

Illustrative Examples
for
English Language Arts

Kindergarten to Grade 9

January 2000

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<i>General Audience</i>	
<i>Parent School Councils</i>	
<i>Parents</i>	
<i>Students</i>	
<i>Teachers</i>	✓

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Illustrative Examples
for
English Language Arts

Grade 4

January 2000

PREFACE

The program of studies for English Language Arts Kindergarten to Grade 9 is approved for provincial implementation in September 2000. The prescribed general outcomes and specific outcomes from the program of studies are included in this illustrative examples document. The illustrative examples are not prescribed, but they support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes.

The general outcome from the program of studies is located at the top of each page. The specific outcomes for Grade 4 are located in the left-hand column of each page, and the illustrative examples are located in the right-hand column of each page.

ACKNOWLEDGEMENT

Alberta Learning would like to thank the many teachers across the province who have contributed to the development of these illustrative examples.

GRADE 4

General Outcome 1

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



1.1 Discover and Explore

Specific Outcomes	Illustrative Examples										
<p>Express ideas and develop understanding</p> <ul style="list-style-type: none"> compare new ideas, information and experiences to prior knowledge and experiences ask questions, paraphrase and discuss to explore ideas and understand new concepts <p>(continued)</p>	<ul style="list-style-type: none"> After students brainstorm what kinds of pollution/waste they already know about, they think about and tour their own community and record examples of pollution/waste. They then discuss and compare information recorded on a chart. <table border="1" data-bbox="690 863 1455 1115"> <thead> <tr> <th>What kinds of pollution/waste do you know about?</th> <th>What kinds of pollution/waste do you have in your community?</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> rain forest air water oil spills bamboo </td> <td> <ul style="list-style-type: none"> garbage air pollution from factories, cars, buses smoke smog </td> </tr> </tbody> </table> While reading <i>In the Garden</i>, students comment. <p>Student 1: Last year I planted my own row of carrots and some sunflowers in our garden.</p> <p>Student 2: My Grandfather taught me how to build a birdhouse.</p> <p>Student 3: My aunt gave me a teacup and saucer that I keep on my shelf.</p> Students paraphrase and record ideas and questions during class discussions on such topics as: <ul style="list-style-type: none"> Should the city be allowed to spray for dandelions and/or mosquitoes? Should companies be allowed to drill for oil in a national/provincial park? <table border="1" data-bbox="711 1581 1458 1776"> <thead> <tr> <th>Pros</th> <th>Cons</th> <th>Questions</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> We need the oil no matter where it is. Oil makes money. </td> <td> <ul style="list-style-type: none"> Animal homes are destroyed. Scenery is ripped up. </td> <td> <ul style="list-style-type: none"> What if there is an oil shortage? Would it be okay to drill then? </td> </tr> </tbody> </table> <p>(continued)</p>	What kinds of pollution/waste do you know about?	What kinds of pollution/waste do you have in your community?	<ul style="list-style-type: none"> rain forest air water oil spills bamboo 	<ul style="list-style-type: none"> garbage air pollution from factories, cars, buses smoke smog 	Pros	Cons	Questions	<ul style="list-style-type: none"> We need the oil no matter where it is. Oil makes money. 	<ul style="list-style-type: none"> Animal homes are destroyed. Scenery is ripped up. 	<ul style="list-style-type: none"> What if there is an oil shortage? Would it be okay to drill then?
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GRADE 4

General Outcome 1

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



1.1 Discover and Explore (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Express ideas and develop understanding</p> <ul style="list-style-type: none">share personal responses to explore and develop understanding of oral, print and other media texts <p>Experiment with language and forms</p> <ul style="list-style-type: none">discuss and compare the ways similar topics are developed in different forms of oral, print and other media texts	<p>(continued)</p> <ul style="list-style-type: none">As students are reading a map of Alberta, they comment. Student 1: Where is Mundare? My cousin lives there. Student 2: How far is it to Lake Louise? We're going skiing soon. Student 3: Where is Drumheller? We're going to the museum in the spring.In small groups, students discuss posters, cartoons, advertisements and comic strips and then write their responses to them.<ul style="list-style-type: none">The bright colours on the poster really make it stand out.The food in the advertisement looks so good.The comic strip on camping was funny because that's what happened on my family trip.After watching a play or school performance or reading a book, such as <i>The Red Balloon</i>, students talk about what was appealing or meaningful; e.g., "I wish I was the boy following the balloon. I would be free to go wherever I wanted."Students discuss what they learned about war after reading such novels as <i>Sadako and the Thousand Paper Cranes</i> or <i>Shin's Tricycle</i>, reading encyclopedia articles and textbooks, viewing illustrations and videocassettes, and using CDROMs.In a journal entry, a student describes why reading <i>Waiting for the Whales</i> was enjoyable and describes what this story added to knowledge about whales gained from a guide's presentation at a marine park, the diary entries in <i>From a Whale-Watcher's Diary</i> and a nature show on television.

GRADE 4

General Outcome 1

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



1.1 Discover and Explore (continued)

Specific Outcomes	Illustrative Examples				
<p>Express preferences</p> <ul style="list-style-type: none"> select preferred forms from a variety of oral, print and other media texts <p>Set goals</p> <ul style="list-style-type: none"> identify areas of personal accomplishment and areas for enhancement in language learning and use 	<ul style="list-style-type: none"> A student describes the preferred form of the story <i>Cinderella</i>; e.g., CDROM, videocassette, play, book. “I liked the story on the CDROM because it was fun to click on the characters. They would introduce themselves, and I could see the setting.” A student chooses to document plant growth by taking photographs at one-week intervals, rather than by drawing pictures or plotting the plant height on a graph each week. After reading <i>The Orphan Boy</i>, one student retells the story on tape, another paints a scene from the story, and another writes a letter to the old man. <p>Following a writing assignment, students list what they did well and list areas for improvement; e.g.:</p> <table border="1" data-bbox="683 1171 1458 1304"> <thead> <tr> <th data-bbox="683 1171 1068 1203">What I Did Well</th> <th data-bbox="1068 1171 1458 1203">What I Want to Do Better</th> </tr> </thead> <tbody> <tr> <td data-bbox="683 1203 1068 1241"> <ul style="list-style-type: none"> I indented my paragraphs. </td> <td data-bbox="1068 1203 1458 1272"> <ul style="list-style-type: none"> I’m not sure when to start a new paragraph. </td> </tr> </tbody> </table> <ul style="list-style-type: none"> A student views a videocassette recording of a personal poetry reading or readers’ theatre presentation and then critiques what went well and what could be improved; e.g., expression, speed, volume, clarity. A student reviews a personal reading log, notices that there are many mysteries listed and decides to read a folk tale for a change. 	What I Did Well	What I Want to Do Better	<ul style="list-style-type: none"> I indented my paragraphs. 	<ul style="list-style-type: none"> I’m not sure when to start a new paragraph.
What I Did Well	What I Want to Do Better				
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GRADE 4

