English Language Arts Grade 4

Teachers Guide

NOVA SCOTIA
NOUVELLE-ÉCOSSE

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English Language Arts Grade 4: Teachers Guide

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Prepared by the Department of Education and Early Childhood Development

This is the most recent version of the current curriculum materials as used by teachers in Nova Scotia.

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Introduction Grade Primary – 6 Language Arts Curriculum

The English Language Arts curriculum for Nova Scotia's Grades Primary to 6 is grounded in evidence-based practices, emphasizing the impact of explicit, systematic instruction while remaining responsive to the diverse needs of all students. This curriculum reflects Nova Scotia's commitment to Inclusive Education and aligns with the understandings outlined in the Six Pillars of Effective Reading Instruction. It is structured around four core strands, Foundations of Language, Comprehension, Composition and Connection to the Content Areas, which serve as the foundation for effective literacy instruction, fostering student achievement, growth, and well-being.

Aligned with the Nova Scotia Inclusive Education Policy and guided by a Multi-Tiered System of Supports (MTSS) framework, this curriculum is designed to meet the needs of all learners through a tiered approach to universal instruction, intervention, and support. It aims to dismantle systemic barriers and close opportunity gaps, particularly for students from historically marginalized communities, including African Nova Scotian and Mi'kmaw populations. By enhancing universal instruction and integrating culturally responsive teaching practices, the curriculum acknowledges and values the diverse identities and experiences of all students, empowering all students to thrive.

The curriculum is thoughtfully designed to build students' literacy skills progressively from Grades Primary through 6. The learning progression ensures that students develop strong foundational skills in the early grades and gradually move toward mastering more complex literacy and communication skills. While some indicators are consistent across grade levels to reinforce essential skills, the curriculum introduces increased complexity and depth in tasks as students advance. This progression is evident in the variety and difficulty of texts, the sophistication of writing tasks, and the development of oral language and comprehension skills.

The curriculum equips students to engage with increasingly complex academic content across all subject areas, fostering not only critical thinking, creativity, and effective communication but also enhancing their overall content learning and understanding.

Strand A: Foundations of Language

The Foundations of Language strand provides explicit instruction in essential literacy building blocks, including oral language, phonemic awareness, phonics, fluency, vocabulary, and syntax. This foundational work is crucial across all grade levels, ensuring that every student acquires the reading and writing skills needed for academic success. A strong foundation in these areas enables students to engage confidently in independent reading and writing, setting the stage for more advanced literacy learning.

Strand B: Comprehension

In the Comprehension strand, students learn to apply their foundational language skills to understand, analyze, and interpret a wide range of texts. Instruction is designed to progressively build higher-order thinking skills, encouraging students to synthesize information, make connections, and critically engage with diverse content. This strand supports students in developing a deeper appreciation for different perspectives, knowledge systems, and literary genres, enriching their understanding of the world around them.

Strand C: Composition

The Composition strand emphasizes the importance of clear and effective written expression. Students receive explicit instruction in the writing process, including planning, drafting, revising, editing, and the fundamentals of transcription. This includes fluency in handwriting, accurate spelling, and developing the skills necessary for digital composition. As students advance, they learn to articulate their thoughts coherently and persuasively across various forms of writing. By mastering these essential skills, students are empowered to express their ideas confidently and accurately in both print and digital formats.

Strand D: Connection to Content Areas

This strand emphasizes the application of literacy skills across subject areas, including Science, Social Studies, Health Education, and more. By integrating reading, writing, speaking, and listening into content learning, students deepen their understanding of subject-specific concepts while strengthening essential literacy skills. This approach supports students in becoming confident, capable communicators who can think critically, engage meaningfully with a range of texts and ideas, and express their learning in a variety of formats. It also reinforces the idea that literacy is not isolated to language arts, it is foundational to success across the curriculum.

Through the integration of these four strands, the Grades Primary to 6 curriculum provides a comprehensive framework that supports the development of well-rounded, literate individuals. By fostering strong communication skills, critical thinking, and cultural awareness, the curriculum prepares students for lifelong learning and active participation in their communities.

Foundations of Language
Strand A
Grade Four Teacher Guide

Overview of Oral and Non-Verbal Communication

Outcome A1

Grade Four Teacher Guide

Oral language instruction remains foundational to literacy development and communication in the later elementary years. While early instruction (Grades Primary -2) establishes a base, continued focus on oral language in Grades 3 to 6 is essential to deepen students' vocabulary, enhance syntactical complexity, build background knowledge, and verbal reasoning. These skills are critical for advancing reading comprehension, written expression, and effective oral communication as students engage with more complex texts and ideas.

Outcome A1 in Grades 3 to 6 provides curriculum outcomes that guide classroom instruction to further develop these critical skills. At this stage, students will refine their ability to contribute thoughtfully to both formal and informal contexts through oral and written communication. Building upon the foundational skills established in earlier grades, students will expand their ability to synthesize information and communicate their understanding effectively.

This outcome also emphasizes the integration of our province's diverse cultural heritage, particularly honouring the rich contributions of Mi'kmaw, African Nova Scotian, and other cultural communities. By embedding culturally responsive teaching practices, educators can ensure that students' linguistic and cultural backgrounds are recognized, valued, and leveraged as assets in their learning journey. Integrated instruction builds academic language, reading and writing and has large positive impacts on Literacy growth. This inclusive approach fosters an environment where all students feel acknowledged and respected, promoting a deeper mutual understanding and appreciation of diversity within our classrooms.

Integrated Language Arts instruction, where connections are made with Science, Social Studies, Health, and the Arts, becomes increasingly important in Grades 3 to 6. Students engage in more complex and meaningful communication as they explore cross-curricular topics. Listening and speaking activities, such as debates, presentations, collaborative discussions, and dramatic role-plays, help students apply their language skills in authentic, culturally relevant contexts. These activities affirm students' experiences and encourage them to draw upon their own backgrounds and interests, enhancing engagement and learning.

Key Indicators in Outcome A1:

1. Listening for Communication and Comprehension: As students progress, they will refine their ability to listen, interpret messages accurately, and engage critically with the information they hear or take in. These skills are essential for effective participation in discussions, collaborative projects, and problem-solving activities.
2. Oral and Non-Verbal Communication Strategies: Students will explore and apply a wider range of strategies to enhance spoken interactions, using tone, pace, volume, and non-verbal cues like facial expressions and gestures. These skills will enable them to communicate their ideas more clearly and adapt their communication to various contexts and audiences.
3. Vocabulary, Word Choice, Syntax, and Grammar in Oral Communication: Explicit instruction in expanding vocabulary, word choice, and applying more complex syntactical structures and grammar will continue to be a focus. These elements support not only oral communication but also the development of reading comprehension of more complex texts and written expression.

The emphasis in Grades 3 to 6 is on enabling students to express themselves with greater clarity and depth. Through thoughtfully designed classroom activities guided by curriculum outcomes, students will develop the confidence to articulate their thoughts, listen critically and empathetically to others, and adapt their communication strategies for different purposes and audiences. By supporting the growth of these skills, we prepare students to engage meaningfully with the world around them and to become thoughtful, effective communicators.

Outcome A1: Grade 4

Learners will apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning for various audiences, purposes, and cultural contexts.

Indicators A1.1

Grade 3	Grade 4	Grade 5	Grade 6
Use listening strategies to understand oral communication and interact with various contexts including cultural contexts.	Select and use listening strategies by asking questions to clarify understanding and respond to others in different contexts including cultural contexts.	Select and use listening strategies by asking questions to clarify understanding and respond to others in different contexts including cultural contexts.	Select and use listening strategies by asking questions to clarify understanding and respond to others in different contexts including cultural contexts.

Growing Understanding

Listening Strategies: Techniques and methods used to effectively understand and process oral communication. This includes listening attentively, asking clarifying questions, and giving appropriate responses.

Clarify Understanding: The process of ensuring comprehension by seeking further explanation or confirmation, typically through questions or rephrasing. students are expected to more intentionally use questions to clarify, which shows a deeper engagement with listening and comprehension.

Appropriate Listening Strategies: The ability to select the right listening strategies based on the situation, including when to ask questions for clarification, when to summarize, or when to wait for further explanation.

Cultural and Contextual Sensitivity: The understanding that communication strategies may need to be adapted based on cultural or situational factors. Students should recognize when formal or informal strategies are appropriate and how to interact accordingly.

Ask Questions: A key strategy for ensuring comprehension and stimulating deeper conversation. Asking questions allows students to address confusion, seek more information, and demonstrate active engagement with the speaker.

Respond to Others: The ability to engage meaningfully in a conversation by giving thoughtful replies, demonstrating understanding of the topic, and building on the ideas shared.

Engagement in Dialogue: Actively participating in discussions by listening carefully, asking questions, and responding in ways that further the conversation.

In Grade 3, students were introduced to basic listening strategies, such as active listening and clarifying misunderstandings through techniques like summarizing or asking for clarification. By Grade 4, students are expected to select and apply these strategies more intentionally, using specific techniques like asking questions to ensure understanding and adapting their responses based on context. Additionally, the expectation is for students to engage more deeply in conversations, building on what others say and being more deliberate in choosing their listening strategies depending on the situation.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Ask relevant questions to clarify what has been said during discussions.
- Summarize what others have said to demonstrate understanding before responding.
- Choose appropriate listening strategies based on the situation.
- Engage thoughtfully in conversations by responding in a way that builds on others' ideas.
- Seek clarification when they don't fully understand a point or instruction.
- Listen attentively during conversations and adjust their response accordingly.
- Demonstrate respect for others' viewpoints through active listening and meaningful questions.

Outcome A1: Grade 4

Learners will apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning for various audiences, purposes, and cultural contexts.

Indicators A1.2 Oral and Non-Verbal Communication Strategies

Grade 3	Grade 4	Grade 5	Grade 6
Use oral and non-verbal communication strategies to interpret and contribute to the meaning of messages and information.	Identify and use oral and non-verbal communication strategies to understand or communicate ideas and meaning.	Identify and use oral and non-verbal communication strategies to understand or share ideas and meaning.	Identify and use and non-verbal communication strategies and describe how these strategies support understanding.

Growing Understanding

Oral Communication Strategies: Verbal methods used to convey ideas and meanings, including articulation, tone, pitch, and volume. These strategies help ensure that the message is understood and communicated effectively.

Non-Verbal Communication Strategies: Non-verbal methods used to convey ideas and emotions, such as body language, facial expressions, gestures, eye contact, posture, and other forms of physical communication that support or emphasize spoken words.

Interpreting the Message: The act of understanding and making sense of both verbal and non-verbal cues in communication. This includes recognizing how non-verbal signals, such as body language, influence the meaning of the message.

Communication Context: Recognizing that communication strategies may vary based on the situation, the audience, and the purpose. This involves choosing the appropriate oral and non-verbal communication strategies for different contexts.

Understanding that non-verbal cues (like eye contact or gestures) may have different meanings in different cultures. Learning to be aware and respectful of cultural differences in communication styles.

Culturally Responsive Teaching Consideration: Understanding that non-verbal cues (like eye contact or gestures) may have different meanings in different cultures. Learning to be aware and respectful of cultural differences in communication styles.

In Grade 3, students were introduced to basic oral and non-verbal communication strategies, focusing on interpreting and contributing to messages through clear communication. By Grade 4, students are expected to identify and apply these strategies more intentionally, both to understand and communicate ideas and meaning. The focus shifts from simply recognizing communication cues to more actively selecting and using specific strategies in a variety of contexts to ensure clear and effective communication.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Use appropriate volume and tone to communicate ideas effectively.
- Demonstrate understanding of messages by nodding, maintaining eye contact, and using other non-verbal cues.
- Recognize and interpret non-verbal cues (e.g., facial expressions, body language) to understand the meaning behind the message.
- Use body language, gestures, and facial expressions to support and enhance verbal communication.
- Ask questions to clarify understanding or to encourage further communication.
- Select the appropriate communication strategies (both verbal and non-verbal) based on the context, purpose, and audience.
- Respond to others' ideas using verbal and non-verbal strategies to contribute meaningfully to the conversation.
- Listen actively, using verbal and non-verbal signals to show attentiveness and comprehension.
- Express ideas and feelings clearly, using both oral and non-verbal strategies to ensure the message is understood.

Outcome A1: Grade 4

Learners will apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning for various audiences, purposes, and cultural contexts.

Indicators A1.3 Vocabulary, Word Choice, Syntax and Grammar

Grade 3	Grade 4	Grade 5	Grade 6
Use explicitly taught vocabulary, syntax, and grammar to expand on communicating ideas and information.	Use explicitly taught vocabulary, syntax, and grammar to expand on communicating ideas and information.	Use explicitly taught vocabulary, syntax, and grammar to expand on communicating ideas and information.	Use explicitly taught vocabulary, syntax, and grammar to expand on communicating ideas and information.

Growing Understanding

Explicitly Taught Vocabulary: Words and phrases that have been directly taught to students with their meanings, usage, and context, enabling students to communicate more effectively and precisely in their writing and speaking.

Different Types of Sentences: Various sentence structures used to communicate ideas more effectively. These include simple, compound, complex, and compound-complex sentences that add variety, clarity, and flow to communication.

Word Choice: Selecting the most appropriate words for a particular situation, ensuring that the words used are accurate, effective, and suitable for the audience and purpose of the communication. Including vocabulary gained from other subject areas such as science and social studies.

Syntax: The arrangement of words and phrases to create well-formed sentences that are clear and coherent. Understanding syntax helps students organize their ideas logically and persuasively.

Grammar: The system of rules that governs the structure of sentences, including verb tenses, subject-verb agreement, punctuation, and sentence construction. Proper grammar ensures that the message is clear and comprehensible.

Culturally Responsive Teaching Considerations: When teaching grammar and syntax, it's essential to recognize that students bring rich linguistic backgrounds into the classroom, including diverse home dialects.

Affirming Home Dialect: Recognizing and valuing the language or dialect that students use in their home and community as valid, meaningful, and an essential part of their identity. This approach acknowledges that students' home language is an asset rather than a deficit.

Code-Switching: The ability to shift between different forms of language or dialects depending on the context or audience. It involves helping students understand when it might be beneficial to use more formal language (like in essays or presentations) versus informal or home language (like when talking to friends or family).

Contextual Communication: The ability to adjust word choice, details, and sentence structure based on the context of the communication, ensuring that the message is appropriate and effective for the situation at hand.

In Grade 3, students focused on using vocabulary, word choice, and basic sentence structures to communicate ideas. In Grade 4, the focus shifts to more intentional use of vocabulary that has been explicitly taught, as well as the inclusion of descriptive details to make ideas clearer. Additionally, students are expected to use different types of sentences to express their ideas in a variety of ways, ensuring that their communication is tailored to the situation and audience.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Use explicitly taught vocabulary to accurately express ideas and respond to questions.
- Incorporate descriptive details (e.g., sensory descriptions, specific examples) to enhance communication and help the audience understand.
- Select the appropriate type of sentence (simple, compound, complex) to suit the message and purpose.
- Vary sentence structures to improve the flow and clarity of writing or speaking.
- Use basic grammar and syntax to ensure sentences are clear.
- Adapt word choice, details, and sentence types based on the audience and context of the communication.
- Demonstrate an understanding of how different sentence types can improve communication, making it more engaging and easier to follow.

Overview of Foundational Word Reading and Spelling

Outcome A2

Grade Four Teacher Guide

Word-level reading, spelling, vocabulary, and fluency are critical components of literacy development in the later elementary years. While the early grades (Primary to Grade 2) establish a strong foundation in phonics and basic word reading, instruction in Grades 3 to 6 shifts to more advanced skills that enable students to become proficient, independent readers and writers. This outcome focuses on consolidating students' orthographic and morphological knowledge, expanding their vocabulary, and enhancing their reading fluency. These skills are essential for supporting reading comprehension, written expression, and effective communication as students engage with more complex texts across various subjects.

