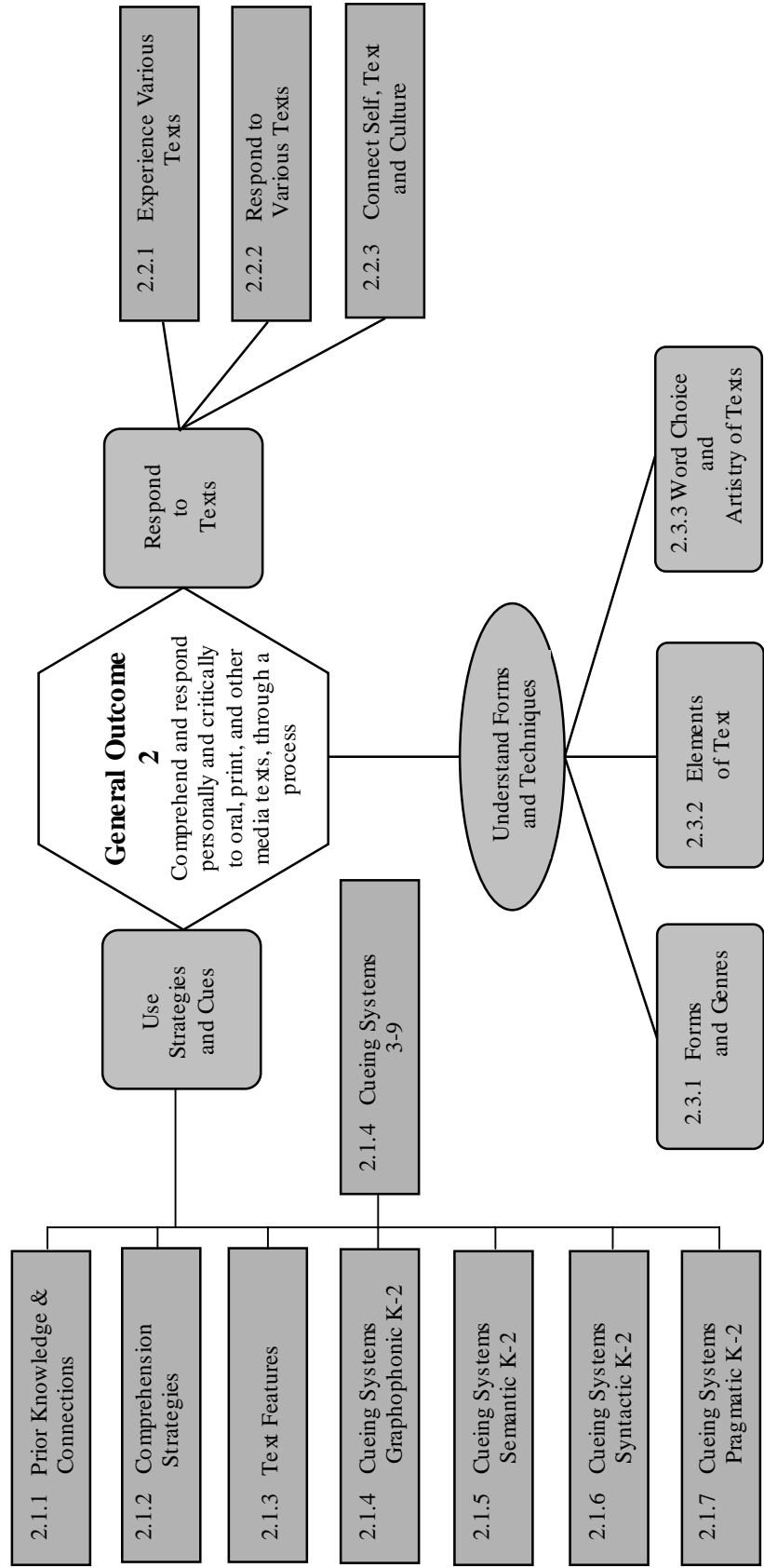
voices of their own and other cultures – contemporary and traditional. The study of literature is a major component of the ELA Curriculum and provides opportunities for students to learn to appreciate the clarity and artistry of texts as they respond both personally and critically.

Students learn to use a variety of strategies and cueing systems before, during, and after interacting with oral, print, and other media texts. They preview, ask questions, and set purposes. While interacting with texts, they attend to the ideas presented, make and confirm predictions and inferences, and monitor their understanding. They respond by reflecting, analyzing, synthesizing, evaluating, and creating.

Students enhance their comprehension of and responses to texts through learning experiences in all of the General Outcomes. Exploratory language strengthens students' understanding and appreciation of texts. Through their experiences with a variety of texts, students learn ways of organizing and formatting their own work. They also develop strategies for managing and processing information. By experiencing a variety of texts, students learn to appreciate the clarity and artistry of language. Through shared experiences with texts, they build and strengthen communities of learners.

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Reading Process stages include: Pre-reading, Reading, Responding, Exploring, and Applying



Reading and Writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

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## General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

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### Specific Outcome 2.1.1 Grade 4

#### Use Strategies and Cues

Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding

\*reading process stages include: pre-reading, reading, responding, exploring, and applying

\*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying

\*listening process stages include: pre-listening, listening, responding, exploring, applying

#### Prior Knowledge and Connections

##### General Example(s)

•talking, listening, brainstorming, drawing, painting, building, writing, sculpting, acting, dancing, composing, singing, chanting, story telling, reading, viewing, representing, ...

##### Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1)

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## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 4 the student...

**2.1.1 a.** *Represents the connections that evolved from conversations and the exploration of texts (oral, print, and other media)*

*\*May choose to use graphic organizers to represent the connections that evolved from conversations*

*May say, "We have two boats: one that topples over with its weight, and the second model that floats even when we put lots of pennies into it."*

*\*graphic organizers may include: journals, lists, pictographs, physical graphs, picture maps, picture splash, diagrams, listen-sketch-share, T-charts, webs, graphs, same and different charts, maps, sequence maps, character maps, charts/comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles/alouds, bar graphs, timelines, Venn diagrams, chains, cycles, sequence circles, learning logs/reflection logs, concept frames, flow chart, story maps, plot diagrams, word maps, pyramids, KWHLAQ (Know-Want to Know-How to find out-What I learned-Applied learnings-Next questions), KWPL (Know-Want to know-Predict-Learned), Prediction frames, Slim Jims, Process Notes, Plus-Minus-Interesting (PMI), Jot charts, outlines, information comic strips, paragraphs, think alouds, bibliographies, information flip books, sequential map, sketch-a-sequence frame, cause-and-effect flow chart, self-check tool, rubrics, Y-charts, chapter maps, anticipation guides, ...*

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**2.1.1 b.** **\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

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**2.1.1 c.** *Begins to integrate and describe new ideas and information into personal understanding*

*\* new ideas and information evolved from the connections between self and texts*

*See Synthesize Information (3.3.4)*

*May say, "Last year we talked about things that float. This year we are designing boats to see how to make even heavy things float. Our model is flat bottomed and it can hold a lot of weight. It is all about spreading out the weight over a bigger surface area."*

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## General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

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### Specific Outcome 2.1.2 Grade 4

#### Use Strategies and Cues

Set a purpose and discuss anticipated meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding

\*all forms of response, before, during, or after reading, help to construct meaning from text (oral, print, and other media)

\*it is through guidance and practice that students, from Kindergarten onwards, move through literal, inferential, and evaluative levels of comprehension of text (oral, print, and other media) simultaneously

\*reading process stages include: pre-reading, reading, responding, exploring, and applying

\*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying

\*listening process stages include: pre-listening, listening, responding, exploring, applying

#### Comprehension Strategies

##### General Example(s)

the 7 key thinking (comprehension) strategies used by proficient readers are:

- **activating prior knowledge:** making connections to relevant, prior knowledge (schema) before, during, and after reading text for the purpose of storing newly learned information with other related memories or ideas. It often involves making predictions and may involve accessing background knowledge if there is no prior knowledge of the topic or theme.
- **determining importance:** identifying the most important ideas and themes in a text and drawing conclusions about them, in order to focus the reading and to exclude peripheral or unimportant details from memory
- **question generating:** to clarify and to focus the reading by asking questions of themselves, the authors, and the texts that are reading
- **visualizing:** creating mental images that include visual, auditory, and other sensory connections to the text
- **inferring:** drawing inferences from text; combining what is read in the text with one's own ideas to create a unique interpretation. It is reading between the lines to figure out what the author has left unsaid.
- **synthesizing:** retelling and summarizing; bringing together pieces of information within a text, during or after reading
- **monitoring for meaning:** thinking about what one is reading both during and after reading to determine if one is comprehending a text. It's partner, clarifying, consists of using a variety of fix-up strategies to clear up confusion.

##### Specific Outcome Links

See Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Connects Self, Texts, and Culture (2.2.3), Word Choice & Artistry of Texts (2.3.3), Access Information (3.2.3), Use Strategies to Make Sense of Information (3.2.4), Enhance Artistry (4.2.4), and Appreciate Diversity (5.2.2)

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## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 4 the student...

#### 2.1.2 a. *Understands what is read (using texts with an appropriate complexity of content and sophistication of style)*

*\*recognizes when what is read makes sense or does not make sense*

*conversations, self monitoring approach to reading (SMART) think alouds, think-pair-share (TPS), conferences, learning logs, dialogue journals, cloze activities, literature circles, peer/teacher conferences, paired/guided/shared/independent reading, ...*

*May say, "One of the characters is wrong to worry about the stranger that is coming towards them. Earlier in the book, the flag on the moon had a note on it that said that 'they came in peace for all mankind'; so that astronaut is coming in peace. They don't need to worry about him being mean."*

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#### 2.1.2 b. *Uses the seven key thinking / comprehension strategies to construct and confirm understanding*

*\*\*Guidance may be required for newly introduced strategies; individual or group independence may be expected with familiar ones*

*reading comprehension activities and recording tools might include: conversations, reader's workshop, brainstorming, predicting, drawing (beginning, middle, and predicting the ending), reenactments, dramatizations, Know-Want to Know-Learned (KWL), Know-Want to Know-Predict-Learned (KWPL), prediction frames, anticipation guides (advance organizers), listen-sketch-share (LSS), think-pair-share (TPS), predict-connect-check, Directed Reading-Thinking Activity (DRTA), shared reading, guided reading, Before-During-After (BDA) chart, literature circles, book talks, guided reading, Before-During-After (BDA) chart, literature circles, T-charts, Y-charts, mapping, Venn Diagrams, concept maps, webs, chapter maps, flow charts, time lines, look-it-over, conferencing, exploratory talk, Question the Author (QtA), Then and Now activities, Self-monitoring approach to Reading and Thinking (SMART), story mapping, prereading question strips, Question-Answer Relationships (QAR), Survey-Questions-Read-Recite-Review (SQ3R), ...*

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#### 2.1.2 c. *Revises understanding of text, based on new information (using texts with an appropriate complexity of content and sophistication of style)*

*May say, "'I didn't get the same feeling about the book as you did. I thought that the main character did not feel sorry for his actions, and would not have changed. But when I went back to check what I missed in the last part of the book I realized that I had skipped the whole part about apologizing. I really thought that he wasn't going to do it.'"; "When we talked with a partner about this, I saw that we didn't have the same ideas; so I am beginning to understand it differently now."*

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#### 2.1.2 d. *Sets a purpose for listening, viewing or reading to anticipate meaning*

*talking, goal setting, researching, questioning, reciprocal questioning, experimenting, ...*

*May say, "We are supposed to watch this movie to find three important ways that the Dene people of this area used birch bark."; "This book should tell me about the habitat of the squirrel monkey."; "Meghan says this book is really funny. So, I think it will make me laugh."*

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#### 2.1.2 e. *Reflects upon own reading behaviours*

*See Set Goals (1.1.3), Synthesize Information (3.3.4) and Evaluate Group Process (5.1.3)*

*talking, journaling, logging, peer conferencing, teacher conferencing, parent conferencing, goal setting, ...*

*May say, "I understand best when I ...."; "I have trouble putting my information in the right order. I really need to use a story map."; "When it didn't make sense to me, I ..."*

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## General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

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## Specific Outcome 2.1.3 Grade 4

### Use Strategies and Cues

Use textual cues to construct and confirm meaning

\*\*cues in narrative, expository, and poetic texts

### Text Features

#### Specific Outcome Links

•see Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Elements of Texts (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

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## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 4 the student...

