

Grade 4 ELAL Curriculum (2022) - Sample Year-at-a-Glance

English Language Arts and Literature Curriculum (*English Language Arts & Literature Subject Introduction* - <https://curriculum.learnalberta.ca/printable-curriculum/en/home>)

What Is English Language Arts and Literature?

Language is a uniquely structured system that forms the basis for thinking, communicating, and learning. Influenced by numerous cultures and languages over many centuries, English has grown to become a prominent language for international communication. English language arts and literature involves learning about historical aspects and contemporary applications of the English language through the interrelated strands of reading, writing, listening, speaking, viewing, and representing. Engagement with a wide variety of texts offers students opportunities to expand their thinking beyond personal experiences, to think critically about ideas and information, and to explore creative expression. Focusing on developing the ability of students to communicate effectively in a variety of contexts, to inform, persuade, or entertain, English language arts and literature also aims to spark the imagination, inspire a love for learning, and develop appreciation for the rich diversity of human experiences shared through language, literature, and story. Experiences in English language arts and literature help students develop deep understandings of others and themselves, build and strengthen interpersonal relationships, and engage in responsible citizenship.

Language, Literacy, and Literature

Oral language development is an active process that begins at birth and expands throughout a lifetime. Listening and speaking form the foundation for literacy development as students participate in oral language experiences and share in the oral traditions of their families and communities. These skills are further developed and applied in a variety of oral language experiences in English language arts and literature that include oral storytelling, discussions, drama, and presentations. Students learn to be active listeners, and they explore and purposefully select a variety of digital or non-digital forms and tools to enhance presentation delivery and capture the attention of an audience. Literacy involves acquiring and applying the understanding and skills necessary to decode, evaluate, and logically communicate ideas and build meaning. Foundational literacy focuses on clear and developmentally appropriate learning in the areas of phonological awareness and phonics. Students in English language arts and literature develop the ability to identify and manipulate sounds in oral language and understand relationships between sounds and the letters that represent them. A focus on fluency fosters, within students, the ability to read a range of texts accurately, automatically, and with expression. Students apply strategies to comprehend increasingly complex messages and they expand their verbal and written vocabulary through the study of word meanings, origins, and structures. Communicating well in a modern world involves understanding social practices, relationships, cultures, and information. Engaging with a variety of traditional, contemporary, and emerging texts enables students to see how text form and structure can influence the representation and interpretation of ideas and information. Analyzing media texts helps students understand how text creators seek to persuade and helps students become thoughtful consumers of media. In English language arts and literature, students differentiate between fact and opinion and discover the artistry of messages shared through poetry, image, and song. The study of quality literature empowers students to understand contextual nuances of time and place and gain insight into our inherited literary traditions. Local First Nations, Métis, Inuit, and Francophone stories reflect the diverse cultures, histories, and perspectives of the founding peoples of Alberta. By exploring stories from both local and global communities in English language arts and literature, students build empathy, broaden perspectives, and expand worldviews. As text creators, students explore ways to share their ideas, responding to texts they encounter and to the world around them. Throughout English language arts and literature, students apply writing processes and language conventions to organize ideas and communicate effectively in a variety of digital or non-digital contexts. They learn to form opinions based on quality research from multiple sources of information and to support their opinions with evidence and logical arguments. They develop ethical citizenship by learning about and following protocols for accessing information and citing sources. Students explore the English language to craft and shape ideas, instilling beauty or persuasion within compositions and presentations to reflect style and discover their own unique voice. The English language arts and literature curriculum provides solid foundations in language, literacy, and literature that will support Alberta's students in achieving personal and academic goals. Students will engage in formal and informal exchanges, demonstrating respect, humility, and responsibility as they seek to understand and be understood. By thinking critically, managing information ethically, and sharing ideas effectively, students will be able to adapt to changing conditions, persevere through challenges, and find creative solutions. As confident and competent communicators, Alberta's students will be better prepared to achieve successful and fulfilling lives while making meaningful contributions to their communities and the world.