Outcome A2 in Grades 3 to 6 provides curriculum outcomes that guide classroom instruction to develop these essential skills. At this stage, students will deepen their ability to decode, spell, and understand words, using strategies that move beyond phonics to include word structure and meaning. This progression is crucial as students transition to reading and writing for learning in different content areas, applying their literacy skills to science, social studies, health, and the arts. By building on the foundational skills established in earlier grades, students will strengthen their capacity to read accurately and fluently, enabling them to access and understand increasingly sophisticated texts.

This outcome also emphasizes the integration of our province's diverse cultural heritage, particularly celebrating the contributions of Mi'kmaq, African Nova Scotian, and other cultural communities. By embedding culturally responsive teaching practices, educators can ensure that students' linguistic and cultural backgrounds are recognized, valued, and integrated into their learning. Providing explicit, systematic instruction in foundational word reading, spelling, and vocabulary is an equity-driven approach. These skills are not only essential for academic success, but they also serve as powerful tools to close opportunity gaps that have historically impacted Mi'kmaq and African Nova Scotian learners.

As students progress through Grades 3 to 6, Integrated Language Arts instruction becomes more vital, with connections made to cross-curricular topics. By exploring vocabulary, word meanings, and fluency in context, students develop a deeper understanding of content and are able to express their ideas more clearly. Classroom activities such as reading diverse texts, engaging in vocabulary-rich discussions, and practicing fluent reading in meaningful contexts encourage students to apply their language skills authentically and purposefully.

Key Indicators in Outcome A2:

1. Word-Level Reading and Spelling: Using Morphological Knowledge
   Across Grades 3 to 6, students will leverage their understanding of roots, prefixes, and suffixes to decode, spell, and infer the meanings of unfamiliar words, supporting reading comprehension and writing.
2. Vocabulary Development
   Explicit instruction in vocabulary will continue to expand students' language abilities. This is crucial for enhancing comprehension and expressive skills in various subjects. Effective vocabulary instruction emphasizes both Tier 2 and Tier 3 words. Tier 1 words are every day, high-frequency words that students encounter regularly, such as *run* or *happy*. Tier 2 words, in contrast, are high-utility words that appear across various contexts and subjects, such as *analyze*, *predict*, or *justify*. These words are particularly important because they help students engage with academic texts and discussions more deeply.

3. Reading Fluency: Accuracy, Rate, and Prosody
   Instruction will focus on reading with accuracy, appropriate rate, and expression to support comprehension. As students become more fluent readers, they can focus on the meaning of the text rather than decoding, which allows for deeper engagement with content.

By supporting the growth of these skills, students are better prepared to engage meaningfully with complex texts and diverse content areas. Through thoughtfully designed instructional practices guided by the curriculum, students will develop the ability to read and write with confidence, accuracy, and fluency, equipping them for lifelong learning.

Outcome A2: Grade 4

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

Indicators A2.1 Word Level Reading and Spelling

Grade 3	Grade 4	Grade 5	Grade 6
	Use phonics and orthographic knowledge to fluently read, spell, and pronounce multisyllabic words.	Use phonics and orthographic knowledge to fluently read, spell, and pronounce multisyllabic words.	Use phonics and orthographic knowledge to fluently read, spell, and pronounce multisyllabic words.

Growing Understanding

In Grade 4, students build on their foundational phonics knowledge and expand their ability to read, spell, and pronounce multisyllabic words. By now, students should be able to recognize patterns in both phonics and orthography (spelling conventions) to decode and encode words effectively.

Phonics Knowledge: Phonics refers to the understanding of letter-sound relationships. For Grade 4, students should be able to recognize common syllable patterns, prefixes, and suffixes, and apply this knowledge to decode and pronounce multisyllabic words. Students should use their phonemic awareness to sound out unfamiliar words, breaking them into smaller syllables and decoding each part for accurate pronunciation.

Orthographic Knowledge: Orthography involves understanding spelling conventions and patterns within words. Students should use position-based tendencies (e.g., recognizing that the "tion" suffix typically appears at the end of words like "station" or "caution") and be able to use this knowledge to spell and recognize multisyllabic words. Encourage students to recognize familiar spelling patterns and apply them to new words, promoting word accuracy and consistency.

Fluency in Reading Multisyllabic Words: Fluency involves reading words smoothly and accurately, without hesitation. By Grade 4, students should practice reading multisyllabic words fluently in context, using their phonics and orthographic knowledge to decode and pronounce words quickly and correctly.

Teachers should support students in understanding that reading multisyllabic words requires not just phonemic awareness, but also orthographic knowledge to recognize patterns and exceptions in spelling.

Segment Multisyllabic Words: Encourage students to break multisyllabic words into smaller, manageable parts. Use techniques such as clapping out syllables or writing words on the board with breaks between syllables to help students identify the structure of the word.

Introduce Syllable Rules: Teach students about the different syllable types (closed, open, vowel-consonant-e, consonant-le) and show how these rules help with both pronunciation and spelling of multisyllabic words.

Encourage Use of Phonics and Spelling Rules During Writing: In writing, encourage students to apply their phonics and orthographic knowledge when spelling multisyllabic words. Allow them to use resources like dictionaries, word walls, or spelling lists to support their writing. Encourage students to check for consistency in their spelling by looking for patterns (e.g., “-tion” ending in words like “station,” “caution,” “direction”).

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Read multisyllabic words fluently by accurately decoding the syllables and pronouncing them smoothly.
- Break down complex words into manageable syllables to aid in pronunciation and spelling.
- Apply phonics knowledge to decode unfamiliar words in context, correctly pronouncing words.
- Use orthographic knowledge to correctly spell words by recognizing common patterns and spelling rules (e.g., "I used the rule of adding '-ed' to 'walk' to make 'walked,' following the rule of adding the '-ed' ending").
- Spell multisyllabic words with accuracy by using knowledge of syllable types, prefixes, and suffixes (e.g., "I can spell 'unbelievable' because I recognize the prefix 'un-' and the base word 'believe'").
- Spell multisyllabic words in writing by applying learned phonics rules and orthographic knowledge to new words (e.g., "I used the 'tion' rule when spelling 'information'").

Outcome A2: Grade 4

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

Indicators A2.2 Word Level Reading and Spelling: Using Morphological Knowledge

Grade 3	Grade 4	Grade 5	Grade 6
Use developing knowledge of the meanings of words and common morphemes to understand, read and spell words.	Use developing morphological knowledge to understand, read and spell words with increasing independence.	Use developing morphological knowledge and to understand, read and spell words with increasing independence.	Use morphological knowledge and to understand, read and spell words with increasing independence.

Growing Understanding

Morphemes: The smallest units of meaning in a word. Morphemes can be root words (bases), prefixes, or suffixes. They carry meaning by themselves or change the meaning of other words.

Base: The main part of the word that carries the core meaning. For example, “act” in “react,” “action,” and “activate.”

Prefix: A morpheme added to the beginning of a root word to change its meaning. For example, "un-" (as in "unhappy") or "dis-" (as in "dislike").

Suffix: A morpheme added to the end of a root word to modify its meaning or function. For example, "-ful" (as in "joyful") or "-ness" (as in "happiness").

Word Meaning: Understanding how the combination of prefixes, suffixes, and root words creates the meaning of a word. Students should be able to break down complex words into their parts to understand the overall meaning (e.g., “replay” = “re-” + “play”).

See appendix A2.2 for more details.

Word Structure: The arrangement of morphemes within a word. Understanding word structure helps students apply their knowledge of prefixes, suffixes, and base words to decode and spell words more effectively.

Spelling Patterns and Rules: Understanding how prefixes and suffixes affect word spelling and structure. For example, when adding a suffix beginning with a vowel (e.g., "-ing" or "-ed"), the final consonant of the root word may be doubled (e.g., "hop" becomes "hopping").

Reading and Spelling Complex Words: Using knowledge of morphemes to read and spell more complex words by breaking them into their parts and understanding how they work together to form meaning.

In Grade 3, students began developing an understanding of morphemes, including common prefixes, suffixes, and root words. By Grade 4, students are expected to deepen this understanding by applying their knowledge of word meanings and morphemes to read and spell more complex words. The focus is on recognizing how prefixes and suffixes modify the meaning and function of base words, as well as spelling these words accurately.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Identify and explain the meanings of words by breaking them into their parts (root word + prefix/suffix).
- Use knowledge of prefixes, suffixes, and root words to decode and understand unfamiliar words (e.g., understanding that “dislike” means “not like”).
- Apply knowledge of morphemes to spell words correctly, using patterns such as double consonants when adding suffixes (e.g., "run" becomes "running").
- Construct new words by adding prefixes or suffixes to base words (e.g., adding “un-” to "happy" to form "unhappy").
- Recognize common morphemes in multisyllabic words and use them to aid in pronunciation and spelling (e.g., “action” = “act” + “-ion”).
- Use morphemes to understand the meanings of complex words (e.g., “replay” = “re-” + “play” meaning “to play again”).
- Spell complex words by applying knowledge of prefixes, suffixes, and root words (e.g., “careful” = “care” + “-ful”).
- Demonstrate the ability to decode multisyllabic words using morphemes (e.g., understanding that “unhappiness” is made up of “un-” + “happy” + “-ness”).

Outcome A2: Grade 4

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

Indicators A2.3 Vocabulary

Grade 3	Grade 4	Grade 5	Grade 6
Identify the meaning of vocabulary through implicit learning, explicit instruction, and word awareness.	Identify the meaning of vocabulary through implicit learning, explicit instruction, and word awareness.	Recognize and use vocabulary developed through implicit learning, explicit instruction, and word awareness.	Recognize and use vocabulary developed through implicit learning, explicit instruction, and word awareness.

Growing Understanding:

Tier 2 Words: These are high-utility academic words that are less common in everyday conversation but appear frequently in written texts across subjects. They often have multiple meanings and are essential for comprehension and academic success (e.g., analyze, predict, summarize, compare, consequence, evidence). Instruction in these words is critical because they bridge understanding across different subjects and support the development of reading comprehension, writing, and speaking skills.

Specific to Literacy, some examples may include character, setting, plot, opinion, argument, inference, and summary.

Vocabulary Instruction: Provide direct instruction on word meanings, usage, and morphology (e.g., prefixes, suffixes, and root words) to build students' vocabulary knowledge.

Emphasize how vocabulary supports understanding of ELA text forms and structures (e.g., narrative, informational, persuasive). Build on students' prior knowledge of words and related concepts to help them make connections between known and new vocabulary.

Scaffold instruction to help students see how word knowledge applies across different texts, both within ELA and when writing or speaking (e.g., using descriptive details and figurative language).

See Appendix A2.3

Word Parts: Understanding the meanings of prefixes, suffixes, and roots to break down unfamiliar words. For example, students can understand the meaning of "unhappiness" by recognizing "un-" (a prefix meaning "not") and "happiness" (a noun meaning "joy"), leading to the definition of "not happy."

Word Relationships: Recognizing how words relate to each other within the text by identifying synonyms and antonyms. For instance, if a text contrasts "cold" and "freezing," students can use this relationship to better understand the intensity of the term "freezing" compared to "cold."

Culturally Responsive Vocabulary Instruction: Use texts and discussions that reflect diverse cultural perspectives, ensuring exposure to vocabulary that connects to students' lived experiences and broadens their understanding of the world. Encourage exploration of words that represent cultural contexts, values, and histories within narratives and informational texts.

Tier 3 Vocabulary: These are subject-specific, specialized words that are typically used within a particular field of study or content area (e.g., *photosynthesis, sedimentary, legislature, emotional literacy)*. Tier 3 words are often explicitly taught during content-area instruction, as they are essential for understanding key concepts in science, social studies, mathematics, health and other disciplines. These words are less likely to appear in everyday language or across multiple subjects.

Please see Strand D for connection to subject area vocabulary and content area integration.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Use Tier 2 vocabulary to discuss ideas and concepts across subjects (e.g., “analyze,” “evaluate,” “investigate”).
- Understand and apply Tier 3 subject-specific vocabulary in both speaking and writing (e.g., “photosynthesis,” “gravity,” “government”).
- Break down complex words by recognizing word parts, such as prefixes, suffixes, and roots (e.g., understanding “unhappiness” by recognizing “un-” and “happiness”).
- Identify and use synonyms and antonyms to expand their vocabulary and comprehension (e.g., recognizing that “huge” and “gigantic” are synonyms).
- Apply subject-specific vocabulary to explain concepts in writing and discussions (e.g., explaining “ecosystem” in a science report or “economy” in a social studies project).
- Integrate newly learned vocabulary in writing, demonstrating understanding by using words accurately within sentences.
- Use vocabulary from across subjects to enhance their reading comprehension and clarify their thinking.

Outcome A2: Grade 4

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

Indicators A2.4 Reading Fluency: Accuracy, Rate and Prosody

Grade 3	Grade 4	Grade 5	Grade 6
Read texts fluently with accuracy, pacing and expression to support comprehension.	Read texts fluently with accuracy, pacing and expression to support comprehension.	Read texts fluently with accuracy, pacing and expression to support comprehension.	Read texts fluently with accuracy, pacing and expression to support comprehension.

Growing Understanding

Fluency: At Grade 4, fluency means reading with speed, accuracy, and expression, focusing more on comprehending and engaging with the text. Students should now be reading more complex texts fluently, integrating comprehension strategies alongside fluent reading.

Accuracy: Accuracy involves reading multisyllabic words and more complex vocabulary correctly. By this stage, students should be able to read these words with confidence and integrate them into their understanding of the text.

Rate: Grade 4 students are working to be able to read texts at a steady pace that is appropriate for the complexity of the text, without pausing too frequently for word recognition, but instead focusing on meaning.

Fluency in Silent Reading: Students should work toward reading texts fluently with accuracy, pacing, and expression to support comprehension, ensuring that silent reading maintains a grade-appropriate pace and understanding

Prosody: Prosody refers to the rhythm, stress, and intonation patterns used when reading aloud or speaking. It includes elements such as pitch, tone, volume, pace, and expression, all of which contribute to conveying meaning and emotion in spoken language.

Expression and Intonation: Students should adjust their expression for different types of texts, including narrating stories with emotion, explaining information clearly, and asking questions or making statements with appropriate tone.

Comprehension Support: Fluent reading allows students to focus on content, and they should demonstrate deeper engagement with the text by interpreting meaning beyond surface-level reading.

In Grade 3, students solidify their fluency, accuracy, and pacing with simpler texts. By Grade 4, fluency becomes more advanced as students read with a greater focus on content. The ability to adjust expression and intonation for a variety of texts becomes more emphasized.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Read with speed, accuracy, and appropriate phrasing, adjusting for different types of text.
- Show expression through voice intonation when reading dialogue or narrative, using changes in pitch or volume to reflect the content.
- Demonstrate accuracy when reading more challenging words, applying decoding skills to complex vocabulary.
- Adjust pacing according to the text's difficulty, slowing down for more detailed, factual information and reading faster for narrative texts.
- Integrate intonation in response to punctuation, such as pausing at commas or raising voice for exclamations.
- Reflect understanding of the text by adjusting expression, demonstrating comprehension through fluency.

Overview of Language Conventions for Reading and Writing

Outcome A3

Grade Four Teacher Guide

In Grades 3 to 6, literacy instruction shifts towards refining students' understanding and application of writing conventions, sentence structure, and grammar. Building on the foundational skills developed in earlier grades, this outcome looks to grow students' abilities to compose clear, cohesive, and varied sentences, while also deepening their knowledge of grammar and the effective use of capitalization and punctuation. These skills are essential not only for writing but also for enhancing reading comprehension and communication across subjects.

Outcome A3 in Grades 3 to 6 guides classroom instruction to help students master more advanced aspects of written and oral language. At this stage, students will move beyond simple sentence construction to include compound and complex sentence forms, allowing them to express more nuanced ideas and relationships. By understanding how different parts of speech and sentence structure function, students can communicate their thoughts more effectively and with greater precision.

