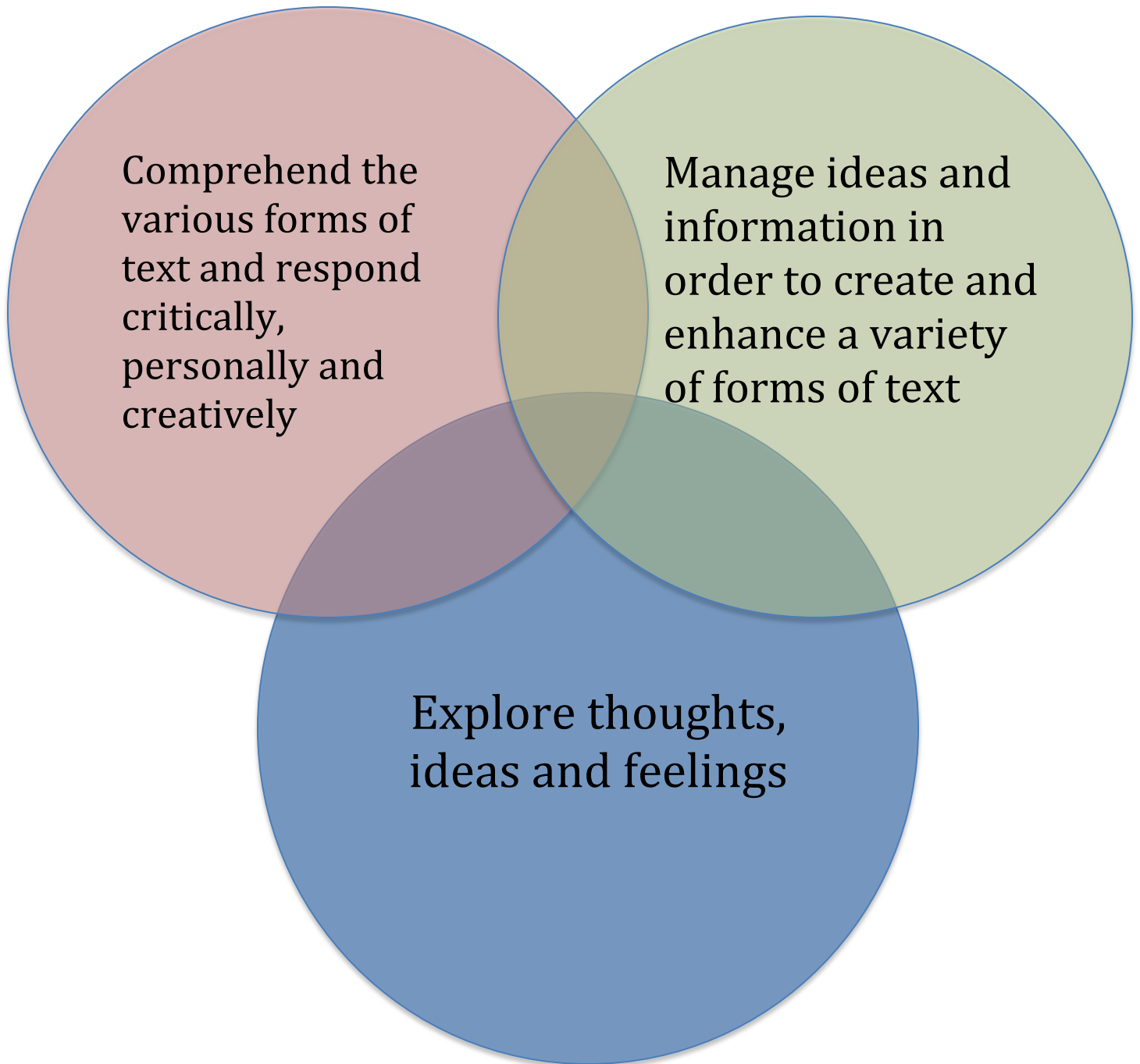


Grade 4



Students will communicate and / or collaborate to:

Comprehend the various forms of text and respond critically, personally, and creatively.
Manage ideas and information in order to create and enhance a variety of forms of text.
Explore thoughts, ideas, and feelings.
Items in turquoise, if any, were 'add ins' done as a result of discussion in the groups.

