

My Child's Learning - A Family Resource Grade 4

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

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

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