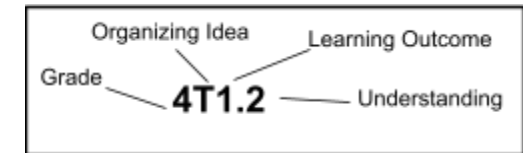


Grade 4 ELAL Curriculum Comparison for the New Alberta Curriculum

Important Links

Comparison of 2000 Curriculum to New Curriculum [Stages](#)

Alberta's K-6 New [Curriculum](#)



Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
<i>General Outcome 1: Explore thoughts, ideas, feelings and experiences</i>			
1.1 Discover and Explore			
Express ideas and develop understanding <ul style="list-style-type: none"> ● compare new ideas, information and experiences to prior knowledge and experiences ● ask questions, paraphrase and discuss to explore ideas and understand new concepts ● share personal responses to explore and develop understanding of oral, print and other media texts 			
Experiment with language and forms <ul style="list-style-type: none"> ● discuss and compare the ways similar topics are developed in different forms of oral, print and other media texts 			
Express preferences <ul style="list-style-type: none"> ● select preferred forms from a variety of oral, print and other media texts 			
Set goals <ul style="list-style-type: none"> ● identify areas of personal accomplishment and areas for enhancement in language learning and use 			

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1.2 Clarify and Extend			
Consider others' ideas <ul style="list-style-type: none"> identify other perspectives by exploring a variety of ideas, opinions, responses and oral, print and other media texts 			
Combine ideas <ul style="list-style-type: none"> use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences 			
Extend understanding <ul style="list-style-type: none"> explore ways to find additional ideas and information to extend understanding 			
<i>General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts</i>			
2.1 Use Strategies and Cues			
Use prior knowledge <ul style="list-style-type: none"> use ideas and concepts, developed through personal interests, experiences and discussion, to understand new ideas and information explain how the organizational structure of oral, print and other media texts can assist in constructing and confirming meaning 			
Use comprehension strategies <ul style="list-style-type: none"> preview sections of print texts to identify the general nature of the information and to set appropriate purpose and reading rate comprehend new ideas and information by responding personally and discussing ideas with others 	Comprehension: 4CP1.1 Comprehension processes and strategies can be purposefully applied to broaden understandings of texts.	A variety of reading processes and strategies support comprehension of longer and more complex texts through independent practice.	Independently read and demonstrate comprehension of a variety of texts that increase in length or complexity. Apply comprehension processes and strategies when interacting with texts.
	Comprehension: 4CP1.3 Comprehension and making predictions have a reciprocal relationship when	Significant information that is synthesized to make predictions includes	Revise or confirm predictions based on new or additional information in texts.

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<ul style="list-style-type: none"> extend sight vocabulary to include words frequently used in other subject areas monitor understanding by confirming or revising inferences and predictions based on information in text 	understanding texts.	<ul style="list-style-type: none"> background knowledge personal experience specific clues from a text anticipation of logical outcomes or events 	Examine how making, modifying, or confirming predictions supports text comprehension.
	Comprehension: 4CP1.4 Comprehension involves inferencing and relying on multiple critical thinking skills when engaging with texts.	Inferencing involves multiple critical thinking skills, including <ul style="list-style-type: none"> considering cause and effect relationships answering personal wonderings combining information from various sources to draw conclusions reading between the lines to discover the author's meaning 	Infer cause and effect relationships in texts. Make inferences in texts that reach beyond personal experiences. Combine information from various sources to draw conclusions. Infer ideas that are not explicitly stated in texts.
	Comprehension: 4CP1.6 The reading comprehension process involves checking for understanding, problem solving, and metacognition.	Strategic reading and questioning occur before, during, and after reading. Problem solving can occur at the word, sentence, and whole-passage level. Reading comprehension skills that address challenges include <ul style="list-style-type: none"> appropriate text selection rereading parts of the text reading ahead visualizing questioning word solving Metacognition is an awareness of thoughts and how one thinks and involves <ul style="list-style-type: none"> connecting thinking and learning identifying problems considering options reflecting on strategies and skills adjusting thinking based on information or experience 	Apply self-monitoring skills to self-correct when comprehension breaks down during reading. Evaluate skills that can be implemented to repair and strengthen reading comprehension. Apply metacognitive strategies that are personally effective when reading.
Use textual cues <ul style="list-style-type: none"> use text features, such as headings, subheadings and margin organizers, to enhance understanding of ideas and information distinguish differences in the structural elements of texts, such as letters and 	Text Forms & Structures: 4T1.2 Text features can organize and enhance information in the main body of a text.	Text feature can be digital or non-digital, including <ul style="list-style-type: none"> images and graphics indexes 	Examine a variety of text features that provide important information in a text. Include a variety of text features to organize, clarify, or enhance information.