**2.1.3 a.** *Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from narrative text*

*\*\*in grade four, narrative textual cues include:*

- *book covers,*
- *titles,*
- *logical organization (sequential (beginning, middle, end), cause and effect relationships, problem-solution)*
- *sentence patterns,*
- *paragraphs,*
- *illustrations,*
- *photographs (in text, of author, of topic, ...),*
- *authors' profiles,*
- *font,*
- *type size,*
- *music / sounds,*
- *volume,*
- *colour,*
- *movement,*
- *opening shots to videos*

*discuss, question, read, view, story mapping, ...*

*predictable books, films / movies, story books, picture books, oral stories, fairy tales, chapter books, comic books, junior novels, folk tales, ...*

*May say, "The main character really learned a lesson in that story." "The setting in the story was different from the setting they used in the movie. Because they kept changing place in the movie, I am not sure where I would say that it all happened." "The movie was supposed to be in Yellowknife, but there were no trees. So the setting wasn't right."*

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**2.1.3 b.** *Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from expository text*

*\*\*in grade four, expository textual cues include:*

- titles and chapter titles,
- logical organization (sequential, categorical, cause and effect relationships, comparison-contrast, problem-solution, descriptive),
- photographs (in text, of author, of topic, ...),
- illustrations and corresponding captions,
- key words and placement,
- capitalization,
- punctuation and pauses
- table of contents,
- hot links,
- headings and subheadings,
- dictionary guide words,
- paragraphs, and
- indices

*discuss, question, read, view, main idea map, main idea chart, visualizing and verbalizing, Directed Reading-Thinking Activity, guided reading, sketching, 5 Ws and H charts, active listening, reading on, ...*

*May say, "In the index we found lots of titles under the word 'erosion'. Are those subheadings?" "Based on the chapters headings, I think this book will tell me about ..." "Oh look, here's the word "ice breaker". We are probably going to read about the Arctic Ocean."*

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**2.1.3 c.** *Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from poetic text*

*\*\*in grade four, poetic textual cues include patterns or frames that organize the writing:*

- titles,
- illustrations,
- poems organized by: words: rhyme schemes, rhythms, alliteration, repetition, comparisons, stanzas, lines, verses, choruses,
- poems organized by: frames / patterns (shape poems, list poems, acrostic poems, alphabet poems, formula poems),
- font,
- type size,
- music / sounds,
- volume,
- colour,
- movement,
- key words and placement,
- capitalization,
- punctuation and pauses, and
- placement and size of words

*May say, "The formula I followed is the bio poem form, all of my nine lines describe a person, but some talk about how he looks and some about how he acts."*

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## General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

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## Specific Outcome 2.1.4 Grade 4

Use Strategies and Cues	Cueing Systems
Use vocabulary, language structure and context to construct meaning of a text  ** This SO includes semantic, syntactic and pragmatic cueing systems. <b>Phonics is no longer a useful cueing system for students in upper Elementary School and beyond; it is replaced by word analysis.</b>	<b>General Example(s)</b> *Cueing Systems are effective when instruction is integrated within meaningful, purposeful reading of authentic texts  <b>Specific Outcome Links</b> See Comprehension Strategies (2.1.2), Express Ideas & Consider Others' Ideas (1.1.1), Comprehension Strategies (2.1.2), Experience Various Texts (2.2.1), and Respond to Various Texts (2.2.2)

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## Learning Outcomes & Corresponding Illustrative Example(s)

**By the end of Grade 4 the student...**

### 2.1.4 a. *Reads for meaning; monitors, and self corrects*

*\*using texts with an appropriate complexity of content and sophistication of style*

*See Comprehension Strategies (2.1.2)*

*monitoring strategies might include: in addition to those listed in previous grades: explaining predictions, retelling main ideas or concepts (e.g. narrative text: plot, setting, characters, problem, goal, solution; informational text: topic, key idea, supporting ideas, details), explaining conclusions, explaining inferences, sequencing, reflecting, ...*

*May say, "That can't make sense; it has to be in the wrong order!"*

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### 2.1.4 b. *Reads new texts (grade appropriate) with fluency (accuracy, expression, automaticity)*

*intonation, pace, rate, volume, attending to punctuation, attending to context, ...*

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### 2.1.4 c. *Applies phonetic rules, strategies, and generalizations to decode unfamiliar words in context*

***\*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.***

*\*using texts with an appropriate complexity of content and sophistication of style*

*May say "This has the same 'tion' at the end so I think it says 'assimilation'". "I though 'ough' was 'uff' but maybe this is 'oh' and this says 'thoroughfare' not 'theruffare'."*

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**2.1.4 d.** *Selects and uses a variety of strategies to construct and confirm meanings of both known and unfamiliar words*

*Semantic: the meaning system. Meaning is not lodged in individual words (vocabulary); the context in which a word appears gives clues to which meaning is intended*

*Meanings vary slightly from reader to reader; the conceptual meanings can vary from concrete to abstract.*

*May say "This a funny joke because I thought it was talking about a pear you eat, but it was about a pair, like two of the same."*

---

**2.1.4 e.** *Identifies and describes text structures, punctuation, and word order used in texts*

*\* attending to punctuation when reading aloud affects fluency (in particular: expression, phrasing)*

*Syntactic: understanding the correct structure or grammar or flow of language. Word order (sentence structures), the relationship between words, tense, and numbers provide a sense of the structure being used.*

*Narratives have beginning, middle and end or other specific sequences; Recipes begin with lists of ingredients and go to procedures; Letters begin with a date and salutations, Informational texts have headings, paragraphs, subheadings, and margin organizers, .*

*May say, "I think I know that this is about mining because I can figure out some of the words from the rock unit we just did."*

---

**2.1.4 f.** *Infers author's/creator's purpose, audience and choice of structure or form, in support of personal interpretations of text*

*\*using texts with an appropriate complexity of content and sophistication of style*

*\*it is through guidance and practice that students, from Kindergarten onwards, move sequentially from literal, to inferential, to evaluative levels of comprehension of text (oral, print, and other media)*

*Pragmatic: understanding that language fits a purpose and an audience; so varies according to social and cultural uses.*

*see Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Forms and Genres (2.3.1), Elements of Text (2.3.2), Word Choice and Artistry of Texts (2.3.3), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), Create Originals Texts (4.1.3), and Enhance Artistry (4.2.4)*

*Conversation topics in literature circles may include: students' background and prior knowledge/experience, author's/creator's intent, character's feelings, how a quotation/selection might be read/interpreted, author's/creator's message, multiple intended meanings or interpretations, author's/creator's point of view...*

*Readers are co-creators of meaning, as most texts don't have one intended meaning or interpretation. Through an active process, readers constantly build meaning for themselves as they think along with an author's words.*

*May say "Our cake flopped because the instructions were in a paragraph instead of a list and they were harder to follow."; " Maybe this poster is not meant to scare us away from smoking, but to show us what smoking does to our body... like an information pamphlet."*

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## General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

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### Specific Outcome 2.2.1 Grade 4

Respond to Texts	Experience Various Texts
<p>Explore a variety of <b>oral, print, and other media</b> texts</p> <p>*the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)</p> <p>*keep in mind that students need to be experience a wide range of texts including Canadian and Aboriginal cultures, communities, and authors</p> <p>*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does <b>not</b> simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.</p>	<p><b>General Example(s)</b></p> <p>*<b>reading process</b> stages include: pre-reading, reading, responding, exploring, and applying</p> <p>*<b>viewing process</b> stages include: pre-viewing, viewing, responding, exploring, and applying</p> <p>*<b>listening process</b> stages include: pre-listening, listening, responding, exploring, applying</p> <p><b>Specific Outcome Links</b></p> <p>See Connect Self, Texts, and Culture (2.2.3), Techniques and Elements (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Appreciate Diversity (5.2.2)</p>

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### Learning Outcomes & Corresponding Illustrative Example(s)

#### By the end of Grade 4 the student...

**2.2.1 a.** *Listens to / reads / views stories represented through oral, print, and other media texts from diverse cultures*

*Elders' stories, guests, familiar and unfamiliar stories, audio and video representations, ...*

*guest speakers, sharing circles, presentations, celebrations, author's chair, literature circles, Internet sites, literature from diverse cultures, music from diverse cultures, dances, films, videos, ...*

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**2.2.1 b.** *Sets a purpose for reading*

*enjoyment, interest, information / research, to construct meaning, to make and confirm predictions or understandings, to respond, to clarify, to extend thinking, appreciation, ...*

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2.2.1 c. *Explores a variety of narrative texts*

*\*for assessment purposes: the distinction between grade levels is itemized in Elements of Text (2.3.2)*

*\*required narrative texts to explore in grade four:*

- sequenced pictures / illustrations / video,
- oral stories (audio representations),
- story books (high proportion of text and increasingly sophisticated themes),
- stories and picture books written by their classmates,
- predictable books,
- plays (scripts),
- improvisations / dramatizations,
- traditional tales: such as fairy tales, fables, legends, tall tales, folk tales, myths, and
- novellettes / novellae (often in a series, chapters are short (5-10 pages), with an increasing amount of text on each page, with few or no illustrations, featuring action, but less dialogue and increasing description, often written in the first person, each chapter usually presents and solves a problem, range 80-120 pages)
- narratives where the main and minor characters are: predictable (inferences can be made about character's actions and feelings), concrete, close to learner's experiences, often stereotypical ("good" or "bad")
- narratives where setting (time and place) is: obvious and singular (in novellettes two settings are possible)
- narratives where plot includes: clear sequence (beginning, middle, end), action, problem is solved and there may be a simple twist at the end, clear cause-effect pattern, and
- narratives where ideas / content / vocabulary / theme: are grade appropriate
- graphic novels

*suggested narrative texts include: sculptures, dances, narrative poems, songs, tableaux, comic strips or cartoon strips in the form of a narrative, scripts / dramas (television programs, radio plays, ...), slide shows (power point representations), ...*

*\*sub-genres include: adventure, autobiography, biography, contemporary, epic, fantasy, historical, historical-fiction, mystery, realistic, romance, science-fiction, traditional*

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**2.2.1 d.** *Explores a variety of expository texts*

*\***required** expository texts to **explore** in Grade Four:*

- *book reports (games, character sketches, maps, book and movie reviews...)*
- *observations*
- *histories*
- *prologues*
- *news and weather reports*
- *letters (officials or editors)*
- *autobiographies*
- *speeches*
- *varied forms of data collections*
- *thesauri*
- *brochures*
- *newspaper*
- *pamphlets*
- *science experiments*
- *book jackets*
- *DVD covers*
- *magazines*
- *brochures*
- *newsletters*
- *surveys*
- *board games*
- *agendas, itineraries, schedule*
- *trivia*

*Connect Self, Texts, and Culture (2.2.2), Access Information (3.2.3), and Appreciate Diversity (5.2.2)*

*in addition to those listed in previous grades:*

*book reports (games, character sketches, maps, book and movie reviews, ...), observations, histories, prologues, news and weather reports, letter (letter to an official or editor, ...), autobiographies, speeches, varied forms of data collections, thesauri, ...*

*Digital texts examples:*

*web sites, wikis, blogs, Twitter, social networking sites, audio and video downloads, digitized texts ( books that have been scanned or adapted for use on the computer), slide shows, pod casts, interactive sites/chats, bulletin boards and mailing lists.....*

---

2.2.1 e. *Explores a variety of poetic texts*

*\*for assessment purposes: the distinction between grade levels is itemized in Elements of Text (2.3.2)*

*\***required** poetic texts to **explore** in grade four:*

*poems with:*

*-lots of repetition (refrain, lines, phrases),*

*-strong rhythm,*

*-description (grade appropriate vocabulary / qualifiers),*

*-rhyming pattern, and*

*-some simple figurative language (vocabulary often includes onomatopoeia (sounds), alliteration, simile / comparison, personification)*

*-free verse*

*\***suggested grade four** poetic texts include: pictures, visual representations, songs, comparison poems, shape / concrete poems, couplets, raps, readers' theatre, diamantes, spoonerisms, riddles, jokes, free verse, limerick, ...*

---

## General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

---

## Specific Outcome 2.2.2 Grade 4

Respond to Texts	Respond to Various Texts
<p>Respond to texts creatively and critically</p> <p><b>*the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)</b></p> <p>*reading process stages include: pre-reading, reading, responding, exploring, and applying</p> <p>*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying</p> <p>*listening process stages include: pre-listening, listening, responding, exploring, applying</p>	<p><b>General Example(s)</b></p> <p>**Responses can be described as engaging, conceiving, connecting, problem solving and questioning, explaining, interpreting, and judging</p> <p>*responses occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, and economic</p> <p>*all forms of response, before, during, or after reading, help to construct meaning from text (oral, print, and other media)</p> <p>responses are made through a variety of activities: talking, discussing, reading (guided, shared, aloud, and independent, literature study), listening, viewing, illustrating, drawing, journaling, enacting, imitating, questioning, reflecting, retelling, singing, chanting, dancing, drum dancing, sculpting, creating, ...</p> <p><b>Specific Outcome Links</b></p> <p>•Experience Various Texts (2.2.1), Share and Compare Responses (5.2.1), and Appreciate Diversity (5.2.2)</p>

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## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 4 the student...

#### 2.2.2 a. *Responds creatively and critically to shared listening, reading, and viewing experiences to construct meaning*

*\*it is through guidance and practice, at every grade, that students move from literal, to inferential, to evaluative levels of comprehension of text (oral, print, and other media)*

*\*the distinction between grade levels is the depth of the response*

*\*responses occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, etc.*

*•See Comprehension Strategies (2.1.2), Connects Self, Texts, and Culture (2.2.3), Elements of Text (2.3.2), and Word Choice and Artistry of Texts (2.2.3)*

*•Knowledge may say: "We recorded what people said to us during our survey. Then we can look at all of our data later."*

*•Comprehension may say: "I'm sure if I agree with what he said because ..."*

*•Application may say: "We wrote a letter to the Editor of News North. We wanted to respond to ..."*

*•Analysis may say: "Our experiment results are so confusing. Some show that ... Others show ... It seems to contradict. So maybe that means ..."*

*•Synthesis may say: "Now that we know what went wrong with our boat models, we need to plan and build a model that uses all of the things we learned to make the best boat."*

*•Evaluation may say: "We think your survey questions were Ok, but could have been better if you had tested it before you went to all the houses."*

---

## General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

---

### Specific Outcome 2.2.3 Grade 4

#### Respond to Texts

Describe how groups are portrayed in texts (oral, print, and other media) from other communities

\*\*In a multicultural / multilingual country, like Canada, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

\*keep in mind that students need to be experience a wide range of texts including Canadian and Aboriginal cultures, communities, and authors

\*reading process stages include: pre-reading, reading, responding, exploring, and applying

\*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying

\*listening process stages include: pre-listening, listening, responding, exploring, and applying

#### Connect Self, Texts, and Culture

##### General Example(s)

\*\*discussion topics might include: feelings, ideas, topics, times, places, people, characters' actions and choices, situations, challenges, events, experiences, and traditions

\*cultural representations may include: foods, games, tools, clothing, stories, dances, songs, music, language, artifacts, rituals, beliefs, and values, customs, traditions, histories, ...

##### Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Prior Knowledge & Connections (2.1.1), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), and Appreciate Diversity (5.2.2)

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 4 the student...

#### 2.2.3 a. *Talks about how groups of people are portrayed in texts*

*\*\*Awareness and sensitivity to bias and stereotype are critical.*

*\*\*Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life / thinking, religion, abilities, ...*

*December 2005, Human Right Commission*

*"Every individual is free and equal in dignity and rights without regard to: race, colour, ancestry, nationality, family or marital status, religion, age, social condition, disability, sex, sexual orientation, gender identity, political belief, and pardoned criminal conviction."*

*May say, "My book says that Franklin and his men died because they had a hard time accepting different ways of doing things. What does that mean?"*

---

#### 2.2.3 b. **\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

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**2.2.3 c.** *Begins to compare and contrast oneself / one's culture to various characters, communities and / or cultures portrayed in texts (oral, print, and other media)*

*\*information is embedded in narrative, expository, poetic texts*

*\*connecting self to text to world*

*See Experience Various Texts (2.2.1)*

*May say, "My Mom tells stories to teach me; they are just like the fables in this book."*

*May say, "That video about Coppermine / Kugluktuk talked about the TB epidemic / disease that infected so many people of the North. My grandparents talk about when those who were sick were taken away and never came back. They say that it made everyone afraid of the 'south' because people never came back. I think I would feel the same way because I have never gone to the hospital, but I am scared to go there because you have to be very sick before you go."; "It is so interesting that the Metis, the Newfoundlanders, the French Canadian, and the people of the Beaufort Delta all jig and play the fiddle. Do all cultures have music and dance or games for relaxation and celebration?"*

---

**2.2.3 d.** *Begins to reflect upon personal perspective of cultural representations in texts (oral, print, and other media)*

*May say, "In my culture, we play a lot of games. I think that they are used for two things: for fun and celebration and then for deciding upon leaders by having people compete."*

---

## General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

---

## Specific Outcome 2.3.1 Grade 4

### Understand Forms and Techniques

Talk about the purposes of the genres and their corresponding forms

\*the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

### Forms and Genres

#### General Example(s)

See suggestions of narrative, expository, and poetic forms in Create Original Texts (4.1.3)

#### Specific Outcome Links

See Experience Various Texts (2.2.1), Elements of Text (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 4 the student...