General Outcome 1

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



1.2 Clarify and Extend

Specific Outcomes	Illustrative Examples
<p>Consider others' ideas</p> <ul style="list-style-type: none"> identify other perspectives by exploring a variety of ideas, opinions, responses and oral, print and other media texts <p>Combine ideas</p> <ul style="list-style-type: none"> use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences 	<ul style="list-style-type: none"> Students talk about different experiences of living in western Canada as portrayed in the stories <i>One Prairie Morning</i> and <i>Signs of Spring</i>, the poems <i>When I First Came to This Land</i> and <i>If You're Not from the Prairie...</i>, and accompanying illustrations. After reading <i>How Smudge Came</i>, students talk about why Cindy wanted to keep the puppy and why the adults would not let her at first. <p>While on a field trip to a recycling plant, students find the answers to such questions as: "What items can be recycled?" and "What are recycled materials used for?" They record the answers in their science logbooks, using jot notes.</p> <ul style="list-style-type: none"> To solve a problem about how many clothing combinations can be made, a student draws a picture and then writes in a mathematics journal entry, "I learned that drawing a picture can help me solve a mathematics problem." Students make a cluster diagram about water and explore ideas through such things as a poem, picture or narrative. <div data-bbox="706 1339 1404 1696" style="text-align: center;"> <pre> graph TD water((water)) --- A[swimming pool - fun - splash] water --- B[rain - falls - soft - hard] water --- C[flood] water --- D[basement] water --- E[messy] water --- F[mountains] water --- G[rivers] water --- H[streams] water --- I[cold lakes] water --- J[refreshing] </pre> </div> <ul style="list-style-type: none"> After a field trip, students brainstorm ideas for a group thank-you letter. Individual students then record what was of particular interest to them about the trip.

GRADE 4

General Outcome 1

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



1.2 Clarify and Extend (continued)

Specific Outcomes	Illustrative Examples
<p>Extend understanding</p> <ul style="list-style-type: none">• explore ways to find additional ideas and information to extend understanding	<ul style="list-style-type: none">• After listening to a guest speaker tell about World War II, one student finds information on air force heroes on the Internet, another interviews a former war bride, and another views pictures from textbooks on battle scenes.• While researching a project on what plants need in order to grow, groups of students share ideas, information and resources so they can learn from each other.• Students brainstorm possible search words for Internet sites when discussing the history of oil drilling.• Using a geography software program, a student clicks on various links and video clips and says, “I have found the Rocky Mountains.”

GRADE 4

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.



2.1 Use Strategies and Cues

Specific Outcomes	Illustrative Examples
<p>Use prior knowledge</p> <ul style="list-style-type: none"> • 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 <p>Use comprehension strategies</p> <ul style="list-style-type: none"> • preview sections of print texts to identify the general nature of the information and to set appropriate purpose and reading rate <p>(continued)</p>	<p>Illustrative Examples</p> <ul style="list-style-type: none"> • While reading <i>The Hockey Sweater</i>, students relate what they know about sports teams and rivalries to help them understand the boy's reaction and empathize with his emotions. • Students use their experiences of science experiments with lenses and magnifying glasses to assist in understanding information from a textbook about the microscope. • As part of learning about plant growth from a resource book, students record their findings in a chart and discuss with others. • One student explains to another how the arrangement of text in a CDROM reading indicates where to click for specific information. • After making oatmeal cookies from a recipe, students comment on how the recipe helped them. Student 1: The ingredients were listed first so we knew what we needed. Student 2: The directions were listed in order, so we knew to preheat the oven before mixing the cookies. • When choosing a library book, a student skims the cover, illustrations and content and then reads some random passages to determine if the book is of interest and is at an appropriate reading level. • When preparing for a group presentation on aboriginal leaders, a student skims through a textbook to find specific information on Chief Crowfoot and then reads this section in detail.

GRADE 4

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.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples		
<p>(continued)</p> <p>Use comprehension strategies</p> <ul style="list-style-type: none"> 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 <p>(continued)</p>	<ul style="list-style-type: none"> After listening to a visually impaired guest speaker, students direct questions and comments to the speaker. Student 1: How do you count your money? Student 2: Once I had to wear a patch over my eye and couldn't see very well. Student 3: How do you know when it's safe to cross the road? After reading the poem <i>The Buck in the Snow</i>, students share and discuss responses in small groups. Student 1: I hunt with my family every winter. We camp in the bush. Student 2: I feel sorry for the deer whose mate was killed. Using a learning log, students record what they have learned about short-term and long-term goals by drawing pictures, writing, webbing and jotting down key ideas. Students then share their ideas with a partner. In a dialogue journal, one student writes about gum chewing in schools. Another student reads the entry and adds a personal opinion. <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Journal entry</u> I think gum chewing should be allowed because it is not so bad.</p> </td> <td style="width: 50%; vertical-align: top;"> <p><u>Journal entry</u> I agree, but students who don't chew properly shouldn't chew gum!</p> </td> </tr> </table> <ul style="list-style-type: none"> Students recognize, by sight, words associated with revising and editing text in a word processing program; e.g., inset, delete, view, format, cut, copy and paste. Students identify and discuss key words/concepts and add them to webs/maps as themes/topics are developed; e.g.: <div style="text-align: center;"> <pre> graph TD G((garbage)) --- R1[rotting] G --- R2[composting] G --- R3[decompose] G --- R4[waste] G --- R5[decay] G --- R6[reuse] G --- R7[recycle] </pre> </div>	<p><u>Journal entry</u> I think gum chewing should be allowed because it is not so bad.</p>	<p><u>Journal entry</u> I agree, but students who don't chew properly shouldn't chew gum!</p>
<p><u>Journal entry</u> I think gum chewing should be allowed because it is not so bad.</p>	<p><u>Journal entry</u> I agree, but students who don't chew properly shouldn't chew gum!</p>		

