



## Long Range Grade 4 Language Plan

### Term 1

#### Reading

##### *Reasoning and Critical Thinking*

- identify the main idea in a piece of writing, and provide supporting details;
- identify and describe elements of stories (e.g., plot, central idea, characters, setting);
- make inferences while reading;
- make judgements about what they read on the basis of evidence;
- make predictions while reading a narrative piece on the basis of evidence;
- retell a story by adapting it for presentation in another way (e.g., as a dramatization);
- develop their opinions by reading a variety of materials;
- begin to develop research skills (e.g., formulate questions, locate information, clarify their understanding of information through discussion);

##### *Understanding of Form and Style*

- identify various forms of writing and describe their main characteristics (e.g., poems often have verses; novels are often divided into chapters);
- use their knowledge of the organization and characteristics of different forms of writing to understand and use content;

##### *Knowledge of Language Structures*

- use their knowledge of oral and written language structures and of elements of grammar to understand the meaning of sentences;
- use patterns of word structure to determine pronunciation (e.g., -tern in lantern, intern);

##### *Vocabulary Building*

- identify root words and use them to determine the pronunciation and meaning of unfamiliar words;
- identify synonyms and antonyms for familiar words;
- use a dictionary to expand their vocabulary;
- understand specialized terms in different subject areas (e.g., science, technology);

### *Use of Conventions*

- use punctuation to help them understand what they read;
- use various conventions of formal texts to reinforce understanding of ideas (e.g., charts, illustrations, glossary, diagrams, captions).

## Writing

### *Overall Expectations:*

- communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates);
- begin to write for more complex purposes (e.g., to present and discuss their opinions and viewpoints, to pose questions, to record information);
- organize and develop ideas using paragraphs (e.g., to tell a story);
- use simple and compound sentences and vary their sentence structure;
- produce pieces of writing using a variety of specific forms (e.g., humorous story) and materials from other media (e.g., photo sequence) to enhance their writing;
- revise and edit their work, using feedback from the teacher and their peers;
- proofread and correct their final drafts, focusing on grammar, punctuation, and spelling;
- use and spell correctly the vocabulary appropriate for this grade level;
- use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level.

### *Grammar*

- use verb tenses correctly and appropriately (e.g., simple past, present, and future);
- identify various parts of speech (e.g., verbs, adjectives, adverbs);
- write simple and compound sentences;
- use a variety of sentence types correctly and appropriately.

### *Punctuation*

- use the apostrophe to indicate possession;
- use quotation marks for direct speech;

### *Spelling*

- use phonics and knowledge of word structure and meaning to spell words correctly;
- use a dictionary and thesaurus to confirm spelling;

### *Word Use and Vocabulary Building*

- introduce vocabulary from other subject areas into their writing;
- use synonyms and antonyms;

- choose words that are most effective for their purpose (e.g., to describe vividly);
- use a dictionary and thesaurus to expand vocabulary;

### *Visual Presentation*

- use proper form for paragraphs (e.g., indentation, spacing, margins);
- label and use pictures and diagrams appropriately;
- print legibly and use cursive writing.

## Oral and Visual Communication

### *Overall Expectations:*

- communicate various types of messages, explain some ideas and procedures, and follow the teacher's instructions;
- ask questions on a variety of topics and respond appropriately to the questions of others;
- communicate a main idea about a topic and describe a short sequence of events;
- express and respond to ideas and opinions concisely and clearly;
- contribute and work constructively in groups;
- demonstrate the ability to concentrate by identifying main points and staying on topic;
- use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade.

### *Use of Words and Oral Language Structures*

- use some vocabulary learned in other subject areas in simple contexts;
- use effective openings and closings in oral presentations (e.g., begin by asking questions of listeners; conclude by summarizing key points);

### *Non-verbal Communication Skills*

- use appropriate tone of voice and gestures in social and classroom activities;

### *Group Skills*

- present information to their peers in a focused and organized form on a topic of mutual interest;
- listen to others and stay on topic in group discussion;
- use appropriate strategies to organize and carry out group projects (e.g., brainstorming, summarizing, reporting, giving and following instructions);

### *Media Communication Skills*

- identify camera angles and distance from the subject in photographs and describe their effects on the viewer's perceptions.