#### 2.3.1 a. Talks about the differences among the genres: narrative, expository, and poetic

May say, "We heard a song today. I thought we said a song is a poem, but that song really is a story and a story is a narrative. I am confused?!"

---

#### 2.3.1 b. Sorts forms according to genres (narrative, expository, and poetic) and their purposes

May say, "We added the limericks we read today to the wall genre charts. We decided to put it on the "poetic" list."

---

#### 2.3.1 c. Talks about literature in reference to sub-genres

\*sub-genres include: adventure, autobiography, biography, contemporary, epic, fantasy, historical, historical-fiction, mystery, realistic, romance, science-fiction, traditional

May say, "Why are we all reading mysteries? I like science-fiction because I am interested in the space stuff. Do you know of any mysteries that are science-fiction too?"

---

#### 2.3.1 d. Identifies the audience in form or genre

#### 2.3.1 e. Identifies the same information and ideas in a variety of forms and genres of texts

May say: "Both of these stories are examples of what happened during the Second World War to the Jewish people."

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---

## General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

---

## Specific Outcome 2.3.2 Grade 4

### Understand Forms and Techniques

Listen, read, and view texts to understand how the techniques and elements interact to create effects

\*The distinction between grade levels is the understanding of texts (appropriate complexity of content and sophistication of style)

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

\* In the NWT curriculum, elements refer to the content, while techniques refer to the structural and organizational pieces. Other resources may use the terms differently or interchangeably.

### Elements of Text

#### Specific Outcome Links

•See Comprehension Strategies (2.1.2), Text Features (2.1.3), Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

\*\*grade specific genres and forms are itemized in Experience Various Text (2.2.1) and in Examples of Texts for Exploration in the NWT-ELA Support Documents

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## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 4 the student...

**2.3.2 a.** *Talks about and identifies the elements of narrative texts to explore their connections*

*in grade four, narrative elements include:*

**- problem-rising action-climax-falling action- resolution**

*maintain from previous grades:*

*beginning, middle, end, (story events), problem and solution*

*- main and minor characters*

*- setting (time and place)*

---

**2.3.2 b.** *Talks about and identifies elements of expository texts that guide an inquiry*

*in grade four, expository elements include:*

- **content** (**paragraphing: topic sentence, supporting sentences or details, concluding sentence**); **summaries (main idea, supporting ideas or details, conclusions); related vocabulary**
- **logical organization (comparison-contrast, problem-solution, descriptive)**

*maintain from previous grades:*

- *content (topic and related information and summaries)*
- *logical organization (sequential, categorical, cause and effect relationships)*

*See Access Information (3.2.3) and Use Strategies to Make Sense of Information (3.2.4)*

---

**2.3.2 c.** *Talks about and identifies elements of poetic texts to explore their effectiveness*

*in grade four, poetic elements include:*

- **metaphor**

*maintain from previous grades:*

- *description (senses),*
- *rhyme,*
- *repetition,*
- *onomatopoeia (sounds)*
- *alliteration (tongue twisters)*
- *imagery*
- *simile*
- *personification*
- *rhythm*

---

**2.3.2 d.** *Talks about and identifies techniques used to support texts (narrative, expository, poetic)*

*in grade four, techniques include:*

- **graphics including: figures, tables, timelines**

*maintain from previous grades:*

- *type size*
- *photographs*
- *illustrations and corresponding captions,*
- *colour*
- *colour coded words*
- *opening shots to videos*
- *book covers*
- *graphics including: charts, maps, and diagrams*
- *music / sounds*
- *volume*
- *imagery*
- *font*
- *title*
- *lighting choices*
- *publication information*
- *costumes and props*
- *subtitles*

*May say, "Our information has to be arranged in a different way. If we are going to talk about what happened before and what is happening now that we added that ingredient, I think we should make two paragraphs to explain the results." "If we put these two sculptures together they won't explain the history of gold mining in the NWT well. But, if we place the barge coming up the Lake and then place the next sculpture of the explosion further on, it sort of tells the story for us."*

---

## General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

---

## Specific Outcome 2.3.3 Grade 4

### Understand Forms and Techniques

Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts

\* using texts with an appropriate complexity of content and sophistication of style

\*Reading and writing processes overlap and differ! Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

### Word Choice and Artistry of Texts

#### General Example(s)

\*\*voice is the personality in writing and is evident through: style (grammar and syntax), word choice (descriptions, details, unique expressions, dialogue, strong leads), tone (humorous, serious, angry, cheery, sarcastic, objective, credible, ...), topic, theme, organization, point of view, attention to the relationship between the audience and purpose

#### Specific Outcome Links

See Comprehension strategies (2.1.2), Cueing Systems (2.1.4), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Elements of Texts (2.3.2), and Enhance Artistry (4.2.4)

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## Learning Outcomes & Corresponding Illustrative Example(s)

**By the end of Grade 4 the student...**

**2.3.3 a.** *Extends vocabulary while speaking, reading, and writing*

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**2.3.3 b.** *Talks about how an author expresses his / her voice in oral print, and other media texts, with guidance*

*\*\*Developing an awareness of voice involves exploring how an author approaches a topic on an individual, expressive, and engaging level. The reader must ask:*

- 1. How does the author speak directly to the reader on an emotional level?*
- 2. How does the author experiment with style to match the purpose and intended audience?*
- 3. How does the author take risks to reveal the person behind the words?*

*developing an awareness of voice in text, in grade four, typically involves:*

- attending to internal punctuation when reading*
- discussing the author's point of view*
- discussing leads (strong, weak)*

*to maintain from previous grades:*

- responding to feelings in texts read aloud or viewed*
- dramatizing familiar texts expressively*
- taking on characters in improvisations / puppet plays*
- understanding that bolded or coloured text represents strong feelings, or importance*
- talking about adjectives or adverbs in texts*
- responding personally to a text*
- talking about the author's tone*
- talking about the author's purpose*
- reading dialogue with expression*
- attending to end punctuation when reading texts*
- identifying significant details in texts*
- identifying most effective or appropriate descriptors*
- reading with expression and appropriate tone for the subject / topic*
- talking about the intended audience*

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**2.3.3 c.** *\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.*

---

**2.3.3 d.** *Begins to explain how an author uses words, techniques, or elements to create sounds or images (oral, print, and other media texts)*

*\*exploring descriptive and figurative language*

*May say, "When all of the words start with sp- or sh- or wh-, I think I can actually hear the water in the poem." "In rap songs, it is as if they use a lot of short words to make the song beat like a drum. It is kind of quick and bouncy."*

---

**2.3.3 e.** *Begins to describe how humour is created using language and visual imagery*

*\*humour (physical, situational, visual)*

*May say, "We laugh because it is so exaggerated." "It can't have happened 50 times like the character says, so we know that it is an exaggeration and then it is meant to be funny." "In that book about the Princess and the Pea, we know that a pea is not a big lump, but she is so spoiled that it is a huge problem. So that is funny. It is too exaggerated."*



### General Outcome 3

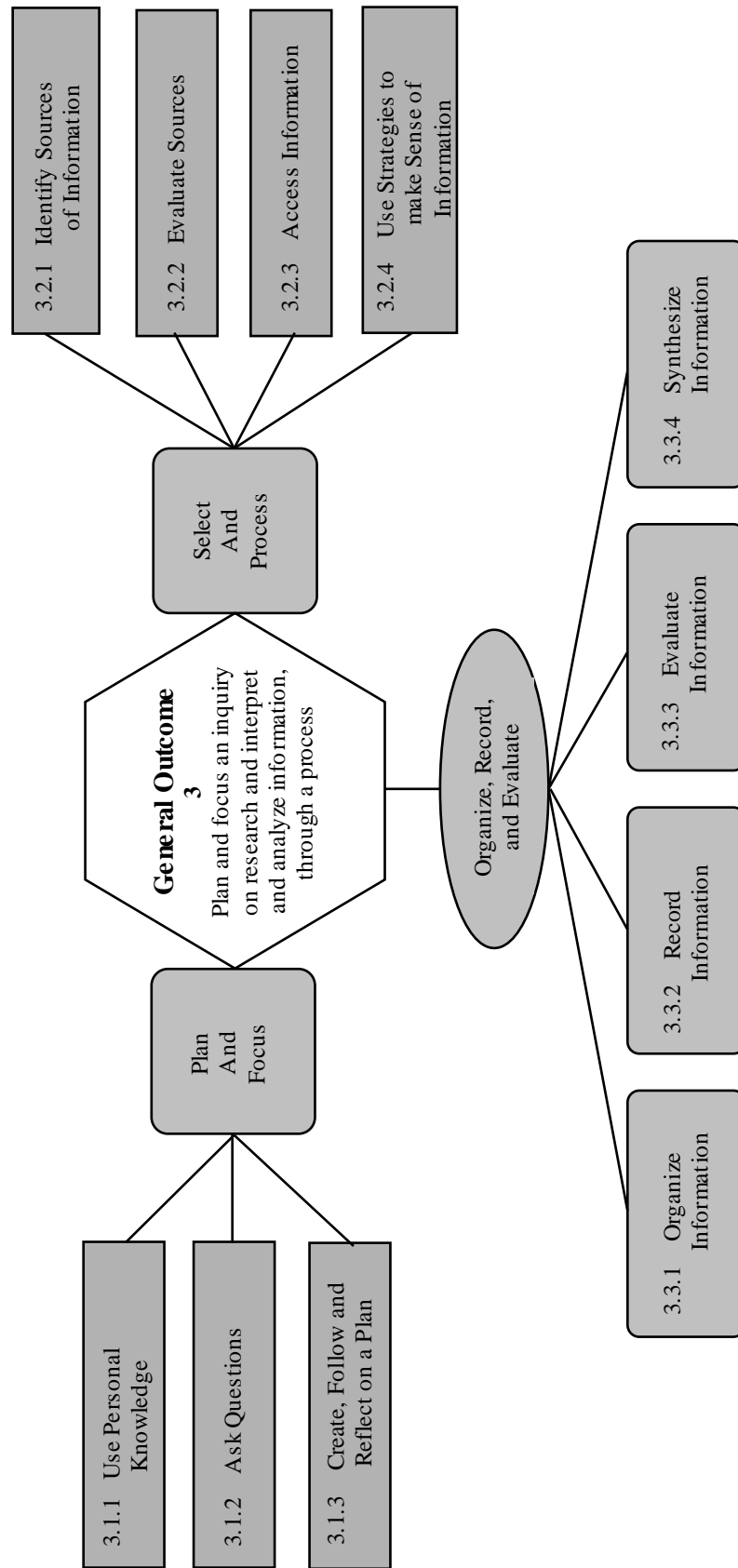


**Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.**

Managing ideas and information is important in the home, workplace, and community to fulfill responsibilities and achieve personal growth and satisfaction. Students need to know how to use tools, skills, and strategies effectively to manage the volume of information available.

Through the inquiry or research process, students satisfy their natural curiosity and develop skills and strategies for lifelong learning, inquiry, and gather and evaluate information for specific purposes. They also learn to manage time, meet deadlines, explore personal questions, and discover additional areas for investigation.

Students enhance their ability to manage ideas and information by encouraging, supporting, and working with others. They use exploratory language to focus their inquiry or research and to determine the kinds and amounts of information needed to accomplish their purposes, both artistic and functional. Students learn to interpret and analyze texts, considering factors such as author, purpose, audience, and source. Students communicate ideas and information more effectively when they select forms and conventions appropriate to specific purposes, content, and audiences. Use of technology also enhances students' opportunities to access, create, and communicate ideas and information.



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## General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

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### Specific Outcome 3.1.1 Grade 4

Plan and Focus	Use Personal Knowledge
Categorize personal knowledge of a topic to determine information needs in own and group inquiry	<p><b>General Example(s)</b></p> <ul style="list-style-type: none"><li>•Conversations, guided discussions, discussion webs, reflections, journals, sharing circles, Think-Pair-Share (TPS), organizational frames, Know-Want to Know-What I Learned (KWL) charts, charts, current event charts, science observations, data interpretations, graphs, inquiry notebooks, outlines, ...</li></ul> <p><b>Specific Outcome Links</b></p> <ul style="list-style-type: none"><li>•See Organize Information (3.3.1) for list of graphic organizers</li></ul>

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### Learning Outcomes & Corresponding Illustrative Example(s)

**By the end of Grade 4 the student...**

**3.1.1 a.** *Continues to use self-questioning to focus information needs*

*learning log, inquiry notebook, science observations, data interpretations, ...*

*May say, "What do my science experiment results show?" "I wonder why/how..." "Maybe I have to do the experiment again, because I didn't get the same results both times."*

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**3.1.1 b.** **\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

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**3.1.1 c.** *Begins to identify gaps in personal knowledge of a topic*

*graphic organizers (Organize Information 3.3.1), clustering, Know-Want to Know-Learned (KWL), ...*

*May say, "I didn't use enough informational resources; the information I got was from interviews and stories that I read."*

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## General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

---

### Specific Outcome 3.1.2 Grade 4

#### Plan and Focus

Ask general and specific questions on topics using predetermined categories in own and group inquiry

#### Ask Questions

##### General Example(s)

•Conversations, brainstorming, guided questions, think-alouds, peer and teacher conferences, classroom question box, Exit slips, I wonder charts, Who- What- Where- When- Why (5W's) web, Who- What- Where- When- Why- How (5W's + H), journals, learning logs, 20 Questions game, I Wonder..., I Learned..., T-charts, Y-charts, Know-Want to Know-What I Learned (KWL), graphic organizers, inquiry notebooks, Survey-Question-Read (SQ3-R)...

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## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 4 the student...

