



Long Range Grade 4 Language Plan

Term 2

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;
- 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 (e.g., questions, exclamations);
- use connecting words (e.g., also, finally, after, but) correctly to link ideas in a paragraph;

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;
- identify several types of media works and some techniques use d in them;
- analyse media works;
- create media works;
- 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 gestu res 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 ca rry out group projects (e.g., brainstorming, summarizing, reporting, giving and following instructions);

Media Communication Skills

- identify camera angles and dista nce from the subject in photographs and describe their effects on the viewer's perceptions;
- identify and describe the different types of advertising that they encounter in their surroundings (e.g., on billboards, T -shirts);

- create a variety of media works (e.g., create an album of camera shots, identifying the different camera angles and distances and commenting on their effects).