GRADE 4 ELA & L Curriculum - WITH CURRICULUM COMPARISON

ORGANIZING IDEAS:
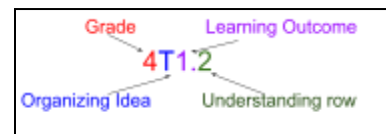**READING:** Text Form and Structures (T) Fluency (F), Comprehension (CP)
WRITING: Writing (W) Conventions (CV)
WORD STUDY: Vocabulary (V)
ORAL LANGUAGE: Oral Language (O)
 Link to Old Curriculum GO/SO document

Grade	Learning Outcome
4T1.2	
Organizing Idea	Understanding row

ORGANIZING IDEA: Text Forms and Structures (T)
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.

4T1.1 UNDERSTANDING
Text form or structure can support the enjoyment and communication of ideas and information for a variety of purposes.

Curriculum Comparison
1.1.1 Express ideas and develop understanding   1.1.2 Experiment with language and forms   1.1.3 Express preferences
2.3.1 Understand forms and genres

KNOWLEDGE	SKILLS & PROCEDURES
Texts can be communicated for a variety of **purposes**, including to ● inform ● persuade ● provide enjoyment Texts read for **enjoyment** can inspire, fascinate, or expand understandings. A **genre** is a category of text that has a specific content or style and includes fiction and non-fiction. **Literary forms** of fiction and non-fiction texts include ● novels ● journal entries ● media **Media text**s can be **digital or non-digita**l and can combine sounds, words, images, and graphics. **Narrative text**s can be fiction or non-fiction and can follow a **structure**, including ● beginning ● problem ● events ● solution ● ending	Confirm the author's or text creator's purpose based on information in the text. Explain how **personal preferences** for texts inspire, fascinate, or expand understandings. Examine a variety of literary forms used to communicate ideas and information. Examine the structure of a variety of narrative texts. Determine how the structure of texts can support the organization and communication of ideas or information.

4T1.2 UNDERSTANDING
Text features can organize and enhance information in the main body of a text.

Curriculum Comparison
2.1.3 Use textual cues

KNOWLEDGE	SKILLS & PROCEDURES
Text features can be digital or non-digital, including ● images and graphics ● indexes	Examine a variety of text features that provide important information in a text. Include a variety of text features to organize, clarify, or enhance information.

4T1.3 UNDERSTANDING
Fictional texts can open minds to new possibilities and ideas.

Curriculum Comparison
2.3.1 Understand forms and genres 2.3.2 Understand techniques and elements

KNOWLEDGE	SKILLS & PROCEDURES
Fictional texts can be categorized by **sub-genres**, including traditional literature and fantasy. A **fantasy** is a fictional text that contains elements that are highly unreal. Fictional texts can have **structures** that include main plots with subplots and flashbacks. A **flashback** interrupts the story plot to take an audience back in time to past events in a character's life. **Element**s of fiction include • major and minor characters • point of view A **minor characte**r is a character in a story who is not the main focus and is less developed. Fictional texts include characters who can be known by what they say, think, or do. **Point of view** is the way an author or text creator chooses to tell or narrate a story and includes first person. **First person** is where the author, text creator, or **narrator** relates information from their own point of view, often using the word *I*.	Differentiate between a variety of fiction sub-genres, considering content, characters, time, or place. Examine fictional text structures that include main plots with subplots or flashbacks. Examine elements within a variety of fictional texts, including point of view. Determine if characters in fictional texts are major or minor. Create imaginative representations or dramatizations of fictional texts that depict point of view. Examine the narrator's point of view in text

4T1.4 UNDERSTANDING
Non-fiction texts can open minds to new possibilities and ideas.

Curriculum Comparison
3.1.1 Focus attention -use organization patterns of expository texts to understand

KNOWLEDGE	SKILLS & PROCEDURES
Non-fiction texts include • autobiographies • procedural texts • land **Procedural text**s include recipes or instruction manuals. Non-fiction texts can have **structure**s that include • introduction • main idea or topic • supporting details • conclusion • compare and contrast Non-fiction texts can share opinions regarding information.	Investigate ways that non-fiction texts can be organized to support sharing of information. Discuss a variety of facts and opinions expressed in non-fiction texts.

4T1.5 UNDERSTANDING
Poetry engages the imagination and can encourage individuals to connect with other people, places, ideas, or emotions.