#### 3.1.2 a. *Develop a variety of broad inquiry-based questions*

*think-alouds, peer and teacher conferences, I charts, Who- What- Where- When- Why- How (5W's + H), Y-Chart, ..*

*May say, "This question needs to be 'how does electricity travel?' instead of 'does electricity travel?' " "If I ask, how or why something happens, I get more information than if I ask does it happen."*

---

#### 3.1.2 b. **\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

#### 3.1.2 c. *Begins to formulate questions for predetermined categories*

*concept charts, brainstorming webs, outlines, graphic organizers, Know-Want to Know-Learned (KWL), ...*

*May say, "I found it difficult to think of a question for the category, because ..."*

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---

## General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

---

### Specific Outcome 3.1.3 Grade 4

Plan and Focus	Create , Follow, and Reflect on a Plan
Select and use a plan for gathering information for own and group inquiry	<p><b>General Example(s)</b></p> <ul style="list-style-type: none"><li>•Questions, books (narrative text, expository texts), environmental print, experts, others, TV, library, experiments, field trips, recipes, word problems, reflections, journals, exit slips, Internet, CD Rom, ...</li></ul> <p><b>Specific Outcome Links</b></p> <p>See Identify Sources of Information (3.2.1), Evaluate Sources (3.2.2), Access Information (3.2.3), Use Strategies to make Make Sense of Information (3.2.4), Organize Information (3.3.1), Record Information (3.3.2), Evaluate Information (3.3.3), and Synthesize Information(3.3.4)</p>

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### Learning Outcomes & Corresponding Illustrative Example(s)

**By the end of Grade 4 the student...**

**3.1.3 a.** *Identifies a purpose and audience*

*May say, "Our letter is for the Hamlet council."*

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**3.1.3 b.** *Records information using the selected method*

*May say, "When we talk to the Regional Biologist, we will record her words and information in our log book, but in a T-chart beside our questions. Let's also prepare a graph, about the different kinds of bugs we have here, to fill with her."*

---

**3.1.3 c.** *Reflects on choice of strategies and method for accessing and recording information*

---

**3.1.3 d.** *Adapts a plan for an inquiry*

*Conversations, pictures, sculptures, paintings, dances, lists, stories, music, drama, reports, presentations, sharing circles, models...*

*May say, "The assignment says that we have to have a problem or question to test or research, a hypothesis, the procedures, a diagram, the observations, the results, and a conclusion. So, let's decide what we want to research."*

---

**3.1.3 e.** *Adapts a time line for completing specific steps in an inquiry project*

*teacher directed, student directed, or group directed*

*May say, "By Tuesday, identify sources, by Thursday, have information recorded in our KWL chart." "I will use two classes to search the Internet for information, then another class to look in the library, and then I'll take another day to review my notes and see what other information I need."*

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**3.1.3 f.** *Uses appropriate forms of expression to connect purpose and audience*

*photo essays, pictures and videos of shared class experiences, string/hand games, invitations, surveys/interviews, centres, skits, songs, narrative stories, illustrations, dancing, drumming, paintings, murals, puppetry, role playing, journals, Readers' Theatre, poetry, ads, newspaper articles, comic strips, reports, maps, graphs, science experiments, letters, ...*

*identifying an audience, setting a purpose, linking a form of expression, ...*

*See Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)*

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**3.1.3 g.** **\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

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**3.1.3 h.** *Begins to suggest strategies for accessing and gathering information and ideas*

*See Evaluate Sources (3.2.2), Identify Sources of Information (3.2.1), and Access Information (3.2.3)*

*Conversations, brainstorming, talking, task charts, webs, picture graphs, key words, phrases, and icons, primary sources, questioning and interviewing, observations, Know-Want to Know-Learned (KWL), Know-Want to Know-How I am going to learn it -Learned (KWHL), graphic organizers or frames, inquiry/ research response sheet, .....*

*May say, "We didn't find a single book about our topic, where else can we look?" "I think we will have problems with finding information for our community in books; so let's prepare questions to ask of towns people and let's do an Internet search." "If there is no information available, are we asking the right questions or the right people?"*

---

**3.1.3 i.** *Begins to select appropriate strategy for accessing and gathering information*

*May say, "I'm going to use an outline frame to organize my information." or "I think a herringbone frame would work for this project."*

---

**3.1.3 j.** *Begins to suggest ways to record information*

*Diagrams, lists, graphs, journals, logs, inquiry notebooks, charts, webs, T-charts, math equations, observation charts, graphic organizers, ...*

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---

## General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

---

### Specific Outcome 3.2.1 Grade 4

#### Select and Process

Use relevant information from a variety of sources to answer inquiry or research questions

#### Identify Sources of Information

##### General Example(s)

•People, home, peers, teachers, librarians, story tellers, experts (trappers, elders, etc.), community, objects, artifacts, natural habitats, the land, maps, charts, graphs, signs, books (narrative texts, expository texts), photographs, illustrations, videos, TV, audio tapes, field trips, newspapers, magazines, Internet sites, interviews, CD Roms, various multimedia, songs, folk tales, plays / scripts, ...

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

##### Specific Outcome Links

See Evaluate Sources (3.2.2), Access Information (3.2.3), Use Strategies to make Make Sense of Information (3.2.4), Organize Information (3.3.1), Record Information (3.3.2), and Evaluate Information (3.3.3)

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 4 the student...

- 3.2.1 a.** *Uses relevant information from a variety of primary (experiential or firsthand account) sources to answer inquiry or research questions*

*Guest presenters (elders from the community, storytellers, and others) , experts, field trips and excursions, first hand experiences, first hand accounts...*

*May say, "I have s found a video that shows real mosquitoes throughout their life cycle, but we need to go to a swamp to see if we can find samples of mosquitoes at the different stages of life cycle."*

---

- 3.2.1 b.** *Uses relevant information from a variety of secondary (text based and/or secondhand accounts) sources to answer inquiry or research questions*

*Newspapers, information text, CD ROMS, web sites, almanacs, encyclopedias, text books, atlases, ...*

*May say, "I have found a book about mosquitoes and my partner has found a poster. I wonder if we will find the information about their life cycles in one of those. Then we need to talk to the Renewable Officer/Biologist to find out ..."*

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## General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

---

## Specific Outcome 3.2.2 Grade 4

### Select and Process

Assess the usefulness of information for inquiry or research needs using pre-established criteria

### Evaluate Sources

#### General Example(s)

learning logs, inquiry notebooks, reflection, self-questioning, rereading, "Five Finger" rule, assessing with Rubric, previewing, inquiry charts, the Big-6 (Who, What, Where, When, How, and Why), Trash-Treasure-Save, ...

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 4 the student...

#### 3.2.2 a. Sets criteria (collaboratively or independently) to evaluate sources

*Criteria may include: title, author, copyright date, author's expertise in field, fact or fiction, viewpoint, primary (experiential) or secondary source (text based: narrative, expository, creative), information contained in more than one form, answers inquiry question completely, provides useful information, information is suitable, ...*

---

#### 3.2.2 b. Evaluates the relevance of source / information using the pre-established criteria (teacher directed, student directed, or group directed)

*See Assess Information (3.2.3) and Use Strategies to Make Sense of Information (3.2.4)*

*May say, "We can use the information from this web site because it's fact, but the other one is just somebody's opinion." "This story is funny, but it's fiction, and not everything in it is true." "Here are all the books on dogs. Which ones tell us about dog teams?"*

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## General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

---

### Specific Outcome 3.2.3 Grade 4

#### Select and Process

Use a variety of tools [such as indices, maps, aliases, charts, glossaries, typographical features, card or electronic catalogues, dictionaries...] to access information and ideas; use visual and auditory cues to identify important information

#### Access Information

##### General Example(s)

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

##### Specific Outcome Links

See Text Features (2.1.3) and Cueing Systems (2.1.4)

---

### Learning Outcomes & Corresponding Illustrative Example(s)

#### By the end of Grade 4 the student...

**3.2.3 a.** *Expands repertoire of visual cues to guide the search for information*

*body language, culturally appropriate eye contact, facial expressions and gestures, photographs, illustrations, icons, colour coded words, font, letter size, charts, graphic organizers, opening shots to videos / DVDs, diagrams, pop-ups, insets, ...*

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**3.2.3 b.** *Expands repertoire of auditory cues to guide the search for information*

*sounds, music, words, noises, pauses, volume, rhythm, repetition, emphasis, pacing, pings, tone, sound effects, ...*

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**3.2.3 c.** *Expands repertoire of textual cues to access information*

*See Text Features (2.1.3) for complete list of narrative, expository, and poetic textual cues*

---

**3.2.3 d.** *Uses the library's organizational system to locate information*

*Areas designated for fiction, nonfiction, easy reading, new books, picture books, informational texts, references (dictionaries, atlases, maps), magazines, posters, videos, audio tapes, CD Roms, library files, electronic media, ; alphabetization of resources, card and electronic catalogues, ...*

---

**3.2.3 e.** *Uses the computer to access information*

*\*\*Information and Communication Technology Outcomes are intended to be infused in all Curricula, however, the minutes of ELA are not increased*

*\*applicable where technology is available*

*see Identify Sources of Information (3.2.1.), Use Strategies to Make Sense of Information (3.2.4), and Enhance Legibility and Word Processing Skills (4.2.3)*

*Internet sites, CD Roms, ...*

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**3.2.3 f.** *Accesses information from reference materials*

*conversations, calendar, alphabet, number line, labels, learning centers, word walls or word books, print and electronic dictionaries, maps, environmental print, informational texts, atlases, maps, Internet sites, time lines, charts, graphs, junior thesaurus, thesauri, spell check functions, directories, multiple sources, search engines, artifacts, objects...*

---

## General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

---

## Specific Outcome 3.2.4 Grade 4

### Select and Process

Determine main and supporting ideas using prior knowledge, predictions, connections, inferences, and context cues

### Use Strategies to Make Sense of Information

#### General Example(s)

strategies: conversations, observations, conclusions, Group Mapping Activity (GMA), Pause and Predict, Before-During and After (BDA), Response Journal, Look-Think-Predict, Question-Answer Relationships (QAR), ...

#### Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), Prior Knowledge & Connections (2.1.1), Comprehension Strategies (2.1.2), Connect Self, Texts, and Culture (2.2.3), Use Personal Knowledge (3.1.1), Ask Questions (3.1.2), Evaluate Sources (3.2.2), Access Information (3.2.3)

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 4 the student...

- 3.2.4 a.** *Uses prior knowledge, connections, predictions, and inferences to make sense of information (oral, print, and other media text)*

*Before-During-After (BDA), cloze activities, retelling / restating, ...*

*May say, "When we walk in the woods around here, we see that there are lots of birch. We estimate that at least 1/2 of the trees are birch. Now we have to create a graph to record on and then we can go and count the trees in our area. If we break down into teams, every team could take an area and we could check our estimation. Then we can predict what kind of trees and how many exist in other areas around town."*

---

- 3.2.4 b.** *Continues to use text and textual cues to confirm understanding of information (oral, print, and other media text)*

*See Access Information (3.2.3) for visual and auditory cues*

*See Text Features (2.1.3) for complete list of narrative, expository, poetic, and textual cues*

*Main idea map, main idea chart, visualizing and verbalizing, Directed Reading-Thinking Activity, guided reading, sketching, story mapping, 5 Ws and H charts, active listening, rereading, and reading on, ...*

*discuss, question, reQuest, read, reread, view, review, examine, reexamine, test, retest, write, rewrite, ...*

*May say: "The website about birch trees tells exactly what kind of environment birch trees need. This might change our predictions because not all of the land around town is the same."*

---

- 3.2.4 c.** *Identifies main and supporting ideas in information (oral, print, and other media text)*

*Main Idea Maps, Concept Webs, ...*

*May say: "This play is about celebrations which are supposed to be joyful things. Using the dance of the sun helps the characters give the feeling of joy to their audience. The music does that too."*

---

---

## General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

---

## Specific Outcome 3.3.1 Grade 4

### Organize, Record, and Evaluate

Organize information and ideas in logical sequences using a variety of strategies

### Organize Information

#### General Example(s)

strategies: brainstorming, discussing, conferencing, interviewing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, organizing, planning, charting, self-assessing, visualizing, describing, sequencing, questioning, mapping, webbing, clustering, patterning, graphing, organizing, inquiring, observing, predicting, processing (logs), summarizing, interpreting, reflecting, note making, comprehending, classifying, ranking, focussing, concluding, ...

#### Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), and Record Information (3.3.2)

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 4 the student...

**3.3.1 a.** *Chooses appropriate graphic organizer for the task (audience and purpose), from a selection, and explains the choice*

*May say, "I need to show the differences in traditional clothing from long ago and now. I decided to use a T-chart because I can make some picture notes on it, too."*

---

**3.3.1 b.** *Sequences information and ideas*

*order of events, chains, cycles, beginning-middle-end, chronology, webs, story maps, timelines, maps (sequential map, sketch-a-sequence frame, cause-and-effect flow chart, hierarchical map), narrative writing, expository writing, ...*

*May say, "Our flow chart shows what our problem with water pollution is. In the front we have listed what causes the pollution. The next set of arrows leads to boxes with our action plan. And the last set of boxes shows the effects that our solutions had. So, on this chart, we have the causes of water pollution and the effects of our solutions."*

---

---

**3.3.1 c.** *Uses graphic organizers with guidance*

*\*\*Guided practice may be required for newly introduced graphic organizers; individual or group independence may be expected with familiar ones*

*graphic organizers: journals, lists, pictographs, picture maps, T-charts, webs, graphs, same and different charts, maps, sequence maps, character maps, charts/comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles/alouds, bar graphs, timelines, Venn diagrams, chains, cycles, sequence circles, learning logs/reflection logs, concept frames, flow chart, story maps, plot diagrams, word maps, pyramids, KWHLAQ (Know-Want to Know-How to find out-What I learned-Applied learnings-Next questions), KWPL (Know-Want to know-Predict-Learned), Prediction frames, Slim Jims, Process Notes, Plus-Minus-Interesting (PMI), Jot charts, outlines, information comic strips, paragraphs, think alouds, bibliographies, information flip books, sequential map, sketch-a-sequence frame, cause-and-effect flow chart, self-check tool, rubrics, Y-charts, chapter maps, anticipation guides, ...*

*May say, "We used sticky notes when we tried to figure out the order of events that led to the creation of our two new Territories. Now we will use that and our drawings in a sketch-a-sequence frame to show how things have changed because of what happened."*

*\*\*See Specific Outcome for list of possible strategies*

---

**3.3.1 d.** *Chooses appropriate strategies from a selection*

*May say, "We have to write a conclusion for this experiment." "In our report, we should rank the important information first and then give the other information. Our conclusion should be a reminder of what we thought was most important."*

*\*\*See Specific Outcome for list of possible strategies*

---

**3.3.1 e.** *Explains information and ideas using the selected graphic organizer*

*May say, "Our research was to figure out what would be the best material to use along the river bank to slow down the effects of erosion. We have come to the conclusion that cement would be more expensive than sand bags, but a better use of our money because it erodes less and will therefore last longer."*

---

## General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

---

## Specific Outcome 3.3.2 Grade 4

### Organize, Record, and Evaluate

Make notes of key words, phrases, and images by subtopics;  
cite authors and titles of sources alphabetically

### Record Information

**Specific Outcome Links**  
Organize Information (3.3.1)

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 4 the student...