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storybooks, to access and comprehend ideas and information			
Use phonics and structural analysis <ul style="list-style-type: none"> identify and know the meaning of some frequently used prefixes and suffixes apply knowledge of root words, compound words, syllabication, contractions and complex word families to read unfamiliar words in context integrate knowledge of phonics and sight vocabulary with knowledge of language and context clues to read unfamiliar words in context 	Vocabulary: 4V1.2 Morphology involves examining words and parts of words and how they are related to each other to enhance communication.	Suffixes, including the following, change the meaning of words when added to the ending of a base <ul style="list-style-type: none"> <y> <ish> <able/ible> <ful> <ant/ent> The English language is made up of words derived from many origins, including <ul style="list-style-type: none"> other languages technology place names trademarked products social practices 	Examine morphemes in words to determine meaning. Analyze the meaning of affixes and how they influence the meaning of bases. Predict meanings of unfamiliar words using morphological cues. Analyze word origins for meaning and spelling.
	Fluency: 4F1.1 Reading with fluency allows readers to focus more attention on understanding text and supports proficient reading.	Proficient reading involves the ability to read with accuracy, automaticity, and prosody with a focus on meaning.	Demonstrate comprehension of text through appropriate stress on words, pausing, phrasing, intonation, and use of punctuation. Read dialogue with phrasing and expression to reflect understandings of characters and events.
Use references <ul style="list-style-type: none"> use alphabetical order by first and second letter to locate information in reference materials use junior dictionaries, spell-check functions and electronic dictionaries to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts 			
2.2 Respond to Texts			
Experience various texts <ul style="list-style-type: none"> experience oral, print and other media texts from a variety of cultural traditions and genres, such as personal narratives, plays, novels, video programs, adventure 	Text Forms & Structures: 4T1.3 Fictional texts can open minds to new possibilities and ideas.	Fictional texts can be categorized by sub-genres, including traditional literature and fantasy. A fantasy is a fictional text that contains elements that are highly unreal.	Differentiate between a variety of fiction sub-genres, considering content, characters, time, or place. Examine fictional text structures that include main plots with subplots or flashbacks.