Our classrooms are enriched by the diverse linguistic backgrounds of students, including those from Mi'kmaq, African Nova Scotian, and other cultural communities, as well as English as an Additional Language (EAL) learners. Recognizing that students' home languages and dialects influence their writing, this curriculum emphasizes the importance of valuing these diverse linguistic resources. By providing explicit instruction in standard written conventions while affirming students' linguistic identities, educators create an inclusive environment where all learners feel valued and respected.

This inclusive approach helps students see the differences in language conventions not as deficits but as variations that can be understood and navigated. By embracing linguistic diversity, teachers support students in developing strong writing skills while respecting their cultural backgrounds.

As students progress through Grades 3 to 6, the integration of writing conventions with content learning becomes increasingly important. By connecting grammar, sentence structure, and punctuation to subjects like science, social studies, and the arts, students learn to communicate their understanding of content clearly and effectively. Through activities such as writing informational reports, constructing persuasive essays, and engaging in creative storytelling, students apply their language skills in meaningful, real-world contexts.

Key Indicators in Outcome A3:

1. Syntax and Sentence Structure
   Students receive explicit instruction on how word order and sentence structure convey meaning. In Grade 3, students learn to compose simple, compound, and complex sentences. As they progress to Grades 4 through 6, they refine their skills to include compound-complex sentences, using different sentence types to show relationships between ideas and enhance clarity in their writing.
2. Grammar
   Instruction focuses on understanding and using parts of speech correctly to enhance sentence clarity and coherence. By Grades 5 and 6, students deepen their understanding of how grammar supports both comprehension and communication. This approach moves beyond memorizing rules to applying grammatical knowledge in authentic writing and reading tasks.

3. Capitalization and Punctuation
   Proper use of capitalization and punctuation is crucial for the readability and flow of texts. Beginning with a focus on basic rules in Grade 3, students learn to use a variety of punctuation marks to communicate meaning more effectively. By Grades 5 and 6, students apply these conventions in more complex writing, such as dialogue and extended written pieces, to improve clarity and expression.

Through structured and explicit instruction, Outcome A3 supports the development of confident writers and communicators who can navigate the complexities of language. By affirming the diverse linguistic backgrounds of students and recognizing their unique language experiences, we create a supportive and inclusive learning environment where all students can achieve success. This approach not only supports academic achievement but also fosters a deeper appreciation of linguistic and cultural diversity, preparing students to become thoughtful, effective communicators in a global society.

Outcome A3: Grade 4

Learners will apply knowledge of sentence structure, grammar, capitalization, and punctuation when reading and writing.

Indicators A3.1 Syntax and Sentence Structure

Grade 3	Grade 4	Grade 5	Grade 6
Compose simple, compound, and complex sentences in writing using syntax, sentence structure.	Identify and create different sentence types, including simple and compound sentences.	Identify and create different sentence types, including compound-complex sentences.	Use different sentence types to communicate clearly, including complex sentences to show relationships between ideas.

Growing Understanding

The relationship between reading and writing is reciprocal, meaning that the skills developed in one area directly support and enhance the other. In the context of applying knowledge of sentence structure, grammar, capitalization, and punctuation, learners benefit from understanding how these elements function in both reading and writing

Sentence Types: In Grade 4, students identify and create different sentence types, including simple and compound sentences:

Simple sentences: A simple sentence has one independent clause with a subject and a verb (e.g., "The dog barked.").

Compound sentences: A compound sentence connects two independent clauses with a conjunction (e.g., "The dog barked, **and** the cat ran away."). A coordinating conjunction is a word that joins two ideas of equal importance, often two independent clauses (complete sentences that can stand alone). In a compound sentence, a coordinating conjunction links these two clauses together with a comma before the conjunction.

Expanding on Basic Sentences: Grade 4 students should move beyond basic sentences and begin combining ideas using compound sentences. This allows them to express more complex thoughts and ideas. They should understand how to join independent clauses using conjunctions like "and," "but" "or," and "so."

Punctuation and Conjunctions: Students need to understand the punctuation rules for combining sentences, particularly the use of commas before conjunctions in compound sentences. They should also be introduced to semicolons to combine closely related independent clauses.

Scaffolding Language Learning: For students who are bilingual or multilingual, syntax instruction should be sensitive to the different language structures they bring to the classroom. Understanding that they may need support in transitioning between different syntactic structures is key. Teachers should model various sentence structures and provide opportunities for students to practice writing and speaking in both their home languages and standard academic English.

Culturally Responsive Teaching Considerations: As students learn sentence structure, it's essential to recognize the role of diverse dialects and languages in shaping their sentence constructions. Teachers should validate the different ways students speak or write in informal contexts while guiding them to adapt their language when writing in formal academic English. This includes recognizing that students may code-switch between informal and formal language, which is an important skill for navigating different social and academic settings.

In Grade 3, students are introduced to basic sentence structures and may begin combining sentences with coordinating conjunctions. By Grade 4, students should focus on identifying and creating both simple and compound sentences with more precision. They will also start using punctuation more accurately, particularly commas, to combine ideas.

See Appendix A3.1

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Identify simple sentences by recognizing one independent clause with a subject and a verb (e.g., “The dog barks.”).
- Create simple sentences with clear meaning and correct punctuation.
- Combine two simple sentences into a compound sentence using conjunctions like "and," "but," "or," and "so" (e.g., “The dog barks, and the cat sleeps.”).
- Use appropriate punctuation, such as commas, when connecting independent clauses in compound sentences (e.g., “I want pizza, but I don’t want to eat it now.”).
- Construct sentences that show a variety of sentence structures to express ideas clearly and effectively.
- Recognize how different sentence types (simple and compound) can be used for emphasis, clarity, or detail in writing.

Outcome A3: Grade 4

Learners will apply knowledge of sentence structure, grammar, capitalization, and punctuation when reading and writing.

Indicators A3.2 Grammar

Grade 3	Grade 4	Grade 5	Grae 6
Identify how parts of speech and sentence structures to support reading comprehension and writing.	Identify how different parts of speech work in sentences and use them correctly to support reading comprehension and writing.	Recognize how different parts of speech work in sentences to communicate clearly, support reading comprehension and writing.	Recognize how parts of speech work and use them to communicate clearly and support reading comprehension and writing.

Growing Understanding

Parts of Speech: By Grade 4, students should be able to identify and use all the parts of speech correctly in sentences. This includes:

Nouns: Naming words for people, places, things, or ideas (e.g., "dog," "city," "happiness").

Verbs: Words that describe actions or states of being (e.g., "run," "think," "is").

Adjectives: Words that describe or modify nouns (e.g., "fast," "green," "happy").

Adverbs: Words that modify verbs, adjectives, or other adverbs, indicating how, when, where, or to what degree something is done (e.g., "quickly," "very," "loudly").

Pronouns: Words used in place of nouns (e.g., "he," "she," "they").

Prepositions: Words that show relationships between a noun or pronoun and another word in the sentence (e.g., "on," "under," "between").

Conjunctions: Words that join phrases, clauses, or words together (e.g., "and" "but" "or").

Sentence Structure and Meaning: Students should understand how parts of speech work together to form meaningful sentences. For example:

Nouns and verbs form the basic core of a sentence (e.g., "The dog runs.").

Adjectives modify nouns to provide more detail (e.g., "The small dog runs fast.").

Adverbs modify verbs or adjectives to give more context (e.g., "The small dog runs very fast.").

Pronouns help avoid repetition and make sentences flow more naturally (e.g., "The dog runs. It is fast.").

Students should be working to use different parts of speech correctly in both written and spoken language. This involves not only identifying the parts of speech but also understanding where and how they fit into a sentence to ensure proper grammar.

Comprehension and Communication: Using parts of speech correctly supports both comprehension and clear communication. When students know how different parts of speech work, they can read sentences more easily and express their own ideas more clearly. It also helps them analyze texts and write with greater precision.

Culturally Responsive Teaching Considerations: Students may bring diverse linguistic backgrounds to the classroom. Some students may use different dialects or languages in informal settings, and teachers should validate and support these variations while guiding students to use standard grammar when writing in academic contexts.

In Grade 3, students begin to explore parts of speech more independently, using basic sentence structures. By Grade 4, students will move toward using a variety of parts of speech in their sentences and understanding how they work together. They will learn to write more complex sentences and start combining ideas using conjunctions, creating a more nuanced and detailed way of expressing themselves.

See Appendix A3.2

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Identify and use nouns, verbs, adjectives, adverbs, pronouns, prepositions, and conjunctions correctly in sentences.
- Create sentences using simple and compound structures that include a variety of parts of speech.
- Use adjectives and adverbs to provide more detail and make sentences more descriptive (e.g., "The dog runs quickly" or "The large, brown dog runs fast.").
- Combine simple sentences into compound sentences using conjunctions (e.g., "I like dogs, and I like cats.").
- Apply prepositions to show the relationship between objects in a sentence (e.g., "The book is on the table.").
- Use conjunctions like "but," "and" and "or" to combine ideas and improve sentence flow (e.g., "I wanted to play, but it was raining.").
- Write and speak clearly by understanding how parts of speech contribute to sentence meaning and structure.

Outcome A3: Grade 4

Learners will apply knowledge of sentence structure, grammar, capitalization, and punctuation when reading and writing.

Indicators A3.3 Capitalization and Punctuation

Grade 3	Grade 4	Grade 5	Grade 6
Apply knowledge of capitalization and appropriate punctuation when reading and writing.	Use capitalization and a variety of punctuation correctly, to communicate clearly.	Use capitalization and a variety of punctuation correctly to communicate clearly.	Use capitalization and a variety of punctuation correctly to communicate clearly.

Growing Understanding

Capitalization: Students should continue building on their knowledge of capitalization rules, applying them in both writing and reading. This includes:

First word in a sentence (e.g., "The dog ran.").

Proper nouns for names of people, specific places, and things (e.g., "John," "Paris," "Saturday").

Pronoun "I" (e.g., "I went to the store.").

Punctuation: By Grade 4, students should use a variety of punctuation marks to improve clarity and communication in their writing. This includes:

Period (.): Used at the end of declarative sentences (e.g., "The dog ran.").

Question mark (?): Used at the end of questions (e.g., "Where are you going?").

Exclamation mark (!): Used to convey strong feelings or emphasis (e.g., "Wow, that's amazing!").

Comma (,): Used in lists, after introductory phrases, and to separate clauses (e.g., "I like apples, bananas, and grapes.").

Quotation marks (" "): Used to enclose direct speech or quotations (e.g., "She said, 'I'll be right back.'").

Apostrophes ('): Used for contractions (e.g., "don't," "can't") and possession (e.g., "the dog's bone").

Sentence Structure: Proper punctuation supports clear communication by ensuring sentences are easy to understand. Correct punctuation marks help indicate pauses, separate ideas, and clarify meaning. For example, using commas properly can change the meaning of a sentence (e.g., "Let's eat, Grandma!" vs. "Let's eat Grandma!").

Clarity in Writing: The proper use of both capitalization and punctuation helps students write more clearly and meaningfully. Well-punctuated sentences make it easier for the reader to understand the intended message.

Culturally Responsive Teaching Considerations: Teachers should be aware of linguistic and cultural differences in how punctuation may be used in informal settings or other languages. For instance, students might use punctuation less frequently in informal communication or might be familiar with different punctuation systems in other languages. While teaching standard punctuation rules, it is important to validate students' home language or dialect practices, helping them navigate the academic conventions of punctuation while respecting their linguistic backgrounds.

In Grade 3, students begin learning the basics of punctuation and capitalization, primarily focusing on periods, question marks, and capitalizing the first word in sentences. By Grade 4, students expand this knowledge by correctly using a wider range of punctuation marks, including commas, apostrophes, and quotation marks. They also begin to focus more on punctuation's role in making writing clearer and easier to understand.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Capitalize the first word in sentences.
- Capitalize proper nouns, including names of people, places, and specific things.
- Use punctuation marks appropriately at the end of sentences (e.g., periods for statements, question marks for questions, and exclamation marks for strong emotions).
- Insert commas correctly in lists, after introductory words or phrases, and before conjunctions in compound sentences (e.g., “I bought apples, bananas, and grapes.”).
- Use quotation marks correctly around direct speech (e.g., “She said, ‘I will help you.’”).
- Use apostrophes for contractions and possession (e.g., “I can’t” for “cannot” and “the dog’s bone” for possession).
- Demonstrate correct punctuation when reading by recognizing pauses at commas, stopping at periods, and understanding the meaning behind question marks and exclamation marks.
- Ensure that punctuation is used consistently and correctly to help communicate ideas clearly and enhance comprehension.

Comprehension: Understanding and Responding to Text
Strand B

Grade Three Teacher Guide

Overview of Knowledge about Texts

Outcome B1

Grade Four Teacher Guide

Outcome B1 is strategically designed to enhance students' engagement with and comprehension of a wide variety of texts, building on foundational literacy skills while progressively deepening understanding across Grades 3 to 6. This outcome shifts the act of reading beyond accuracy and fluency into a rich, interactive process of constructing meaning through diverse text forms and genres.

The curriculum emphasizes a comprehensive approach to reading that integrates foundational skills such as phonics, decoding, and fluency with comprehension strategies. This dual focus enables students to not only recognize words and read text accurately but also understand their meanings, contexts, and the unique features of different text types. By engaging with texts that reflect a range of perspectives and cultural experiences, students develop critical and empathetic thinking skills that prepare them to interact with an increasingly diverse and complex world.

Key Indicators for Outcome B1:

1. Text Forms and Genres:
   Students will learn to identify, differentiate, and analyze various text forms and genres, understanding how each serves distinct purposes and audiences.
2. Text Patterns and Features:
   Recognizing the organizational patterns and features specific to text types enhances students' ability to anticipate content, structure, and the author's intent, fostering strategic reading.
3. Visual Elements of Text:
   Visual elements, such as images, graphs, and layout, play a critical role in conveying meaning. Students will develop skills to analyze and interpret these elements to support deeper comprehension.
4. Elements of Style:
   Exploring how authors use specific stylistic choices, including tone, word choice, and point of view, helps students understand how style influences meaning and engages readers.

Outcome B1 weaves these indicators with essential strands of language comprehension—vocabulary, syntax, and structure—enabling students to construct meaning from increasingly complex texts. Through explicit instruction, guided practice, and exposure to authentic texts authored by individuals from varied cultural and social backgrounds, students refine their ability to navigate and interpret texts critically.

By integrating foundational skills with comprehension strategies, this curriculum prepares students in Grades 3 to 6 to become thoughtful, proficient readers. They gain the tools and confidence to interact with texts critically and insightfully, equipping them to succeed in academic settings and beyond.

Outcome B1: Grade 4

Learners will apply knowledge of text forms and organizational structures to comprehend texts.

Indicators B1.1 Text Forms

Grade 3	Grade 4	Grade 5	Grade 6
Identify characteristics of text forms and organizational structures.	Use knowledge of different text forms and organizational structures to support comprehension.	Use knowledge of different text forms and organizational structures support comprehension.	Use knowledge of different text forms and organizational structures to support comprehension.

Growing Understanding

In Grade 4, students build upon their knowledge of text forms and genres to enhance their reading comprehension. This understanding helps students navigate texts more efficiently and apply appropriate strategies for understanding the text's structure and content.

Text Forms: Text forms are broad categories of writing that have specific structures, purposes, and conventions. Understanding the form helps students predict what kind of content and information to expect, guiding their reading approach.

Informational Text:

- Purpose: To inform, explain, or describe factual information.
- Key Features: Facts, data, explanations, and clear organization such as headings, subheadings, and bullet points.
- Examples: Science articles, history textbooks, biographies, reports, and procedural instructions.

Narrative Text:

- Purpose: To entertain, tell a story, or communicate personal experiences.
- Key Features: Characters, setting, plot, theme, and a narrative structure that includes a beginning, middle, and end.
- Examples: Short stories, novels, folk tales, fairy tales, personal narratives, myths, and fables.

Opinion/Persuasive Text:

- Purpose: To persuade or convince the reader to agree with the writer's viewpoint or to take action.
- Key Features: Clear argument, supporting reasons or evidence, and a conclusion that calls for action or reiterates the main point.
- Examples: Opinion essays, persuasive letters, advertisements, product reviews, and debates.