Grade 4 ELAL Curriculum (2022) - Sample Year-at-a-Glance



Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Organizing Idea: Text Forms and Structure: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.					
Guiding Question: How can text organization influence communication?					
Learning Outcome: 4T1 Students examine how the form and structure of texts can support the communication of ideas and information.					
Understanding: 4T1.1 Text form or structure can support the enjoyment and communication of ideas and information for a variety of purposes.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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 	<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</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 	<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</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 	<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</p>

Grade 4 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
<ul style="list-style-type: none"> 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 	information.	<ul style="list-style-type: none"> 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 	information.	<ul style="list-style-type: none"> 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 	information.
<p>Learning Outcome: 4T1 Students examine how the form and structure of texts can support the communication of ideas and information.</p>					
<p>Understanding: 4T1.2 Text features can organize and enhance information in the main body of a text.</p>					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Text features can be digital or non-digital, including</p> <ul style="list-style-type: none"> images and graphics indexes 	<p>Examine a variety of text features that provide important information in a text.</p> <p>Include a variety of text features to organize, clarify, or enhance information.</p>	<p>Text features can be digital or non-digital, including</p> <ul style="list-style-type: none"> images and graphics indexes 	<p>Examine a variety of text features that provide important information in a text.</p> <p>Include a variety of text features to organize, clarify, or enhance information.</p>	<p>Text features can be digital or non-digital, including</p> <ul style="list-style-type: none"> images and graphics indexes 	<p>Examine a variety of text features that provide important information in a text.</p> <p>Include a variety of text features to organize, clarify, or enhance information.</p>

Grade 4 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Learning Outcome: 4T1 Students examine how the form and structure of texts can support the communication of ideas and information.					
Understanding: 4T1.3 Fictional texts can open minds to new possibilities and ideas.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Fictional texts can be categorized by sub-genres, including traditional literature and fantasy.</p> <p>A fantasy is a fictional text that contains elements that are highly unreal.</p> <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>Differentiate between a variety of fiction sub-genres, considering content, characters, time, or place.</p> <p>Examine fictional text structures that include main plots with subplots or flashbacks.</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>Fictional texts can be categorized by sub-genres, including traditional literature and fantasy.</p> <p>A fantasy is a fictional text that contains elements that are highly unreal.</p> <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>Differentiate between a variety of fiction sub-genres, considering content, characters, time, or place.</p> <p>Examine fictional text structures that include main plots with subplots or flashbacks.</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>Fictional texts can be categorized by sub-genres, including traditional literature and fantasy.</p> <p>A fantasy is a fictional text that contains elements that are highly unreal.</p> <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>Differentiate between a variety of fiction sub-genres, considering content, characters, time, or place.</p> <p>Examine fictional text structures that include main plots with subplots or flashbacks.</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>

Grade 4 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
<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>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>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>Learning Outcome: 4T1 Students examine how the form and structure of texts can support the communication of ideas and information.</p>					
<p>Understanding: 4T1.4 Non-fiction texts can open minds to new possibilities and ideas.</p>					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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</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>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</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>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</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>

Grade 4 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
<p>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>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>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>Learning Outcome: 4T1 Students examine how the form and structure of texts can support the communication of ideas and information.</p>					
<p>Understanding: 4T1.5 Poetry engages the imagination and can encourage individuals to connect with other people, places, ideas, or emotions.</p>					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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>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>	<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>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>	<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>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>

Grade 4 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
A concrete poem creates an image with words or symbols that matches the topic of the poem.		A concrete poem creates an image with words or symbols that matches the topic of the poem.		A concrete poem creates an image with words or symbols that matches the topic of the poem.	

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Organizing Idea: Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.					
Guiding Question: In what ways can listening and speaking skills clarify intent and build relationships?					
Learning Outcome: 4O1 Students examine and demonstrate how listening and speaking support connections and clarify understandings.					
Understanding: 4O1.1 Oral traditions can connect the speaker and listener in experiences of the past or present that help prepare for the future.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Oral traditions can support connections to</p> <ul style="list-style-type: none"> • people • the community • the natural world • the constructed world <p>Stories presented in oral traditions can reflect connections to spirit, land, universe, time, and people.</p>	<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>	<p>Oral traditions can support connections to</p> <ul style="list-style-type: none"> • people • the community • the natural world • the constructed world <p>Stories presented in oral traditions can reflect connections to spirit, land, universe, time, and people.</p>	<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>	<p>Oral traditions can support connections to</p> <ul style="list-style-type: none"> • people • the community • the natural world • the constructed world <p>Stories presented in oral traditions can reflect connections to spirit, land, universe, time, and people.</p>	<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>