Curriculum Comparison
2.2. 3 Appreciate the artistry of texts

KNOWLEDGE	SKILLS & PROCEDURES
Poetry includes figurative language to create a desired effect. **Poetic structures** include • verse • free verse • concrete **Verse** is text structured with a rhythm and typically has a rhyme. **Free verse** is a type of poetry that does not rhyme or have a regular rhythm. A **concrete poem** creates an image with words or symbols that matches the topic of the poem.	Investigate figurative language used in imaginative ways. Examine how a variety of poetic structures contribute to creative expression of ideas. Experiment with creating verse, free verse, or concrete poetry.

Organizing Idea: Oral Language (O)
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.

4O1.1 UNDERSTANDING
Oral traditions can connect the speaker and listener in experiences of the past or present that help prepare for the future.

Curriculum Comparison
5.1.1 Appreciate diversity   5.1.2 Relate texts to culture   5.1.4 Use language to show respect

KNOWLEDGE	SKILLS & PROCEDURES
Oral traditions can support connections to - people - the community - the natural world - the constructed world Stories presented in oral traditions can reflect connections to spirit, land, universe, time, and people. **Protocols** for sharing information may vary by source, context, community, or culture.	Describe personal connections to spirit, land, universe, time, or people revealed through oral traditions. Discuss protocols used to share oral traditions.

4O1.2 UNDERSTANDING
Listening and speaking skills can be applied and adapted to support respectful interactions.

Curriculum Comparison
5.1.4 Use language to show respect

KNOWLEDGE	SKILLS & PROCEDURES
Respectful interactions include behaviours that consider the contributions, feelings, points of view, and needs of participants. Phrasing and pausing work together to - support flow of thought and speech - support meaning - create emphasis Projection is the directing and supporting of the voice toward an intended target. Projection is a combination of breath, clarity, and intentionality.	Contribute respectfully to a variety of interactions that involve listening and speaking. Identify opinions or points of view shared in conversations or texts that are listened to. Select appropriate volume, intonation, phrasing, and pausing to create a desired effect when speaking or presenting. Project voice appropriately for the audience and situation.

4O1.3 UNDERSTANDING
Listening involves playing an active role in understanding the speaker and supports collaboration.

Curriculum Comparison
4.3.4 Demonstrate attentive listening and viewing

KNOWLEDGE	SKILLS & PROCEDURES
Listening includes restating key points or ideas and making personal connections. Listening to texts can expand vocabulary, understandings, and personal views.	Demonstrate active listening when engaging in collaborative work. Use a variety of listening strategies to support understanding.

4O1.4 UNDERSTANDING	
Communication can be enhanced through adjusting verbal and non-verbal language.	

Curriculum Comparison	
4.3.3 Use effective oral and visual communication	

KNOWLEDGE	SKILLS & PROCEDURES
A combination of verbal and non-verbal language can be used to enhance clarity or create effects when communicating.	Adjust verbal and non-verbal language to enhance clarity or create effects when communicating.

4O1.5 UNDERSTANDING	
Presentations can be prepared and delivered to engage, inform, persuade, or entertain an audience.	

Curriculum Comparison	
4.3.1 Present information 4.3.2 Enhance presentations 5.1.4 Use language to show respect	

KNOWLEDGE	SKILLS & PROCEDURES
Presentations can be prepared by ● developing a plan ● using notes and speaking cards ● using visual aids ● selecting digital or non-digital tools Speaking cards can be jot notes or cue cards that contain key points to support speakers. Visual aids can be digital or non-digital, such as ● objects ● diagrams ● images ● text Presentation delivery includes ● clear enunciation ● appropriate tone and pace ● correct grammar ● appropriate word choice Communication choices and styles differ from speaker to speaker.	Plan ideas and details in a logical manner, including introductions and conclusions. Present information that engages, informs, persuades, or entertains an audience. Share a verse from memory, demonstrating emphasis, pausing, and phrasing that enhance the presentation. Integrate visual aids to enhance communication. Vary word choice to appeal to an audience. Participate in presentations as a respectful audience member.

Organizing Idea: Vocabulary (V)
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.

4V1.1 UNDERSTANDING
An extensive and varied vocabulary enhances effective communication in a variety of contexts.

Curriculum Comparison
2.2.3 Appreciate the artistry of texts   2.3.3 Experiment with language

KNOWLEDGE	SKILLS & PROCEDURES
Figurative language includes • personification • analogy • idiom **Personification** is when animals or objects are given qualities or abilities that a human can have. An **analogy** compares two things that are mostly different but have some things in common. An **idiom** is a phrase that means something different than the literal meaning of the words within it.	Communicate clearly and accurately using precise alternatives for commonly used words. Record information about words in a variety of ways. Apply tier 2 words in a variety of literacy contexts. Use tier 3 words to describe subject content. Confirm word meanings, spellings, or word choices using a variety of digital or non-digital resources. Integrate knowledge of word study across multiple literacy contexts. Use analogies to compare words or clarify word meanings. Analyze the meanings of words or phrases expressed figuratively.