Using Text Forms to Support Comprehension:

Informational Texts: Students should focus on extracting key facts, understanding explanations, and identifying evidence supporting the main points. For example, when reading a report on endangered animals, students would focus on the factual information, such as species, habitats, and conservation efforts.

Narrative Texts: Students should focus on identifying characters, settings, plot development, and themes. They should also understand how the author's choice of language affects the story's mood and meaning. For example, in reading a short story, they would analyze the conflict, the characters' growth, and the resolution.

Opinion/Persuasive Texts: Students should identify the author's opinion, the reasons given to support that opinion, and any counterarguments or rebuttals. They should assess how convincing the evidence is and how the writer structures their argument. For example, when reading a persuasive letter, students should be able to distinguish between the writer's stance, supporting reasons, and the call to action.

Culturally Responsive Teaching Considerations: Students are at a stage where they are developing an understanding of the cultural influences in texts. It is essential to recognize that students' cultural backgrounds can shape how they interpret and engage with different genres. For example: Oral Traditions and Storytelling: Many students may have experience with oral storytelling traditions, where narratives are shared aloud. This can influence how they read and engage with written texts, especially narratives. For students with strong oral traditions, incorporate opportunities for oral storytelling alongside written texts. Encourage exploration of diverse cultures through texts that reflect a range of cultural traditions and histories. For instance, expose students to folktales or stories from various cultural backgrounds, helping them recognize the cultural context of the narratives and understand the universal themes that transcend cultural boundaries.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Identify the text form being read (informational, narrative, or opinion/persuasive) and explain its purpose and key features.
- Apply appropriate strategies for each text form to enhance comprehension.
- Extract key information from informational texts by identifying and noting factual details, explanations, and concepts presented in the text.
- Describe story elements in narrative texts, such as characters, setting, plot, and conflict.
- Analyze and discuss the effectiveness of the argument in opinion/persuasive texts, identifying supporting reasons and the persuasiveness of the evidence.
- Make connections between genres and content, identifying how different types of texts support understanding of various topics.
- Recognize and understand cultural elements in texts.

Outcome B1: Grade 4

Learners will apply knowledge of text forms and organizational structures to comprehend a variety of texts.

Indicators B1.2 Text Patterns and Features

Grade 3	Grade 4	Grade 5	Grade 6
Identify organizational structures and text features and apply this knowledge to support reading comprehension.	Identify organizational structures and text features and apply this knowledge to support reading comprehension.	Identify organizational structures and text features and apply this knowledge to support reading comprehension.	Examine organizational structures and text features and apply this knowledge to support reading comprehension.

Growing Understanding

Organizational Structures: Organizational structures refer to the way information is arranged in a text. Understanding these structures allows students to understand the relationships between ideas and anticipate the content that will follow.

Common Organizational Structures:

Sequencing: Events or ideas are presented in a logical order. This structure helps students follow the flow of events in narratives or procedures (e.g., a story's plot or a process explanation).

Cause and Effect: A structure where one event or action leads to another. This structure helps students understand how events are connected (e.g., how pollution causes environmental damage).

Problem and Solution: A structure where a problem is introduced and a solution is presented (e.g., a story where a character faces a challenge and finds a resolution).

Compare and Contrast: Highlights the similarities and differences between two or more things (e.g., comparing different animal habitats or historical periods).

Description: A detailed breakdown of a topic or subject, providing specific examples and characteristics (e.g., describing a scientific process or a historical event).

Signal Words: Signal words are words or phrases that help the reader identify the relationships between ideas or events in a text. These words act as indicators that guide the reader in understanding how the information is organized. For example, in **cause-and-effect** texts, signal words like *because, therefore, as a result of,* and *for this reason* indicate a relationship between events where one event leads to another. Recognizing these signal words helps students follow the logical progression of ideas, making it easier to comprehend the structure of the text.

Text Features: Text features are tools within the text that guide the reader in understanding and organizing the information. These features support reading comprehension by helping students focus on important information.

Common Text Features:

Headings and Subheadings: These divide the text into sections and highlight key ideas.

Bold, Italicized, or Underlined Text: These highlight important words, concepts, or definitions.

Bulleted or Numbered Lists: Organize information into easily readable points or steps.

Charts, Diagrams, and Tables: Provide visual representations of data or information, helping to clarify complex ideas.

Captions: Provide context or explanation for images or diagrams.

Glossary and Index: Help locate specific information or define terms used in the text.

Applying Knowledge to Support Comprehension:

Using Organizational Structures: Recognizing how a text is organized allows students to predict what kind of information comes next. For example, in a cause-and-effect text, students will understand the cause first and focus on how it leads to the effect.

Using Text Features: Text features guide students in finding key information quickly. For example, headings help students find specific sections, and charts help them interpret data.

Improving Comprehension: Knowing the organizational structure and utilizing text features helps students break down complex ideas, retain information, and answer questions more effectively.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Identify the organizational structure of a text and explain how it helps them understand the content (e.g., "This text is organized in a cause-and-effect structure, so I know to look for causes and their effects").
- Use headings and subheadings to navigate the text and locate key sections (e.g., "The subheading 'Parts of a Plant' tells me the section will explain the plant's structure").
- Use text features such as bold or italicized words to identify key concepts (e.g., "The bolded word 'photosynthesis' helps me understand the important idea of the text").
- Use lists to break down information into points (e.g., "The numbered list explains the steps of the process clearly").
- Interpret charts, diagrams, and tables to clarify information (e.g., "The diagram of the water cycle helps me understand the process better").
- Use captions to connect images to the text (e.g., "The caption explains the picture of the frog's habitat, helping me understand the ecosystem described in the text").
- Use a glossary or index to find specific terms or locate relevant information (e.g., "I used the glossary to find the meaning of 'ecosystem' and understand the text better").

Outcome B1: Grade 4

Learners will apply knowledge of text forms and organizational structures to comprehend a variety of texts.

Indicators B1.3 Visual Elements of Text

Grade 3	Grade 4	Grade 5	Grade 6
Recognize the relationship between visual elements, visual design and text, describe how they communicate meaning.	Examine the relationship between visual elements, visual design and text, describe how they communicate meaning.	Examine the relationship between visual elements, visual design and text, describe how they communicate meaning.	Examine the relationship between visual elements visual design and text describe how they communicate meaning.

Growing Understanding

Visual Elements: In Grade 4, students should understand that images, graphics, and visual design play a critical role in shaping and supporting the meaning of a text. These visual elements help readers understand the content, emotions, and themes more clearly.

- **Images**: Pictures help illustrate scenes, characters, and concepts that words alone might not fully explain. They provide context for the story, evoke emotions, and give life to the narrative.
- **Graphics**: Diagrams, charts, maps, and other graphics help organize and present information visually, making complex ideas easier to understand. For example, in a science textbook, a diagram of the water cycle supports understanding of the process.
- **Visual Design**: The layout, font choices, color schemes, and positioning of text and images guide how a reader interacts with the material. The design can set the tone, create emphasis, and direct attention to key ideas or important facts.

Supporting Comprehension: Visual elements provide essential context, make abstract concepts more concrete, and reinforce key ideas:

- In narrative texts, images help the reader picture the setting, characters, and actions, adding depth to the story.
- In informational texts, graphics like charts and diagrams help clarify complex ideas and present information in a way that is easy to digest.
- In persuasive texts, images and design choices are used strategically to highlight key arguments or to emotionally engage the reader (e.g., bold, colorful images in advertisements that aim to elicit a quick response).

Culturally Responsive Teaching Considerations: There is important cultural significance of visual elements and design. Different cultures use visual symbols, colors, and designs in unique ways, and these differences should be respected and explored in the classroom. For example, the use of color in a text might carry different meanings depending on the cultural context. Teachers should encourage students to consider how visual elements might communicate different meanings in various cultural contexts.

In Grade 3, students begin to recognize basic visual elements in texts, such as images in stories or simple graphics in informational texts. By Grade 4, they should be able to explain how these visual elements support comprehension and how they work with the text to clarify, emphasize, and deepen understanding. In Grade 4, students are expected to analyze how design choices impact the meaning of a text and contribute to the overall communication.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Identify different types of images, graphics, and visual design in a variety of text forms (e.g., pictures in a story, charts in a science text, or the use of color in an advertisement).
- Explain how images contribute to understanding the content, such as how they illustrate key scenes or concepts (e.g., describing how a picture of a forest in a story helps the reader visualize the setting).
- Describe how graphics like charts, diagrams, or maps help convey information or clarify complex ideas (e.g., explaining how a graph helps a reader understand changes over time in an informational text).
- Explain how visual design features, such as font size, color, and layout, help communicate meaning or emphasize important ideas (e.g., how a bold headline or bright color in a poster draws attention to the main point).
- Describe how visual elements work together with the text to create a deeper understanding or emotional response (e.g., how the use of dark colors in a comic book setting helps set a serious or mysterious tone).
- Identify how cultural elements in visuals (e.g., colors, symbols, or design elements) can communicate different meanings and explain how these visuals reflect the culture from which they come (e.g., understanding how a particular color in an image may symbolize luck or peace in different cultures).

Outcome B1: Grade 4

Learners will apply knowledge of text forms and organizational structures to comprehend a variety of texts.

Indicators B1.4 Elements of Style

Grade 3	Grade 4	Grade 5	Grade 6
Identify elements of style in texts and explain how they help communicate meaning.	Identify various elements of style in texts and explain how each element helps create meaning.	Describe various elements of style and explain how each element helps create meaning.	Describe elements of style and explain how each element helps create meaning of various text forms and genres.

Growing Understanding

Elements of Style: In Grade 4, students should be able to identify a variety of elements of style and explain how each one helps to convey meaning in a text. These include:

Word Choice: Words are the building blocks of a text. The author's selection of specific words can shape the tone and meaning of the text. For example, words like "courageous" vs. "brave" or "whisper" vs. "shout" can change the emotional weight or intensity of the narrative. Word Choice helps convey specific meanings and emotions. Choosing words with strong connotations (e.g., "fascinating" instead of "interesting") adds depth to the reader's understanding.

Sentence Structure: The length, variety, and arrangement of sentences help control the pace of a text. Short sentences can create tension or urgency, while long, complex sentences can slow down the pace and provide more detail. Sentence Structure influences the pacing and flow of the text, which can alter the reader's emotional experience. Short, choppy sentences might build tension, while longer, descriptive sentences create a more reflective or peaceful mood.

Tone: Tone refers to the attitude of the author toward the subject or the audience. It can be serious, humorous, sad, optimistic, etc., and helps the reader understand how to interpret the message of the text. Tone sets the emotional atmosphere of the text and guides how the reader should approach the subject matter. For instance, a serious tone might make the reader think more deeply about a topic, while a humorous tone may make it more approachable.

Imagery: Imagery refers to descriptive language that appeals to the senses and helps the reader visualize a scene. It can evoke emotions, create atmosphere, and bring the text to life. Imagery makes a story more vivid by appealing to the reader's senses, helping them visualize the scenes and feel emotions more strongly.

Figurative Language: This includes metaphors, similes, personification, and other figures of speech that enhance meaning by comparing or describing in non-literal ways. For example, saying "the sky was a canvas" conveys a visual image of beauty. Figurative Language enhances meaning by adding layers of interpretation, creating deeper connections, and enriching the reader's experience (e.g., "Her laughter was music to his ears" adds depth beyond the literal sound of laughter).

Culturally Responsive Teaching Considerations: Students from diverse cultural backgrounds may interpret style elements differently based on their own cultural experiences. For example, humor or irony may be understood in unique ways across cultures, and certain imagery might evoke different associations. It is important for teachers to be aware of these differences and encourage students to explore the multiple meanings that style elements can have across diverse contexts.

In Grade 3, students begin to identify basic elements of style such as tone and imagery. By Grade 4, they deepen their understanding by not only identifying these elements but also explaining how they contribute to the meaning of the text. They begin to explore more sophisticated uses of figurative language, sentence structure, and word choice, and connect these elements to the overall message or theme of the text.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Identify different elements of style (e.g., word choice, sentence structure, tone, imagery, figurative language) in a text.
- Describe how word choice creates meaning in the text (e.g., explaining how the use of the word “fierce” adds intensity to a character’s actions).
- Explain how sentence structure contributes to the text’s meaning (e.g., how a short, abrupt sentence builds tension in an action scene or how a long sentence with detail provides a sense of calm).
- Identify the tone of the text (e.g., determining whether the tone is sad, humorous, or hopeful) and explain how it affects the reader’s interpretation of the subject matter.
- Describe how imagery enhances understanding of the text (e.g., how visual descriptions of a setting help readers feel as though they are part of the story).
- Explain how figurative language (e.g., metaphors, similes, personification) deepens the meaning of the text (e.g., understanding that “The classroom was a zoo” means the students were noisy and unruly, rather than literally describing a zoo).
- Connect the use of style elements (word choice, sentence structure, tone, imagery, figurative language) to the overall meaning of the text, explaining how they work together to enhance the reader’s understanding.

Overview of Comprehension Strategies

Outcome B2

Grade Four Teacher Guide

In today's information-rich world, developing strong comprehension skills is essential for students to effectively navigate and interpret diverse texts. Outcome B2 is designed to support learners in Grades 3 to 6 learn strategies that enhance their ability to engage with texts through reading, listening, and viewing. These texts reflect a variety of perspectives, stories, and cultural contexts, fostering an inclusive approach to learning and preparing students to become informed, empathetic global citizens.

Outcome B2 emphasizes explicit instruction in comprehension strategies, enabling students to approach texts thoughtfully and critically. By integrating these strategies into their learning, students develop the tools to access meaning, monitor their understanding, and connect new knowledge to prior experiences.

Key Indicators for Outcome B2:

- Background Knowledge
  Students learn to activate their prior knowledge before engaging with a text. This helps them make connections between their existing understanding and new ideas, setting the stage for deeper comprehension.
- Identifying the Purpose for Reading, Listening, and Viewing
  Clarifying the reason for engaging with a text sharpens students' focus and guides their approach, ensuring they interact with the material in a purposeful and intentional way.
- Strategies to Support Comprehension
  As they read, listen, or view, students are taught to monitor their understanding, identifying areas of confusion and applying strategies to clarify meaning.
- Making Inferences
  Students learn to draw logical conclusions and infer meaning beyond what is explicitly stated in the text. This skill deepens their understanding and encourages critical thinking.

Through systematic and explicit instruction, students will learn the skills needed to unlock meaning and interpret texts effectively. This approach ensures that all students, regardless of their starting point, have the opportunity to succeed. By engaging with texts that reflect diverse identities and viewpoints, students expand their understanding of the world and develop an appreciation for the perspectives of others. Outcome B2 prepares students not only for academic success but also for meaningful engagement in their communities. By fostering critical thinking and comprehension skills, we help students become confident, reflective learners who can navigate complex information landscapes with ease.

Through Outcome B2, we aim to cultivate informed, empathetic individuals ready to contribute positively to society. This outcome empowers students to approach texts thoughtfully and intentionally, equipping them to interpret and respond to the challenges of an interconnected world.

Outcome B2: Grade 4

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives, cultures and experiences.

Indicators B2.1 Using Background Knowledge

Grade 3	Grade 4	Grade 5	Grade 6
Develop and apply both implicitly learned and explicitly taught background knowledge to support comprehension before and during reading.	Use both implicitly learned and explicitly taught background knowledge to support comprehension before and during reading.	Use both implicitly learned and explicitly taught background knowledge to support comprehension before and during reading.	Use both implicitly learned and explicitly taught background knowledge to support comprehension before and during reading.

Growing Understanding

Background Knowledge: Background knowledge refers to the information, experiences, and concepts a reader brings to a new text. This knowledge, whether explicitly taught or implicitly learned, plays a vital role in supporting comprehension before and during reading. It is important to remember that background knowledge is not solely built through explicit instruction—complex texts also serve as a source of knowledge-building, allowing students to expand and refine their understanding over time.