Grade 4 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Protocols for sharing information may vary by source, context, community, or culture.		Protocols for sharing information may vary by source, context, community, or culture.		Protocols for sharing information may vary by source, context, community, or culture.	
Learning Outcome: 4O1 Students examine and demonstrate how listening and speaking support connections and clarify understandings.					
Understanding: 4O1.2 Listening and speaking skills can be applied and adapted to support respectful interactions.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Respectful interactions include behaviours that consider 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>Contribute respectfully to a variety of interactions that 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>Respectful interactions include behaviours that consider 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>Contribute respectfully to a variety of interactions that 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>Respectful interactions include behaviours that consider 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>Contribute respectfully to a variety of interactions that 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>

Grade 4 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Learning Outcome: 4O1 Students examine and demonstrate how listening and speaking support connections and clarify understandings.					
Understanding: 4O1.3 Listening involves playing an active role in understanding the speaker and supports collaboration.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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>	<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>	<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>
Learning Outcome: 4O1 Students examine and demonstrate how listening and speaking support connections and clarify understandings.					
Understanding: 4O1.4 Communication can be enhanced through adjusting verbal and non-verbal language.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>A combination of verbal and non-verbal language can be used to enhance clarity or create effects when communicating.</p>	<p>Adjust verbal and non-verbal language to enhance clarity or create effects when communicating.</p>	<p>A combination of verbal and non-verbal language can be used to enhance clarity or create effects when communicating.</p>	<p>Adjust verbal and non-verbal language to enhance clarity or create effects when communicating.</p>	<p>A combination of verbal and non-verbal language can be used to enhance clarity or create effects when communicating.</p>	<p>Adjust verbal and non-verbal language to enhance clarity or create effects when communicating.</p>

Grade 4 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Learning Outcome: 4O1 Students examine and demonstrate how listening and speaking support connections and clarify understandings.					
Understanding: 4O1.5 Presentations can be prepared and delivered to engage, inform, persuade, or entertain an audience.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Presentations can be prepared by</p> <ul style="list-style-type: none"> developing a plan using notes and speaking cards using visual aids selecting digital or non-digital tools <p>Speaking cards can be jot notes or cue cards that contain key points to support speakers.</p> <p>Visual aids can be digital or non-digital, such as</p> <ul style="list-style-type: none"> objects diagrams images text <p>Presentation delivery includes</p> <ul style="list-style-type: none"> clear enunciation appropriate tone and pace correct grammar appropriate word choice 	<p>Plan ideas and details in a logical manner, including introductions and conclusions.</p> <p>Present information that engages, informs, persuades, or entertains an audience.</p> <p>Share a verse from memory, demonstrating emphasis, pausing, and phrasing that enhance the presentation.</p> <p>Integrate visual aids to enhance communication.</p> <p>Vary word choice to appeal to an audience.</p> <p>Participate in presentations as a respectful audience member.</p>	<p>Presentations can be prepared by</p> <ul style="list-style-type: none"> developing a plan using notes and speaking cards using visual aids selecting digital or non-digital tools <p>Speaking cards can be jot notes or cue cards that contain key points to support speakers.</p> <p>Visual aids can be digital or non-digital, such as</p> <ul style="list-style-type: none"> objects diagrams images text <p>Presentation delivery includes</p> <ul style="list-style-type: none"> clear enunciation appropriate tone and pace correct grammar appropriate word choice 	<p>Plan ideas and details in a logical manner, including introductions and conclusions.</p> <p>Present information that engages, informs, persuades, or entertains an audience.</p> <p>Share a verse from memory, demonstrating emphasis, pausing, and phrasing that enhance the presentation.</p> <p>Integrate visual aids to enhance communication.</p> <p>Vary word choice to appeal to an audience.</p> <p>Participate in presentations as a respectful audience member.</p>	<p>Presentations can be prepared by</p> <ul style="list-style-type: none"> developing a plan using notes and speaking cards using visual aids selecting digital or non-digital tools <p>Speaking cards can be jot notes or cue cards that contain key points to support speakers.</p> <p>Visual aids can be digital or non-digital, such as</p> <ul style="list-style-type: none"> objects diagrams images text <p>Presentation delivery includes</p> <ul style="list-style-type: none"> clear enunciation appropriate tone and pace correct grammar appropriate word choice 	<p>Plan ideas and details in a logical manner, including introductions and conclusions.</p> <p>Present information that engages, informs, persuades, or entertains an audience.</p> <p>Share a verse from memory, demonstrating emphasis, pausing, and phrasing that enhance the presentation.</p> <p>Integrate visual aids to enhance communication.</p> <p>Vary word choice to appeal to an audience.</p> <p>Participate in presentations as a respectful audience member.</p>

Grade 4 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Communication choices and styles differ from speaker to speaker.		Communication choices and styles differ from speaker to speaker.		Communication choices and styles differ from speaker to speaker.	

