Grade 4 Curriculum Map

GRADE 4 ELA OUTCOMES

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| **1.1 Discover and Explore** | |
| *Express Ideas and Develop Understanding* | |
| * 1.1.1- Compare new ideas, info. and experiences to prior knowledge and experiences. * 1.1.2- ask questions, paraphrase and discuss to explore new ideas and understand new concepts * 1.1.3- share personal responses to explore and develop understandings of texts | |
| *Experiment with language and Forms* | |
| * 1.1.4- discuss and compare the ways similar topics are developed in different forms of texts | |
| *Express Preferences* | |
| * 1.1.5- select preferred forms from a variety of texts | |
| *Set Goals* | |
| * 1.1.6- identifies areas of personal accomplishments and areas for enhancement of learning and use. | |
| **1.2 Clarify and Extend** | |
| *Consider others’ ideas* | |
| * 1.2.1- identify other perspectives by exploring a variety of ideas, opinions, responses and oral, print and other media texts | |
| *Combine ideas* | |
| * 1.2.2- use talk, notes, personal writing and representing to record and reflect t on ideas, information and experiences. | |
| *Extend Understanding* | |
| * 1.2.3- explores ways to find additional ideas and information to extend understanding. | |
| **2.1. Use Strategies and Cues** | |
| *Use prior knowledge* | |
| * 2.1.1- use ideas and concepts, developed through personal interests, experiences and discussion, to understand new ideas and information. * 2.1.2- explain how the organizational structure of oral, print and other media texts can assist in constructing and confirming meaning. | |
| *Use Comprehension Strategies* | |
| * 2.1.3- preview sections of print texts to identify the general nature of the information and to set appropriate purpose and reading rate. * 2.1.4- comprehend new ideas and information by responding personally and discussing ideas with others * 2.1.5- extends sight vocabulary to include words frequently used in other subject areas. * 2.1.6- monitor understanding by confirming or revising inferences and predictions based on information in text. | |
| *Use textual cues* | |
| * 2.1.7- use text features, such as headings, subheadings, and margin organizers, to enhance understanding or ideas and information. * 2.1.8- distinguishes differences in the structural elements of texts, such as letters, and storybooks, to access and comprehend ideas and information. | |
| *Use Phonics and structural analysis* | |
| * 2.1.9- identify and know the meaning of some frequently used prefixes and suffixes * 2.1.10- apply knowledge of root words, compound words, syllabication, contractions and complex word families to read unfamiliar words in contexT * 2.1.11- integrates knowledge of phonics and sight vocabulary with knowledge of language and context clues to read unfamiliar words in context. | |
| *Use references* | |
| * 2.1.12- use alphabetical order by first and second letter to locate information in reference materials. * 2.1.13- use junior dictionaries, spell check functions and electronic dictionaries to confirm the spellings or locate meanings of unfamiliar words in oral, print and other media texts. | |
| **2.2 Respond to Texts** | |
| *Experience various texts* | |
| * 2.2.1- experience oral, print and other media texts for share and independent listening reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as nonfiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays * 2.2.2- identifies and discusses favorite authors, topics and kids of oral, print and other media texts. * 2.2.3- discuss a variety of oral, print, or other media texts by the same author, illustrator, storyteller, or filmmaker * 2.2.4- retell events of stories in another form or medium * 2.2.5- makes general evaluative statements about oral, print and other media texts. | |
| *Construct meaning from texts* | |
| * 2.2.6- connect the thoughts and actions of characters portrayed in oral, print and other media texts to personal and classroom experiences. * 2.2.7- identify the main events in oral, print and other media texts; explain their causes, and describe how they influence subsequent events * 2.2.8- compare similar oral, print and other media texts and express preferences, using evidence from personal experiences and the texts * 2.2.9- develop own opinions based on ideas encountered in oral, print and other media texts | |
| *Appreciate the artistry of texts* | |
| * 2.2.10- explain how onomatopoeia and alliteration are used to create mental images * 2.2.11- explain how language and visuals work together to communicate meaning and enhance effect | |
| **2.3 Understand forms, elements and techniques** | |
| *Understand forms and genres* | |
| * 2.3.1- describes and compares the main characteristics of a variety of oral, print and other media texts. * 2.3.2- identify various ways that information can be recorded and presented visually | |
| *Understand techniques and elements* | |
| * 2.3.4- identifies and explains connections among events, setting and main characters in oral, print and other media texts. * 2.3.5- identifies the speaker or narrator of oral, print and other media texts. * 2.3.6- identify how specific techniques are used to affect viewers’ perceptions in media texts | |
| *Experiment with Language* | |
| * 2.3.7- recognize how words and word combinations such as word play, repetition and rhyme, influence or convey meaning | |
| **2.4. Create Original Text** | |
| *Generate Ideas* | |
| * 2.4.1- use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts | |
| *Elaborate on the expression of ideas* | |
| * 2.4.2- select and use visuals that enhance meaning of oral, print and other media texts | |
| *Structure texts* | |
| * 2.4.3- produce oral, print and other media texts that follow a logical sequence, and demonstrate clear relationships between character and plot * 2.4.4- produce narratives that describe experiences and reflect personal responses | |
| **3.1. Plan and Focus** | |
| *Focus Attention* | |
| * 3.1.1- use organizational patterns of expository texts to understand ideas and information * 3.1.2- focus topics appropriately for particular audiences | |
| *Determine information needs* | |