GRADE 4

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.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Use comprehension strategies</p> <ul style="list-style-type: none">• monitor understanding by confirming or revising inferences and predictions based on information in text <p>Use textual cues</p> <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• While reading <i>The Three and Many Wishes of Jason Reid</i>, a student makes such predictions as, “I think that on his third wish Jason will ask for more wishes.” After reading further, the student says, “I was right. He asked for more wishes.”• After watching a videocassette about recycling, a student says, “I thought I’d find out about how garbage is recycled, but the videocassette just showed what gets recycled and how it’s collected.” <ul style="list-style-type: none">• To assist in understanding the difference between renewable and nonrenewable resources, students use the information in the margins, picture captions, questions, and chapter introduction and summary in the text <i>Alberta Our Province</i>.• On a field trip to a museum, students use display labels to locate and understand specific items and information.• When preparing a group poster presentation on sewage treatment, students use headings, such as Transporting Sewage, Use of Chemicals, Sewage Plants and Health Concerns, to organize their information. <ul style="list-style-type: none">• Students compare information about lifestyles in Quebec presented in a textbook and in a pen pal letter. Student 1: The textbook shows the lifestyle of different families but does not give much information about each one. The book also has a lot of illustrations, and the information is organized under specific headings. Student 2: The letter is shorter and has lots of personal details, but it only tells about one family’s experiences. The information is all jumbled up. Sometimes we have to guess at it.

GRADE 4

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.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>Use phonics and structural analysis</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> As students find words with common prefixes and/or suffixes in their reading, they add them to a class scrapbook; e.g.: <div data-bbox="867 779 1208 947" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">-ful means “full of” colour<u>ful</u> beautiful</p> </div> Students use their knowledge of the meaning of prefixes, such as re- (again), pre- (before), un- (not), bi- (two), and suffixes, such as -less (without), to read and understand the meaning of words like replacement, unhappy, bilingual, painless. When reading an unfamiliar word, such as unenjoyable or undeveloped, students look for something familiar within the word, such as a root word or compound word, or they divide the word into syllables to figure it out. Students talk about the strategies they use to read unfamiliar words; e.g.: <p>Student 1: I reread when I don’t understand.</p> <p>Student 2: I look at the pictures.</p> <p>Student 3: I break a word into parts.</p> <p>Student 4: I sound words out.</p> <p>Student 5: I skip the word, finish the sentence, then go back and try to figure it out.</p> <p>Student 6: I think about where I’ve heard a word before and think of how it fits with the sentence.</p> When reading the sentence, “The bird sat on a branch of a chestnut tree.” a student reads on past the unfamiliar word chestnut, realizes it must be a kind of tree and uses phonics to sound out the word.

GRADE 4

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.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>Use references</p> <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Students locate words like <i>climate</i>, <i>combine</i> and <i>crude oil</i> in the glossary of <i>Alberta Our Province</i>.• Students make personal telephone lists of family and friends' names and numbers.• When spell checking a story, a student chooses the word <i>vegetable</i> from the choices <i>veritable</i> or <i>vegetable</i> to correct the misspelled word in the sentence: "Lots of <i>vejitables</i> are growing in our garden."• A student uses a junior dictionary to check which spelling, <i>desert</i> or <i>dessert</i>, should be used in the sentence: "We had strawberries for _____."

GRADE 4

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.



2.2 Respond to Texts

Specific Outcomes	Illustrative Examples
<p>Experience various texts</p> <ul style="list-style-type: none"> 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 <p>(continued)</p>	<ul style="list-style-type: none"> After reading <i>The Spider Weaver</i>, a group of students creates a legend with illustrations that explains why birds fly south in the fall. During a class discussion on out-of-school activities, a student talks about a favourite sport, swimming, and participating in a swim meet. The student shows a newspaper article about the swim meet. Students dramatize the main events of <i>Rebel Glory</i>, using one student as a narrator and the other students as characters. In small groups, students discuss favourite videocassettes about heroes and what being a hero means to them. A student uses email to communicate with a favourite author and shares information received with the class. After the teacher reads several books related to the author of the month; e.g., <i>Jacob Two-Two's First Spy Case</i>, <i>Jacob Two-Two Meets the Hooded Fang</i> and <i>Jacob Two-Two and the Dinosaur</i> by Mordecai Richler, the class discusses similarities and differences in characters, themes, settings and style. Students discuss various works by an illustrator, such as Ted Harrison, Georgia Graham or George Littlechild. Student 1: I like his style; he uses very bold colours and dark lines. Student 2: Her paintings make me feel like I am right there in the scene. Students retell a story by creating pictures in a sequential order on a computer drawing program. While listening to <i>The Last Quest of Gilgamesh</i>, students quickly sketch or record the main events of the story. They then make diary entries of selected events as if they were Gilgamesh.

GRADE 4

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.



2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Experience various texts</p> <ul style="list-style-type: none"> make general evaluative statements about oral, print and other media texts <p>Construct meaning from texts</p> <ul style="list-style-type: none"> 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 <p>(continued)</p>	<p>(continued)</p> <ul style="list-style-type: none"> After reading, viewing or listening to a variety of texts, students use sentence starters to record their ideas, such as: <ul style="list-style-type: none"> I liked/disliked the character when ... I liked how the author/speaker/filmmaker ... In my opinion ... I think the author/speaker/illustrator should have ... After viewing the videocassette <i>Miss Nelson Is Missing!</i>, students recall times when they learned to be more considerate of others. After listening to or reading the story <i>On the Day You Were Born</i>, students write stories about the day they were born or about the day a family member was born. After listening to <i>Greedy Zebra</i>, students identify the main events of the story and discuss how and why one event leads to the next. They record story events on a group chart or storyboard. <div data-bbox="732 1226 1349 1524" data-label="Diagram"> <pre> graph LR A[animals hear of treasure in a cave] --> B(they start a journey to the cave) C[greedy zebra stops to eat and ends up overeating] --> D(zebra gets fat) E[zebra is late to arrive at cave] --> F(zebra has limited choice of treasure) B --> C D --> E F --> E </pre> </div> After reading two adventure stories, <i>The Magic Paintbrush</i> and <i>The Story of Jumping Mouse: A Native American Legend</i>, a student writes in a reading log: “<i>The Magic Paintbrush</i> is like <i>The Story of Jumping Mouse: A Native American Legend</i> because _____, but I liked it better because _____.” In groups, students compare the movie and the book <i>Charlotte’s Web</i> and record their ideas on a Venn diagram. They then tell which they liked the best and why; e.g., “I liked the movie because you could really see Charlotte making letters in the web.” When talking about animated videocassettes, a student says, “I like the claymation ones better than the cartoons because the characters look more real.”