**3.3.2 a.** *Uses note making strategies to record key information, in own words, by sub-topics*

*note making strategies: webbing, mapping, coding, charting, paraphrasing, outlining, highlighting, summarizing, ...*

*See 3.3.1 for list of graphic organizers*

---

**3.3.2 b.** ***\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.***

---

**3.3.2 c.** *Begins to select and use the appropriate method to record information*

*See 3.3.1 for list of graphic organizers*

*May say, "Let's find out what different kinds of things people use to help them hear. Then we can do a survey and use a tally chart to see which of those things are used in our community."*

---

**3.3.2 d.** *Begins to cite references using authors names in alphabetical order and titles*

*authors, titles, ...*

*May say, "What do we put in alphabetical order in our bibliography: the author or the title?"*

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---

## General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

---

### Specific Outcome 3.3.3 Grade 4

#### Organize, Record, and Evaluate

Examine collected information to identify categories or aspects of a topic that need more information

#### Evaluate Information

##### Specific Outcome Links

•See Ask Questions (3.1.2), Organize Information (3.3.1), Record Information (3.3.2), and Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)

---

### Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student...

**3.3.3 a.** *Recognizes when more information is needed to complete the task*

*conversations, brainstorming sessions, think alouds, conferences, Think-Pair-Share (TPS), compare and contrast, interviews, questioning (Who- What- Where- When- Why- How (5W's + H), I wonder ..., Did you know? ..., ), Before and After, Then and Now, Know-Want to Know-Learned + What will I do Next? (KWL+), response journals, learning logs, Trash-Treasure-and-Save, Peer Review, Inquiry or Research Checklist, Inquiry Chart (I-Chart), ...*

---

**3.3.3 b.** **\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

---

**3.3.3 c.** *Begins to determine relevance of information and ideas within subtopics*

**\*\*Keep in mind audience and purpose when selecting information**

*conversations, brainstorming sessions, think alouds, webs, sharing circles, conferences, Think-Pair-Share (TPS), Prompted Questions, compare and contrast, interviews, questioning (Who- What- Where- When- Why- How (5W's + How), I wonder ..., Did you know? ..., ), Before and After, Then and Now, Know-Want to Know-What I Learned (KWL), Know-Want to Know-Learned (KWL+), response journals, learning logs, posters, outlines, Pyramid, ...*

*identifying question, identify subtopics, deleting unimportant information, recording related ideas and examples, ...*

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---

## General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

---

## Specific Outcome 3.3.4 Grade 4

### Organize, Record, and Evaluate

### Synthesize Information

Review gathered information and questions and add to knowledge gained from inquiry or research process

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 4 the student...

- 3.3.4 a.** *Continues to ask and answer questions about personal strengths and challenges related to the research or inquiry process*

*conversations, sharing circles, Think-Pair-Share (TPS), checklists, learning logs, journals, guided reflection, T-Charts, Y-Charts, process journals, inquiry self checklist, project reflection activities, self-assessment activities, self evaluation tools, ...*

*May say, "We should have followed our plan because we did not meet our information needs after we went off and did our own thing. Next time, we need to ..."*

---

- 3.3.4 b.** **\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

- 3.3.4 c.** *Begins to integrate new ideas and information into personal understanding*

*May say, "I still think that Franklin was a great explorer, but he did make some poor decisions."*

---

- 3.3.4 d.** *Begins to draw conclusions based on new understanding*

*May say, "I think ..." or "Did you know ...." or "That must be why ...."*

---



**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

Well-organized, clear, and precise language is essential for communicating thoughts, feelings, and ideas. Well-crafted, artistic language conveys the ideas and values of a culture and can be a source of pleasure and delight.

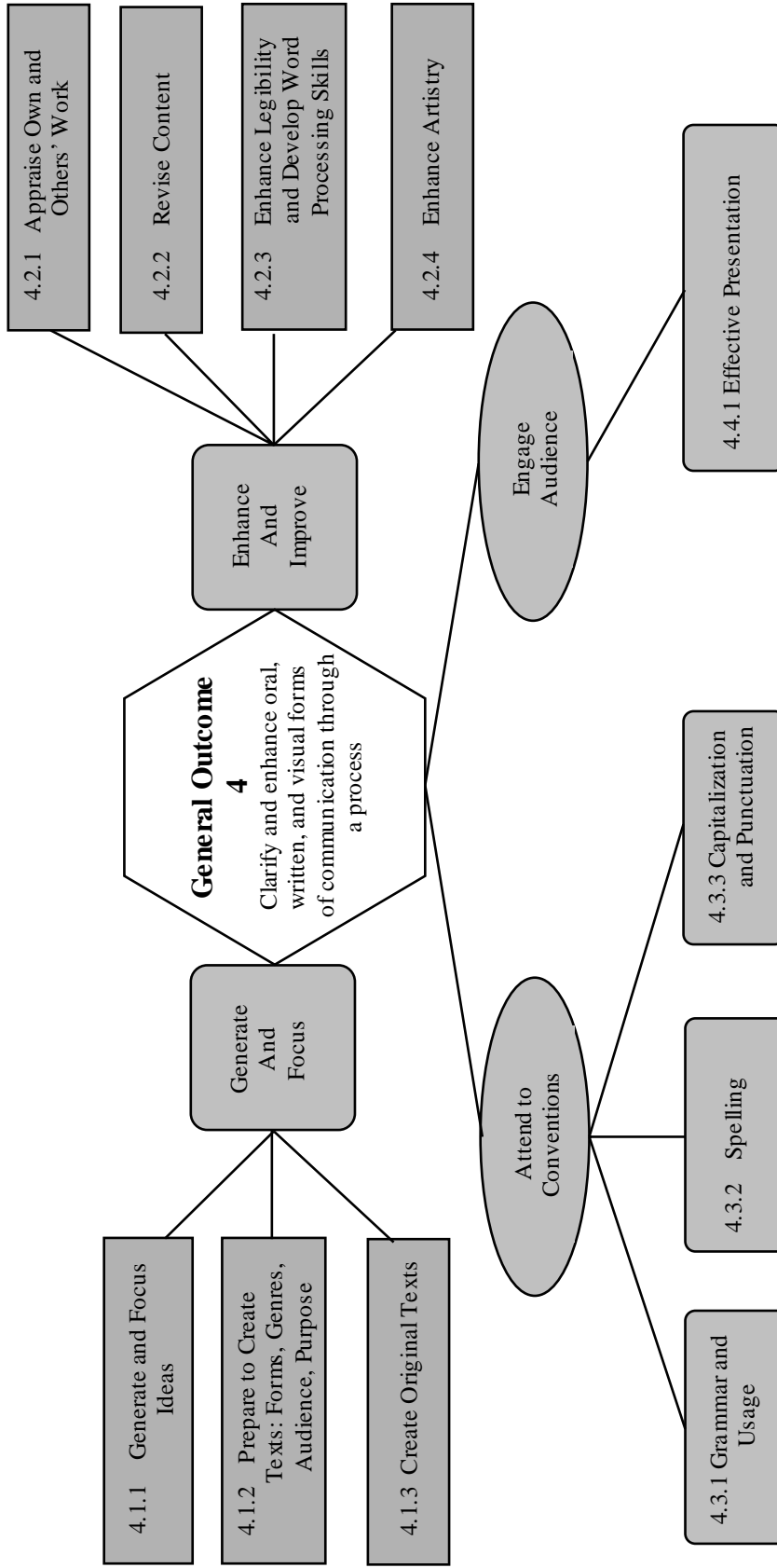
Students are expected to develop knowledge and skilled use of language. Students need instruction, encouragement, and support as they learn to use language in authentic contexts. Learning to use

language artistically provides students with a powerful means of personal and social expression. Composing in oral, written, and visual forms requires students to focus on clarity and to use conventions effectively. They apply the conventions of grammar, language usage, spelling, capitalization, and punctuation as they revise and edit to clarify meaning, achieve purposes, and affect audiences.

Students use exploratory language to clarify their ideas, focus their thinking, and strengthen their communication. Oral, print, and other media texts provide models and new perspectives that students use when speaking, writing, and representing. Students locate, gather, and organize data to communicate ideas and information. Communicating clearly and artistically enhances collaboration and builds community.

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Writing process stages include: drafting, writing, revising, editing, and publishing



Reading and Writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

---

## General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

---

### Specific Outcome 4.1.1 Grade 4

Generate and Focus	Generate and Focus Ideas
<p>Generate and focus ideas on a topic, using a variety of strategies</p> <p>*writing process stages include: drafting, writing, revising, editing, and publishing</p>	<p><b>General Example(s)</b> idea generating strategies may include: brainstorming, discussing, retelling/recalling, journaling, comparing and contrasting, connecting/linking, planning, visualizing, painting, sculpting, dancing, singing, illustrating, writing, exploring, questioning, viewing, graphing, conferencing, describing, sequencing, questioning, mapping, webbing, clustering, interviewing, inquiring, observing, predicting, interviewing, organizing, processing (logs), summarizing, interpreting, reflecting, note making, comprehending, classifying, ranking, focussing, concluding, mind mapping, ...</p> <p><b>Specific Outcome Links</b> see Express Ideas &amp; Consider Others' Ideas (1.1.1), Prior Knowledge &amp; Connections (2.1.1), Use Personal Knowledge (3.1.1), Identify Sources of Information (3.2.1), and Work in Groups (5.1.1)</p> <p>*see Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3) for types of narrative, expository, poetic, and persuasive texts, at each grade level. Also see Examples of Forms of Expressive Language in NWT-ELA Support Documents</p> <p>*graphic organizers or organizational strategies may be used to focus the topic; see Organize Information (3.3.1)</p>

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### Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student...

**4.1.1 a.** **\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

**4.1.1 b.** *Begins to focus a topic by integrating multiple ideas from a variety of sources, for an oral, print, or other media text*

*\*the distinction between grade levels is in creating texts with an appropriate complexity of content and sophistication of style and using appropriate strategies*

*\*In developing ideas for representations, other sources of information naturally shape one's thinking.  
conversations, sharing circles, centres, book talks, inquiries, improvisations, ...*

*May say: "I got this part of my story from my conference with my partner. He was talking about what happened to his family when they went hunting and got lost. Then I added parts about being lost all alone because of the book "Lost in the Barrens". So I kind of stole some ideas to make my story more exciting."*

---

## General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

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## Specific Outcome 4.1.2 Grade 4

### Generate and Focus

Prepare to create by exploring the connections between choice of forms, identified audience and purpose; organize information and ideas

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

### Prepare to Create Texts: Forms, Genres, Audience, Purpose

#### General Example(s)

see Create Original Texts (4.1.3) for examples of narrative, expository, and poetic texts. Also see Examples of Forms of Expressive Language in NWT-ELA Support Documents.

#### Specific Outcome Links

•See Express Preferences (1.1.2), Text Features (2.1.3), Experience Various Texts (2.2.1), Forms and Genres (2.3.1), and Create Original Texts (4.1.3)

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 4 the student...

#### 4.1.2 a. Organizes ideas into paragraphs, with guidance

- may use specific graphic organizers that support paragraphing (main idea-supporting detail). See 3.3.1 for list of graphic organizers

---

#### 4.1.2 b. Identifies an audience and sets a purpose when creating texts (oral, print, and other media) with guidance

May say, "We made a Powerpoint because we are taking it to the town council and people like to see what you are talking about."

---

#### 4.1.2 d. **\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

#### 4.1.2 e. Chooses and **begins to experiment** with forms, appropriate for a variety of audiences and purposes, to create oral, print, or media texts

\*\*Guided practice may be required for newly introduced forms; individual or group independence may be expected with familiar ones

\*keep in mind that audience and purpose determine form

May say, "This is a photo essay to submit to the "Up Here" magazine's annual photo contest. I want to do this because they have a great prize, but can you help me figure out if what I did is OK. A photo essay should kind of tell a story, right? Well, that's not what I did; instead I showed what happens to melting snow, just like in my science fair experiments."

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**4.1.2 f.** *Begins to differentiate key ideas from supporting details when organizing ideas in oral, print, or media texts*

**\*organizational structures include: beginning-middle-end (sequence), logical order, description (main idea and supporting details), compare and contrast, and cause and effect**

**\*May use graphic organizers and templates**

*conversations, dramatization, puppetry, book talks, think-pair-sketch, lists, class-created books, making wordless picture books, class books, journals, paintings, labels, predictable books, shared writing, sentence strips, word cards, timelines, life cycles, poems, songs, chants, journals, captions, lists, pattern books, stories, directions, recipes, rebus stories, cartoons, story vines, story boards, sentence frames, Information Pyramid, graphic organizers, templates, ...*

*See Combine Ideas and Develop Understanding (1.2.1), Text Features (2.1.3), Organize Information (3.3.1) for possible strategies, and Create Original Texts (4.1.3)*

*See 3.1.3 for list of graphic organizers*

*May say: "Our information was all over the place, so we broke it into all of these categories. Then when we looked at them, it was kind of like the steps in a recipe or in a story."; "We have a chart and then a paragraph under the chart, that explains the information and ideas."; "The science experiment really shows the effects of ..."*

---

**4.1.2 g.** *Begins to organize and reorganize same ideas and information in a variety of forms and genres with guidance*

**\*\*Guided practice may be required for newly introduced forms and genres; individual or group independence may be expected with familiar ones**

*Thematic study of polar bears: One group creates a poster, another creates a diorama of the habitat, another does a dramatization, another writes a story, another writes a poem, ...*

*May say, "One group could do up the report and another group could turn it into a radio interview." "We used your story to create a game and the other group used it to create a play."*

---

## General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

---

### Specific Outcome 4.1.3 Grade 4

#### Generate and Focus

Create original texts (oral, print, and other media)

\*\*Guided practice may be required for newly introduced texts; individual or group independence may be expected with familiar ones

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

\*writing process stages include: pre-writing, drafting, writing, revising, editing, and publishing

\*oral presentation process stages include: planning, rehearsing, revising, presenting

\*representation (fine arts, etc.) also uses a process approach that involves planning, developing, revising, and presenting

#### Create Original Texts

##### Specific Outcome Links

•see Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Elements of Text (2.3.2), and Prepare to Create Texts: Forms, Genres, Audience and Purpose (4.1.2)

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 4 the student...