Types of Knowledge:

Content Area Knowledge:
Knowledge gained from specific academic subjects, such as science, social studies, or mathematics. For example, understanding the water cycle in science or the history of ancient civilizations in social studies. While we teach these concepts explicitly, reading complex texts on the topic can also build this knowledge and enrich students' understanding.

Experiential Knowledge:
This type of knowledge comes from personal life experiences that help students connect to the themes, ideas, and situations presented in the text. For example, a student's personal experiences with friendships or family dynamics can help them understand the emotions in a story.

Textual Knowledge:
Prior understanding derived from reading other texts that aid comprehension of new texts. For example, recognizing literary conventions, structures, and familiar story elements (e.g., understanding how a fairy tale typically develops). In addition to explicitly taught texts, the complexity of the texts students are exposed to should

By developing and applying both implicitly learned and explicitly taught background knowledge, students are better prepared to understand and engage with new texts. Teachers can foster comprehension by:

- **Discuss Prior Knowledge Before Reading:**
  Engage students in a discussion about what they already know about the topic before beginning to read. This could involve brainstorming, sharing experiences, or connecting to previous lessons.
- **Provide Explicit Teaching of Key Background Knowledge:**
  Explicitly teach essential concepts and vocabulary needed for understanding the text. For example, introducing key terms related to ecosystems before reading a passage on food chains helps students grasp the content more effectively.
- **Incorporate Funds of Knowledge:**
  Recognize and value the diverse cultural experiences students bring to the classroom. Encourage students to connect their personal and cultural experiences to the text, making the learning process more meaningful and relevant.
- **Ensure Access to Complex Texts:**
  Provide access to increasingly complex texts that challenge students and allow them to build new knowledge. The exposure to rich, multifaceted texts helps students refine their understanding of content and deepen their comprehension.

These practices help bridge the gap between what students already know and the new concepts they are learning, allowing them to better understand the text and see themselves as capable learners. The dynamic interplay between the knowledge students brings and the new

also allow them to build this knowledge through repeated engagement. Funds of Knowledge: Funds of knowledge refer to the cultural, familial, and community-based knowledge that students acquire outside of formal education. This includes traditions, practices, problem-solving skills, and expertise learned from home and community life. Recognizing and leveraging funds of knowledge ensures that students' unique lived experiences are validated and respected in the classroom.	information they encounter through texts is crucial for developing deep and lasting comprehension.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Identify how background knowledge from content areas (e.g., science, social studies) is used to understand new texts
- Use personal experiences or observations to make sense of the text (e.g., "I can relate to the story because I have seen animals in the wild, so I understand what the characters are experiencing").
- Connect knowledge from previous readings to new texts (e.g., "I remember learning about food chains last year, so I can understand how the text talks about energy transfer between animals").
- Use background knowledge to predict what will happen next in the text (e.g., "Since I know how plants grow, I think this plant will need sunlight to survive in the story").
- Explain how background knowledge helps in understanding the text.
- Ask questions based on background knowledge to extend understanding (e.g., "I wonder how the character's experience with winter will change now that they've moved to a warmer climate?").

Outcome B2: Grade 4

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives, cultures and experiences.

Indicators B2.2: Identifying the Purpose for Reading, Listening and Viewing

Grade 3	Grade 4	Grade 5	Grade 6
Identify and describe the purpose for reading a text and develop reading goals to support this purpose.	Identify and describe the purpose for reading a text and develop reading goals to support this purpose.	Identify and describe the purpose for reading a text and develop reading goals to support this purpose.	Identify and describe the purpose for reading a text and develop reading goals to support this purpose.

Growing Understanding

Pre-reading Purpose: In Grade 4, students should understand that they engage with texts for specific reasons. Identifying the purpose before engaging helps guide how they read, listen, or view. Purposes can include:

- Learning or Information Gathering: Reading or viewing texts to learn something new (e.g., reading a science article to understand how plants grow).
- Entertainment or Enjoyment: Engaging with texts for fun, relaxation, or to experience a story (e.g., reading a novel, listening to a story, or watching a movie).
- Reflection or Personal Connection: Using texts to relate to personal experiences or reflect on ideas and feelings (e.g., reading a story about friendship to understand emotions or identify with the characters).
- Problem-Solving or Decision-Making: Using texts to solve problems, make decisions, or gather ideas (e.g., reading instructions for a project or a guide to healthy eating).

Purpose-Driven Reading: Knowing why they are reading a text will help students focus on what to look for and pay attention to. This also helps students set goals for their reading. For example, when reading for information, they might focus on key facts or concepts. When reading for enjoyment, they might focus on characters and plot.

Selecting Texts from Diverse Creators: Students should be encouraged to choose texts that represent a range of voices, experiences, and cultures. Selecting texts from a diverse range of creators exposes students to different viewpoints, themes, and storytelling techniques.

Culturally Responsive Teaching Considerations: Teachers should promote awareness of how the cultural background of a text's creator can influence the story, ideas, or perspectives presented. Encouraging students to select texts from diverse creators fosters an inclusive classroom and helps students understand multiple viewpoints and experiences.

In Grade 3, students start to understand the concept of reading for a purpose and engaging with different types of texts. By Grade 4, they deepen their ability to identify specific purposes for engaging with texts and select appropriate texts from diverse creators. They are encouraged to think critically about how an author's background influences the text and how to match texts to their reading goals.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Identify a specific purpose for engaging with a text (e.g., "I am reading this story to understand the character's journey" or "I am reading this article to learn about space exploration").
- Explain how the selected text aligns with the identified purpose (e.g., "I selected this book because I want to learn more about different ecosystems," or "I chose this novel because I want to enjoy an adventure story").
- Select texts from diverse creators that reflect a range of perspectives (e.g., choosing books by authors from different cultural backgrounds, or selecting poems, stories, or articles that offer diverse viewpoints).
- Identify text form and explain how it suits the reading purpose (e.g., selecting a nonfiction book for informational purposes)
- Use text features (e.g., headings, illustrations, captions) to support the purpose of reading (e.g., using illustrations to better understand characters in a story or using headings to find relevant information in a nonfiction book).

Outcome B2: Grade 4

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives, cultures and experiences.

Indicators B2.3 Strategies to Support Comprehension

Grade 3	Grade 4	Grade 5	Grade 6
Use strategies to support reading goals. Identify when comprehension has broken down and select strategies to clarify meaning.	Use strategies to support reading goals. Identify when comprehension has broken down and apply strategies to clarify meaning.	Use strategies to support reading goals. Identify when comprehension has broken down and apply strategies to clarify meaning.	Use strategies to support reading goals. Identify when comprehension has broken down and apply strategies to clarify meaning.

Growing Understanding

As students read more complex texts, they must learn to actively check for understanding, reflect on what they know, and adjust strategies accordingly. This self-regulation allows students to become more independent readers and ensures they are able to manage more challenging content.

Strategies for Clarification and Self-Monitoring:

- Re-reading:
  Teach students to go back and reread sections of the text that seem unclear or complicated. By rereading, students can focus on specific parts to ensure they grasp the intended meaning. Encourage them to reread with different goals, like checking for overall meaning or understanding a particular detail.
- Breaking Down Complex Sentences:
  Encourage students to identify complex or long sentences and break them into simpler parts. This can help them to process information more easily and extract key details. For example, students may be taught to circle complex sentences, then rewrite them in their own words.
- Locating Information:
  Teach students how to efficiently locate key information in the text that will help clarify confusion. This includes scanning for important details or answers to specific questions and using tools like underlining or highlighting to mark the relevant parts of the text.
- Summarization:
  Teach students to summarize sections of the text. By condensing the information into their own words, students can better understand the material. Focus on summarizing key ideas and the supporting details that explain them.
- Visualizing:
  Encourage students to visualize concepts, scenes, or characters as they read, especially for narrative or descriptive texts. Having students draw or describe their mental images can help them better understand the material and connect with it more deeply.

Applying These Strategies to Self-Monitoring:

Self-monitoring requires students to reflect on their comprehension and take steps to correct their understanding. They must recognize when they are not making sense of the text and use strategies to remedy that. Students should be taught to:

- Identify when comprehension has broken down:
  Teach students to recognize when they've lost focus or do not understand a portion of the text. This awareness is the first step in regaining comprehension.
- Choose strategies to clarify meaning:
  Once students realize they are confused, they should know what strategies to use to fix it. This could mean rereading, summarizing, questioning, or visualizing.

• Questioning: Encourage students to ask questions before, during, and after reading to assess their understanding. Teach them how to ask both broad and specific questions, like, "What is the author trying to tell me?" or "What is the key idea in this paragraph?" This deepens engagement with the text.	• Reflect and adjust their strategies: Encourage students to track their progress during reading. If one strategy doesn't work, teach them how to try a different one. This process of reflection allows students to monitor their own comprehension. *See appendix B2.3 for further information.*

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Use re-reading to clarify difficult sections of the text.
- Identify key information and locate it in the text using skimming or scanning (e.g., "I'm going to scan for the part where the author talks about the main character's reaction to the storm").
- Summarize paragraphs to capture the main ideas and eliminate less important details.
- Ask questions before, during, and after reading to deepen understanding.
- Monitor understanding by pausing to reflect on comprehension and adjusting strategies when needed.
- Use graphic organizers to organize and represent relationships among key concepts or details.
- Clarify confusing parts by breaking down complex sentences or paragraphs.
- Revisit unclear parts after reading to confirm or adjust understanding.
- Take notes or jot down key points to help reinforce learning (e.g., "I'll write down the main events of the story so I can remember them better").

Outcome B2: Grade 4

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives, cultures and experiences.

Indicators B2.4 Making Inferences

Grade 3	Grade 4	Grade 5	Grade 6
Make inferences using implicit and explicitly taught background knowledge and evidence from the text to support comprehension.	Make inferences using implicit and explicitly taught background knowledge and evidence from the text to support comprehension.	Make inferences using, implicit and explicitly taught background knowledge, and evidence from the text to support comprehension.	Make inferences using, implicit and explicitly taught background knowledge, and evidence from the text to support comprehension.

Growing Understanding

Inference: Inference involves drawing conclusions based on both explicit evidence (what the text directly states) and implicit evidence (what is suggested but not directly stated). Students should be able to make inferences by reading between the lines and applying their background knowledge to understand deeper meanings and themes in the text.

Explicit Evidence: This refers to details that are directly stated in the text, such as actions, events, and dialogue.

Implicit Evidence: This is information that the author suggests or hints at but does not directly state. Inference is required to understand this implied meaning.

Connecting to Background Knowledge: Students must draw on experiences and information learned in other subjects and texts to support their inferences.

Strategies for Making Inferences:

- Analyzing Characters' Actions: Look at what characters do and say to make inferences about their emotions or intentions.
- Understanding Context: Use the surrounding text (e.g., setting, situation) to better understand what the author might be implying.
- Reading Beyond the Text: Teach students to not only focus on the literal meaning of the text but to think about what is being suggested through dialogue, tone, or character reactions.

Connecting to Predictions: Making Predictions and Inferences: Inferences often follow predictions, as students use textual evidence to confirm, refine, or challenge their earlier ideas. Predictions are based on evidence that suggests what might happen, while inferences focus more on interpreting deeper meanings in the text.

Example: If students predicted that a character would feel sad after a loss, they may infer from the text that the character is feeling isolated based on their actions and the way others respond to them.

Textual Evidence: Textual evidence includes both the explicit information provided by the author and the hints embedded in the text that students can interpret.

Culturally Responsive Teaching Considerations: Encourage students to use their diverse cultural backgrounds and experiences to interpret inferences. Whether through understanding different social norms or cultural practices, students' knowledge helps deepen their inferences.

In Grade 3, students begin making inferences based on explicit and implicit evidence from the text, but may primarily rely on simpler evidence and personal experience. By Grade 4, they are expected to use more complex textual evidence, draw on background knowledge from a wider range of sources (including other content areas), and use higher-level thinking to infer deeper meanings, motivations, and themes in the text. Students should also start to justify their inferences with more specific examples from the text.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Make inferences using both explicit and implicit evidence from the text (e.g., “The character is smiling, but the author also says they are wiping away tears, so I infer they are trying to hide their sadness”).
- Use background knowledge to help support inferences (e.g., “I know from our science lessons that animals in the winter need to conserve energy, so I infer the animal in the story is hibernating”).
- Identify both explicit and implicit evidence to explain inferences (e.g., “The character’s tone of voice suggests frustration, and from earlier in the story, I know they’ve been under stress, so I infer they are upset”).
- Justify inferences with specific evidence from the text.
- Make inferences about character emotions based on actions and dialogue.
- Reflect on inferences by comparing them with evidence from the text (e.g., “At first, I thought the character was angry, but after reading the next part, I now infer they are more anxious than angry”).
- Explain how background knowledge connects to the inferences made (e.g., “From what I know about friendship, I infer that the character feels betrayed because their friend lied to them”).

Overview of Critical Thinking in Literacy

Outcome B3

Grade Four Teacher Guide

In a world enriched by complex ideas and diverse narratives, the ability to critically engage with texts is an essential skill for students to navigate and interpret the many perspectives they encounter. Outcome B3 is designed to foster robust critical thinking skills in Grades 3 to 6, enabling students to delve deeply into texts and analyze the varied perspectives, topics, and literary devices presented by different authors. By cultivating these skills, we enrich the educational experience and create a classroom environment where diverse viewpoints, including those from students' own communities, are actively explored, appreciated, and valued.

The curriculum is rooted in culturally responsive pedagogy, emphasizing the significance of understanding texts within both local and global contexts. Students are encouraged to examine how texts reflect the identities and experiences of their creators, as well as the cultural and historical contexts in which they were written. This approach not only enhances students' connections to the material but also deepens their cross-curricular learning by linking literature and media to broader societal themes and issues.

Key Indicators for Outcome B3:

1. Literary Devices:
   Students will identify and analyze literary devices such as metaphor, symbolism, and imagery, understanding how these tools enhance meaning and impact.
2. Point of View:
   Exploring the narrator's or author's point of view helps students recognize how perspective shapes the presentation and interpretation of ideas in texts.
3. Analysis and Response:
   Students will develop the ability to express their personal thoughts, feelings, and critical insights about ideas presented in texts, articulating their understanding and interpretation clearly.

Outcome B3 prioritizes equity in education by ensuring all students have access to instruction and learning in critical thinking. This approach equips learners with the tools to become informed, thoughtful consumers of information and active participants in their communities. By connecting local and global contexts to their learning, students develop a nuanced understanding of how texts communicate varied identities and viewpoints, empowering them to engage meaningfully with the world around them.

Through Outcome B3, we aim to inspire students to be intellectually curious, reflective, and socially responsible individuals. By examining literary devices, perspectives, and points of view, students strengthen their capacity to think critically, articulate their ideas, and consider multiple sides of an issue. These skills not only enhance their academic journeys but also prepare them to contribute positively to an ever-evolving global and local discourse.

By emphasizing critical thinking and fostering a commitment to inclusivity and understanding, Instruction of outcome B3 prepares students to navigate complex information landscapes with confidence and compassion, empowering them to shape their communities and the wider world.

Outcome B3: Grade 4

Learners will analyze a variety of texts that represent individuals with diverse identities, perspectives, cultures and experiences.

Indicators B3.1 Literary and Rhetorical Devices

Grade 3	Grade 4	Grade 5	Grade 6
Identify and describe literary devices and rhetorical techniques and explain how they communicate meaning.	Recognize literary devices and rhetorical techniques in texts and describe how they contribute to the meaning.	Recognize literary devices and rhetorical techniques in texts and describe how they contribute to the meaning.	Recognize literary devices and rhetorical techniques in texts and describe how they contribute to the meaning.

Growing Understanding

In Grade 4, learners continue to develop their understanding of how authors use literary devices and rhetorical techniques to shape meaning in texts. Building on earlier exposure, students begin to recognize these techniques with greater independence and describe their function or effect within a passage. Instruction should support students in moving from simply naming a device to articulating how it contributes to the reader's understanding of the content, tone, or message.