General Outcome 1: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1 - Gold	2 - Silver	3 - Bronze
1.1 Discover and Explore		
Express ideas and develop understanding		
	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		
	discuss and compare the ways similar topics are developed in different forms of oral, print and other media texts	
Express preferences		
		select preferred forms from a variety of oral, print and other media texts
Set goals		
		identify areas of personal accomplishment and areas for enhancement in language learning and use
1.2 Clarify and Extend		
Consider the ideas of others		
identify other perspectives by exploring a variety of ideas, opinions, responses and oral, print and other media texts		
Combine ideas		
	use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences	
Extend understanding		
	explore ways to find additional ideas and information to extend understanding	

General Outcome 2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

1	2	3
2.1 Use Strategies and Cues		
Use prior knowledge		
	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		
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		
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		
Use textual cues		
	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 storybooks, to access and comprehend ideas and information	
Use phonics and structural analysis		
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		
Use references		
	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		
	experience oral, print and other media texts from a variety of cultural traditions and genres, such as personal narratives, plays, novels, video programs, adventure stories, folk tales, informational texts, mysteries, poetry and CDROM programs	
	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
Construct meaning from texts		
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		

Appreciate the artistry of texts		
		explain how onomatopoeia and alliteration are used to create mental images
		explain how language and visuals work together to communicate meaning and enhance effect
2.3 Understand Forms, Elements and Techniques		
Understand forms and genres		
		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
Understand techniques and elements		
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
Experiment with language		
recognize how words and word combinations, such as word play, repetition and rhyme, influence or convey meaning		
2.4 Create Original text		
Generate ideas		
use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts		
Elaborate on the expression of ideas		
		select and use visuals that enhance meaning of oral, print and other media texts
		continue to use sentence variety to link ideas and create impressions on familiar audiences
Structure texts		
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		

General Outcome 3: Students will listen, speak, read, write, view and represent to manage ideas and information.

1	2	3
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3.1 Plan and Focus

Focus attention

use organizational patterns of expository texts to understand ideas and information		
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		focus topics appropriately for particular audiences
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Determine information needs

Ask relevant questions, and respond to questions related to particular topics.		
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Plan to gather information

	develop and follow a class plan for accessing and gathering ideas and information	
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3.2 Select and Process

Use a variety of sources

		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
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Access information

		use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information
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	identify information sources that inform, persuade or entertain, and use such sources appropriately	
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Evaluate sources

recall important points, and make and revise predictions regarding upcoming information		
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3.3 Organize , Record and Evaluate

Organize information

organize ideas and information, using appropriate categories,		
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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		
	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		
Evaluate information		
	examine gathered information to identify if more information is required; review new understanding	
3.4 Share and Review		
Share ideas and information		
	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	
Review research process		
	identify strengths and areas for improvement in research process	

General Outcome 4: Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.		
1	2	3
4.1 Enhance and Improve		
Appraise own and other's work		
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	

Revise and edit		
revise to ensure an understandable progression of ideas and information		
identify and reduce fragments and run-on sentences		
edit for subject–verb agreement		
Enhance legibility		
Print or write legibly, using a style that demonstrates awareness of alignment, shape and slant		
use special features of software when composing, formatting and revising texts		
Expand knowledge of language		
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
Enhance artistry		
		experiment with combining detail, voice-over, music and dialogue with sequence of events.
4.2 Attend to Conventions		
Attend to grammar usage		
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		
Attend to spelling		
	use phonic knowledge and skills and visual memory, systematically, to spell multi-syllable 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	
Attend to capitalization and punctuation		
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		
continue to use apostrophes to form common contractions and to show possession in own writing		
4.3 Present and Share		
Present information		
	present to peers ideas and information on a topic of interest, in a well-organized form	
Enhance presentation		
		add interest to presentations through the use of props, such as pictures, overheads and artifacts
Use effective oral and visual communication		
	adjust volume, tone of voice and gestures appropriately, to suit a variety of social and classroom activities	
Demonstrate attentive listening and viewing		
	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		

General Outcome 5: Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

1	2	3
5.1 Respect Others and Strengthen Community Present and Share		
Appreciate diversity		
		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
Relate texts to culture		
		identify and discuss main characters, plots, settings and illustrations in oral, print and other media texts

		from diverse cultures and communities
Celebrate accomplishments and events		
		use appropriate language to acknowledge special events and to honour accomplishments in and beyond the classroom
Use language to show respect		
		identify and discuss differences in language use in a variety of school and community contexts
5.2 Work Within a Group		
Cooperate with others		
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		
	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		
	assess group process, using established criteria, and determine areas for improvement	