**4.1.3 a.** *Creates original narrative texts (oral, print, and other media) applying familiar narrative forms*

*-see Experience Various Texts (2.2.1).*

*\*The writer creates forms that **are not parallel to** those he/she reads.*

*pictures, illustrations, sculptures, dances, video representations, audio representations, oral tellings, dramatizations, improvisations, picture storybooks, journals, stories, fairy tales, stories (adventures, fantasies, ...), comic strips or cartoon strips, folk tales, scripts (plays, puppet plays, television programs, radio plays ...), tableaux, fables, legends, tall tales, traditional stories, stories (mysteries, fiction, ...), slide shows (Powerpoint representations), stories (autobiographies ...), serialized stories, ...*

---

**4.1.3 b.** *Applies understanding of elements of narrative texts when creating texts (oral, print, and other media)*

*\*elements of narrative texts typical in grade four include:*

- *beginning-middle-end*
- *cause and effect (problem and solution)*
- *characters (main and minor)*
- *setting (time and place)*

*see Elements of Text (2.3.2)*

*\*The writer uses elements that **are not parallel** to those he/she reads*

---

**4.1.3 c.** *Creates original expository texts (oral, print, and other media) applying familiar expository forms*

*-see Experience Various Texts (2.2.1)*

*\*The writer creates forms that **are not parallel** to those he/she reads.*

*pictures, illustrations, charts, pictographs, instructions / directions (games, maps, centres, task cards, assignments, ...), recipes, lists, rules, signs, learning logs, calendars, thank you notes, invitations, notes, cards, letters (to family, to friends, to characters, to familiar adults, to pen pals, letters of request or information, ...), book reports (summaries, sketches, cartoons, puppet plays, role plays, conversations, sculptures, learning logs, responses...), descriptions, graphs, diagrams, dictionaries, posters, reports, science experiments, nonfiction books, advertisements, envelopes, commercials, cookbooks, itineraries, schedules, agendas, tips (for bicycle, bus, fire, water safety, ...), research projects / reports, classifieds ads, brochures or travel guides, guides, surveys, interviews, questionnaires, timelines, slide shows (Powerpoint representations), movie reviews, observations, histories, prologues, news and weather reports, autobiographies, speeches, riddles, jokes,...*

---

**4.1.3 d.** *Applies understanding of elements of expository texts when creating texts (oral, print, and other media)*

*\*elements of expository texts typical in grade four include:*

- *title*
- *content (topic and related information and details, related vocabulary)*
- *logical organization (sequential, categorical, descriptive, comparison-contrast)*
- *graphics (charts, maps, diagrams)*
- *publication information*

*see Elements of Text (2.3.2)*

*\*The writer uses elements that **are not parallel** to those he/she reads*

---

**4.1.3 e.** *Creates original poetic texts (oral, print, and other media) applying familiar expository forms*

*-see Experience Various Texts (2.2.1)*

*\*The writer creates forms that **are not parallel** to those he/she reads.*

*pictures, visual representations, tongue twisters, list poems, modeled patterns, modeled songs, chants, rhymes, jingles, sensory poems, comparisons (similes), alphabet poems / acrostic poems, onomatopoeia, shape / concrete poems, couplets, diamantes, spoonerisms, free verse, ...*

---

---

**4.1.3 f.** *Applies understanding of elements of poetic texts when creating texts (oral, print, and other media)*

*\*elements of poetic texts typical in grade four include:*

- description (senses)*
- rhyme*
- repetition*
- similes*
- onomatopoeia (sounds)*
- alliteration*
- line breaks*

*see Elements of Text (2.3.2)*

*\*The writer uses elements that **are not parallel to** those he/she reads*

---

**4.1.3 g.** *Creates texts with a computer / computer program*

*See Enhance Legibility and Improve Keyboarding Skills (4.2.3)*

*narrative, expository, poetic (see previous outcomes)*

---

## General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

---

### Specific Outcome 4.2.1 Grade 4

#### Enhance and Improve

Participate in developing the criteria for focussed conversations about own and others' texts and representations

\*writing process stages include: pre-writing, drafting, writing, revising, editing, and publishing

\*oral presentation process stages include: planning, rehearsing, revising, presenting

\*representation (fine arts, etc.) also uses a process approach that involves planning, developing, revising, and presenting

#### Appraise Own and Others' Work

##### Specific Outcome Links

**Techniques and Elements:** the measurable learning outcomes, that distinguish the grade levels, are found in Elements of Text (2.3.2)

Content encompasses **detail, information, topic, audience and purpose.** The measurable learning outcomes are found in many Specific Outcomes.

The measurable learning outcomes, that distinguish the grade levels,

-for **details and / or information**, are found in Combine Ideas and Develop Understanding (1.2.1), Elements of Text (2.3.2), Connect Self, Text, and Culture (2.2.3), Use Personal Knowledge (3.1.1), Identify Sources of Information (3.2.1), and Record Information (3.3.2)

-for **topic**, are found in Text Features (2.1.3), Elements of Text (2.3.2), Use Personal Knowledge (3.1.1), Identify Sources of Information (3.2.1), Synthesize Information (3.3.4), and Record Information (3.3.2)

-for **audience and purpose**, are found in Cueing Systems (2.1.4), Forms and Genres (2.3.1), Create, Follow, and Reflect on a Plan (3.1.3), Use Language to Show Respect (5.1.2), and Celebrate Special Occasions (5.2.3)

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 4 the student...

**4.2.1 a.** *Participates in development of criteria to respond to own and others' draft texts and representations*

*\*the criteria to guide the focussed conversations is based on Techniques, Elements and / or Content*

*whole group discussions, mini-lessons, small group work, think-pair-share, ...*

#### *Content*

*May say, "We are supposed to tell what we think and then prove it with some information from our research. So why don't we have something about opinion and proof in our rubric?"*

#### *Techniques and Elements*

*May say: "If we prove our thoughts or opinions with stuff from our research, then we have to say where we got it from. That has to be on the rubric, too."*

---

**4.2.1 b.** *Uses criteria when suggesting revisions to own and others' draft texts and representations*

*\*the criteria to guide the focussed conversations is based on Techniques, Elements and / or Content*

*conversations, peer and teacher conferences, writing process, sharing circle, small group conferencing, Think-Pair-Share (TPS), self-reflection activities, ...*

*Content*

*May say: "Your topic sentence is clear, but you don't have enough details. The rubric says you have to have enough information to explain your idea."*

*Techniques and Elements*

*May say: "This is a good picture, but remember that you have to cite your source and tell where you got it."*

---

**4.2.1 c.** *Uses criteria when asking for feedback about own and others' draft texts and representations*

*\*the criteria to guide the focussed conversations is based on Techniques, Elements and / or Content*

*conversations, peer and teacher conferences, writing process, sharing circle, small group conferencing, Think-Pair-Share (TPS), self-reflection activities, ...*

*Content*

*May say: "Do you think the problem in my story is clear enough? I tried to use 'show, not tell'."*

*Techniques and Elements*

*May say: "Do you think the squiggly printing in my poem helps you see the way the wind is blowing?"*

---

## General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

---

## Specific Outcome 4.2.2 Grade 4

Enhance and Improve	Revise Content
Clarify and extend ideas and revise organization to match intended purpose	<b>General Example(s)</b> Revision strategies include: A.R.R.R. (Adding, Rearranging, Removing, Replacing), RAG (Read around the Group), ARMS (Add, Remove, Move Around, Substitute), Read it Aloud, Reread, Reread and Self-Correct, Support it with Detail, Hearing the Voice, Proof-Read
*writing process stages include: drafting, writing, revising, editing, and publishing	**Guided practice (optimal learning model) may be required for newly introduced revision strategies and concepts
	<b>Specific Outcome Links</b> see Word Choice & Artistry of Text (2.3.3), Create Original Texts (4.1.3), Appraise Own and Others' Work (4.2.1), Enhance Artistry (4.2.4)

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 4 the student...

#### 4.2.2 a. Clarifies and extends ideas by incorporating one or two supporting details

*See Word Choice and Artistry of Texts (2.3.3) and Enhance Artistry (4.2.4)*

---

#### 4.2.2 b. Revises content to meet pre-established criteria using a personal revision process

- by adding some detail
- by adding some information
- by adjusting sequence or organization
- by "showing" rather than "telling"
- by deleting some details
- by deleting some information
- by incorporating one or two supporting details

*see Appraise Own and Others' Work (4.2.1)*

*conversations, class discussion, mini-lessons, peer and teacher conferences, writing process, sharing circles, small group conferencing, Think-Pair-Share (TSP), ...*

*May say: "When I read this out loud, I got all mixed up. So, I cut up the sentences and tried to redo my order. Now it seems to make more sense."*

---

**4.2.2 c.** *Revises content to meet pre-established criteria using feedback from conferencing with others (with guidance)*

- by adding some detail
- by adding some information
- by adjusting sequence or organization
- by "showing" rather than "telling"
- by deleting some details
- by deleting some information
- by incorporating one or two supporting details

•See *Appraise Own and Others' Work (4.2.1)*, *Work in Groups (5.1.1)*, and *Use Language to Show Respect (5.1.2)*

*conversations, class discussion, mini-lessons, peer and teacher conferences, writing process, sharing circles, small group conferencing, Think-Pair-Share (TSP), ...*

*May say, "When I read this out loud, I got all mixed up. So, cut the sentences and tried to redo my order. Now it seems to make more sense. Can somebody check it with me?"; "My partner helped me find some facts on the internet, so now I am trying to use a couple of them in my presentation."*

---

**4.2.2 d.** **\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

---

**4.2.2 e.** *Begins to experiment with the sequence or organization of ideas and information to match intended purposes*

*See Text Features (2.1.3) and Prepare to Create Texts (4.1.2)*

*class discussion, play centers, work tasks, peer and teacher conferences, writing process, ...*

*"May say, "I chose not to write a real beginning to my story because I want it to be like those movies where somebody goes back in time in photo album or something."*

---

## General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

---

## Specific Outcome 4.2.3 Grade 4

### Enhance and Improve

Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary

\*it is recommended that following explicit instruction, the practice be embedded in authentic writing for real purposes and audiences

### Enhance Legibility and Develop Word Processing Skills

#### Specific Outcome Links

see Access Information (3.2.3), Creates Original Texts (4.1.3), Spelling (4.3.2), and Effective Presentation (4.4.1)

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 4 the student...

**4.2.3 a.** *Uses handwriting regularly, improving legibility and fluency*

*\*Legibility refers to: shape, slant, and spacing*

*\*It is recommended that following explicit instruction, the practice be embedded in authentic writing for real purposes and audiences, as it is more effective than through isolated exercises, such as worksheets.*

*\*For assessment purposes: it is the quality (content, ideas, voice, organization, word choice) of the writing rather than the legibility that is important; legibility is not one of the traits of good writing*

---

**4.2.3 b.** *Uses word boundaries (spacing) consistently on a page and on an electronic screen*

*\*applicable where technology is available*

---

**4.2.3 c.** *Uses the keyboard and a word processing program*

*\*\*Information and Communication Technology Outcomes are intended to be infused in all Curricula, however, the minutes of ELA are not increased*

*\*applicable where technology is available*

- uses letter and numbers keys*
- uses with paint tools*
- uses with drawing tools*
- uses directional arrow keys*
- uses the space bar*
- prints texts*
- uses the mouse to point, click, and drag*
- open, enter text, save, close, and print files*
- spaces consistently*
- highlights text*
- backspaces*
- capitalizes*
- deletes text*
- spaces sentences*
- uses spell check*
- cuts and pastes*
- varies font*
- varies type size*

---

**4.2.3 d.** *Develops an expanding repertoire of vocabulary associated with keyboarding and word processing*

*\*applicable where technology is available*

---

## General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

---

## Specific Outcome 4.2.4 Grade 4

### Enhance and Improve

Experiment with language to create desired effect in oral, print, and other media text

\*Language acquisition begins with rich oral language experiences that eventually transfer to other forms of text (oral, print, or other media)

\*Reading and writing processes overlap and differ! Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

\*writing process stages include: drafting, writing, revising, editing, and publishing

\*\*voice is the personality in writing and is evident through: style (grammar and syntax), word choice (descriptions, details, unique expressions, dialogue, strong leads), tone (humorous, serious, angry, cheery, sarcastic, objective, credible, ...), topic, theme, organization, point of view, attention to the relationship between the audience and purpose

### Enhance Artistry

#### General Example(s)

\*it is important to note that language can be enhanced in all types of representations: oral, print, or other media representations

#### Specific Outcome Links

Experience Various Texts (2.2.1), Word Choice & Artistry of Texts (2.3.3), and Revise Content (4.2.2)

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 4 the student...