GRADE 4

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.



2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Construct meaning from texts</p> <ul style="list-style-type: none"> develop own opinions based on ideas encountered in oral, print and other media texts <p>Appreciate the artistry of texts</p> <ul style="list-style-type: none"> explain how onomatopoeia and alliteration are used to create mental images explain how language and visuals work together to communicate meaning and enhance effect 	<ul style="list-style-type: none"> When listening to <i>Here She Is, Ms Teeny-Wonderful!</i>, students talk about the decision to enter Carol in the contest. Student 1: I don't think Carol's mother should have entered her in the contest. She didn't even like wearing dresses. Student 2: At first I didn't like having to be in the music festival. I know how she must have felt. After reading <i>Wolf Island</i>, students write about the effects of environmental change. Student 1: Without the wolves on Wolf Island, the deer population grew. The deer ate most of the food, so other animals had less food. Student 2: On a trip, Dad pointed out a place where there had been a landslide and all the trees and plants were gone. After listening to <i>Princess Prunella and the Purple Peanut</i>, students choose phrases, illustrate them and explain how their illustrations depict the chosen phrases. Students collect frames from comic strips, with such sound words as zoom, zap, boom, crash. They explain how the sounds of the words and the special effects of colour, font size and style add to the effect of the cartoon. Students discuss how pictures add to the meaning of such stories as <i>The Pumpkin Blanket</i> or <i>Peter Spier's Rain</i>. A student describes a favourite cartoon in terms of what the characters look like and what they say. After completing a bulletin board display with photographs, captions, maps and artifacts from a recent field trip to a museum, students explain the reasons for their choices. Student 1: I chose the picture of me standing by the dinosaur model to show how big it was. Student 2: I wrote labels for my log cabin picture to show what everything was used for.










GRADE 4

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.



2.3 Understand Forms, Elements and Techniques

Specific Outcomes	Illustrative Examples																
<p>Understand forms and genres</p> <ul style="list-style-type: none"> 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 <p>(continued)</p>	<ul style="list-style-type: none"> After viewing group presentations on geographic regions of Alberta, students identify similarities and differences in the presentations; e.g., use of overhead transparencies, charts, pictures, different speakers. Students list and discuss the characteristics of a variety of texts, such as: <table border="1" data-bbox="724 888 1435 1115"> <thead> <tr> <th>Picture Books</th> <th>Novels</th> <th>Videocassettes</th> <th>Magazines</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> Students read such poems as <i>Thistles</i>, in the anthology <i>Dogs & Dragons, Trees & Dreams: A Collection of Poems</i>, or <i>Tube Time</i> and then illustrate the poems. Students make a pictorial storyboard of the main events in <i>Chocolate Fever</i>; e.g.: <table border="1" data-bbox="695 1381 1044 1633"> <tr> <td></td> <td></td> <td></td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> A student sketches a map to show a friend how to get to his house. <p>(continued)</p>	Picture Books	Novels	Videocassettes	Magazines												
Picture Books	Novels	Videocassettes	Magazines														
																	

GRADE 4

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.



2.3 Understand Forms, Elements and Techniques (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Understand forms and genres</p> <p>Understand techniques and elements</p> <ul style="list-style-type: none"> 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 viewers' perceptions in media texts 	<p>(continued)</p> <ul style="list-style-type: none"> Students create a timeline to depict the main events in <i>Ticket to Curlew</i>. <div style="text-align: center;"> </div> <ul style="list-style-type: none"> When reading <i>James and the Giant Peach</i>, a student remarks: “I know Aunt Spiker and Aunt Sponge are mean, but if they hadn’t been, James would never have escaped and gone on his adventure.” When listening to <i>Alice in Wonderland</i>, students identify events at the beginning of the story that enable Alice to fall into a world of strange settings and characters. When planning a collaborative story, two students use a story map to draft and discuss the outline of their story. Students rewrite stories, such as <i>Time to Go</i> or <i>The True Story of the 3 Little Pigs</i>, for a readers’ theatre presentation. Students identify that <i>Tales of a Fourth Grade Nothing</i> is told by Peter, the main character. Students collect magazine pictures of food, and describe what makes the food look good; e.g., colour, arrangement, setting. Students view book and magazine covers. They then make a book cover for a favourite book that creates interest and provides information about the content of the book. Students view a familiar videocassette story and identify such specific features as long shot for the setting, close-up for dialogue, cut/fade for change of setting and voice-over for narration.

GRADE 4

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.



2.3 Understand Forms, Elements and Techniques (continued)

Specific Outcomes	Illustrative Examples
<p>Experiment with language</p> <ul style="list-style-type: none">recognize how words and word combinations, such as word play, repetition and rhyme, influence or convey meaning	<ul style="list-style-type: none">When presenting a poem from a selection, such as <i>Garbage Delight</i> or <i>Jelly Belly</i>, or a story, such as <i>Piggie Pie</i> or <i>Amelia Bedelia</i>, students focus on the arrangement or repetition of words to enhance the presentation.Students identify examples of advertisements, signs, logos and jingles where repetition is used to reinforce a message; e.g., rules, warnings, persuasion, promoting products. They create posters promoting fair play that are displayed in the school gymnasium.

GRADE 4

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.



2.4 Create Original Text

Specific Outcomes	Illustrative Examples
Generate ideas <ul style="list-style-type: none">use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts	<ul style="list-style-type: none">When planning to tell a story to another class, a group of students jots down the main story ideas on cue cards, collects some props, and chooses some music for the beginning and ending of the story.Before writing a story, students record initial ideas about characters, setting, events and timelines in an organizer such as a web, chart or story map.Students jot down ideas for writing from their reading, listening, viewing and personal experiences.
Elaborate on the expression of ideas <ul style="list-style-type: none">select and use visuals that enhance meaning of oral, print and other media texts	<ul style="list-style-type: none">Students clip pictures from magazines to create a collage to accompany an autobiographical sketch or presentation.When writing a story, a student uses a painting of an Alberta landscape to help add detail to the description of the setting.Students paint a series of backdrops to use in a puppet play.
Structure texts <ul style="list-style-type: none">produce oral, print and other media texts that follow a logical sequence, and demonstrate clear relationships between character and plotproduce narratives that describe experiences and reflect personal responses	<ul style="list-style-type: none">Students choose a favourite character and write a story placing that character in a different setting.When reading a first draft of a story, a student says, “I’ll have to add why the character feels angry, because it’s not clear why he won’t help the others.”Students create wordless picture books to share with Grade 1 students.While listening to <i>Boy: Tales of Childhood</i>, students relate similar experiences about growing up; e.g., trouble at school.A student writes in a science journal: “I can see that a screw is an inclined plane by unwinding it in my mind.”