Teachers should:

- Reinforce recognition of familiar devices (e.g., simile, metaphor, imagery, alliteration) and introduce new techniques where appropriate (e.g., personification, repetition, hyperbole).
- Model how to describe the effect of a device or technique on meaning (e.g., "This simile helps us imagine how nervous the character felt").
- Emphasize that authors use these tools with intention to enhance how ideas are communicated—whether to persuade, entertain, or inform.
- Encourage students to explore how language choices influence the emotional tone, clarity, or imagery in a text.

Instruction should be responsive to student readiness and follow the progression outlined in *Appendix B3.1*, allowing for ongoing exposure and deepening understanding over time rather than a fixed checklist of devices.

Culturally Responsive Teaching Considerations:
Literary and rhetorical techniques may appear in various forms depending on cultural storytelling traditions and linguistic styles. Teachers should include diverse texts that reflect students' identities and invite exploration of how meaning is created through culturally specific language and expression. This helps learners recognize the richness of rhetorical and literary choices beyond dominant text norms and supports a deeper connection to voice, perspective, and meaning across communities.

See appendix B3.1

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Identify and name literary and rhetorical techniques (e.g., simile, metaphor, repetition, imagery, personification) in both fiction and nonfiction texts.
- Describe how a device or technique contributes to meaning, tone, or mood (e.g., “The repetition makes it sound more serious” or “The metaphor helps me understand how strong the wind was”).
- Recognize the author's intentional use of language to persuade, entertain, or inform the reader.
- Explain how specific words or phrases influence the reader’s understanding or emotional response.
- Compare the use of a device across two texts (e.g., noticing that both authors use imagery to describe a setting but for different effects).
- Ask and answer questions about how language shapes meaning in a passage (e.g., “Why did the author use that word?” or “What effect does that phrase have on the reader?”).
- Begin to identify how cultural perspectives or traditions influence the use of literary or rhetorical devices.

Outcome B3: Grade 4

Learners will analyze a variety of texts that represent individuals with diverse identities, perspectives, cultures and experiences.

Indicators B3.2 Point of View

Grade 3	Grade 4	Grade 5	Grade 6
Examine how texts present the narrator's point of view. in a text.	Identify the point of view in texts.	Identify the point of view in texts.	Identify the point of view in texts.

Growing Understanding

First-Person Point of View: The first-person point of view is when the narrator is a character in the story and uses "I" or "we" to tell the story. The narrator directly shares their thoughts, feelings, and experiences. This point of view provides a personal, inside perspective of the events, allowing the reader to closely connect with the narrator's experiences.

- Example: "I walked to the park, feeling excited about meeting my friends."
- How it helps comprehension: First-person allows readers to see events through the narrator's eyes, creating a deeper connection to the narrator's personal feelings and experiences.

Third-Person Point of View: The third-person point of view is when the narrator is not a character in the story but an outside observer who uses "he," "she," or "they" to describe the events. Students should understand third-person narration as being more objective, providing the reader with insight into multiple characters and events from an outside perspective.

- Example: "Tom was nervous as he approached the podium, but he smiled when he saw his friends cheering."
- How it helps comprehension: Third-person point of view gives the reader insight into the actions and emotions of different characters without being limited to one person's perspective. It creates a more comprehensive understanding of the events in the story.

Culturally Responsive Teaching Considerations: Recognizing different narrative techniques, such as first-person and third-person, is important in understanding various cultural storytelling traditions. In some cultures, stories are told from the first-person perspective to create closeness, while others may use third-person to convey a more objective or collective perspective. Teachers should guide students in recognizing how point of view shapes the meaning and emotional impact of a story.

In Grade 3, students focus on recognizing and understanding third-person point of view as an outside observer. By Grade 4, students expand their comprehension by examining both first-person and third-person points of view, learning how the different perspectives influence the way the story is told. Students begin to analyze the emotional and cognitive connections formed through first-person narration, while also understanding the broader, more objective perspective offered by third-person narration. This foundation prepares students for deeper analysis of narrative point of view as they progress to Grade 5 and beyond.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Identify when a text is written from the first-person or third-person point of view.
- Describe the difference between first-person and third-person point of view and how it affects the reader's understanding of the story.
- Analyze how the first-person narrator's perspective impacts the reader's connection to the character's feelings and actions (e.g., empathy or personal connection).
- Examine how the third-person narrator provides insight into multiple characters and events from an outside perspective.
- Discuss how the choice of point of view (first-person vs. third-person) influences the tone, style, and emotional impact of the text.

Outcome B3: Grade 4

Learners will analyze a variety of texts that represent individuals with diverse identities, perspectives, cultures and experiences.

Indicators B3.3 Analysis and Response

Grade 3	Grade 4	Grade 5	Grade 6
Analyze how the author's use of literary elements in various texts influences a reader's understanding of the text.	Analyze how the author's use of literary elements in various texts influences a reader's understanding and interpretation of the text.	Analyze how the author's use of literary elements in various texts influences a reader's understanding and interpretation of the text.	Analyze how the author's use of literary elements in various texts influences a reader's understanding and interpretation of the text.

Growing Understanding

Literary Elements in Grade 4: Students should be working toward being able to analyze and explain how authors use literary elements to shape the meaning and impact of a text. Students are encouraged to look deeper into how authors make specific choices and how those choices influence the reader's perception and understanding of the text.

- In narrative texts, students should look at how the character development, setting, plot structure, and theme shape the story. For example, understanding a character's growth and how that affects the plot, or analyzing how a particular setting enhances the story's mood, are key focuses.
- In expository/informational texts, students should begin to understand how authors use text structure, facts, headings, and details to organize their writing and present information clearly. The way information is structured can change how effectively the reader grasps the topic.
- In opinion/persuasive texts, students analyze how the author uses claim, evidence, and emotional appeals (pathos, logos, ethos) to influence the audience. Students should begin to understand how these persuasive strategies affect the reader's viewpoint and how the author's use of evidence strengthens or weakens the argument.

Strategies to Support Understanding:

- Modeling analysis of texts using think-alouds to explain how an author uses literary elements to influence the reader's understanding (e.g., "The author uses strong adjectives to describe the setting, which makes it seem more frightening").
- Provide examples of literary elements and how authors use them to convey themes, emotions, or meaning in texts.
- Encourage student discussions about how literary elements in texts influence their feelings or understanding.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

Narrative Text:

- Identify and explain how the character's actions or decisions affect the plot.
- Analyze how the setting influences the mood or events of the story (e.g., "The dark and stormy night made the character feel anxious and tense").
- Recognize how conflict or problem drives the development of the plot.

Describe how the theme is revealed through the story's events.

Expository/Informational Text:

- Identify the main idea and supporting details that help the reader understand the text's message.
- Analyze how the structure of the text (headings, subheadings, or bullet points) helps organize information and guides the reader.

Describe how the author uses facts or details to clarify the main idea.

Opinion/Persuasive Text:

- Identify the author's claim and explain how they support it with evidence.
- Analyze how the author's tone influences the reader's understanding.

Composition: Expressing Ideas and Creating Texts
Strand C
Grade Four Teacher Guide

Overview of Developing Ideas

Outcome C1

Grade Four Teacher Guide

In today's multimedia-rich environment, the foundational skills developed in earlier grades are critical for preparing students in upper elementary to craft purposeful communication. Outcome C1 emphasizes the importance of pre-writing skills and strategies, empowering learners to generate and organize ideas with intention and clarity. By nurturing these skills, we strengthen the connection between reading, writing, and thinking, supporting students in becoming thoughtful and effective communicators.

This outcome is designed to help students approach writing with both confidence and creativity. Through inclusive and culturally responsive instructional practices, we ensure every learner's voice is acknowledged. Students are encouraged to consider the cultural, contextual, and social nuances of their audiences, allowing them to tailor their messages for meaningful impact. The goal is for all students to develop the ability to communicate their ideas in ways that are both authentic and engaging.

Key Indicators in Outcome C1 include:

- Setting Personal Writing Goals: Students begin by identifying areas of strength and opportunities for growth in their writing. This self-reflective practice fosters ownership and motivation while developing metacognitive awareness that supports writing improvement over time.
- Purpose and Audience: Learners are taught to clearly identify the purpose for writing and consider who they are writing for. This foundational step ensures that all writing is relevant and intentional for the audience.
- Developing Ideas or Content: Students explore a variety of strategies to generate, expand, and refine their ideas. They learn to make meaningful connections, incorporate background knowledge, and develop content that aligns with the writing task.
- Organizing Content: With guidance, students learn to structure their writing using tools such as graphic organizers, planning frameworks, and outlines. This helps them build logical, coherent texts that are easy to follow and aligned to their purpose.

By providing explicit instruction and systematic opportunities for practice, Outcome C1 supports all learners in acquiring the essential pre-writing skills necessary for writing and communicating across subject areas. This approach ensures that writing instruction is equitable, accessible, and responsive to the diverse needs of students. Ultimately, the goal is to support the development of confident, strategic writers who understand that writing is not only a tool for communication but also a powerful way to express identity, explore ideas, and engage with the world.

Outcome C1: Grade 4

Learners will apply pre-writing skills and strategies to develop various texts for a range of authentic audiences and purposes.

Indicators C1.1 Setting Goals

Grade 3	Grade 4	Grade 5	Grade 6
Identify strengths and areas for growth for and develop relevant writing goals.	Identify strengths and areas for growth and develop relevant writing goals	Identify strengths and areas for growth and develop relevant writing goals.	Identify strengths and areas for growth and develop relevant writing goals.

Growing Understanding

Identifying strengths and areas for growth involves reflecting on a piece of writing to evaluate what was done well and where improvements can be made. By Grade 4, students should work toward being more independent in identifying their strengths, such as their ability to write clear, engaging introductions, and areas for growth, such as the need for stronger conclusions or improved sentence structure.

Self-assessment is a key component of developing writing skills. Recognizing strengths helps students build confidence in their writing, while identifying areas for growth ensures that they remain focused on improving specific aspects of their work.

Reflection and self-regulation are integral to the circular nature of writing, where students revisit and refine their work based on ongoing reflection. This cyclical process encourages students to continually revise and improve their writing. By setting goals, monitoring their progress, and adjusting, students take ownership of their writing process.

Helping Students Plan When They Are Stuck: When students get stuck during planning, model how to pause and take inventory of what they already know and what they want to say. Teach them to ask themselves questions like:

"What do I already know about this topic?"

"Who is my audience?"

"What do I want to say first, next, and last?"

Model Reflection: Regularly model how to reflect on a piece of writing by reviewing student work together. Show students how to identify both strengths and areas for growth, explaining how reflection is an ongoing process. For example, ask: "What worked well in this paragraph? What could be improved?" Emphasize how self-reflection will help them become better writers.

Use Self-Assessment Tools: Introduce checklists and rubrics to help students evaluate their work. Teach them to assess their own writing based on specific criteria like clarity, organization, vocabulary, and sentence structure. Encourage them to check if they've met their goals and reflect on which areas need attention.

Teach Strategies for Self-Regulation: Encourage students to set specific goals for their writing and monitor their progress throughout the drafting and revision process. Teach them how to adjust their approach by revisiting earlier drafts and making changes based on their reflections. Show them how writing is a circular process, where reflection and revision lead to improvement with each cycle.

Scaffold Executive Function Strategies: Clearly teach students to ask questions before, during and after writing. This can be supported by using reflection prompts or graphic organizers, and gradually allowing students to reflect and ask questions of themselves more independently. As students become more comfortable with the process, encourage them to take ownership of setting their writing goals and monitoring their own progress.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Identify strengths in their writing (e.g., “I was able to clearly explain my main idea and support it with examples”).
- Identify areas for growth (e.g., “I need to work on using more transition words to make my paragraphs flow better”).
- Use reflective thinking to evaluate their writing process (e.g., “I realized I could improve my conclusion by summarizing my main points more clearly”).
- Identify areas where they have made improvements (e.g., “I’ve worked on adding more variety in my sentence structures”).
- Use self-talk to set goals and ask questions of their own writing.
- Set specific goals for future writing and monitor progress toward those goals.

Outcome C1: Grade 4

Learners will apply pre-writing skills and strategies to develop various texts for a range of authentic audiences and purposes.

Indicators C1.2 Purpose and Audience

Grade 3	Grade 4	Grade 5	Grade 6
Identify the topic, audience, and purpose for writing.	Identify the topic, audience, and purpose for writing.	Describe the topic, audience, and purpose for writing.	Describe the topic, audience, and purpose for writing.

Growing Understanding

Identifying the topic, audience, and purpose is essential for effective writing, and in Grade 4, students should be able to define and understand these elements in more detail. A clear grasp of these elements helps students decide how to structure their writing, what language to use, and how to adjust their tone to suit the task at hand. This foundation allows students to be more purposeful in their writing, ensuring that their work is both relevant and engaging for the intended reader.

The Three Main Overarching Types of Writing:

Informational/Expository Writing: This type of writing is designed to inform, explain, or describe a topic in a clear and organized manner. The goal is to provide information without personal opinion.

- Examples: Reports, how-to guides, scientific explanations, and descriptions of places, events, or processes.
- Audience: The audience could include peers, teachers, or the public, specifically those who want to learn about a particular subject or understand how something works.

Opinion/Persuasive Writing: In opinion or persuasive writing, the writer presents a viewpoint and uses reasons and evidence to convince the reader to agree with that opinion or take a specific action.

- Examples: Opinion essays, persuasive letters, advertisements, speeches.
- Audience: The audience can vary but often includes classmates, teachers, or a broader community, with the goal being to persuade or influence them to accept the writer's perspective.

Narrative Writing: Narrative writing tells a story, either real or fictional. It focuses on characters, settings, a plot, and a resolution to engage the reader.

- Examples: Short stories, personal narratives, fairy tales, fables, autobiographies.
- Audience: The audience could be anyone who enjoys a good story, including peers, teachers, or anyone looking to be entertained or learn about a personal experience.

Recommended Distribution of Writing Types: To ensure a writing program that supports growth across multiple forms, we recommend the following distribution of writing types:

- **Grades 3–4**:
  - Informational: 35%
  - Opinion: 30%
  - Narrative: 35%
- **Grades 5–6**:
  - Informational: 40%
  - Opinion: 30%
  - Narrative: 30%

Culturally responsive teaching helps students recognize that they can use their voice in ways that reflect their unique experiences while ensuring their writing reaches and resonates with different audiences. It's important for students to engage with diverse examples of writing and explore how cultural texts can influence their writing. Encourage students to explore writing that reflects cultural diversity by incorporating texts from different backgrounds and traditions. For instance:

- Students can write personal narratives or reports inspired by stories from their cultural heritage or community.
- They can explore persuasive writing about social or community issues that matter to them and their peers.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Identify the topic of their writing clearly.
- Identify the intended audience for their writing.
- State the purpose of their writing (e.g., “The purpose of my writing is to explain how water is used in our community”).
- Recognize the writing type (informational, narrative, opinion/persuasive) they are using (e.g., “I’m writing an opinion piece, so I need to make sure to share my viewpoint clearly”).
- Choose appropriate language and tone based on the audience and purpose (e.g., “Since I’m writing to inform my teacher about historical events, I’ll use formal language and include facts”).

Outcome C1: Grade 4

Learners will apply pre-writing skills and strategies to develop various texts for a range of authentic audiences and purposes.

Indicators C1.3 Developing Ideas

Grade 3	Grade 4	Grade 5	Grade 6
Use explicitly taught strategies to generate and document ideas or topics for writing.	Use explicitly taught strategies to generate and document ideas or topics for writing.	Use explicitly taught strategies to generate and document ideas or topics for writing.	Use explicitly taught strategies to generate and document ideas or topics for writing.

Growing Understanding

Generating ideas for writing is a critical skill that students must develop early in their writing journey. Students should be able to use different strategies to develop ideas for writing, which will help them feel more confident and prepared for the drafting process.