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<p>stories, folk tales, informational texts, mysteries, poetry and CDROM programs</p> <ul style="list-style-type: none"> identify and discuss favourite authors, topics and kinds of oral, print and other media texts discuss a variety of oral, print or other media texts by the same author, illustrator, storyteller or filmmaker retell events of stories in another form or medium make general evaluative statements about oral, print and other media texts 		<p>Fictional texts can have structures that include main plots with subplots and flashbacks.</p> <p>A flashback interrupts the story plot to take an audience back in time to past events in a character's life.</p> <p>Elements of fiction include</p> <ul style="list-style-type: none"> major and minor characters point of view <p>A minor character is a character in a story who is not the main focus and is less developed.</p> <p>Fictional texts include characters who can be known by what they say, think, or do.</p> <p>Point of view is the way an author or text creator chooses to tell or narrate a story and includes first person.</p> <p>First person is where the author, text creator, or narrator relates information from their own point of view, often using the word <i>I</i>.</p>	<p>Examine elements within a variety of fictional texts, including point of view.</p> <p>Determine if characters in fictional texts are major or minor.</p> <p>Create imaginative representations or dramatizations of fictional texts that depict point of view.</p> <p>Examine the narrator's point of view in texts.</p>
	<p>Text Forms & Structures: 4T1.4 Non-fiction texts can open minds to new possibilities and ideas.</p>	<p>Non-fiction texts include</p> <ul style="list-style-type: none"> autobiographies procedural texts land <p>Procedural texts include recipes or instruction manuals.</p> <p>Non-fiction texts can have structures that include</p> <ul style="list-style-type: none"> introduction main idea or topic supporting details conclusion compare and contrast <p>Non-fiction texts can share opinions regarding information.</p>	<p>Investigate ways that non-fiction texts can be organized to support sharing of information.</p> <p>Discuss a variety of facts and opinions expressed in non-fiction texts.</p>
	<p>Oral Language: 4O1.1 Oral traditions can connect the speaker and listener in experiences of the past or present that help prepare for the future.</p>	<p>Oral traditions can support connections to</p> <ul style="list-style-type: none"> people the community the natural world the constructed world 	<p>Describe personal connections to spirit, land, universe, time, or people revealed through oral traditions.</p> <p>Discuss protocols used to share oral traditions.</p>

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		<p>Stories presented in oral traditions can reflect connections to spirit, land, universe, time, and people.</p> <p>Protocols for sharing information may vary by source, context, community, or culture.</p>	
<p>Construct meaning from texts</p> <ul style="list-style-type: none"> connect the thoughts and actions of characters portrayed in oral, print and other media texts to personal and classroom experiences identify the main events in oral, print and other media texts; explain their causes, and describe how they influence subsequent events compare similar oral, print and other media texts and express preferences, using evidence from personal experiences and the texts develop own opinions based on ideas encountered in oral, print and other media texts 			
<p>Appreciate the artistry of texts</p> <ul style="list-style-type: none"> explain how onomatopoeia and alliteration are used to create mental images explain how language and visuals work together to communicate meaning and enhance effect 	<p>Text Forms & Structures: 4T1.5 Poetry engages the imagination and can encourage individuals to connect with other people, places, ideas, or emotions..</p>	<p>Poetry includes figurative language to create a desired effect.</p> <p>Poetic structures include</p> <ul style="list-style-type: none"> verse free verse concrete <p>Verse is text structured with a rhythm and typically has a rhyme.</p> <p>Free verse is a type of poetry that does not rhyme or have a regular rhythm.</p> <p>A concrete poem creates an image with words or symbols that matches the topic of the poem.</p>	<p>Investigate figurative language used in imaginative ways.</p> <p>Examine how a variety of poetic structures contribute to creative expression of ideas.</p> <p>Experiment with creating verse, free verse, or concrete poetry.</p>

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2.3 Understanding Forms, Elements, and Techniques			
<p>Understand forms and genres</p> <ul style="list-style-type: none"> describe and compare the main characteristics of a variety of oral, print and other media texts identify various ways that information can be recorded and presented visually 	<p>Text Forms & Structures: 4T1.1 Text form or structure can support the enjoyment and communication of ideas and information for a variety of purposes.</p>	<p>Texts can be communicated for a variety of purposes, including to</p> <ul style="list-style-type: none"> inform persuade provide enjoyment <p>Texts read for enjoyment can inspire, fascinate, or expand understandings.</p> <p>A genre is a category of text that has a specific content or style and includes fiction and non-fiction.</p> <p>Literary forms of fiction and non-fiction texts include</p> <ul style="list-style-type: none"> novels journal entries media <p>Media texts can be digital or non-digital and can combine sounds, words, images, and graphics.</p> <p>Narrative texts can be fiction or non-fiction and can follow a structure, including</p> <ul style="list-style-type: none"> beginning problem events solution ending 	<p>Confirm the author's or text creator's purpose based on information in the text.</p> <p>Explain how personal preferences for texts inspire, fascinate, or expand understandings.</p> <p>Examine a variety of literary forms used to communicate ideas and information.</p> <p>Examine the structure of a variety of narrative texts.</p> <p>Determine how the structure of texts can support the organization and communication of ideas or information.</p>
<p>Understand techniques and elements</p> <ul style="list-style-type: none"> identify and explain connections among events, setting and main characters in oral, print and other media texts identify the speaker or narrator of oral, print or other media texts identify how specific techniques are used to affect viewer perceptions in media texts 	<p>Comprehension: 4CP1.2 Comprehension is enhanced when relevant connections are made to information within and between texts.</p>	<p>Connections that support comprehension of text include</p> <ul style="list-style-type: none"> text to self text to text text to world 	<p>Examine connections between texts and self, between a text and other texts, and between texts and the world.</p> <p>Compare or contrast aspects of texts within an individual text or between multiple texts.</p> <p>Reflect on personal connections to a text that best support understandings.</p>
<p>Experiment with language</p> <ul style="list-style-type: none"> recognize how words and word combinations, such as word play, repetition and rhyme, influence or convey 			