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Organizing Idea: Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.					
Guiding Question: How can building vocabulary and understanding morphology strengthen communication?					
Learning Outcome: 4V1 Students expand vocabulary and analyze morphemes to communicate in multiple contexts.					
Understanding: 4V1.1 An extensive and varied vocabulary enhances effective communication in a variety of contexts.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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</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>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</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>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</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>

Grade 4 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
<p>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>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>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>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>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>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>Learning Outcome: 4V1 Students expand vocabulary and analyze morphemes to communicate in multiple contexts.</p>					
<p>Understanding: 4V1.2 Morphology involves examining words and parts of words and how they are related to each other to enhance communication.</p>					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Suffixes, including the following, change the meaning of words when added to the ending of a base</p> <ul style="list-style-type: none"> • <y> • <ish> • <able/ible> • <ful> • <ant/ent> 	<p>Examine morphemes in words to determine meaning.</p> <p>Analyze the meaning of affixes and how they influence the meaning of bases.</p> <p>Predict meanings of unfamiliar words using</p>	<p>Suffixes, including the following, change the meaning of words when added to the ending of a base</p> <ul style="list-style-type: none"> • <y> • <ish> • <able/ible> • <ful> • <ant/ent> 	<p>Examine morphemes in words to determine meaning.</p> <p>Analyze the meaning of affixes and how they influence the meaning of bases.</p> <p>Predict meanings of unfamiliar words using</p>	<p>Suffixes, including the following, change the meaning of words when added to the ending of a base</p> <ul style="list-style-type: none"> • <y> • <ish> • <able/ible> • <ful> • <ant/ent> 	<p>Examine morphemes in words to determine meaning.</p> <p>Analyze the meaning of affixes and how they influence the meaning of bases.</p> <p>Predict meanings of unfamiliar words using</p>

Grade 4 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
The English language is made up of words derived from many origins, including	morphological cues. Analyze word origins for meaning and spelling.	The English language is made up of words derived from many origins, including	morphological cues. Analyze word origins for meaning and spelling.	The English language is made up of words derived from many origins, including	morphological cues. Analyze word origins for meaning and spelling.
<ul style="list-style-type: none"> other languages technology place names trademarked products social practices 		<ul style="list-style-type: none"> other languages technology place names trademarked products social practices 		<ul style="list-style-type: none"> other languages technology place names trademarked products social practices 	

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Organizing Idea: Fluency: Comprehension and literary appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression.					
Guiding Question: How does fluency support comprehension and proficient reading?					
Learning Outcome: 4F1 Students enhance fluency to refine comprehension and proficient reading.					
Understanding: 4F1.1 Reading with fluency allows readers to focus more attention on understanding text and supports proficient reading.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
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.	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.	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.

Grade 4 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
	Read dialogue with phrasing and expression to reflect understandings of characters and events.		Read dialogue with phrasing and expression to reflect understandings of characters and events.		Read dialogue with phrasing and expression to reflect understandings of characters and events.

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Organizing Idea: Comprehension: Text comprehension is supported through applying varied strategies and processes, and considering both particular contexts and universal themes.					
Guiding Question: How do comprehension processes and strategies enhance understandings of texts?					
Learning Outcome: 4CP1 Students investigate strategies and connections that support text comprehension.					
Understanding: 4CP1.1 Comprehension processes and strategies can be purposefully applied to broaden understandings of texts.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
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.	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.	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.