4V1.2 UNDERSTANDING
Morphology involves examining words and parts of words and how they are related to each other to enhance communication

Curriculum Comparison
2.1.4 Use phonics and structural analysis   4.1.4 Expand knowledge of language

KNOWLEDGE	SKILLS & PROCEDURES
Suffixes, including the following, change the meaning of words when added to the ending of a base • <y> • <ish> • <able/ible> • <ful> • <ant/ent> The English language is made up of words derived from many origins, including • other languages • technology • place names • trademarked products • social practices	Examine morphemes in words to determine meaning. Analyze the meaning of affixes and how they influence the meaning of bases. Predict meanings of unfamiliar words using morphological cues. Analyze word origins for meaning and spelling.

Organizing Idea: Fluency (F)
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

4F1.1 UNDERSTANDING
Reading with fluency allows readers to focus more attention on understanding text and supports proficient reading.

Curriculum Comparison
4.3.3 Use effective oral and visual communication

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. Read dialogue with phrasing and expression to reflect understandings of characters and events.

Organizing Idea: Comprehension (CP)
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.

4CP1.1 UNDERSTANDING
Comprehension processes and strategies can be purposefully applied to broaden understandings of texts.

Curriculum Comparison
2.1.2 Use comprehension strategies

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.

4CP1. 2 UNDERSTANDING
Comprehension is enhanced when relevant connections are made to information within and between texts.

Curriculum Comparison
1.2.1 Consider the ideas of others   2.2.1 Experience various texts   2.2.2 Construct meaning from texts

KNOWLEDGE	SKILLS & PROCEDURES
Connections that support comprehension of text include ● text to self ● text to text ● text to world	Examine connections between texts and self, between a text and other texts, and between texts and the world. Compare or contrast aspects of texts within an individual text or between multiple texts. Reflect on personal connections to a text that best supports understandings.

4CP1.3 UNDERSTANDING
Comprehension and making predictions have a reciprocal relationship when understanding texts.

Curriculum Comparison
2.1.1 Use prior knowledge   2.1.2 Use comprehension strategies

KNOWLEDGE	SKILLS & PROCEDURES
Significant information that is synthesized to make **predictions** includes - background knowledge - personal experience - specific clues from a text - anticipation of logical outcomes or events	Revise or confirm predictions based on new or additional information in texts. Examine how making, modifying, or confirming predictions supports text comprehension.

4CP1.4 UNDERSTANDING
Comprehension involves inferencing and relying on multiple critical thinking skills when engaging with texts.

Curriculum Comparison
1.2.2 Combine ideas   1.2.3 Extend understanding

KNOWLEDGE	SKILLS & PROCEDURES
Inferencing involves multiple critical thinking skills, including - considering cause and effect relationships - answering personal wonderings - combining information from various sources to draw conclusions - reading between the lines to discover the author's meaning *(infer)*	Infer cause and effect relationships in texts. Make inferences in texts that reach beyond personal experiences. Combine information from various sources to draw conclusions. Infer ideas that are not explicitly stated in texts.

4CP1.5 UNDERSTANDING
Comprehension is enhanced when information is synthesized and summarized.

Curriculum Comparison
1.2.3 Extend understanding   2.2.1 Experience various texts

KNOWLEDGE	SKILLS & PROCEDURES
Summarizing information involves determining key ideas and specific details, logically ordering ideas, and paraphrasing. **Synthesizing** can create new understandings through a combination of background knowledge and new information from a text.	Synthesize a variety of information when creating summaries of texts. Create personal responses to a variety of literature, informational texts, or other texts by synthesizing information.

4CP1.6 UNDERSTANDING
The reading comprehension process involves checking for understanding, problem solving, and metacognition.

Curriculum Comparison
2.1.2 Use comprehension strategies   3.3.3 Evaluate information

KNOWLEDGE	SKILLS & PROCEDURES
Strategic reading and questioning occur before, during, and after reading. Problem solving can occur at the word, sentence, and whole-passage level. Reading comprehension skills that address challenges include - appropriate text selection - rereading parts of the text - reading ahead - visualizing - questioning - word solving Metacognition is an awareness of thoughts and how one thinks and involves - connecting thinking and learning - identifying problems - considering options - reflecting on strategies and skills - adjusting thinking based on information or experience	Apply self-monitoring skills to self-correct when comprehension breaks down during reading. Evaluate skills that can be implemented to repair and strengthen reading comprehension. Apply metacognitive strategies that are personally effective when reading.