Oral Rehearsal & Discussion (Talk Before Writing)

Research highlights that talking about ideas before writing significantly enhances idea generation.

- Think-Pair-Share: Have students verbalize their thoughts with a partner.
- Small Group Brainstorming: Discuss prompts in groups before independent writing.
- Storytelling: Allow students to tell their ideas aloud before committing them to paper.

Strategy Instruction

- Provide students with a structured approach to planning and generating ideas for writing.
- Model structures to support the generation of ideas. Examples could include brainstorming web, topic prompts, sentence starters, story seeds, graphic organizers such as T-charts, Venn diagrams, or First-Next-Then-Last.

Mentor Texts & Exemplars

- Provides concrete models for students, helping them internalize effective writing structures and develop ideas based on real-world examples.

Graphic Organizers & Concept Mapping

- Helps students visually organize their thoughts before writing, making idea development more structured.
- Graphic organizers, combined with questioning and background knowledge, support structured thinking

Modelled & Shared Writing

- Watching a teacher model the writing process is powerful, but it works best when paired with direct strategy instruction.

Freewriting & Low-Stakes Writing

- Helps with fluency and reducing writing anxiety, but it is less structured and not as effective for struggling writers.

Use of Sentence Stems & Writing Prompts

Helps students get started, but without deeper strategy instruction, it can lead to surface-level responses.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Generate a variety of ideas during brainstorming sessions (e.g., "I wrote down all my ideas about summer vacations before I picked the one, I wanted to write about").
- Use graphic organizers to help organize their ideas (e.g., "I used a flowchart to organize my ideas for my report on animals").
- Respond to writing prompts to guide their writing process (e.g., "I used the prompt about my favorite hobby to start writing a story").
- Use visual cues like pictures or drawings to help spark ideas.
- Develop original ideas that reflect personal experiences and cultural interests (e.g., "I wrote about my family's tradition of cooking together because it's something that's special to me").

Outcome C1: Grade 4

Learners will apply pre-writing skills and strategies to develop various texts for a range of authentic audiences and purposes.

Indicators C1.4 Organizing Content

Grade 3	Grade 4	Grade 5	Grade 6
Use explicitly taught strategies to organize writing.	Use explicitly taught form-specific text structures to organize content.	Use explicitly taught form-specific text structures to organize content.	Use explicitly taught form-specific text structures to organize content.

Growing Understanding

Organizing content is essential for students to express their ideas in a clear and coherent way. Before writing, students should be encouraged to plan their structure. Planning helps students visualize their writing and organize their ideas before drafting. It's essential for students to refer back to their plan during the writing process to ensure that they stay focused on maintaining a logical structure.

Expository or informational writing is designed to inform, explain, or describe something in a clear, logical manner. For students in Grade 4, the goal is to help them organize their writing to present facts, details, or instructions clearly and effectively.

- Sequencing: Students can organize their writing chronologically, such as when explaining a process or describing how something works (e.g., steps in a science experiment or stages of plant growth).
- Graphic Organizers: Using a flowchart or web can help students organize their ideas about the topic. For instance, if students are writing an informational report, they can use a graphic organizer to separate the main ideas into categories.
- Outlining: Students can create an outline to ensure they cover the key points of their informational writing.
- Back mapping: Teachers can model how a strong informational paragraph or report might have been planned by creating an outline *after* reading it. This helps students in thinking about the writing structure.

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Opinion or persuasive writing requires students to take a stance on an issue and support their viewpoint with reasons and evidence. Students should learn how to organize their writing so that their argument is clear and compelling.

- Sequencing: Organizing opinions logically is important. For example, students might organize their persuasive writing by starting with an introduction that states their opinion
- Graphic Organizers: A T-chart or pros and cons chart can help students organize their arguments by clearly separating reasons for and against a topic.
- Outlining: For persuasive writing, students can use an outline to organize their argument and supporting points.
- Back mapping: Teachers can use sample persuasive texts to model how arguments are structured and supported, helping students see how planning shapes a compelling argument

Narrative writing tells a story and can be based on personal experience or imagination. Organizing narrative writing involves ensuring that events are presented in a logical, chronological order, with a clear beginning, middle, and end.

- Graphic Organizers: A story map can help students organize the elements of their story, including characters, setting, problem, events, and resolution.
- Outlining: Outlining a narrative involves organizing the beginning, middle, and end of the story. For example, an outline for a story about a lost dog might look like this:

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Identify the main idea of the writing clearly.
- Select supporting ideas that are directly related to the main idea.
- Organize supporting ideas logically, such as importance, sequence, or categories.
- Use graphic organizers to structure and organize supporting ideas.
- Check for coherence in the organization of ideas.
- Refine and revise ideas for clarity and focus (e.g., "I re-arranged the order of my supporting details to make my argument more persuasive").

Overview of Creating Texts

Outcome C2

Grade Four Teacher Guide

The ability to skillfully use and understand a variety of text forms is essential. The instruction of outcome C2 supports learners in developing the practical and creative tools needed to craft texts that are coherent, engaging, and appropriate for a wide range of purposes. This outcome emphasizes not only the mechanics of writing but also the thoughtful decisions writers make when producing and refining their work.

Students are provided with explicit opportunities to explore how different text forms function across contexts and platforms. By engaging with both traditional and digital tools, learners gain a flexible skill set that allows them to express their ideas clearly and effectively. In classrooms that value student voice, creativity, and cultural perspectives, students are encouraged to take risks, revise with purpose, and understand writing as a process of continuous improvement.

Key Indicators in Outcome C2 include:

- Printing, Handwriting, and Word Processing: Students develop fluency in composing texts by hand while also learning to navigate digital tools for word processing. This dual focus supports legibility, stamina, and the ability to present work in various formats, fostering independence and confidence.
- Producing Drafts: Learners are guided through the process of drafting as a foundational step in writing. Drafting provides a space to organize initial thoughts, experiment with structure, and explore how content and form work together to achieve purpose.
- Revision: Revision is introduced as a creative and critical part of the writing process. Students learn to rethink and refine their work by considering clarity, depth of content, organization, and audience engagement, often with peer or teacher feedback.
- Editing and Proofreading: Students apply conventions of grammar, punctuation, and spelling through focused editing and proofreading practices. These skills help enhance the readability and professionalism of their texts while promoting attention to detail.

Instruction for outcome C2 ensures that students build strong habits of mind and technique. Through scaffolded practice and culturally responsive teaching, learners grow into writers who can thoughtfully shape their ideas and communicate with clarity and impact. Whether drafting in a notebook or publishing on a digital platform, students are equipped to navigate the evolving landscape of writing with skill, purpose, and creativity.

Outcome C2: Grade 4

Learners will apply knowledge and understanding of text forms to write a variety of texts.

Indicators C2.1 Handwriting and Word Processing

Grade 3	Grade 4	Grade 5	Grade 6
Write fluently by hand to develop more legible and automatic handwriting skills.	Write fluently by hand and develop word processing skills to support writing.	Write fluently by hand and develop word processing skills to support writing.	Write fluently by hand and develop word processing skills to support writing.

Growing Understanding

Writing fluently by hand and developing **word processing** skills are essential components of writing instruction in Grade 4. Students should be able to write by hand fluently, forming sentences and paragraphs with accuracy and legibility, whether in manuscript or cursive writing. Both forms of handwriting should be encouraged, with students having the freedom to choose which method they prefer, as long as their writing remains legible, consistent, and clear. The goal is for students to express their ideas without the mechanics of writing hindering the clarity of their message.

In addition to handwriting, students should begin developing word processing skills. With technology becoming more integrated into the classroom, introducing word processing to support writing is an important step. This allows students to practice composing, editing, and formatting their writing efficiently. Learning to type fluently can be a beneficial skill for students as well.

The ability to write fluently by hand and type with accuracy will support students' overall writing development. Students should focus on writing complete sentences and paragraphs in both handwritten and typed formats. Students can develop fluency in handwriting or typing while focusing on sentence-level writing, which is essential for building coherent and structured paragraphs. As they progress, students will not only write sentences that are grammatically accurate but also begin to understand how the structure of a sentence (syntax) impacts meaning. Building a foundation in syntax (the arrangement of words in sentences) and grammar (rules governing word choice and sentence structure) will help students develop fluency in writing.

When practicing fluent handwriting, there is an opportunity to connect with Strand A indicators for syntax, sentence structure, capitalization and punctuation, ensuring teachers take the opportunity to weave together indicators from all strands within the curriculum.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Write fluently by hand, using either manuscript or cursive, with legible handwriting and consistent letter formation.
- Develop sentences and paragraphs with correct punctuation, capitalization, and structure handwriting.
- Use a consistent handwriting style, either manuscript or cursive, that remains legible and easy to read.
- Use word processing to compose, edit, and format writing (e.g., "I used a computer to write my report and added bold headings to organize my sections").
- Apply writing fluency to both handwritten and word-processed writing (e.g., "I wrote my paragraph by hand and then typed it on the computer to make it easier to edit").

Outcome C2: Grade 4

Learners will apply knowledge and understanding of text forms to write a variety of texts.

Indicators C2.2 Producing Drafts

Grade 3	Grade 4	Grade 5	Grade 6
Draft texts using knowledge of audience, purpose, topic, and conventions.	Draft texts using knowledge of audience, purpose, topic, and conventions.	Draft texts using knowledge of audience, purpose, topic, and conventions.	Draft texts using knowledge of audience, purpose, topic, and conventions.

Growing Understanding

Drafting texts involves getting ideas down on paper in a coherent form with a focus on structure, content, and purpose. Students should focus on creating clear and organized drafts while thinking about their audience and the purpose of their writing. In order to draft text successfully, students must have already set goals, developed ideas, and organized their thoughts to utilize their writing skills built in earlier stages of the writing process.

Students should be able to draft texts within the three main forms: Informational/Expository, Opinion/Persuasive, and Narrative.

Informational/Expository- Start by focusing on clarity and organization. Encourage students to break down information into smaller sections (e.g., using headings or bullet points) and practice explaining concepts clearly and logically. *Grade level writing examples could include, but not limited to:*

- reports
- how-to guides
- procedural writing
- fact sheets

See appendix C2.2

Opinion/Persuasive- Emphasize the importance of making a clear claim and supporting it with evidence. Teach students how to organize their writing into distinct sections: an introduction with their opinion, supporting paragraphs with reasons and evidence, and a conclusion *Grade Grade-level writing examples could include but not limited to:*

- opinion essays
- persuasive letters/
- speeches
- Persuasive advertisements

Narrative writing- Help students develop a clear story arc with a beginning, middle, and end. They should focus on character development, setting, and plot. Encouraging the use of sensory details will help students engage their readers and build a vivid narrative. *Grade level writing examples could include but not limited to:*

- personal narratives sharing an experience or event
- simple stories with a clear structure and a moral or lesson learned.
- Creative fiction- fantasy, adventure

Model the drafting process in real-time. As a class, choose a topic, and demonstrate how to begin drafting a piece of writing. Think aloud as you organize your thoughts, choose words, and develop ideas. For example, when drafting a persuasive letter, show how to begin by stating the opinion, adding reasons, and concluding with a call to action.

Encourage students to write alongside you as you model, offering them the opportunity to ask questions or seek clarification.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Draft a report with multiple sections and detailed supporting facts.
- Write an opinion essay with at least three supporting reasons.
- Write a story with a defined plot and well-developed characters (e.g., “I wrote a story about a character who solves a mystery at school”).
- Organize writing into sections with clear main ideas.

Outcome C2: Grade 4

Learners will apply knowledge and understanding of text forms to write a variety of texts.

Indicators C2.4 Revision

Grade 3	Grade 4	Grade 5	Grade 6
Reflect on personal writing goals and use revision strategies to improve content, clarity, and style.	Reflect on personal writing goals and use revision strategies to improve content, clarity, and style.	Reflect on personal writing goals and use revision strategies to improve content, clarity, and style.	Reflect on personal writing goals and use revision strategies to improve content, clarity, and style.

Growing Understanding

Students should be able to revise their work with a greater emphasis on improving content, clarity, and style independently and with the help of feedback. In this grade, revisions should be focused not just on adding or deleting content, but also on refining writing style and improving word choice.

Encourage Self-Assessment: Teach students how to evaluate their own writing. Encourage them to read their drafts critically and ask themselves questions like:

"Is my main idea clear?"

"Do I have enough details to support my idea?"

"Does the writing flow logically from one paragraph to the next?"

This self-reflection helps students develop a habit of thinking critically about their work and making revisions independently.

Teach Sentence Structure Revisions: Help students identify sentences that may be difficult to read or that lack clarity. Encourage students to rearrange sentences if needed. For example, they can switch the order of information in a sentence to make the meaning clearer or more impactful. Model revising a sentence for clarity in front of the class, demonstrating how changing the word order or breaking a long sentence into two shorter ones can improve understanding.

Vocabulary: Encourage students to experiment with more varied sentence structures and vocabulary to make their writing more engaging. For example, guide students to replace repetitive words with synonyms and use descriptive adjectives to make their writing more detailed.

Provide Revision Checklists: Offer students a revision checklist that includes key areas to focus on during the revision process. For example:

- Does the writing stay on topic?
- Are the ideas well-supported with examples or details?
- Is the sentence structure varied?
- Are there opportunities to use more interesting or descriptive words?
- Encourage students to refer to the checklist when revising their drafts.

Model the Revision Process: Demonstrate how to revise a draft in front of the class. Walk students through the process of revising for content, clarity, and style. As you revise together, think aloud, showing how small changes can make a significant difference. For example, "I'll move this sentence here to make the flow smoother," or "Let's add more detail to this example to clarify the point."

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Revise to strengthen the main idea, adding more detailed explanations and supporting examples.
- Revise sentence structure to improve flow and clarity (e.g., "I broke up my long sentence into two shorter ones for better clarity").
- Use feedback to adjust content and style.
- Use a variety of sentence structures and word choices to improve style (e.g., "I used a stronger adjective to describe the landscape in my narrative").

Outcome C2: Grade 4

Learners will apply knowledge and understanding of text forms and genres to write a variety of texts.

Indicators C2.5 Editing and Proofreading

Grade 3	Grade 4	Grade 5	Grade 6
Make edits to draft texts to improve accuracy and proofread to make corrections.	Make edits to drafts to improve accuracy, check for errors, and explore the use of a word processor.	Make edits to drafts to improve accuracy, check for errors, and explore the use of a word processor.	Make edits to drafts to improve accuracy, check for errors, and explore the use of a word processor.

Growing Understanding

At Grade 4, students should continue refining their ability to edit and proofread drafts. They should focus on improving accuracy, checking for spelling errors, grammar issues, and punctuation mistakes, and refining their writing for clarity and coherence. This grade level also introduces the use of word processors, which provide students with tools to assist in editing, like spell check and word suggestions.

Proofreading for Errors: Students should be able to focus on identifying and fixing common spelling mistakes, grammar issues, punctuation errors, and capitalization mistakes. They should develop independence in proofreading and correcting their drafts.

See Connections to Strand A and Appendix A.1

Use of a Word Processor: Grade 4 introduces the opportunity to use word processing. Word processors can help students find and correct spelling errors, adjust fonts for clarity, and organize their work more efficiently. Students should become familiar with basic features such as spell check, autocorrect, find and replace, and text formatting.

Peer and Teacher Feedback: Feedback should be provided both individually (for self-editing) and through peer reviews (encouraging students to check each other's work). As students gain proficiency, they should be able to incorporate feedback and edit their writing with minimal guidance.

Model Using Word Processors: Show students how to use basic functions in word processing tools. Teach them to use spell check and find-and-replace functions to identify and fix spelling errors. Encourage students to use the grammar check tool as well.

Teach Editing Strategies: Show students how to look for repeated words, unclear sentences, or lacking transitions. Provide strategies for fixing common errors like word choice or redundancy. Reinforce the importance of reading the draft multiple times for different issues (i.e., once for spelling, once for content, once for punctuation).