Grade 4 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Learning Outcome: 4CP1 Students investigate strategies and connections that support text comprehension.					
Understanding: 4CP1.2 Comprehension is enhanced when relevant connections are made to information within and between texts.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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>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>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>
Learning Outcome: 4CP1 Students investigate strategies and connections that support text comprehension.					
Understanding: 4CP1.3 Comprehension and making predictions have a reciprocal relationship when understanding texts.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Significant information that is synthesized to make predictions includes</p> <ul style="list-style-type: none"> background knowledge personal experience 	<p>Revise or confirm predictions based on new or additional information in texts.</p> <p>Examine how making,</p>	<p>Significant information that is synthesized to make predictions includes</p> <ul style="list-style-type: none"> background knowledge personal experience 	<p>Revise or confirm predictions based on new or additional information in texts.</p> <p>Examine how making,</p>	<p>Significant information that is synthesized to make predictions includes</p> <ul style="list-style-type: none"> background knowledge personal experience 	<p>Revise or confirm predictions based on new or additional information in texts.</p> <p>Examine how making,</p>

Grade 4 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
<ul style="list-style-type: none"> specific clues from a text anticipation of logical outcomes or events 	modifying, or confirming predictions supports text comprehension.	<ul style="list-style-type: none"> specific clues from a text anticipation of logical outcomes or events 	modifying, or confirming predictions supports text comprehension.	<ul style="list-style-type: none"> specific clues from a text anticipation of logical outcomes or events 	modifying, or confirming predictions supports text comprehension.
Learning Outcome: 4CP1 Students investigate strategies and connections that support text comprehension.					
Understanding: 4CP1.4 Comprehension involves inferencing and relying on multiple critical thinking skills when engaging with texts.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Inferencing involves multiple critical thinking skills, including</p> <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 	<p>Infer cause and effect relationships in texts.</p> <p>Make inferences in texts that reach beyond personal experiences.</p> <p>Combine information from various sources to draw conclusions.</p> <p>Infer ideas that are not explicitly stated in texts.</p>	<p>Inferencing involves multiple critical thinking skills, including</p> <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 	<p>Infer cause and effect relationships in texts.</p> <p>Make inferences in texts that reach beyond personal experiences.</p> <p>Combine information from various sources to draw conclusions.</p> <p>Infer ideas that are not explicitly stated in texts.</p>	<p>Inferencing involves multiple critical thinking skills, including</p> <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 	<p>Infer cause and effect relationships in texts.</p> <p>Make inferences in texts that reach beyond personal experiences.</p> <p>Combine information from various sources to draw conclusions.</p> <p>Infer ideas that are not explicitly stated in texts.</p>

Grade 4 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Learning Outcome: 4CP1 Students investigate strategies and connections that support text comprehension.					
Understanding: 4CP1.5 Comprehension is enhanced when information is synthesized and summarized.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Summarizing information involves determining key ideas and specific details, logically ordering ideas, and paraphrasing.</p> <p>Synthesizing can create new understandings through a combination of background knowledge and new information from a text.</p>	<p>Synthesize a variety of information when creating summaries of texts.</p> <p>Create personal responses to a variety of literature, informational texts, or other texts by synthesizing information.</p>	<p>Summarizing information involves determining key ideas and specific details, logically ordering ideas, and paraphrasing.</p> <p>Synthesizing can create new understandings through a combination of background knowledge and new information from a text.</p>	<p>Synthesize a variety of information when creating summaries of texts.</p> <p>Create personal responses to a variety of literature, informational texts, or other texts by synthesizing information.</p>	<p>Summarizing information involves determining key ideas and specific details, logically ordering ideas, and paraphrasing.</p> <p>Synthesizing can create new understandings through a combination of background knowledge and new information from a text.</p>	<p>Synthesize a variety of information when creating summaries of texts.</p> <p>Create personal responses to a variety of literature, informational texts, or other texts by synthesizing information.</p>
Learning Outcome: 4CP1 Students investigate strategies and connections that support text comprehension.					
Understanding: 4CP1.6 The reading comprehension process involves checking for understanding, problem solving, and metacognition.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Strategic reading and questioning occur before, during, and after reading.</p> <p>Problem solving can occur at the word, sentence, and whole-passage level.</p> <p>Reading comprehension skills that address</p>	<p>Apply self-monitoring skills to self-correct when comprehension breaks down during reading.</p> <p>Evaluate skills that can be implemented to repair and strengthen reading comprehension.</p>	<p>Strategic reading and questioning occur before, during, and after reading.</p> <p>Problem solving can occur at the word, sentence, and whole-passage level.</p> <p>Reading comprehension skills that address</p>	<p>Apply self-monitoring skills to self-correct when comprehension breaks down during reading.</p> <p>Evaluate skills that can be implemented to repair and strengthen reading comprehension.</p>	<p>Strategic reading and questioning occur before, during, and after reading.</p> <p>Problem solving can occur at the word, sentence, and whole-passage level.</p> <p>Reading comprehension skills that address</p>	<p>Apply self-monitoring skills to self-correct when comprehension breaks down during reading.</p> <p>Evaluate skills that can be implemented to repair and strengthen reading comprehension.</p>