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meaning			
2.4 Create Original Text			
<p>Generate Ideas</p> <ul style="list-style-type: none"> use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts 	<p>Writing: 4W1.1 Writing is a vehicle for communication, creativity, and connection.</p>	<p>Writing processes used to organize and enhance messages include</p> <ul style="list-style-type: none"> planning drafting revising editing publishing <p>Methods and tools that support planning include</p> <ul style="list-style-type: none"> lists visualizing <p>Interest can be created by varying sentence beginnings and length.</p> <p>Paragraphs include a topic sentence, supporting details, and a concluding sentence.</p> <p>A topic sentence describes what the paragraph is going to be about.</p> <p>A concluding sentence brings closure to a paragraph by identifying main ideas without adding new information.</p> <p>Fluent writing is smooth, natural, and easy to read aloud with inflection, which helps bring out meaning.</p> <p>Revising includes adding or removing words or sentences to enhance writing clarity or fluency.</p> <p>Publishing can involve consideration and selection of a variety of text features to enhance and finalize written work.</p>	<p>Create written texts for a variety of audiences and purposes.</p> <p>Create written texts using a variety of text forms and structures.</p> <p>Develop creative expression through the use of organizational processes, methods, and tools.</p> <p>Share perspectives on a topic in a clear and focused manner.</p> <p>Develop creative expression through a range of sentence beginnings, lengths, and types.</p> <p>Develop a logical order by grouping ideas into paragraphs.</p> <p>Write paragraphs with topic and concluding sentences.</p> <p>Reread written texts to identify what could be added or deleted to enhance creative expression.</p> <p>Revise texts to enhance clarity or fluency.</p> <p>Edit writing for spelling, punctuation, and grammar.</p> <p>Incorporate images, charts, graphs, or other text features when publishing selected pieces to support a purpose or connect with an audience.</p>
<p>Elaborate on the expression of ideas</p> <ul style="list-style-type: none"> select and use visuals that enhance meaning of oral, print and other media texts 	<p>Writing: 4W1.2 Creative thinking involves intentional application of skills and processes to enhance the expression of ideas and emotions.</p>	<p>Creative thinking processes involve</p> <ul style="list-style-type: none"> reviewing, revising, and enhancing ideas considering the processes of other creators constructing drafts or models applying feedback to improve the creative product <p>Writing is a craft that involves creative expression of</p>	<p>Apply creative thinking processes to enhance the expression of ideas or emotions.</p> <p>Relate how connections between audience, purpose, and text form can influence creative expression.</p> <p>Examine how effective writing provides insight into the creative expression of ideas and emotions.</p>