Organizing Idea: Writing (W)
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.

4W1.1 UNDERSTANDING
Writing is a vehicle for communication, creativity, and connection.

Curriculum Comparison
2.4.1 Generate ideas   2.4.2 Elaborate on the expression of ideas   2.4.3 Structure texts   3.3.1 Organize information   3.3.2 Record information
3.4.1 Share ideas and information   4.1.2 Revise and edit

KNOWLEDGE	SKILLS & PROCEDURES
Writing **processes** used to organize and enhance messages include ● planning ● drafting ● revising ● editing ● publishing Methods and tools that support planning include ● lists ● visualizing Interest can be created by varying **sentence** beginnings and length. **Paragraph**s include a topic sentence, supporting details, and a concluding sentence. A t**opic sentenc**e describes what the paragraph is going to be about. A **concluding sentenc**e brings closure to a paragraph by identifying main ideas without adding new information. **Fluent writing** is smooth, natural, and easy to read aloud with inflection, which helps bring out meaning. **Revising** includes adding or removing words or sentences to enhance writing clarity or fluency. **Publishing** can involve consideration and selection of a variety of text features to enhance and finalize written work.	Create written texts for a variety of audiences and purposes. Create written texts using a variety of text forms and structures. Develop creative expression through the use of organizational processes, methods, and tools. Share **perspectives** on a topic in a clear and focused manner. Develop creative expression through a range of sentence beginnings, lengths, and types. Develop a logical order by grouping ideas into paragraphs. Write paragraphs with topic and concluding sentences. Reread written texts to identify what could be added or deleted to enhance creative expression. Revise texts to enhance clarity or fluency. Edit writing for spelling, punctuation, and grammar. Incorporate images, charts, graphs, or other text features when publishing selected pieces to support a purpose or connect with an audience.

4W1.2 UNDERSTANDING
Creative thinking involves intentional application of skills and processes to enhance the expression of ideas and emotions.

Curriculum Comparison
2.4.1 Generate ideas   2.4.2 Elaborate on the expression of ideas   2.4.3 Structure texts

KNOWLEDGE
Creative thinking processes involve
- reviewing, revising, and enhancing ideas
- considering the processes of other creators
- constructing drafts or models
- applying feedback to improve the creative product

Writing is a craft that involves creative expression of ideas through
- organization
- word choice
- presentation

Word choice can reflect the author's voice or style through careful selection and presentation of details.

Words selected to enhance written texts include **figurative language**.

Dialogue can be used to add variety to written texts, advance the plot, or reveal a character's thoughts or feelings.

SKILLS & PROCEDURES
Apply creative thinking processes to enhance the expression of ideas or emotions.

Relate how connections between audience, purpose, and text form can influence creative expression.

Examine how effective writing provides insight into the creative expression of ideas and emotions.

Experiment with ideas and **word choice** to create beginnings that catch the audience's attention.

Experiment with **sensory detail or figurative language** to add interest and keep audiences engaged.

Communicate personal voice or the voice of characters in narratives through **dialogue.**

Generate effects in creative expression through punctuation.

Create thoughtful **conclusions** that tie up events or leave readers wondering.

Select a variety of presentation forms or text features to critically share perspectives.

4W1.3 UNDERSTANDING
Research processes involve investigating materials or information to uncover facts and support problem solving.

Curriculum Comparison
3.2.1 Use a variety of sources   3.2.2 Access information   3.3.1 Organize information   3.3.2 Record information

KNOWLEDGE
Questioning can help focus research topics and processes.

Methods and tools can be used to organize information, including
- note taking
- graphic organizers
- lists

Research findings can be shared in a variety of digital or non-digital forms, including
- reports
- presentations
- visual representations

Ethical use of information includes
- asking permission to use, share, or store information
- acknowledging the ownership of information used to inform writing (citing)
- fair and accurate representation of individuals or information

SKILLS & PROCEDURES
Access information from a variety of sources to **critically answer questions** or expand knowledge.

Demonstrate how information can be ethically shared using a variety of methods or tools.

Use information ethically to create text for an intended audience.

Choose and **cite** appropriate sources of information to inform research

4W1.4 UNDERSTANDING
Digital or non-digital methods or tools can enhance written works and the artistry of a message.

