

GRADE 4 ENGLISH LANGUAGE ARTS OUTCOMES: YEARLY PLANNING CHART

Students will be expected to ...

SPEAKING AND LISTENING	GCO 1: Students will speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings, and experiences			
	1.1 explore and discuss their thoughts, ideas, and experiences and consider those of their peers	1.2 ask and respond to questions to clarify information and explore solutions to problems (e.g., using an interview format)	1.3 explain personal opinions and respond to the questions and opinions of others	1.4 listen to others' ideas or opinions expressed
	GCO 2: Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically			
	2.1 contribute to conversations small-group and whole-group discussion, show an awareness of when to speak and when to listen	2.2 use word choice, tone of voice, facial expressions, and gestures appropriate to the speaking occasion	2.3 give and follow instructions and respond to questions and directions	2.4 engage in and respond to oral presentations (e.g., retell a story, sing a song)
	GCO 3: Students will be able to interact with sensitivity and respect, considering the situation, audience and purpose			
	3.1 show basic courtesies of conversation in group interactions	3.2 identify examples of prejudice and stereotyping in oral language, and use language that shows respect for all people	3.3 show an awareness of the kinds of language appropriate to different situations and audiences	
READING AND VIEWING	GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts			
	4.1 select with growing independence, texts appropriate to their interests and learning needs		4.2 read widely and experience a variety of children's literature with an emphasis in genre and authors	
	4.3 use pictures and illustrations, word structures, and text features (e.g., table of contents, headings and subheadings, glossaries, structures of narrative and expository texts, key ideas, margin notes) to locate topics and obtain or verify their understanding of information		4.4 use and integrate the pragmatic, semantic, syntactic and graphophonic cueing systems (including context clues; word order; suffixes, compound words, contractions, and singular and plural words) and a variety of strategies to construct meaning	
	4.5 describe their own processes and strategies in reading and viewing			
	GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies			
	5.1 answer, with assistance, their own and others' questions by seeking information from a variety of texts - recognize the purpose of classification systems and basic reference materials - use a range of reference texts and a database or an electronic search to facilitate the selection process - reflect on the process of generating and responding to their own and others' questions - determine their own and community (class) needs for information			
	GCO 6: Students will be expected to respond personally to a range of texts			
6.1 describe, share, and discuss their personal reactions to texts		6.2 give reasons for their opinions about texts and types of texts and the work of authors and illustrators		
GCO 7: Students will be expected to respond critically to a range of texts, applying their knowledge of language, form, and genre				
7.1 use their background knowledge to question information presented in print and visual texts		7.2 identify conventions and characteristics of different types of print and media texts that help them understand what they read and view		
7.3 respond critically to texts by - asking questions and formulating understandings - discussing texts from the perspective of their own experiences - identifying instances where language is being used, not only to entertain, but to manipulate, persuade, or control them - identifying instances of prejudice and stereotyping				

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Students will be expected to ...

WRITING AND OTHER WAYS OF REPRESENTING

GCO 8: Students will be expected to use writing, and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

- 8.1 use strategies in writing and other ways of representing to
- formulate questions
 - generate topics of personal interest and importance to express feelings, opinions, and imaginative ideas
 - discover and express personal attitudes, feelings, and opinions
 - compare their own thoughts and beliefs to those of others
 - describe feelings, reactions, values, and attitudes
 - record experiences
 - formulate goals for learning
 - practise strategies for monitoring their own learning

8.2 experiment with different ways of making their own notes (e.g., webbing, jot notes, matrix)

8.3 experiment with language appropriate to audience, purpose, and form, that enhances meaning and demonstrates imagination in writing and other ways of representing

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes

9.1 create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic) and in a variety of forms

- recognize that particular forms require the use of specific features, structures, and patterns

9.2 demonstrate an awareness of purpose and audience

9.3 invite responses to early drafts of their writing/ media productions

- use audience reaction to help shape subsequent drafts

GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness

10.1 develop a range of prewriting, drafting, revising, editing/ proofreading, and presentation strategies

10.2 demonstrate an understanding of many conventions of written language in final products

- correctly spell many familiar and commonly used words
- demonstrate an increasing understanding of punctuation, capitalization, and paragraphing
- demonstrate a growing awareness of appropriate syntax
- use references while editing (e.g., dictionaries, classroom charts, electronic spell checkers, checklists)

10.3 use technology with increasing proficiency in writing and other forms of representing

10.4 demonstrate a commitment to shaping pieces of writing and other representations through stages of development

10.5 select, organize, and combine relevant information from two or more sources to construct and communicate meaning