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		<p>ideas through</p> <ul style="list-style-type: none"> • organization • word choice • presentation <p>Word choice can reflect the author’s voice or style through careful selection and presentation of details.</p> <p>Words selected to enhance written texts include figurative language.</p> <p>Dialogue can be used to add variety to written texts, advance the plot, or reveal a character’s thoughts or feelings</p>	<p>Experiment with ideas and word choice to create beginnings that catch the audience’s attention.</p> <p>Experiment with sensory detail or figurative language to add interest and keep audiences engaged.</p> <p>Communicate personal voice or the voice of characters in narratives through dialogue.</p> <p>Generate effects in creative expression through punctuation.</p> <p>Create thoughtful conclusions that tie up events or leave readers wondering.</p> <p>Select a variety of presentation forms or text features to critically share perspectives.</p>
<p>Structure texts</p> <ul style="list-style-type: none"> • produce oral, print and other media texts that follow a logical sequence, and demonstrate clear relationships between character and plot • produce narratives that describe experiences and reflect personal responses 			
<i>General Outcome 3: Manage Ideas and Information</i>			
3.1 Plan and Focus			
<p>Focus Attention</p> <ul style="list-style-type: none"> • use organizational patterns of expository texts to understand ideas and information • focus topics appropriately for particular audiences 			
<p>Determine Information Needed</p> <ul style="list-style-type: none"> • ask relevant questions, and respond to questions related to particular topics 			

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<p>Plan to gather information</p> <ul style="list-style-type: none"> develop and follow a class plan for accessing and gathering ideas and information 			
3.2 Select and Process			
<p>Use a variety of sources</p> <ul style="list-style-type: none"> locate information to answer research questions, using a variety of sources, such as maps, atlases, charts, dictionaries, school libraries, video programs, elders in the community and field trips 	<p>Writing: 4W1.3 Research processes involve investigating materials or information to uncover facts and support problem solving.</p>	<p>Questioning can help focus research topics and processes.</p> <p>Methods and tools can be used to organize information, including</p> <ul style="list-style-type: none"> note taking graphic organizers lists <p>Research findings can be shared in a variety of digital or non-digital forms, including</p> <ul style="list-style-type: none"> reports presentations visual representations <p>Ethical use of information includes</p> <ul style="list-style-type: none"> asking permission to use, share, or store information acknowledging the ownership of information used to inform writing (citing) fair and accurate representation of individuals or information 	<p>Access information from a variety of sources to critically answer questions or expand knowledge.</p> <p>Demonstrate how information can be ethically shared using a variety of methods or tools.</p> <p>Use information ethically to create text for an intended audience.</p> <p>Choose and cite appropriate sources of information to inform research.</p>
<p>Access information</p> <ul style="list-style-type: none"> use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information identify information sources that inform, persuade or entertain, and use such sources appropriately 			
<p>Evaluate sources</p> <ul style="list-style-type: none"> recall important points, and make and revise predictions regarding upcoming information 			

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3.3 Organize, Record and Evaluate			
Organize information <ul style="list-style-type: none"> organize ideas and information, using appropriate categories, chronological order, cause and effect, or posing and answering questions record ideas and information that are on topic organize oral, print and other media texts into sections that relate to and develop the topic 			
Record information <ul style="list-style-type: none"> make notes of key words, phrases and images by subtopics; cite titles and authors of sources alphabetically paraphrase information from oral, print and other media sources 	Comprehension: 4CP1.5 Comprehension is enhanced when information is synthesized and summarized.	Summarizing information involves determining key ideas and specific details, logically ordering ideas, and paraphrasing. Synthesizing can create new understandings through a combination of background knowledge and new information from a text.	Synthesize a variety of information when creating summaries of texts. Create personal responses to a variety of literature, informational texts, or other texts by synthesizing information.
Evaluate information <ul style="list-style-type: none"> examine gathered information to identify if more information is required; review new understanding 			
3.4 Share and Review			
Share ideas and information <ul style="list-style-type: none"> communicate ideas and information in a variety of oral, print and other media texts, such as short reports, talks and posters select visuals, print and/or other media to add interest and to engage the audience 	Oral Language: 4O1.5 Presentations can be prepared and delivered to engage, inform, persuade, or entertain an audience.	Presentations can be prepared by <ul style="list-style-type: none"> developing a plan using notes and speaking cards using visual aids selecting digital or non-digital tools Speaking cards can be jot notes or cue cards that contain key points to support speakers. Visual aids can be digital or non-digital, such as <ul style="list-style-type: none"> objects diagrams images text 	Plan ideas and details in a logical manner, including introductions and conclusions. Present information that engages, informs, persuades, or entertains an audience. Share a verse from memory, demonstrating emphasis, pausing, and phrasing that enhance the presentation. Integrate visual aids to enhance communication. Vary word choice to appeal to an audience. Participate in presentations as a respectful audience