GRADE 4

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.1 Plan and Focus

Specific Outcomes	Illustrative Examples						
<p>Focus attention</p> <ul style="list-style-type: none"> • use organizational patterns of expository texts to understand ideas and information • focus topics appropriately for particular audiences <p>Determine information needs</p> <ul style="list-style-type: none"> • ask relevant questions, and respond to questions related to particular topics 	<ul style="list-style-type: none"> • When doing group research on the effects of immigration and settlement in Alberta, students use the headings from Chapter 4 in <i>Alberta: A Story of the Province and Its People</i> to make a list of the different groups of immigrants. Students read the stories to find personal details. • A student uses the maps and legends, chapter organizers and summaries, photographs, questions in text, visual organizers, and personal stories in <i>A Quebec Experience</i> to answer the question: “What are the major resources of the Canadian Shield region of Quebec?” • Prior to writing a winter story for a Grade 1 class, students discuss how the audience will influence their choice of vocabulary, style and language; e.g., many illustrations and simple sentence structures. • When preparing a presentation for the Grade 3 class about life and work in Grade 4, students identify what would be important for Grade 3 students to know and identify ways to make the presentation informative and entertaining. • A student uses information recorded in a science log to answer questions about a plant grown in class; e.g.: <ul style="list-style-type: none"> – How often did you water the plant? – Did you keep the plant in the light all the time? – How long did the plant take to grow from a seed? • Students create a KWL chart before reading <i>Cassandra’s Driftwood</i>. <p style="text-align: center;">Living By the Sea</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="683 1619 946 1654">What I Know</th> <th data-bbox="946 1619 1209 1654">What I Want to Learn</th> <th data-bbox="1209 1619 1472 1654">What I Learned</th> </tr> </thead> <tbody> <tr> <td data-bbox="683 1654 946 1713"></td> <td data-bbox="946 1654 1209 1713"></td> <td data-bbox="1209 1654 1472 1713"></td> </tr> </tbody> </table>	What I Know	What I Want to Learn	What I Learned			
What I Know	What I Want to Learn	What I Learned					

GRADE 4

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.1 Plan and Focus (continued)

Specific Outcomes	Illustrative Examples
<p>Plan to gather information</p> <ul style="list-style-type: none"> develop and follow a class plan for accessing and gathering ideas and information 	<ul style="list-style-type: none"> A student reminds the group that it cannot print a whole web site and refers to the class chart about taking jot notes from the screen. Students brainstorm possible resources and locations to find information on the northern lights. <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <pre> graph TD A([school and public library]) --- B[pictures] A --- C[encyclopedias] A --- D[textbooks] A --- E[books] A --- F[magazines] A --- G[videocassettes] A --- H[films] </pre> </div> <div style="text-align: center;"> <pre> graph TD A([Internet]) --- B[computers] A --- C[CDROMs] A --- D[print] A --- E[images] A --- F[web sites] </pre> </div> <div style="text-align: center;"> <pre> graph TD A([people]) --- B[relatives] A --- C[experts] A --- D[guest speakers] </pre> </div> </div> <ul style="list-style-type: none"> Before hearing a local athlete speak on the benefits of physical activity, students brainstorm questions to ask, such as: <ul style="list-style-type: none"> How often should you exercise? What are good activities to do indoors?

GRADE 4

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.2 Select and Process

Specific Outcomes	Illustrative Examples
<p>Use a variety of sources</p> <ul style="list-style-type: none"> 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 <p>Access information</p> <ul style="list-style-type: none"> use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information identify information sources that inform, persuade or entertain, and use such sources appropriately <p>Evaluate sources</p> <ul style="list-style-type: none"> recall important points, and make and revise predictions regarding upcoming information <p>(continued)</p>	<ul style="list-style-type: none"> A group of students researching the use of bicycle helmets invites a guest speaker; e.g., police officer, surveys their classmates to see who wears helmets, watches a videocassette about bicycle safety and gets information from the library or local newspaper on bicycle accident statistics. When finding information on settlers, a student uses the glossary of <i>Alberta: A Story of the Province and Its People</i> to locate homestead, sickle, shears. A student decides to gather information on settlers in Alberta from a textbook rather than from a fiction book, because the textbook contains information on different groups of settlers. Students discuss ways that resources, such as <i>Looking at Insects</i>, <i>Joyful Noise: Poems for Two Voices</i> and a CDROM about insects, are helpful in adding to their knowledge about insects. Students read <i>Tiger's New Cowboy Boots</i>, view the pictures and answer questions, such as: <ul style="list-style-type: none"> What does the story tell about cattle ranching? What makes the story interesting to read? After reading <i>Wind and Water</i>, in the science book <i>Machines</i>, and <i>Make a Waterwheel</i>, a group of students makes a list of supplies needed to build a water wheel. The students discuss if the size of the wheel will affect how well it turns. <p>(continued)</p>

GRADE 4

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.2 *Select and Process* (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Evaluate sources</p>	<p>(continued)</p> <ul style="list-style-type: none">• When preparing for a visit from a forest ranger, students reread questions they wrote previously about the forest industry and choose which ones to ask. Student 1: I think the ranger will know what kinds of trees grow in Alberta. Student 2: If the ranger does not know much about pulp mills, we will have to look back in our textbook.• While dissecting an owl pellet, a student says: “I thought owls ate mice and birds, but I found only mice bones in the pellet.”