| * 3.1.3- ask relevant questions and respond to questions related to particular topics | |
| *Plan to gather information* | |
| 3.1.4- contribute ideas for developing a class plan to access and gather ideas and information | |
| **3.2. Select and Process** | |
| *Use a variety of sources* | |
| * 3.2.1- 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 | |
| *Access information* | |
| * 3.2.2- use a variety of tools such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information * 3.2.3- identify information sources that inform, persuade or entertain, and use such sources appropriately | |
| *Evaluate Sources* | |
| * 3.2.4- recall important points, and make and revise predictions regarding upcoming information | |
| **3.3. Organize, record and evaluate** | |
| *Organize information* | |
| * 3.3.1- organize ideas and information using appropriate categories, chronological order, cause and effect, or posing and answering questions * 3.3.2- record ideas and information that are on topic * 3.3.3- organize oral, print and other media texts into sections that relate to and develop the topic | |
| *Record information* | |
| * 3.3.4- make notes of key words, phrases and images by subtopics; cite titles and authors of sources alphabetically * 3.3.5- paraphrase information from oral, print and other media sources | |
| *Evaluate information* | |
| * 3.3.6- examine gathered information to identify if more information is required; review new understanding | |
| **3.4 Share and Review** | |
| *Share ideas and information* | |
| * 3.4.1- communicate ideas and information in a variety of oral, print and other media texts, such as short reports, talks and posters * 3.4.2- select visuals, print and/or other media to add interest and to engage the audience | |
| *Review research process* | |
| * 3.4.3- identify strengths and areas for improvement in research process | |
| **4.1 Enhance and Improve** | |
| *Appraise own and others’ work* | |
| * 4.1.1- identify the general impression and main idea communicated by own and peers’ oral, print and other media texts * 4.1.2- use pre-established criteria to provide support and feedback to peers on their oral, print and other media texts | |
| *Revise and edit* | |
| * 4.1.3- revise to ensure an understandable progression of ideas and information * 4.1.4- identify and reduce fragments and run-on sentences * 4.1.5- edit for subject-verb agreement | |
| *Enhance legibility* | |
| * 4.1.6- write legibly, using a style that demonstrates awareness of alignment, shape and slant * 4.1.7- use special features of software when composing formatting and revising texts | |
| *Expand knowledge of language* | |
| * 4.1.8- use an increasing variety of words to express d extend understanding of concepts related to personal interests and topics of study * 4.1.9- recognize English words and expressions that come from other cultures or languages | |
| *Enhance artistry* | |
| * 4.1.10- experiment with combining detail, voice-over, music and dialogue with sequence of events | |
| **4.2 Attend to Conventions** | |
| *Attend to grammar and usage* | |
| * 4.2.1- identify simple and compound sentence structures, and use in own writing * 4.2.2- identify correct noun-pronoun agreement, and use in own writing * 4.2.3- identify past, present and future action | |
| *Attend to spelling* | |
| * 4.2.4- use phonetic knowledge and skills and visual memory, to spell multi-syllable words in own writing * 4.2.5- identify and apply common spelling generalizations in own writing * 4.2.6- apply strategies for identifying and learning to spell problem words in own writing | |
| *Attend to capitalization and punctuation* | |
| * 4.2.7- use capitalization to designate organizations and to indicate the beginning of quotations in own writing * 4.2.8- use commas after introductory words in sentences and when citing addresses in own writing * 4.2.9- identify quotation marks in passages of dialogue, and use them to assist comprehension | |
| **4.3 Present and Share** | |
| *Present information* | |
| * 4.3.1- present to peers ideas and information on a topic of interest, in a well-organized form | |
| *Enhance Presentation* | |
| * 4.3.2- add interest to presentations thought use of props, such as pictures, overheads and artifacts | |
| *Use effective oral and visual communication* | |
| * 4.3.3- adjust volume, tone of voice and gestures appropriately, to suit a variety of social and classroom activities | |
| *Demonstrate attentive listening and viewing* | |
| * 4.3.4- connect own ideas, opinions and experiences to those communicated in oral and visual presentations * 4.3.5- give constructive feedback, ask relevant questions, and express related opinions, and express related opinions in response to oral and visual presentations | |
| **5.1. Respect Others and Strengthen Community** | |
| *Appreciate diversity* | |
| * 5.1.1- 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 * 5.1.2- appreciate that responses to some oral, print or other media texts may be different | |
| *Relate texts to culture* | |
| * 5.1.3- identify and discuss main characters, plots, settings and illustrations in oral, print and other media texts from diverse cultures and communities | |
| *Celebrate accomplishments and events* | |
| * 5.1.4- use appropriate language to acknowledge special events and to honor accomplishments in and beyond the classroom | |
| *Use language to show respect* | |
| * 5.1.5- identify and discuss differences in language use in a variety of school and community contexts | |
| **5.2. Work within a group** | |
| *Cooperate with others* | |
| * 5.2.1- take responsibility for collaborating with others to achieve group goals * 5.2.2- ask for and provide information and assistance, as appropriate, for completing individual and group tasks | |
| *Work in groups* | |
| * 5.2.3- share personal knowledge of a topic to develop purposes for research or investigations and possible categories of questions * 5.2.4- use brainstorming, summarizing and reporting to organize and carry out group projects | |
| *Evaluate group process* | |
| 5.2.5- assess group process, using established criteria, and determine areas for improvement | |