

## Grade 4 English Language Arts and Literature - At a Glance

Organizing Idea	Grade 4 Learning Outcome	Highlights of your Child's Learning by <u>the end of Grade 4</u>
<b>Text Forms and Structures</b>	Student's examine how the form and structure of texts can support the communication of ideas and information.	<ul style="list-style-type: none"> <li>• Texts have purpose to inform, persuade and provide enjoyment</li> <li>• Students learn about genres and subgenres including traditional literature and fantasy</li> <li>• Learn about and examine literary forms of fiction and non-fiction texts such as novels, journal entries and media.</li> <li>• Students learn about flashbacks, point of view, minor characters</li> <li>• Media can be digital or non-digital</li> <li>• Narrative texts can be fiction or non-fiction and have a structure (beginning, problem, events, solution, ending).</li> <li>• Poetry including figurative language is explored (poetic structures such as verse, free verse and concrete).</li> </ul>
<b>Oral Language</b>	Students examine and demonstrate how listening and speaking support connections and clarify understandings.	<ul style="list-style-type: none"> <li>• Oral traditions support connections to people, the community, natural world and the constructed world.</li> <li>• Stories in oral traditions</li> <li>• Protocol for sharing information</li> <li>• Describe personal connections to spirit, land, universe, time or people revealed through oral traditions.</li> <li>• Explore respectful interactions</li> <li>• Phrasing and pausing in speech</li> <li>• Projecting of voice</li> <li>• Active Listening in different situations</li> <li>• Verbal and non-verbal language</li> <li>• Preparing presentations - planning, sharing, integrating visuals.</li> </ul>

<b>Vocabulary</b>	Students expand vocabulary and analyze morphemes to communicate in multiple contexts.	<ul style="list-style-type: none"> <li>• Students learn about figurative language such as personification, analogy and idioms</li> <li>• Learn and use commonly used words</li> <li>• Apply tier 2 words in literary contexts</li> <li>• Use tier 3 words to describe subject content</li> <li>• Confirm word meanings, spellings or word choice</li> <li>• Use digital and non-digital tools</li> <li>• Integrate words studied into use</li> <li>• Learn and use suffixes that change the meaning of words when added to base words.</li> <li>• Learn that English Language is made up of words derived from many origins</li> <li>• Analyze different words and their morphemes.</li> </ul>
<b>Fluency</b>	Students enhance fluency to refine comprehension and proficient reading.	<ul style="list-style-type: none"> <li>• Students read with accuracy, automaticity and prosody with a focus on meaning.</li> <li>• Student reading focus is on comprehension of text using pausing, phrasing, intonation and use of punctuation.</li> </ul>
<b>Comprehension</b>	Students investigate strategies and connections that support text comprehension.	<ul style="list-style-type: none"> <li>• Students learn a variety of reading processes and strategies that support comprehension of longer and more complex texts through independent practice.</li> <li>• Processes: Making connections, synthesizing information, making predictions, inference, applying critical thinking skills, summarizing.</li> <li>• Read strategically through questioning, problem solving, and metacognition</li> </ul>
<b>Writing</b>	Students construct and organize text to share perspectives and develop creative expression.	<ul style="list-style-type: none"> <li>• Students use the writing process to organize their messages. Planning, drafting, revising, editing, publishing.</li> <li>• Paragraphs include topic sentences, supporting details and concluding sentences.</li> <li>• Students write creatively for a variety of audiences using a variety of text forms and structures, organization, word choice and presentation.</li> <li>• Students become intentional in applying expression of ideas or emotions, experimenting with ideas and word choice, sensory detail and communicating personal voice.</li> <li>• Students engage in research methods through organizing information.</li> <li>• Students share their research findings digitally or in non-digital forms.</li> <li>• Students learn about ethical use of information.</li> </ul>

		<ul style="list-style-type: none"> <li>• Students create messages using a variety of digital or non-digital methods and tools such as printing, keyboarding, cursive writing.</li> </ul>
<b>Conventions</b>	Students examine and apply conventions to develop effective written communication.	<ul style="list-style-type: none"> <li>• Students use capitalization for abbreviations</li> <li>• Students use punctuation to add clarity, precision, or creativity to messages.</li> <li>• Commas, quotations, apostrophes are used.</li> <li>• Students implement grammatical structures such as types of sentences (past, present, future tense); subject- verb, object-verb, nouns, pronouns, possessive adjectives, adjectives, conjunctions.</li> <li>• Spelling accuracy is supported by transferring understanding of word patterns and structures.</li> <li>• Spelling patterns: Vowel-vowel-consonant-consonant; vowel-vowel-consonant-silent e; vowel-consonant-consonant- silent e; vowel-consonant-consonant-consonant; vowel-vowel-consonant-consonant silent e; vowel-vowel-consonant-consonant-consonant</li> <li>• Students learn and use homophones</li> <li>• Students use digital and non-digital reference tools</li> <li>• Students use suffixes</li> <li>• Students apply a range of compound words, contractions, possessives and complex plurals.</li> </ul>