GRADE 4

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record and Evaluate

Specific Outcomes	Illustrative Examples
<p>Organize information</p> <ul style="list-style-type: none"> organize ideas and information using appropriate categories, 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 	<ul style="list-style-type: none"> Students decide which way to organize information on changes to the environment in Alberta, by geographic regions or by natural resources. Students create a class calendar of events for each month and post it on a bulletin board. Students record information in categories on a semantic map/web. <div style="text-align: center;"> <p><u>young</u></p> <ul style="list-style-type: none"> – old crow/hawk nests – male and female sit on eggs – fly at 9 to 10 weeks <p><u>appearance</u></p> <ul style="list-style-type: none"> – largest owl – 61 cm – tufts on head – powerful talons – 200 cm wingspan <p><u>enemies</u></p> <ul style="list-style-type: none"> – humans <p><u>food</u></p> <ul style="list-style-type: none"> – poultry – rabbit – rodent <p><u>habitat</u></p> <ul style="list-style-type: none"> – North America – cliffs </div> <p>Great Horned Owl</p> <ul style="list-style-type: none"> For a presentation on the historical figure John Ware, a student organizes the information in sections: introduction, where and when John Ware lived, what he did, conclusion. Students categorize items for a class picnic into four food groups. <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Meat – hamburger Milk and Milk Products – cheese slices, yogurt Fruits and Vegetables – watermelon Breads and Cereals – buns</p> </div>

GRADE 4

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record and Evaluate (continued)

Specific Outcomes	Illustrative Examples
<p>Record information</p> <ul style="list-style-type: none">• 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 <p>Evaluate information</p> <ul style="list-style-type: none">• examine gathered information to identify if more information is required; review new understanding	<ul style="list-style-type: none">• As they find information, students record key words and phrases about each subtopic of their research project on narrow strips of paper.• Students record the authors and titles of sources used in a unit on Quebec and then arrange them in alphabetical order to display as a class list.• After listening to a guest speaker or watching a videocassette about the oil industry in Alberta, students write key ideas on an idea web.• After watching a videocassette about Quebec, students make jot notes on the lifestyle of the Québécois under such headings as food, dress, holidays, sports, recreation and languages spoken.• After collecting information and pictures for a poster about the four families of an orchestra, students realize that they need more examples of brass instruments. They find a picture of a saxophone and decide where it should be placed on the poster.

GRADE 4

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.4 Share and Review

Specific Outcomes	Illustrative Examples																		
<p>Share ideas and information</p> <ul style="list-style-type: none"> 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 <p>Review research process</p> <ul style="list-style-type: none"> identify strengths and areas for improvement in research process 	<ul style="list-style-type: none"> When preparing for a group presentation on the geographic regions of Alberta, students brainstorm ways to present information, such as collage, graph, poster, map. Students create posters to illustrate favourite holiday meals and share them with the class. After researching immigration, students create a talk show in which they role play individual immigrants and describe their experiences. Students download chosen illustrations, that are not copyrighted, from computer sources to include in their reports. Students create a topographical relief map of Alberta for a presentation on the physical regions of Alberta. A student chooses photographs of different shadows to illustrate a poem about shadows. <p>After completing a project, students evaluate their individual research by asking:</p> <table border="1" data-bbox="675 1308 1476 1593"> <thead> <tr> <th></th> <th>What worked well?</th> <th>What could I do next time?</th> </tr> </thead> <tbody> <tr> <td>1. Planning My Research</td> <td></td> <td></td> </tr> <tr> <td>2. Selecting My Resources</td> <td></td> <td></td> </tr> <tr> <td>3. Organizing My Data</td> <td></td> <td></td> </tr> <tr> <td>4. Recording My Information</td> <td></td> <td></td> </tr> <tr> <td>5. Evaluating</td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> In describing a research project on wolves, a student says, “I found lots of books but took too many notes and spent too long watching the videocassette. I could have been scanning more. I’d also like to improve my Internet skills.” 		What worked well?	What could I do next time?	1. Planning My Research			2. Selecting My Resources			3. Organizing My Data			4. Recording My Information			5. Evaluating		
	What worked well?	What could I do next time?																	
1. Planning My Research																			
2. Selecting My Resources																			
3. Organizing My Data																			
4. Recording My Information																			
5. Evaluating																			

GRADE 4

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve

Specific Outcomes	Illustrative Examples
<p>Appraise own and others' work</p> <ul style="list-style-type: none"> • 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 <p>Revise and edit</p> <ul style="list-style-type: none"> • revise to ensure an understandable progression of ideas and information • identify and reduce fragments and run-on sentences • edit for subject–verb agreement 	<ul style="list-style-type: none"> • After listening to a group presentation on the use of bicycle helmets, a student says, “I agree with what you’ve said that bicycle helmets save lives, but shouldn’t people be able to choose whether or not to wear one?” • While sharing a story during a peer conference, a student author asks for feedback; e.g., “I was trying to make this part scary. Should I add more scary words, or would that be too much?” • After viewing a student videocassette presentation, students provide feedback and support, using two “I like” statements and one “I wonder” statement. <ul style="list-style-type: none"> – I like how you used a clear voice. – I like how you made eye contact with the audience. – I wonder if you could add more detail about ... • Students provide feedback on other students’ work, using such sentence stems as: <ul style="list-style-type: none"> – I think the main character ... – It would be nice to know more about ... – I was wondering why you ... – I thought the ending ... • Students review the instructions they have written for using a pinhole camera. They ensure all the needed information is included and is in the correct order. • While editing a group report about immigrants to Alberta, students check to make sure it is clear who the different immigrant groups were, where they settled and what were some of the problems they faced. • A student reads through an overhead transparency created on a software presentation program and decides to delete some points because the information looks too crowded. • With partners, students read stories aloud to listen for and correct sentence fragments and run-on sentences. • Students correct such errors as: <ul style="list-style-type: none"> – They <u>goes</u> to the store. – The paper from the desks <u>were</u> flying around the room.

GRADE 4

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
<p>Enhance legibility</p> <ul style="list-style-type: none">• write legibly, using a style that demonstrates awareness of alignment, shape and slant• use special features of software when composing, formatting and revising texts <p>Expand knowledge of language</p> <ul style="list-style-type: none">• 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 <p>Enhance artistry</p> <ul style="list-style-type: none">• experiment with combining detail, voice-over, music and dialogue with sequence of events	<ul style="list-style-type: none">• Students look through pieces of final draft handwriting and point out some examples of well-formed letters and words.• Students choose a poem on a topic of interest, copy the poem in their best handwriting form and illustrate it.• When writing with word processing software, students use such features as cut and paste, spell check, format, fonts, indent.• A student clips a picture of a famous inventor to use in a multimedia presentation.• When writing a journal about weekend activities, a student refers to a class chart of words associated with particular hobbies, collections or sports to add interest and detail.• From their reading and viewing, students compose a list of words about light and shadow, such as <i>transparent, opaque, reflect, prism, shadow</i>. They then use these words in their own writing and speaking.• Throughout the year, students add to a class chart as they find words from other languages that have become part of the English language; e.g., <i>toque, et cetera, toboggan, faux pas, enchilada, samurai</i>.• A group of students dramatize and present <i>Little Red Riding Hood</i> to a Grade 1 class. The students write dialogue for the script, decide where to have a narrator, and choose music and sound effects.• When reading a poem about a friend moving away, a student chooses sad music to enhance the emotion expressed in the poem.