Curriculum Comparison	
4.1.3 Enhance legibility 4.1.5 Enhance artistry	
KNOWLEDGE Written messages can be created or enhanced using a variety of digital or non-digital methods or tools, such as • printing • keyboarding • cursive handwriting Messages communicated through **cursive handwriting** can reflect artistry through consideration of • letter formation • size • proportion • slant **Keyboarding skills** can be improved through practice that involves • finger reaches • keystroking • key recognition	**SKILLS & PROCEDURES** Enhance the artistry of personally written works using selected methods or tools. Use cursive handwriting to write texts with appropriate letter formation, size, proportion, and slant. Apply keyboarding skills to enhance written works.

Organizing Idea: Conventions (CV)
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.

4CV1.1 UNDERSTANDING
Capitalization and punctuation can be used to support writing fluency.

Curriculum Comparison	
4.2.4 Attend to capitalization and punctuation	
KNOWLEDGE Capitalization is used for abbreviations. An abbreviation is the shortened form of a word or words (e.g., Rd., St., AB). Punctuation can be used to add clarity, precision, or creativity to messages. A comma can have a variety of uses, including • 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	**SKILLS & PROCEDURES** Capitalize words appropriately in different contexts. Include a variety of punctuation at the end of sentences. Insert commas to indicate a pause between parts of sentences, to separate items in a list, or to follow a transition word. Insert quotation marks to identify the words of a speaker or to bring attention to a word that is used in a special way. Insert apostrophes in place of letters in contractions and to show possession.

4CV1.2 UNDERSTANDING
Grammatical structures can support consistency in communication.

Curriculum Comparison 4.2.2 Attend to grammar and usage	
KNOWLEDGE Sentences can describe facts or actions happening in the present (present tense). Sentences can describe what happened in the past (past tense). Sentences can describe what may happen in the future (future tense). The **subject of a verb** is the person or thing that performs the action. The **object of a ver**b is the person or thing that receives the action. Both subjects and objects can be nouns or pronouns. Pronouns can replace a noun as the subject in a sentence (subjective) (e.g., I, you, he, she, it, we, they). **Possessive adjective**s come before a noun to show who or what owns it (e.g., my, your, his, her, its, our, their). Adjectives can compare two things (comparative—<er> or "more"). Adjectives can compare three or more things (superlative—<est> or "most").	**SKILLS & PROCEDURES** Distinguish between a variety of sentence types. Determine if text is in the present, past, or future tense. Identify nouns or pronouns that are the subject of a variety of sentences. Identify nouns or pronouns that are the object of a variety of sentences. Examine possessive adjectives in a variety of sentences. Use adjectives to indicate comparison of two or more things (<er> or <est>). Use conjunctions to connect phrases in sentences. Apply consistent subject-verb agreement in a variety of sentences.

4CV1.3 UNDERSTANDING
Spelling accuracy can be supported by transferring understandings of word patterns and structures.

Curriculum Comparison 4.2.3 Attend to spelling	
KNOWLEDGE Spelling patterns include - vowel-vowel-consonant-consonant (VVCC) (e.g., each) - vowel-vowel-consonant-silent "e" (VVCe) (e.g., weave) - vowel-consonant-consonant-silent "e" (VCCe) (e.g., wedge) - vowel-consonant-consonant-consonant (VCCC) (e.g., trench) - vowel-vowel-consonant-consonant-silent "e" (VVCCe) (e.g., bounce) - vowel-vowel-consonant-consonant-consonant (VVCCC) (e.g., health)	**SKILLS & PROCEDURES** Identify spelling patterns within and across words. Apply knowledge of known words, word parts, and word patterns to spell unfamiliar words. Spell a variety of prefixes and suffixes accurately in words. Identify words that are not spelled in predictable ways.

4CV1.4 UNDERSTANDING
Automatic transference of spelling knowledge can increase writing fluency.

Curriculum Comparison 4.2.3 Attend to spelling	
KNOWLEDGE **Homophones** are words that have the same pronunciation but different spellings and meanings (e.g., hear–here). Digital or non-digital reference tools can be used to confirm the spelling of words.	**SKILLS & PROCEDURES** Differentiate between the spelling and associated meaning of a variety of homophones. Apply a variety of spelling strategies to increase writing fluency. Use a variety of tools to spell or confirm the spelling of words.

4CV1.5 UNDERSTANDING
Guidelines for spelling transferred to writing new text can increase written clarity.

KNOWLEDGE	SKILLS & PROCEDURES
Suffixes include <er>, <es>, <r>, <ly>, <ing>, <ily>, <able>, <ible>, <ar>, <less>.	Spell a range of compound words, contractions, possessives, and complex plurals. Recognize and spell common suffixes.