#### 4.2.4 a. *Experiments with descriptive and figurative language in personal representations to create desired effect*

*Possible purposes include: to tell, to create an image, to communicate an idea, to explain, to direct or guide, to emphasize, to clarify, to set the mood, to persuade, to enhance meaning, to engage, etc.*

*\*Keep in mind audience and purpose when discussing appropriateness of language*

*\*the distinction between grade levels is the sophistication of vocabulary*

*See Experience Various Texts (2.2.1), Elements of Text (2.3.2), Word Choice and Artistry of Texts (2.3.3), and Revise Content (4.2.2)*

*May say, "Can somebody help me with the thesaurus; I need to find another word for rock." "If I say that the actor is as cool as a cucumber, is that a put down?"*

---

4.2.4 b. *Uses new and accurate vocabulary in personal representations (related to personal interests or topics of study)*

*\*the distinction between grade levels is the sophistication of vocabulary*

*May say, "He was more than mad; he was furious."*

---

4.2.4 c. *Uses simple and compound sentence patterns*

*definition: a compound sentence has two independent clauses and balances the ideas in one clause against the other.*

***\*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.***

---

4.2.4 d. *Uses a voice that is individual, expressive, and engaging with an awareness of and respect for the audience and intended purpose (in oral, print, and other media text)*

*\*\*In developing an awareness of voice the writer must ask:*

- 1. How do I speak directly to my audience on an emotional level?*
- 2. How do I experiment with style to match the purpose and intended audience?*
- 3. How do I take risks to reveal myself to my audience?*

*In grade four developing an awareness of voice in text typically involves:*

- communicates feeling with bold lines and colours*
  - taking on characters in improvisations / puppet plays*
  - using simple adjectives and adverbs*
  - using a variety of simple and compound sentences*
  - using new vocabulary*
  - using big letters or underlining to show strong feelings or emphasis*
  - chooses and uses expressive words or phrases from previously experienced texts*
  - adding titles to text*
  - creating tone that reflects feelings / emotions*
  - using some strong verbs*
  - selecting more specific nouns*
  - using punctuation to show emphasis (exclamation points and question marks)*
  - incorporating dialogue*
  - using some unique expressions*
  - choosing specific words to reflect the main characters' feelings and age*
  - choosing words to add clarity and detail*
  - using vivid, expressive language*
  - **writing that is individual, expressive, and engaging***
  - **writing that elicits emotional response from the audience***
  - **creating a tone that is easy to describe (funny, joyful, sarcastic, angry, ...)***
  - **using simple and compound sentence patterns***
  - **using new and accurate vocabulary***
  - **repeating words only for emphasis***
  - **using writing / phrases / expressions that "sounds" like the character***
- 

4.2.4 e. ***\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.***

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## General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

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### Specific Outcome 4.3.1 Grade 4

#### Attend to Conventions

Use an editing process to enhance communication

Dictionaries usually label the part of speech for each word, it is not always that simple. In English the part of speech is not clearly identifiable: words have a habit of being used in various ways (i.e. shade can be a noun, a verb, or an adjective).

**Rather than thinking of parts of speech as properties of specific words, it is better to think of them as functions within a sentence; these functions can be played by single words or groups of words.**

\*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.

The "content and ideas" and "organization" play more of a role than the "conventions of writing" or "vocabulary and sentence structure". However in first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.

\*writing process stages include: drafting, writing, revising, editing, and publishing

#### Grammar and Usage

##### General Example(s)

\*Editing strategies include: Self-Edit, Peer-Edit, Read it Aloud, Reread, Reread and Self-Correct, read backwards (sentence by sentence), mnemonic devices (SLURP, COPS, CROPS, etc.), editing checklists, use a dictionary, use a grade appropriate handbook, proof reading, personalized proof reading (search for errors you typically make), read for trouble (read for errors, read for understanding, read for common errors), start with sentences-consider words-check for spelling-grammar-punctuation, ...

##### Specific Outcome Links

•See Appraise Own and Others' Work (4.2.1), Revise Content (4.2.2), Enhance Artistry (4.2.4), Spelling (4.3.2), and Capitalization and Punctuation (4.3.3)

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 4 the student...

**4.3.1 a.** *Writes declarative and exclamatory, interrogative and imperative sentences*

*\*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

**4.3.1 b.** *Uses an editing process, with guidance*

- *to check for completeness of an idea within a sentence*
- *to combine short sentences (conjunctions include: and, but, because, or, so, ...)*
- *to check for beginning, middle, and end of personal text*
- *to check for appropriate use of types of sentences (declarative, interrogative, exclamatory, imperative)*
- *to check for appropriate prepositions (prepositions include: on, under, in, over, beside, between, near, after, by, ...)*

*\*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

*mini-lessons, editing checklists, self-editing, teacher and / or peer conferences, rereading of personal writing (typically out loud), editing with mnemonic devices (SLURP, COPS, etc.), ...*

---

4.3.1 c. *Discusses the function of the parts of speech in a sentence*

- *noun,*
- *verb,*
- *adjective,*
- *adverb,*
- *conjunction,*
- *pronoun, and*
- ***preposition***

*\*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

*\*the intent of this learning outcome is to talk about the parts of speech, not necessarily to know them by name*

*May say, "I think you are not using the right word when you use 'you should of made a poster'. I think you have to say, 'you should have made a poster'."*

---

## General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

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### Specific Outcome 4.3.2 Grade 4

Attend to Conventions	Spelling
<p>Apply spelling conventions to texts using a variety of strategies and resources</p> <p>*Explicit instruction in the context of meaningful writing is the recommended practice rather than isolated exercises in spelling.</p> <p>*Speaking vocabulary is ahead of the knowledge of conventional spelling. It is important to accept spelling approximations during the prewriting and writing stages so that words from one's speaking vocabulary be used instead of words that one can spell correctly. Therefore it is necessary to encourage the use of conventional spelling for final drafts and published work.</p> <p>Transitional Stage: all sounds are represented and the spelling is usually a possible English spelling, just not always the correct spelling. There is a move away from the reliance on phonics by using visual and memory based strategies. Determining if words looks 'right' may still be difficult.</p> <p>*keep in mind Canadian spelling conventions</p> <p>The "content and ideas" and "organization" play more of a role than the "conventions of writing" or "vocabulary and sentence structure". However in first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.</p>	<p><b>General Example(s)</b></p> <p>*some of the most common words spelled differently in Canadian English include:</p> <ul style="list-style-type: none"><li>- acknowledgment</li><li>- aging</li><li>- analyse</li><li>- burned, learned</li><li>- cancelled</li><li>- catalogue</li><li>- centre, centred</li><li>- cheque</li><li>- civilization</li><li>- colour, labour</li><li>- criticize</li><li>- favour, flavour</li><li>- fulfill</li><li>- grey</li><li>- licence (n), license (v)</li><li>- moustache</li></ul> <p><b>Specific Outcome Links</b></p> <p>•see Cueing Systems ( 2.1.4 ), and Grammar and Usage (4.3.1)</p>

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## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 4 the student...

#### 4.3.2 a. *Continues to decrease reliance on approximated spelling and increases reliance on conventional spelling*

*\*students represent all essential sounds with letters and often develop their own spelling patterns for particular sounds*

*\*uses visual memory to spell sight words*

---

#### 4.3.2 b. *Applies knowledge of spelling generalizations, rules, and structural analysis to spell familiar and unfamiliar words*

*patterns may include: common letter combinations (list of words with 'br', 'ight'), word families, words ending in 'ing', silent 'e', word within a word, add 's' to make a plural noun and other internal plural markers (man-men), change 'y' to 'i' and add 'es' or 'ed', compound words, contractions, tense markers (ed, s, ing), suffixes, prefixes, syllabication, homonyms, ...*

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**4.3.2 c.** *Uses spelling references*

*references may include: number line, word walls, learning centers, dictionaries, personal dictionaries, informational texts, atlases, maps, spell check function, time lines, charts, graphs, titles, junior thesaurus, dictionary and thesaurus in computer writing programs, Internet, ...*

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**4.3.2 d.** *Uses spelling strategies*

*spelling strategies may include: Interactive Writing, references (alphabet, number line, labels, familiar environmental print, word walls, pictionaries, dictionaries, personal dictionaries, dictionaries, informational texts, atlases, maps, Internet), Give it a Go, Guess and Check, Ask Someone, Words That Sound the Same, visual memory, Picture the Word, Different Spellings (which one looks right?), Word in a Word, Read Backwards, Word Relationships (crime/criminal, act, action, activity), Exploding Words (prefixes and suffixes), Spelling Doozers, Break it Up (syllabication), Mnemonic devices, Canadian spelling conventions, ...*

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**4.3.2 e.** *Participates in an editing process to check spelling, with guidance*

*\*Editing strategies include: Self-Edit, Peer-Edit, Read it Aloud, Reread, Reread and Self-Correct, read backwards (sentence by sentence), mnemonic devices (SLURP, COPS, CROPS, etc.), editing checklists, use a dictionary, use a grade appropriate handbook, proof reading, personalized proof reading (search for errors you typically make), ...*

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**4.3.2 f.** *Uses spell check, dictionaries, or thesauri on the computer*

*\*applicable where technology is available*

*\*keep in mind Canadian spelling options in computer writing programs*

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## General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

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## Specific Outcome 4.3.3 Grade 4

### Attend to Conventions

Use an editing process to check for punctuation and capitalization

The "content and ideas" and "organization" play more of a role than the "conventions of writing" or "vocabulary and sentence structure". However in first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.

\*writing process stages include: drafting, writing, revising, editing, and publishing

### Capitalization and Punctuation

#### General Example(s)

\*Editing strategies include: Self-Edit, Peer-Edit, Read it Aloud, Reread, Reread and Self-Correct, read backwards (sentence by sentence), mnemonic devices (SLURP, COPS, CROPS, etc.), editing checklists, use a dictionary, use a grade appropriate handbook, proof reading, personalized proof reading (search for errors you typically make), read for trouble (read for errors, read for understanding, read for common errors), start with sentences-consider words-check for spelling-grammar-punctuation, ...

#### Specific Outcome Links

•See Text Features (2.1.3) and Cueing Systems ( 2.1.4)

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## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 4 the student...

#### 4.3.3 a. *Applies rules of capitalization in personal representations*

- *proper nouns (names, places)*
- *pronoun "I"*
- *months of the year*
- *days of the week*
- *holidays (Christmas, Thanksgiving)*
- *titles (books, stories, poems, films, magazines, television programs)*
- *beginnings of sentences*
- *personal titles (Ms., Mr., Mrs., Dr.)*
- *first word within quotation marks*

*\*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

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#### 4.3.3 b. *Applies rules for punctuation in personal representations*

- *periods at the end of simple sentences*
- *periods at the end of compound sentences*
- *question marks*
- *exclamation marks*
- *period after an abbreviation*
- *quotation marks (including new paragraph for each new speaker)*
- *commas (in a series, dates, addresses, before quotation marks, after salutations in personal letters, after closings in letters)*
- *apostrophes (possessives, contractions)*

*\*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

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**4.3.3 c.** *Participates in an editing process to edit for punctuation and capitalization, with guidance*

*\*the measurables of Capitalization and Punctuation are itemized in the above Learning Outcomes*

*writing process, personal editing, peer editing, teacher editing, conferencing, interactive writing, teacher modelling, mini-lessons, ...*

*\*Editing strategies include: Self-Edit, Peer-Edit, Read it Aloud, Reread, Reread and Self-Correct, read backwards (sentence by sentence), mnemonic devices (SLURP, COPS, CROPS, etc.), editing checklists, use a dictionary, use a grade appropriate handbook, proof reading, personalized proof reading (search for errors you typically make), ...*

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**4.3.3 d.** *Edits for punctuation and capitalization with computer*

*\*applicable where technology is available*

*\*the measurables of Capitalization and Punctuation are itemized in the above Learning Outcomes*

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**4.3.3 e.** ***\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.***

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**4.3.3 f.** *Begins to apply rules for punctuation in personal representations*

*- commas to signal pauses*

*\*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

---

## General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

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### Specific Outcome 4.4.1 Grade 4

Engage Audience	Effective Presentation
<p>Present and/or publish texts (oral, print, and media)</p> <p>*keep in mind, the purpose of enhancement is to better engage the audience (attract and sustain)</p> <p>*presentations require planning and time for supported/scaffolded rehearsal</p>	<p><b>General Example(s)</b></p> <p>*presentations occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, textual, multimedia, computer-generated, ... (see Examples of Forms of Expressive Language in NWT-ELA Support documents for further suggestions)</p> <p><b>Specific Outcome Links</b></p> <p>• Elements of Text (2.3.2), Word Choice &amp; Artistry of Texts (2.3.3), Appraise Own and Others' Work (4.2.1), Revise Content (4.2.2), and Enhance Artistry (4.2.4)</p>

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### Learning Outcomes & Corresponding Illustrative Example(s)

**By the end of Grade 4 the student...**

**4.4.1 a.** *Experiments with techniques used to enhance presentation of texts (oral, print, and media), with guidance*

- *titles,*
- *illustrations,*
- *colour,*
- *sounds,*
- *printed texts,*
- *type size,*
- *volume,*
- *simple graphics: diagrams, charts, graphs, **tables, timelines,***
- *costumes, and*
- *props (overheads, artifacts, pictures, etc.)*

*May say: "If we included a timeline in our report, we could show when the Fur Traders came because we have the dates for when the Hudson's Bay Company and the Northwest Company were setting up in the Territories."*

---

**4.4.1 b.** *Engages (attracts and sustains) the audience*

*\*form of presentation determines which audience engagement techniques are appropriate*

*\***required** in grade four:*

*- introduces presentation purposefully to capture audience attention (background information, clear topic, issues, relevant anecdotes or jokes, dramatic gestures, ...)*

*to maintain from previous grades:*

- understands the purpose for the presentation*
- speaks with a clear voice*
- faces the audience*
- makes eye contact (culturally appropriate)*
- uses appropriate body language (posture and gestures)*
- introduces self*
- uses varied supports (props, artifacts, diagrams, illustrations, photographs, overheads, music, sound effects, resources, facts, lighting, gestures, font, print size, ...)*
- maintains topic*
- uses complete sentences*
- uses specific vocabulary (theme / content related)*
- responds to audience questions*
- speaks fluently (pacing, phrasing)*
- varies voice (intonation and expression) appropriately for emphasis, (some situations require conversational voice, some situations or phrases require more / less volume, ...)*
- follows a logical sequence for the topic (based on pre-established plan)*

---

**4.4.1 c.** *Talks about how multiple media can enhance presentation of texts (oral, print and media), with guidance*

*\*where technology is available, the students may begin to experiment with multiple media to enhance personal texts videos, CD Roms, visuals, bulletin boards, PowerPoints, maps, graphs, digital cameras, ...*

*May say, "With a PowerPoint presentation, we could show the different climatic zones on the planet. There are pictures on the Internet for us to use."*

---

**4.4.1 d.** ***\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.***

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**4.4.1 e.** *Begins to evaluate the effectiveness of presentation of texts (oral, print, and media) on audience, with guidance*

*May say, "The key information in our report shows up in our titles and we put those in big bold letters." "I liked the story I wrote with pictures more than the one with words."*



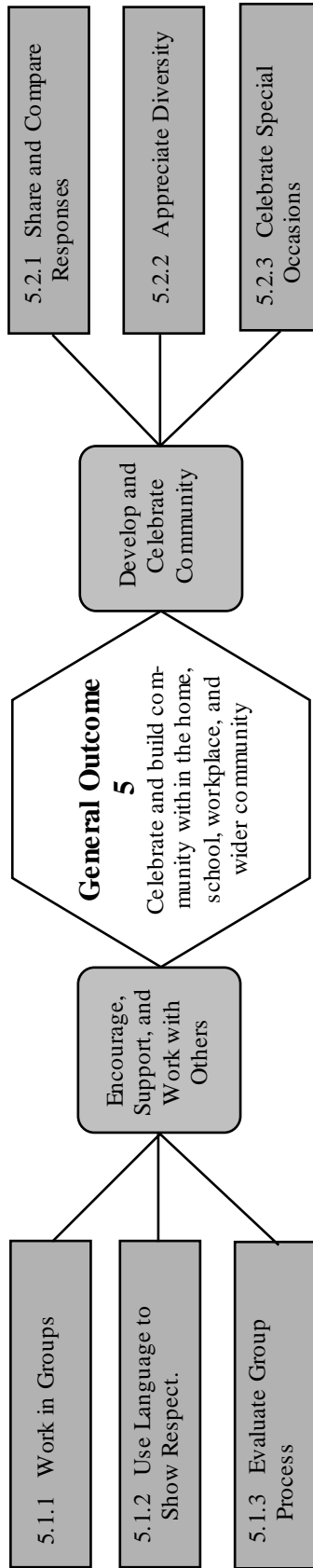
**Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.**

Students use language to build community within the home, school, workplace, and the wider society. In a multicultural country, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

Students learn collaboration skills by discussing in groups, by building on others' ideas, and by planning and working together to meet common goals that strengthen classroom and school

communities. They learn to use language to offer assistance and to participate in and enrich their school life. In these ways, students share perspectives and ideas, develop understanding, and demonstrate respect for diversity.