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		<p>Presentation delivery includes</p> <ul style="list-style-type: none"> • clear enunciation • appropriate tone and pace • correct grammar • appropriate word choice <p>Communication choices and styles differ from speaker to speaker.</p>	member.
<p>Review research process</p> <ul style="list-style-type: none"> • identify strengths and areas for improvement in research process 			
<i>General Outcome 4 : Enhance the clarity and artistry of communication</i>			
4.1 Enhance and Improve			
<p>Appraise own and others' work</p> <ul style="list-style-type: none"> • identify the general impression and main idea communicated by own and peers' oral, print and other media texts • use pre-established criteria to provide support and feedback to peers on their oral, print and other media texts 			
<p>Revise and edit</p> <ul style="list-style-type: none"> • revise to ensure an understandable progression of ideas and information • identify and reduce fragments and run-on sentences x edit for subject–verb agreement 			
<p>Enhance legibility</p> <ul style="list-style-type: none"> • write legibly, using a style that demonstrates awareness of alignment, shape and slant • use special features of software when composing, formatting and revising texts 	<p>Writing: 4W1.4 Digital or non-digital methods or tools can enhance written works and the artistry of a message.</p>	<p>Written messages can be created or enhanced using a variety of digital or non-digital methods or tools, such as</p> <ul style="list-style-type: none"> • printing • keyboarding • cursive handwriting <p>Messages communicated through cursive handwriting can reflect artistry through consideration of</p>	<p>Enhance the artistry of personally written works using selected methods or tools.</p> <p>Use cursive handwriting to write texts with appropriate letter formation, size, proportion, and slant.</p> <p>Apply keyboarding skills to enhance written works.</p>

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		<ul style="list-style-type: none"> letter formation size proportion slant <p>Keyboarding skills can be improved through practice that involves</p> <ul style="list-style-type: none"> finger reaches keystroking key recognition 	
<p>Expand knowledge of language</p> <ul style="list-style-type: none"> use an increasing variety of words to express and extend understanding of concepts related to personal interests and topics of study recognize English words and expressions that come from other cultures or languages 	<p>Vocabulary: 4V1.1 An extensive and varied vocabulary enhances effective communication in a variety of contexts.</p>	<p>Figurative language includes</p> <ul style="list-style-type: none"> personification analogy idiom <p>Personification is when animals or objects are given qualities or abilities that a human can have.</p> <p>An analogy compares two things that are mostly different but have some things in common.</p> <p>An idiom is a phrase that means something different than the literal meaning of the words within it.</p>	<p>Communicate clearly and accurately using precise alternatives for commonly used words.</p> <p>Record information about words in a variety of ways.</p> <p>Apply tier 2 words in a variety of literacy contexts.</p> <p>Use tier 3 words to describe subject content.</p> <p>Confirm word meanings, spellings, or word choices using a variety of digital or non-digital resources.</p> <p>Integrate knowledge of word study across multiple literacy contexts.</p> <p>Use analogies to compare words or clarify word meanings.</p> <p>Analyze the meanings of words or phrases expressed figuratively.</p>
<p>Enhance artistry</p> <ul style="list-style-type: none"> experiment with combining detail, voice-over, music and dialogue with sequence of events 			