Grade 4 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
<p>challenges include</p> <ul style="list-style-type: none"> • appropriate text selection • rereading parts of the text • reading ahead • visualizing • questioning • word solving <p>Metacognition is an awareness of thoughts and how one thinks and involves</p> <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 	<p>Apply metacognitive strategies that are personally effective when reading.</p>	<p>challenges include</p> <ul style="list-style-type: none"> • appropriate text selection • rereading parts of the text • reading ahead • visualizing • questioning • word solving <p>Metacognition is an awareness of thoughts and how one thinks and involves</p> <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 	<p>Apply metacognitive strategies that are personally effective when reading.</p>	<p>challenges include</p> <ul style="list-style-type: none"> • appropriate text selection • rereading parts of the text • reading ahead • visualizing • questioning • word solving <p>Metacognition is an awareness of thoughts and how one thinks and involves</p> <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 	<p>Apply metacognitive strategies that are personally effective when reading.</p>

Grade 4 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Organizing Idea: Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.					
Guiding Question: How can development of writing processes and expression support effective communication?					
Learning Outcome: 4W1 Students construct and organize text to share perspectives and develop creative expression.					
Understanding: 4W1.1 Writing is a vehicle for communication, creativity, and connection.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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</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>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</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>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</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>

Grade 4 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
<p>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>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>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>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>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>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>Learning Outcome: 4W1 Students construct and organize text to share perspectives and develop creative expression.</p>					
<p>Understanding: 4W1.2 Creative thinking involves intentional application of skills and processes to enhance the expression of ideas and emotions.</p>					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Creative thinking processes involve</p> <ul style="list-style-type: none"> reviewing, revising, and enhancing ideas 	<p>Apply creative thinking processes to enhance the expression of ideas or emotions.</p>	<p>Creative thinking processes involve</p> <ul style="list-style-type: none"> reviewing, revising, and enhancing ideas 	<p>Apply creative thinking processes to enhance the expression of ideas or emotions.</p>	<p>Creative thinking processes involve</p> <ul style="list-style-type: none"> reviewing, revising, and enhancing ideas 	<p>Apply creative thinking processes to enhance the expression of ideas or emotions.</p>

Grade 4 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
<ul style="list-style-type: none"> 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 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>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> <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>	<ul style="list-style-type: none"> 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 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>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> <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>	<ul style="list-style-type: none"> 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 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>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> <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>

Grade 4 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
	Select a variety of presentation forms or text features to critically share perspectives.		Select a variety of presentation forms or text features to critically share perspectives.		Select a variety of presentation forms or text features to critically share perspectives.
Learning Outcome: 4W1 Students construct and organize text to share perspectives and develop creative expression.					
Understanding: 4W1.3 Research processes involve investigating materials or information to uncover facts and support problem solving.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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 	<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>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 	<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>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 	<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>

Grade 4 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
<p>use, share, or store information</p> <ul style="list-style-type: none"> acknowledging the ownership of information used to inform writing (citing) fair and accurate representation of individuals or information 		<p>use, share, or store information</p> <ul style="list-style-type: none"> acknowledging the ownership of information used to inform writing (citing) fair and accurate representation of individuals or information 		<p>use, share, or store information</p> <ul style="list-style-type: none"> acknowledging the ownership of information used to inform writing (citing) fair and accurate representation of individuals or information 	
<p>Learning Outcome: 4W1 Students construct and organize text to share perspectives and develop creative expression.</p>					
<p>Understanding: 4W1.4 Digital or non-digital methods or tools can enhance written works and the artistry of a message.</p>					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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> <ul style="list-style-type: none"> letter formation size proportion slant 	<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>	<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> <ul style="list-style-type: none"> letter formation size proportion slant 	<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>	<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> <ul style="list-style-type: none"> letter formation size proportion slant 	<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>