Students learn that language is important for celebrating events of personal, community, national, and global significance. In their language learning and use, students develop their knowledge of language forms and functions. As well, they come to know how language preserves and enriches culture. To celebrate their own use of language, students display their work, share with others, and delight both in their own and others' contributions. Students need opportunities to reflect on, appraise, and celebrate their progress and achievements in a community of learners.



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## General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

---

### Specific Outcome 5.1.1 Grade 4

#### Encourage, Support, and Work With Others

Work in a variety of partnerships and groups to follow pre-established group processes by resolving conflicts

\*\*Guided practice is required when learning how to cooperate in group activities: cooperation and collaboration need to be taught.

Group processes include:

- communication (taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback)
- participation (following directions, following procedures)
- decision making (solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree)
- role fulfillment (accepting responsibility)

#### Work in Groups

##### General Example(s)

•cooperative learning centres, cooperative games and activities, sharing circles, literature circles, exploratory talks, projects, experiments, shared writing, shared reading, collaborative writing, debriefing sessions, ...

##### Specific Outcome Links

•See Express Ideas & Consider Others' Ideas (1.1.1), Identify Sources of Information (3.2.1), Revise Content (4.2.2), and Use Language to Show Respect (5.1.2)

---

### Learning Outcomes & Corresponding Illustrative Example(s) By the end of Grade 4 the student...

**5.1.1 a.** *Follows pre-established group processes when collaborating with a peer to accomplish a task*

*\*\*variety of partnerships and groups may be self-selected or assigned*

**appropriate** *group processes in grade four include:*

*- resolving conflicts*

*see Evaluate Group Process ( 5.1.3) for details of categories of group processes: communication, participation, decision making, and role fulfillment to maintain from previous grades:*

- taking turns*
- sharing ideas and information*
- following directions*
- accepting responsibility*
- offering feedback*
- accepting feedback*
- responding to others' ideas*
- asking and answering relevant questions*
- stating expectations*
- solving problems*

---

**5.1.1 b.** *Experiments with a variety of roles and responsibilities in small / whole group activities*

*\*\*roles may be assigned by the individuals, the groups, or the teacher*

*activity centers, play, assigned tasks, dramatizations, assignments, projects, ...*

*tasks include: setting up, organizing, cleaning up, mediating, consoling, planning, painting, writing, ...*

*roles may include: illustrator, speaker, recorder, encourager, artist, writer, reader, reporter, director, organizer, researcher, editor, time keeper, negotiator, surveyor, interviewer, manager, explainer, summarizer, ...*

*May say, "I will be responsible for preparing the interview questions, but need help with the editing and recording."*

---

## General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

---

### Specific Outcome 5.1.2 Grade 4

#### Encourage, Support, and Work With Others

#### Use Language to Show Respect

Adjust listening, viewing, speaking behaviours according to the situation

\*Be sensitive to different communicative patterns and languages

\*Alternating (code switching) between first/heritage language and English to communicate is part of language acquisition

---

### Learning Outcomes & Corresponding Illustrative Example(s)

#### By the end of Grade 4 the student...

#### 5.1.2 a. *Speaks and listens / views respectfully*

\***appropriate** in grade four:

- *listening to opposing opinions*
- *acknowledging others' comments, ideas, perspectives, and questions*
- *giving polite feedback*

*to maintain from previous grades:*

- *staying in one place*
- *keeping respectful silence*
- *keeping hands to self*
- *accepting different communicative patterns and languages*
- *sitting in close proximity to the speaker/presentation*
- *focusing on presentation or speaker*
- *using courteous, respectful language (word choice, tone)*
- *asking questions or participating in discussion / activity*
- *attentive facial expression and body language*
- *showing interest*
- *asking relevant questions*
- *giving nonverbal encouragement*
- *showing encouragement and appreciation*

*May say, "What do you mean by ...." "That is very different from what we believe in my family, can you tell me more?"*

---

**5.1.2 b.** *Adjusts language to fit the context (audience, purpose, and situation)*

*\*\*Alternating (code switching) between first/heritage language and English may enhance communication in some contexts*

*volume, tone, situation, rate of speech, vocabulary (word choice), body language, code switching, gender, age, culture, ...*

*Language Register: home, playground, classroom, land, community settings, oral, print, and media texts, social and cultural settings / experiences, ...*

*peers, staff, family, guests, Elders, ...*

---

**5.1.2 c.** *\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.*

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**5.1.2 d.** *Begins to discuss differences in language use in a variety of school and community contexts*

*May say, "We have to change this letter a bit if it is going to the town / band council: we sound too much like we are talking to our friends in an e-mail." "Our letter to the DEC has to start with Dear Mr. not just Dear Joseph."*

---

## General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

---

### Specific Outcome 5.1.3 Grade 4

#### Encourage, Support, and Work With Others

Show appreciation to peers and seek support from group members

Group processes include:

- **communication** (taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback)
- **participation** (following directions, following procedures)
- **decision making** (solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree)
- **role fulfillment** (accepting responsibility)

#### Evaluate Group Process

##### General Example(s)

assessment strategies: dialoguing, conferencing, collecting, recording, writing, communicating, reflecting, responding, predicting, using and giving feedback, responding, observing, goal setting, establishing criteria, describing, extending ideas, paraphrasing, interpreting, questioning, problem solving, managing, explaining, sorting essential and nonessential information, ...

##### Specific Outcome Links

See Celebrate Special Occasions (5.2.3)

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 4 the student...

#### 5.1.3 a. *Participates in the development of the criteria to evaluate group process*

*May say, "Last time our whole group said that they had a hard time getting their parts of the project done on time. So, we should make sure that using our time wisely is part of the criteria."*

---

#### 5.1.3 b. *Assesses the effectiveness of the group process using the set criteria*

*May say, "We need to look at who did all the work. On the T-chart, an effective group should have everyone doing a job. I don't think we were good at that."*

---

#### 5.1.3 c. *Reflects on personal behaviours and / or learning style*

*\*the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections*

*\*Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.*

*conversations, sharing circles, reflection activities, reflection frames or prompts, expository talk, Think-Pair-Share (TPS), checklists, learning logs, journals, guided reflection, T-Charts, Y-Charts, process journals, self evaluation tools, inquiry self checklist, project reflection activities, self-assessment activities, ...*

*May say, "Why doesn't it work for me?" "Which of those the strategies can I use? Which one would work for this?" "One thing I know about my questioning skills is ..." "I felt this way when ..." "I wonder if I change .... will it be easier to learn this?"*

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**5.1.3 d.** *Reflects on personal behaviours that contribute to group success to set personal and / or group goals*

*\*the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections*

*\*Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.*

*May say, "I really need to listen to the instructions, because in my reflection log, I always seem to be complaining about doing something a little bit different."*

*"On our group assessment sheet from our last project, none of us used our time wisely? So, we need to put that as a goal for this time. Just like we would have finished our project if we had divided the jobs. Everyone being responsible for one piece has to be a goal too."*

*Journal entry may say, "I think that the work we did with our project really helped the class see the problem of water pollution." "We need to look at who did all the work." "I don't think we used our time wisely." "We would have finished our project if we had divided the jobs."*

---

**5.1.3 e.** *Applies peer and / or group feedback about group processes*

*May say, "We were really off task yesterday. What are we going to do today so that we can get the assignment done? Maybe we could split up into two groups and get different things done." "My partner thinks that I am too quiet in the group and should say what I am thinking. So, for this next group project, I am going to try to talk more."*

---

## General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

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## Specific Outcome 5.2.1 Grade 4

### Develop and Celebrate Community

Describe relationships between own and others' ideas and experiences

### Share and Compare Responses

#### Specific Outcome Links

See Express Ideas & Consider Others' Ideas (1.1.1) and Respond to Various Texts (2.2.2)

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## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 4 the student...

#### 5.2.1 a. *Describes similarities and differences between own and others' experiences*

*circle talks, conversations, graphs, illustrations, presentations, displays, journals, letters, stories, books, paintings, posters, maps, charts, newsletters, newspaper articles, cartoons, compare and contrast charts, T-charts, Venn diagrams, same and different charts, cluster maps, ...*

*"I learned to make dry fish at camp last week. My mom let me practice at home, but she makes it a different way."; I went hunting with my cousins in Holman. It was weird camping out on the ice overnight. I'm used to sleeping in our cabin in the bush."*

---

#### 5.2.1 b. **\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

#### 5.2.1 c. *Begins to describe similarities and differences between own and others' ideas*

*circle talks, conversations, graphs, illustrations, presentations, displays, journals, letters, stories, books, paintings, posters, maps, charts, newsletters, newspaper articles, cartoons, compare and contrast charts, T-charts, Venn diagrams, same and different charts, cluster maps, ...*

*"I think that listening to loud music on your Ipod can make you deaf, but my sister says that's not true."*

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## General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

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## Specific Outcome 5.2.2 Grade 4

### Develop and Celebrate Community

Develop an awareness of diversity

\*\*It is important to create an open atmosphere in the classroom community that is respectful of diversity.

\*\*In a multicultural / multilingual country, like Canada, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

\*appreciation and respect for diversity may be evident through: awareness, consideration, sensitivity, acceptance, tolerance, fairness, compassion, honor, celebration, ...

### Appreciate Diversity

#### General Example(s)

•Sharing circle, conversations, guided conversations, exploratory talk, discussion webs, interviews, journals, dialogue journals, logs, artistic representations, literature responses, critical response, questions, elaborations, clarifications, ...

\*\*Keep in mind diversity of culture, race, peoples, ideas, stories, gender, age, appearance, language, perspectives, ways of life / thinking, beliefs, values, religion, abilities, ...

#### Specific Outcome Links

•see Express Ideas & Consider Others' Ideas (1.1.1), Express Preferences (1.1.2), Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Connect Self, Text, and Culture (2.2.3), Work in Groups (5.1.1), Use Language to Show Respect (5.1.2), and Share and Compare Responses (5.2.1)

---

## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 4 the student...

5.2.2 a. *Shows respect of others' talents (strengths), interests, and feelings or ideas to strengthen the community*

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5.2.2 b. *Expresses and explores own identity through gifts, talents, and strengths, and feelings or ideas*

*\*examples that shape identity include: language, culture, family, community, traditions, gender, place of residence, etc.*

*May say, "In phys ed. we learned the games that will be played at the Arctic Winter games. I am competing in ... event. My Dad is proud of me because he says it is a game of strength and being good at it will prepare me. What does it mean, 'it will prepare me? prepare me for what'?"*

---

5.2.2 c. *Uses questions and conversations to develop an awareness of own and other cultures and ways of life*

*cultural diversity may be evident through: foods, games, tools, clothing, stories, dances, songs, music, language, artifacts, rituals, beliefs, and values, customs, traditions, histories, ...*

*May say, "I don't live near my Grand parents. If they are supposed to be the ones who teach us about our stories and our culture. Who does that for me?" "I noticed that many of the NWT cultures use the drum. My culture does too. When we did that unit on Drumming with the Elders, we were talking about what the drum means in the Dene culture. I think ..."*

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5.2.2 d. **\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

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**5.2.2 e.** *Begins to describe how cultures, ideas, and diversity are honoured and celebrated*

*\*be aware of sensitivity to other points of view, evaluation of extreme or unethical positions, freedom from undo bias and prejudice, and respect for opinions and rights of others*

*May say, "I think we celebrate others by listening to their stories, not laughing at their clothing, trying their foods, ..."*

---

## General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

---

## Specific Outcome 5.2.3 Grade 4

### Develop and Celebrate Community

Select and use appropriate language and form to celebrate within and beyond the classroom

**\*\*Be sensitive to cultural differences in celebrating cultural occasions and achievements**

### Celebrate Special Occasions

#### Specific Outcome Links

See Use Language to Show Respect (5.1.2), Evaluate Group Process (5.1.3), and Appreciate Diversity (5.2.2)

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## Learning Outcomes & Corresponding Illustrative Example(s)

### By the end of Grade 4 the student...

#### 5.2.3 a. *Selects and uses appropriate language and form to celebrate others, special events, or accomplishments*

*\*\*Keep in mind audience and purpose when selecting forms*

*\*\*Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life / thinking, religion, abilities, ...*

*appropriate language may include: tone, register, word choice, intonation, and nonverbal cues, ...*

*forms may be written, verbal, dramatic, poetic, ...*

*student of the week, author's chair, displays, school newspaper, presentations, assemblies, Artist in the School, letters of appreciation, group stories, cards, role plays, dramatizations, recitals, readings, gallery walks, parties, celebration wall, murals, bulletin board displays, publishing parties, cards and letters of congratulation or appreciation, banners, authors' night, brown bag lunch, ...*

*May say, "Since we are finishing a unit on the differences between the three northern territories, why don't we have a drum dance celebration and show the community what the differences are?"*

---

#### 5.2.3 b. **\*\* Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

#### 5.2.3 c. *Begins to offer personal and academic strengths to others within and beyond the classroom communities*

*May say, "Our display about our Territory should be offered to the library to decorate their entrance." "Maybe the town / band council would like us to prepare an evening, of the dances that we learned, for the delegates that are coming to visit our community."*

---