GRADE 4

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions

Specific Outcomes	Illustrative Examples
<p>Attend to grammar and usage</p> <ul style="list-style-type: none"> • 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 <p>Attend to spelling</p> <ul style="list-style-type: none"> • use phonic knowledge and skills and visual memory, systematically, to spell multisyllable words in own writing • identify and apply common spelling generalizations in own writing <p>(continued)</p>	<ul style="list-style-type: none"> • A student decides to use simple sentences for the quick actions and longer sentences for the descriptive parts of a story. • When editing a story with a peer, a student discusses when simple sentences are effective and when they could be combined with the words <i>or</i>, <i>and</i> or <i>but</i>. • A student writes a mathematics problem for a partner to solve. <ul style="list-style-type: none"> – Carol planted 6 rows of tomato plants with 12 plants in each row. How many tomato plants did she plant? • When listening to an oral cloze, students choose the correct pronoun references. • In a diary or journal, students use the past tense to describe their actions and activities. • Students write about what they are planning to do on the upcoming weekend; e.g., “We will be going to the farm to see our cousins.” • When students are unsure if a word looks right, they write the word trying several different spellings; e.g.: <ul style="list-style-type: none"> – Teusday, Tuesday – adress, address – suprise, surprise. • When spelling a word, such as <i>remarkable</i>, a student breaks the word into syllables and uses knowledge of the prefix <i>re-</i>, base word <i>mark</i> and suffix <i>-able</i> to spell the word. • Students use spelling generalizations in their writing to form plurals; e.g., change “y” to “i” and add <i>-es</i>, comparative and superlative adjectives; e.g., change “y” to “i” and add <i>-er</i>, <i>-est</i>, and suffixes; e.g., <i>-ing</i>, <i>-ed</i>.

GRADE 4

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Attend to spelling</p> <ul style="list-style-type: none">• apply strategies for identifying and learning to spell problem words in own writing <p>Attend to capitalization and punctuation</p> <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Students use such strategies as mnemonic devices, rhymes or visualization to remember how to spell problem words.<ul style="list-style-type: none">– The <u>principal</u> is your <u>pal</u>.– A <u>piece</u> of <u>pie</u>.– Mrs. D, Mrs. I, Mrs. FFI Mrs. C, Mrs. U, Mrs. LTY.• Students use helpful routines, individually or with a partner, for studying spelling words, such as looking at the word, saying and visualizing the word, writing the word, checking the spelling, correcting errors, and repeating the process.• Students write a thank-you letter to a guest speaker from a particular organization and ensure that the name of the organization is capitalized.• A student uses a capital letter to begin the word Don't, when writing a sentence, such as "My Mom said, 'Don't forget to take your lunch.'"• When addressing a birthday card to a relative who lives in an apartment, a student writes the address as: Dr. R. Martin 403, 1389 – 11 Street SW Roseville, AB T8E 2K3• In a story read by a narrator, individual students read the dialogue of the character assigned to them.• While reading a story displayed on an overhead projector, students determine which character is speaking by using the quotation marks.

GRADE 4

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 Present and Share

Specific Outcomes	Illustrative Examples
<p>Present information</p> <ul style="list-style-type: none">• present to peers ideas and information on a topic of interest, in a well-organized form	<ul style="list-style-type: none">• After reading the poem <i>All the Places to Love</i>, a group of students creates posters to organize a presentation on favourite places in their homes, school or community.• Students talk about books they have read, and tell why they would or would not recommend them to others, using supporting examples from the texts.• Using a word processing program, a student makes labels for a collection of dolls from different countries and then tells the class about the collection.
<p>Enhance presentation</p> <ul style="list-style-type: none">• add interest to presentations through the use of props, such as pictures, overheads and artifacts	<ul style="list-style-type: none">• As part of a presentation to younger students on favourite stories, students dress as characters or have props to represent a scene; e.g., Rumpelstiltskin – straw, Snow White – apple.• Students create a diorama to represent a scene from a mystery story.• While presenting a report about the sugaring-off tradition in Quebec, students include a trifold of the steps involved, provide some maple syrup to taste and suggest a book to read—<i>The Sugaring-off Party</i>.
<p>Use effective oral and visual communication</p> <ul style="list-style-type: none">• adjust volume, tone of voice and gestures appropriately, to suit a variety of social and classroom activities	<ul style="list-style-type: none">• When visitors come to the classroom, students acknowledge their presence by greeting the guests appropriately.• Students use an appropriate volume for different classroom activities; e.g., small group work, presentations, art activity, partner work, sports.• When presenting <i>Nathaniel's Rap</i> as a readers' theatre, students use a variety of gestures and tones and adjust their volume to enhance the meaning of the poem.

GRADE 4

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 Present and Share (continued)

Specific Outcomes	Illustrative Examples
<p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none">connect own ideas, opinions and experiences to those communicated in oral and visual presentationsgive constructive feedback, ask relevant questions, and express related opinions in response to oral and visual presentations	<ul style="list-style-type: none">After reading and viewing the article <i>Animals Make Good Friends</i>, students brainstorm why people have pets and what animals make desirable pets.At the beginning of a Waste and Our World unit, students view the videocassette <i>The Lorax</i> and discuss opinions and experiences with waste, conservation and pollution.After listening to the teacher read Veronia’s story in <i>Alberta: A Story of the Province and Its People</i>, a student says, “I knew it would be hard to move to a new country, but I never thought about leaving family and friends behind. When we moved, I really missed my friends.”As a class, students compose questions to email a guest speaker after a presentation.Students use appropriate statements when sharing or commenting on the work of others; e.g.:<ul style="list-style-type: none">I like how you ...I wonder if you could ...After viewing a play on the environment, students ask questions and give opinions. One student says: “I couldn’t really hear you because of your mask. You could make it so it doesn’t cover your mouth.”