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<p align="center">4.2 Attend to Conventions</p>			
<p>Attend to grammar and usage</p> <ul style="list-style-type: none"> identify simple and compound sentence structures, and use in own writing identify correct noun–pronoun agreement, and use in own writing identify past, present and future action 	<p>Conventions: 4CV1.2 Grammatical structures can support consistency in communication.</p>	<p>Sentences can describe facts or actions happening in the present (present tense).</p> <p>Sentences can describe what happened in the past (past tense).</p> <p>Sentences can describe what may happen in the future (future tense).</p> <p>The subject of a verb is the person or thing that performs the action.</p> <p>The object of a verb is the person or thing that receives the action.</p> <p>Both subjects and objects can be nouns or pronouns.</p> <p>Pronouns can replace a noun as the subject in a sentence (subjective) (e.g., I, you, he, she, it, we, they).</p> <p>Possessive adjectives come before a noun to show who or what owns it (e.g., my, your, his, her, its, our, their).</p> <p>Adjectives can compare two things (comparative—<er> or “more”).</p> <p>Adjectives can compare three or more things (superlative—<est> or “most”).</p>	<p>Distinguish between a variety of sentence types.</p> <p>Determine if text is in the present, past, or future tense.</p> <p>Identify nouns or pronouns that are the subject of a variety of sentences.</p> <p>Identify nouns or pronouns that are the object of a variety of sentences.</p> <p>Examine possessive adjectives in a variety of sentences.</p> <p>Use adjectives to indicate comparison of two or more things (<er> or <est>).</p> <p>Use conjunctions to connect phrases in sentences.</p> <p>Apply consistent subject-verb agreement in a variety of sentences.</p>
<p>Attend to spelling</p> <ul style="list-style-type: none"> use phonic knowledge and skills and visual memory, systematically, to spell multisyllable words in own writing identify and apply common spelling generalizations in own writing apply strategies for identifying and learning to spell problem words in own writing 	<p>Conventions: 4CV1.3 Spelling accuracy can be supported by transferring understandings of word patterns and structures.</p>	<p>Spelling patterns include</p> <ul style="list-style-type: none"> vowel-vowel-consonant-consonant (VVCC) (e.g., each) vowel-vowel-consonant-silent “e” (VVCe) (e.g., weave) vowel-consonant-consonant-silent “e” (VCCe) (e.g., wedge) vowel-consonant-consonant-consonant (VCCC) (e.g., trench) vowel-vowel-consonant-consonant-silent “e” (VVCCe) (e.g., bounce) vowel-vowel-consonant-consonant-consonant (VVCCC) (e.g., health) 	<p>Identify spelling patterns within and across words.</p> <p>Apply knowledge of known words, word parts, and word patterns to spell unfamiliar words.</p> <p>Spell a variety of prefixes and suffixes accurately in words.</p> <p>Identify words that are not spelled in predictable ways.</p>

Grade 4 ELAL Curriculum Comparison for the New Alberta Curriculum

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
	<p>Conventions: 4CV1.4 Automatic transference of spelling knowledge can increase writing fluency.</p>	<p>Homophones are words that have the same pronunciation but different spellings and meanings (e.g., hear–here).</p> <p>Digital or non-digital reference tools can be used to confirm the spelling of words.</p>	<p>Differentiate between the spelling and associated meaning of a variety of homophones.</p> <p>Apply a variety of spelling strategies to increase writing fluency.</p> <p>Use a variety of tools to spell or confirm the spelling of words.</p>
	<p>Conventions: 4CV1.5 Guidelines for spelling transferred to writing new text can increase written clarity.</p>	<p>Suffixes include <er>, <es>, <r>, <ly>, <ing>, <ily>, <able>, <ible>, <ar>, <less>.</p>	<p>Spell a range of compound words, contractions, possessives, and complex plurals.</p> <p>Recognize and spell common suffixes.</p>
<p>Attend to capitalization and punctuation</p> <ul style="list-style-type: none"> use capitalization to designate organizations and to indicate the beginning of quotations in own writing use commas after introductory words in sentences and when citing addresses in own writing identify quotation marks in passages of dialogue, and use them to assist comprehension 	<p>Conventions: 4CV1.1 Capitalization and punctuation can be used to support writing fluency.</p>	<p>Capitalization is used for abbreviations.</p> <p>An abbreviation is the shortened form of a word or words (e.g., Rd., St., AB).</p> <p>Punctuation can be used to add clarity, precision, or creativity to messages.</p> <p>A comma can have a variety of uses, including</p> <ul style="list-style-type: none"> to indicate a pause between parts of a sentence to separate words in a list or series to separate a transition word from the words that follow in a sentence 	<p>Capitalize words appropriately in different contexts.</p> <p>Include a variety of punctuation at the end of sentences.</p> <p>Insert commas to indicate a pause between parts of sentences, to separate items in a list, or to follow a transition word.</p> <p>Insert quotation marks to identify the words of a speaker or to bring attention to a word that is used in a special way.</p> <p>Insert apostrophes in place of letters in contractions and to show possession.</p>
4.3 Present and Share			
<p>Present Information</p> <ul style="list-style-type: none"> present to peers ideas and information on a topic of interest, in a well-organized form 			
<p>Enhance presentation</p> <ul style="list-style-type: none"> add interest to presentations through the use of props, such as pictures, overheads and artifacts 			
<p>Use effective oral and visual communication</p> <ul style="list-style-type: none"> adjust volume, tone of voice and gestures 	<p>Oral Language: 4O1.2 Listening and speaking skills can be</p>	<p>Respectful interactions include behaviours that consider</p>	<p>Contribute respectfully to a variety of interactions that</p>