Grade 4 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Keyboarding skills can be improved through practice that involves		Keyboarding skills can be improved through practice that involves		Keyboarding skills can be improved through practice that involves	
<ul style="list-style-type: none"> finger reaches keystroking key recognition 		<ul style="list-style-type: none"> finger reaches keystroking key recognition 		<ul style="list-style-type: none"> finger reaches keystroking key recognition 	

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Organizing Idea: Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.					
Guiding Question: How does the knowledge and application of conventions enhance written communication?					
Learning Outcome: 4CV1 Students examine and apply conventions to develop effective written communication.					
Understanding: 4CV1.1 Capitalization and punctuation can be used to support writing fluency.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Capitalization is used for abbreviations.	Capitalize words appropriately in different contexts.	Capitalization is used for abbreviations.	Capitalize words appropriately in different contexts.	Capitalization is used for abbreviations.	Capitalize words appropriately in different contexts.
An abbreviation is the shortened form of a word or words (e.g., Rd., St., AB).	Include a variety of punctuation at the end of sentences.	An abbreviation is the shortened form of a word or words (e.g., Rd., St., AB).	Include a variety of punctuation at the end of sentences.	An abbreviation is the shortened form of a word or words (e.g., Rd., St., AB).	Include a variety of punctuation at the end of sentences.
Punctuation can be used to add clarity, precision, or creativity to messages.	Insert commas to indicate a pause between parts of sentences, to separate	Punctuation can be used to add clarity, precision, or creativity to messages.	Insert commas to indicate a pause between parts of sentences, to separate	Punctuation can be used to add clarity, precision, or creativity to messages.	Insert commas to indicate a pause between parts of sentences, to separate

Grade 4 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
<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>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>	<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>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>	<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>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>
Learning Outcome: 4CV1 Students examine and apply conventions to develop effective written communication.					
Understanding: 4CV1.2 Grammatical structures can support consistency in communication.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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</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>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</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>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</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>

Grade 4 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
<p>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>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>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>performs the action.</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>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>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>

Grade 4 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Learning Outcome: 4CV1 Students examine and apply conventions to develop effective written communication.					
Understanding: 4CV1.3 Spelling accuracy can be supported by transferring understandings of word patterns and structures.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Spelling patterns include</p> <ul style="list-style-type: none"> vowel-vowel-consonant-consonant (VVCC) (e.g., each) vowel-vowel-consonant-t-silent “e” (VVCCe) (e.g., weave) vowel-consonant-consonant-silent “e” (VCCe) (e.g., wedge) vowel-consonant-consonant-consonant (VCCC) (e.g., trench) vowel-vowel-consonant-t-consonant-silent “e” (VVCCe) (e.g., bounce) vowel-vowel-consonant-t-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>	<p>Spelling patterns include</p> <ul style="list-style-type: none"> vowel-vowel-consonant-consonant (VVCC) (e.g., each) vowel-vowel-consonant-t-silent “e” (VVCCe) (e.g., weave) vowel-consonant-consonant-silent “e” (VCCe) (e.g., wedge) vowel-consonant-consonant-consonant (VCCC) (e.g., trench) vowel-vowel-consonant-t-consonant-silent “e” (VVCCe) (e.g., bounce) vowel-vowel-consonant-t-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>	<p>Spelling patterns include</p> <ul style="list-style-type: none"> vowel-vowel-consonant-consonant (VVCC) (e.g., each) vowel-vowel-consonant-t-silent “e” (VVCCe) (e.g., weave) vowel-consonant-consonant-silent “e” (VCCe) (e.g., wedge) vowel-consonant-consonant-consonant (VCCC) (e.g., trench) vowel-vowel-consonant-t-consonant-silent “e” (VVCCe) (e.g., bounce) vowel-vowel-consonant-t-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 (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Learning Outcome: 4CV1 Students examine and apply conventions to develop effective written communication.					
Understanding: 4CV1.4 Automatic transference of spelling knowledge can increase writing fluency.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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>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>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>
Learning Outcome: 4CV1 Students examine and apply conventions to develop effective written communication.					
Understanding: 4CV1.5 Guidelines for spelling transferred to writing new text can increase written clarity.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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>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>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>