GRADE 4

General Outcome 5

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



5.1 Respect Others and Strengthen Community

Specific Outcomes	Illustrative Examples								
<p>Appreciate diversity</p> <ul style="list-style-type: none"> 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 <p>Relate texts to culture</p> <ul style="list-style-type: none"> identify and discuss main characters, plots, settings and illustrations in oral, print and other media texts from diverse cultures and communities 	<ul style="list-style-type: none"> After reading <i>The Sandwich</i>, students discuss traditions of their own cultures or families. One student says: “When I bring spring rolls and dipping sauce, my friends wonder what I have and want to try it.” After listening to <i>The Sugaring-off Party</i> and viewing the paintings in it, students compare a festival in Alberta with that one in Quebec. After reading <i>The Tiny Kite of Eddie Wing</i>, students write about a time an older person; e.g., grandparent, teacher or friend, helped them in a special way. After writing a personal response to <i>A Promise Is a Promise</i>, pairs of students share and discuss their responses. Students brainstorm questions to ask a guest speaker on recycling and notice that some questions are more specific because some students’ families already recycle materials. <ul style="list-style-type: none"> What can be recycled? How long before you can use compost? Does it cost anything to recycle materials? Students use a graphic organizer, such as a storyboard map or web, to identify the main characters, plot and setting in <i>Lon Po Po: A Red Riding Hood Story from China</i>. Title _____ Author _____ <table border="1" data-bbox="688 1535 1468 1713"> <thead> <tr> <th data-bbox="688 1535 883 1656">Characters</th> <th data-bbox="883 1535 1078 1656">Setting</th> <th data-bbox="1078 1535 1273 1656">Plot</th> <th data-bbox="1273 1535 1468 1656">Descriptive Words (to describe one illustration of the story)</th> </tr> </thead> <tbody> <tr> <td data-bbox="688 1656 883 1713"></td> <td data-bbox="883 1656 1078 1713"></td> <td data-bbox="1078 1656 1273 1713"></td> <td data-bbox="1273 1656 1468 1713"></td> </tr> </tbody> </table> While reading the historical novel <i>The Wind Wagon</i>, partners discuss why Sam Peppard built his wind wagon. Students discuss how the style of illustrations, such as the native art form in <i>Hawk, I’m Your Brother</i>, supports and enhances the text. 	Characters	Setting	Plot	Descriptive Words (to describe one illustration of the story)				
Characters	Setting	Plot	Descriptive Words (to describe one illustration of the story)						

GRADE 4

General Outcome 5

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



5.1 *Respect Others and Strengthen Community* (continued)

Specific Outcomes	Illustrative Examples
<p>Celebrate accomplishments and events</p> <ul style="list-style-type: none">• use appropriate language to acknowledge special events and to honour accomplishments in and beyond the classroom <p>Use language to show respect</p> <ul style="list-style-type: none">• identify and discuss differences in language use in a variety of school and community contexts	<ul style="list-style-type: none">• Following a readers' theatre presentation by one group, some students write short notes of congratulations and others create cards on the computer.• After a student tells of her team's win at a ringette tournament, other students say such things as:<ul style="list-style-type: none">– Congratulations!– Good for you.– Way to go!• Students role play ways to ask a friend, a younger student, a teacher or the principal for permission to use something.• After hearing the principal announce that immunizations will take place on Tuesday, a student asks what <i>immunization</i> means. Another student answers, "My Mom is a nurse. She uses that word. That's the proper word for getting a shot or needle to stop diseases."• Students responsible for writing a letter to invite a guest speaker to the class talk about the content and the style of the letter before writing.

GRADE 4

General Outcome 5

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



5.2 Work Within a Group

Specific Outcomes	Illustrative Examples						
<p>Cooperate with others</p> <ul style="list-style-type: none"> 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 <p>Work in groups</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> When building a car, one student makes sets of wheels of different shapes and sizes for the group to test which are the most effective. Another student tests different surfaces to determine the one on which a car will run most smoothly. Another student records their findings to include in the group's final report. When creating a series of posters to tell a story in sequence, students decide on and assign such tasks as who will print the titles, who will create the pictures and who will write the captions. While practising for a readers' theatre presentation, group members help each other with unfamiliar words, intonation and expression. Student 1: If I raise my voice when I say this, do I sound surprised? Student 2: You can also widen your eyes to look surprised. When brainstorming ideas for a group project, a student asks another student to write the ideas on the board. <table border="1" data-bbox="675 1461 1479 1566"> <thead> <tr> <th data-bbox="675 1461 924 1503">What I Know</th> <th data-bbox="924 1461 1230 1503">What I Want to Learn</th> <th data-bbox="1230 1461 1479 1503">What I Learned</th> </tr> </thead> <tbody> <tr> <td data-bbox="675 1503 924 1566"></td> <td data-bbox="924 1503 1230 1566"></td> <td data-bbox="1230 1503 1479 1566"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> Before starting research on an animal, students brainstorm possible categories; e.g., habitat, life cycles, food, enemies and caring for young, and then complete a KWL chart. After reading <i>Digging Up Dinosaurs</i>, groups of students brainstorm ways to find more information; e.g., field trips, library, web sites, guest speakers, museums. They decide to present the information in the form of a newscast. 	What I Know	What I Want to Learn	What I Learned			
What I Know	What I Want to Learn	What I Learned					

GRADE 4

General Outcome 5

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



5.2 Work Within a Group (continued)

Specific Outcomes	Illustrative Examples																				
<p>Evaluate group process</p> <ul style="list-style-type: none">• assess group process, using established criteria, and determine areas for improvement	<ul style="list-style-type: none">• Students complete a checklist to assess how effectively their group worked together. <table border="1" data-bbox="641 779 1484 947"><thead><tr><th></th><th>Yes</th><th>No</th><th>Sometimes</th></tr></thead><tbody><tr><td>Did we complete our assignment?</td><td></td><td></td><td></td></tr><tr><td>Did we take turns without interrupting?</td><td></td><td></td><td></td></tr><tr><td>Did we stay on task?</td><td></td><td></td><td></td></tr><tr><td>Did we encourage everyone to share their ideas?</td><td></td><td></td><td></td></tr></tbody></table> <p>What can we change for next time?</p> <hr/> <hr/>		Yes	No	Sometimes	Did we complete our assignment?				Did we take turns without interrupting?				Did we stay on task?				Did we encourage everyone to share their ideas?			
	Yes	No	Sometimes																		
Did we complete our assignment?																					
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Grade 4 References

Illustrative Examples

Please note:

This list of references has been compiled from recommendations by classroom teachers involved in the development of the illustrative examples. It is provided as a service to assist teachers in accessing the works referenced in the illustrative examples document. Some references are already designated as authorized resources. Other references identified in the illustrative examples have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

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