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appropriately, to suit a variety of social and classroom activities	applied and adapted to support respectful interactions.	<p>the contributions, feelings, points of view, and needs of participants.</p> <p>Phrasing and pausing work together to</p> <ul style="list-style-type: none"> • support flow of thought and speech • support meaning • create emphasis <p>Projection is the directing and supporting of the voice toward an intended target.</p> <p>Projection is a combination of breath, clarity, and intentionality.</p>	<p>involve listening and speaking.</p> <p>Identify opinions or points of view shared in conversations or texts that are listened to.</p> <p>Select appropriate volume, intonation, phrasing, and pausing to create a desired effect when speaking or presenting.</p> <p>Project voice appropriately for the audience and situation.</p>
	<p>Oral Language: 4O1.4 Communication can be enhanced through adjusting verbal and non-verbal language.</p>	A combination of verbal and non-verbal language can be used to enhance clarity or create effects when communicating.	Adjust verbal and non-verbal language to enhance clarity or create effects when communicating.
<p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none"> • connect own ideas, opinions and experiences to those communicated in oral and visual presentations • give constructive feedback, ask relevant questions, and express related opinions in response to oral and visual presentations 	<p>Oral Language: 4O1.3 Listening involves playing an active role in understanding the speaker and supports collaboration.</p>	<p>Listening includes restating key points or ideas and making personal connections.</p> <p>Listening to texts can expand vocabulary, understandings, and personal views.</p>	<p>Demonstrate active listening when engaging in collaborative work.</p> <p>Use a variety of listening strategies to support understanding.</p>
<i>General Outcome 5.1 : Respect Others and Strengthen Community</i>			
5.1 Respect Others and Strength Community			
<p>Appreciate diversity</p> <ul style="list-style-type: none"> • describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts • appreciate that responses to some oral, print or other media texts may be different 			
<p>Relate texts to culture</p> <ul style="list-style-type: none"> • identify and discuss main characters, 			

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Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
plots, settings and illustrations in oral, print and other media texts from diverse cultures and communities			
Celebrate accomplishments and events <ul style="list-style-type: none"> use appropriate language to acknowledge special events and to honour accomplishments in and beyond the classroom 			
Use language to show respect <ul style="list-style-type: none"> identify and discuss differences in language use in a variety of school and community contexts 			
5.2 Work Within a Group			
Cooperate with Others <ul style="list-style-type: none"> take responsibility for collaborating with others to achieve group goals ask for and provide information and assistance, as appropriate, for completing individual and group tasks 			
Work in groups <ul style="list-style-type: none"> share personal knowledge of a topic to develop purposes for research or investigations and possible categories of questions use brainstorming, summarizing and reporting to organize and carry out group projects 			
Evaluate group process <ul style="list-style-type: none"> assess group process, using established criteria, and determine areas for improvement 			