This stage of the writing process connects to Strand A indicators for punctuation, grammar, syntax and sentence structure.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Edit drafts for accuracy, ensuring the main idea is clear and fully developed.
- Check for spelling errors, using word processors to assist.
- Proofread for punctuation mistakes, ensuring proper use of commas, periods, and question marks.
- Correct grammar issues, such as subject-verb agreement and sentence fragments.
- Use peer feedback to improve content and fix mistakes.

Overview of Publishing, Presenting and Reflecting

Outcome C3

Grade Four Teacher Guide

In today's digital age, the ability to adeptly use a variety of media and tools for communication is critical. Outcome C3 is designed to ensure students gain proficiency in selecting and utilizing the most suitable and effective media, techniques, and tools to publish and present their texts.

The outcome is designed to help students explore various presentation formats and publishing platforms, helping them to understand the strengths and limitations of each. By experimenting with digital tools, print media, and multimedia presentations, students develop the critical ability to choose the right medium that best matches the purpose and audience of their text. This skill is essential in a world where the effectiveness of communication can be significantly enhanced by the appropriate choice of platform, deepening audience engagement, and ensuring accessibility.

Key Indicators found in Outcome C3:

Publishing and Presenting Texts: Learners explore a range of publishing options, from traditional print to digital platforms, gaining hands-on experience in using these mediums to reach their target audiences. Students refine their presentation skills, learning how to effectively use visual and auditory media to enhance the impact of their spoken or displayed texts.

Reflecting and Self Evaluation: An integral part of the learning process, students engage in reflective practices to assess their choices and the effectiveness of their communication strategies. This reflection helps them understand their development as communicators and identifies areas for further growth.

The aim is to equip every student with the skills to critically assess and utilize a variety of communication strategies and technological resources. This inclusive approach provides all students with the skills needed to succeed in both academic and real-world settings. Students learn to refine their work by considering feedback and applying their knowledge of text structures and audience engagement, enhancing their ability to produce polished and impactful final pieces.

Outcome C3: Grade 4

Learners will use suitable and effective media, techniques, and tools to publish and present final texts in a range of forms.

Indicators C3.1 Publishing and Presenting Texts

Grade 3	Grade 4	Grade 5	Grade 6
Produce and Present text to audiences.	Produce and Present text to audiences.	Produce and Present text to audiences.	Produce and Present text to audiences.

Growing Understanding

Students should continue to develop their skills in producing and presenting their work to an audience, with a growing focus on improving content, clarity, and engagement in their presentations. At this stage, students should work on refining their written work, learning to express their ideas more clearly, and improving their presentation skills.

Producing Text: Students should focus on producing high-quality drafts that are not only well-written but also effectively structured for presentation. They should be able to finalize their drafts into clean, polished works suitable for sharing with an audience. This includes organizing ideas logically and using correct grammar, spelling, and punctuation.

Presenting to an Audience: Students will be refining their ability to speak clearly and confidently to an audience. They should focus on using an appropriate tone, volume, and body language to engage their audience. Presenting may now include more structured elements such as introductions, conclusions, and supporting details.

Use of Media: Students in Grade 4 should begin incorporating more types of media in their presentations. This might include the use of visual aids (posters, slides, or videos) or digital tools (like Google Slides, or simple video editing apps) to enhance the presentation. Students should learn to use these tools to organize their information effectively and make their presentations more engaging.

Audience Awareness: At this stage, students should consider the audience more carefully. They should adjust their content and delivery style based on who they are presenting to. For example, the tone and vocabulary used when presenting to peers should differ from that used when presenting to an adult or teacher.

Model Clear Presentations: Show students examples of strong presentations. Emphasize the importance of speaking clearly, using gestures to engage the audience, and organizing the presentation logically (beginning, middle, and end). Discuss how visuals can enhance the message.

Introduce Digital Tools: Teach students how to use digital tools like Google Slides, PowerPoint, or Canva to enhance their presentations. Show them how to create simple slides with titles, images, and text to help organize their ideas.

Practice Presentations: Allow students to practice presenting in small groups before presenting to the class. This gives them the opportunity to build confidence and receive constructive feedback from peers.

Encourage Audience Engagement: Teach students to ask questions, make eye contact, and adjust their pace based on the audience's reactions. Encourage them to be aware of whether the audience is following along and to adjust their delivery as needed.

Provide Structured Peer Feedback: Give students specific questions or criteria to use when giving feedback to their peers (e.g., "Did the presenter speak clearly?" "Did they use visual aids effectively?").

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Present to the audience confidently, with appropriate tone, volume, and body language.
- Use visual aids such as charts, slides, or pictures to support the presentation.
- Engage the audience by making the presentation interesting and easy to follow.
- Adjust the content and delivery based on the audience.
- Use digital tools (e.g., Google Slides or Canva) to present information in a visually appealing way.

Outcome C3: Grade 4

Learners will use suitable and effective media, techniques, and tools to publish and present final texts in a range of forms.

Indicators C3.2 Reflecting and Self Evaluation

Grade 3	Grade 4	Grade 5	Grade 6
Reflect on strengths and areas for growth throughout the writing process.	Reflect on strengths and areas for growth throughout the writing process	Reflect on strengths and areas for growth throughout the writing process	Reflect on strengths and areas for growth throughout the writing process

Growing Understanding

Students will refine their ability to reflect on their writing throughout the process. Reflection is an essential skill for growth and development as a writer, enabling students to identify areas where they excel and areas where they can improve.

Strengths and Areas for Growth: Students should be able to articulate what parts of their writing they feel confident in, as well as what needs more attention. By reflecting on their strengths (clear ideas, good word choice) and growth areas (organization, transitions), students become more independent and active in their writing development.

Self-Assessment: Students should be introduced to self-assessment tools like checklists, writing rubrics, or feedback forms to help them evaluate their drafts. This structured approach helps students focus on specific areas of their writing and determine where revisions are needed.

Model Reflection: Regularly model reflection for students, showing them how to assess their own work. Review drafts together, identifying strengths and areas for improvement. Guide students in how to frame their reflections, such as “What worked well in my writing?” and “What could I change to make it better?”

Introduce Self-Assessment Tools: Provide students with writing rubrics and checklists to help them evaluate their writing. Explain each component of the rubric and checklist so that students understand how to use them effectively for self-reflection.

Reflection Time During Writing: Encourage students to reflect on their writing after each stage of the process. For example, after drafting a paragraph, they should stop and assess whether it effectively communicates their idea before moving on. This helps students think critically about their writing and identify revisions as they go.

Peer Feedback: Use peer feedback to help students reflect on their work. Students should learn how to give constructive feedback to one another, which will also help them develop self-reflection skills. Provide structured prompts for peer reviews, such as “What is one thing my peer did well?” and “What is one suggestion I have for improving their work?”

Foster a Growth Mindset: Encourage students to see revision as an ongoing process and a valuable opportunity to improve. Praise effort and the willingness to revise, making it clear that writing is a skill that can always be enhanced.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Identify strengths in writing, such as clear arguments, vivid descriptions, or strong explanations.
- Recognize areas for growth in their writing, including weak transitions, unclear organization, or insufficient details.
- Describe which aspects of their writing they feel good about and which need improvement.
- Set specific revision goals based on their self-assessment (e.g., adding more examples, improving sentence flow).
- Engage with feedback from peers or teachers and make intentional revisions based on the suggestions received.
- Use tools like checklists or rubrics to evaluate their drafts and identify areas for improvement.
- Compare drafts to observe progress and growth in their writing skills.

Literacy in the Content Areas
Strand D
Grade Four Teacher Guide

Overview of Connecting to the Content Areas

Outcome D1

Grade Four Teacher Guide

In an increasingly information-rich world, students must be equipped with the literacy skills to navigate, comprehend, and communicate ideas across content areas with purpose and clarity. Outcome D1 is designed to help learners apply essential literacy strategies across disciplines, such as building vocabulary and background knowledge, determining importance, conducting research, organizing information, synthesizing findings, and communicating effectively. The goal is for students to do this in subject areas beyond Language Arts, such as science, social studies, and health education.

This outcome recognizes that literacy extends beyond language arts. It is a foundational tool for thinking and learning across disciplines. Students are supported in building the vocabulary and content knowledge they need to access subject-specific texts and media. Through explicit instruction in strategies like identifying relevant information, evaluating sources, and organizing key ideas, learners grow as independent thinkers capable of constructing meaning from multiple sources.

Outcome D1 also emphasizes the role of communication as a tool for deepening understanding. Students learn to use writing and other formats, such as graphic organizers, oral discussions, visual representations, and digital tools, to clarify and refine their thinking as they engage with content. These practices not only support academic achievement but also help students develop critical literacy skills to evaluate and synthesize complex information as they grow.

Key Indicators found in Outcome D1:

- Learning and Using Vocabulary and Background Knowledge: Students acquire and apply discipline-specific vocabulary and combine that with their background knowledge to support comprehension.
- Determining Importance and Research: Learners identify relevant information aligned to purpose, use a variety of sources to engage in understanding a topic in depth.
- Synthesizing Information: Students gather information from multiple sources related to a concept or topic in a content area and combine it to develop a clear, cohesive understanding.
- Communicating for Thinking and Learning: Learners use writing, speaking, and visual representations to process and express their ideas within content area learning.

By integrating these literacy practices into content learning, we ensure students are not just absorbing facts, they are learning how to think critically, communicate clearly, and connect ideas across disciplines.

Outcome D1: Grade 4

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Indicators D1.1 Using Vocabulary and Background Knowledge

Grade 3	Grade 4	Grade 5	Grade 6
Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.	Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.	Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.	Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.

Growing Understanding

In Grade 4, students continue to expand their academic vocabulary by engaging in more specialized subject-specific terms in health education, science, and social studies. They should also begin to make connections between concepts learned in different subjects, using their vocabulary in more complex ways. At this stage, students are ready to not only apply terms they've learned, but also to make sense of how these terms connect to larger concepts or processes within each subject area. Teachers should continue to provide explicit instruction on key vocabulary and encourage students to use this vocabulary in context through writing, discussions, and other communicative tasks. It is important to note that there is an opportunity to connect back to Strand A and leaning morphology when we are teaching vocabulary. While teachers will guide students with specific vocabulary, students will also deepen their understanding by engaging with content-rich texts that introduce new terms and ideas.

Please see appendix D1.1 for each subject specific area- appendix this will show the main topics covered at grade 4 and the potential vocabulary to consider during integrated literacy.

- Engage knowledge by discussing what students already know about topics before introducing new concepts.
- Use visuals like maps, charts, and diagrams to provide context for vocabulary and help students connect terms to real-world examples.
- Contextualize vocabulary by using terms in various sentences and across multiple contexts (e.g., in daily life, in academic discussions, in scientific writing).
- Incorporate morphology by breaking down vocabulary words into roots, prefixes and suffices helping students understand word meanings and how they can be applied across different contexts.
- Provide opportunities for collaboration where students can engage with peers to discuss and explore new vocabulary, reinforcing their understanding.
- Encourage independent use of vocabulary in student writing, oral presentations, and problem-solving tasks. Students should be able to use their vocabulary when explaining concepts, formulating arguments, or answering questions.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Use subject-specific vocabulary accurately in written and oral responses to explain concepts or ideas related to the content areas.
- Incorporate new vocabulary from subject-specific texts into discussions, demonstrating understanding of the terms and how they relate to the overall topic.
- Make connections between background knowledge from other subjects and apply it to new information being learned in the current content area.
- Use subject-specific vocabulary correctly in both written and spoken communication, demonstrating an understanding of complex concepts in health, science, and social studies.

Outcome D: Grade 4

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Indicators D1.2 Determining Importance

Grade 3	Grade 4	Grade 5	Grade 6
Gather and use key information from texts and multiple sources to build, organize and communicate understanding.	Gather and use key information from texts and multiple sources to build, organize and communicate understanding.	Gather and use key information from texts and multiple sources to build, organize and communicate understanding.	Gather and use key information from texts and multiple sources to build, organize and communicate understanding.

Growing Understanding

In Grade 4, students continue to refine the skills they developed in Grade 3 for identifying, gathering, and using key information from texts and various sources. The expectation is that students will engage with a broader range of materials (books, articles, websites, videos, primary sources) and determine importance from multiple sources.

Key concepts:

Identifying Key Information: Students should be able to extract key points from longer and more complex texts. These can include recognizing central themes, important facts, arguments, and evidence that support the main points of the text.

Gathering Information from Multiple Sources: By Grade 4, students should gather information from multiple types of sources. This may include finding data in graphs, interpreting images, and incorporating information from multimedia sources. They will be expected to compare how different sources present the same information and identify similarities and differences.

Organizing Information: Students will use organizational tools to structure the information they gather. This could involve using graphic organizers (e.g., T-charts, Venn diagrams), outlines, or lists to break down information into clear categories. These tools help students organize their thoughts and structure their writing or oral presentations effectively.

Culturally Responsive Teaching Considerations: Teachers should provide opportunities for students to connect their own experiences and cultural perspectives to the subject matter. Encourage students to consider how different cultural perspectives and viewpoints can enrich their understanding and deepen their connection to the content.

Instructional Ideas:

- Model Gathering Information: Demonstrate how to gather information from different types of texts. Use think-aloud strategies to show how to select relevant details from a nonfiction article or a narrative text.
- Use Multiple Formats: Encourage students to explore information from various formats, such as websites, videos, and podcasts, to expand their understanding of a topic.
- Teach Meaningful Note-Taking: Guide students in effective note-taking techniques, such as using bullet points, highlighting, or paraphrasing. Provide examples of how to extract the most important details from a text and communicate those ideas clearly in writing.
- Provide Tools for Organization: Use graphic organizers to help students organize the information they've gathered from multiple sources.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Identify key information that is directly related to the purpose of reading.
- Summarize the text by extracting relevant details and excluding irrelevant information.
- Use highlighting or underlining to mark relevant information that supports their purpose.
- Sequence events or facts logically to make sense of the text.
- Use graphic organizers to help organize and understand the information.
- Identify key facts and use them to support their research question.
- Make decisions about which information to include in summaries or research, based on its relevance.
- Reflect on the purpose of the reading and adjust focus to gather only the most important details.

Outcome D1: Grade 4

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Indicators D1.3 Synthesizing Information

Grade 3	Grade 4	Grade 5	Grade 6
Use information from multiple sources to communicate a cohesive understanding of a content-area concept.	Use information from multiple sources to communicate a cohesive understanding of a content-area concept.	Use information from multiple sources to communicate a cohesive understanding of a content-area concept.	Use information from multiple sources to communicate a cohesive understanding of a content-area concept.

Growing Understanding

In Grade 4, students build on their ability to gather, synthesize, and communicate information from multiple sources. They begin to refine their understanding of how different types of texts and sources present ideas, and how to combine those ideas to create a deeper understanding of the content-area concepts.

Synthesizing vs. Summarizing:

Summarizing: Summarizing remains the process of condensing a text to its essential ideas, but now, Grade 4 students are expected to summarize more complex information in a clear, concise way. They should focus on the main idea and relevant supporting details, leaving out minor or repetitive information.

Synthesizing: Synthesizing involves combining information from multiple sources to form a more complex and integrated understanding of a concept. It means not just remembering what is read but drawing connections, forming conclusions, and adding new layers of understanding.

Using Information from Multiple Sources: By Grade 4, students are expected to gather information not only from one source but from multiple sources, including books, websites, videos, or interviews. They should compare the different sources to extract the most relevant and reliable information. The ability to identify and utilize the best parts of each source is essential for deepening their understanding of the topic.

Communicating Understanding: Once students have synthesized information, they need to clearly communicate their understanding. This could be through written work, oral presentations, or creating visual representations of their findings. Students should be encouraged to use subject-specific vocabulary and provide evidence from the sources to support their ideas. The goal is for students to explain and share what they have learned in a structured and coherent way. For example, in Social Studies 4, as students investigate the concept of exploration, they can read City Streets are for People, City of Neighbours, and We Are Better Together, to examine different ways people are trying to build a more sustainable future

- Model Synthesizing vs. Summarizing: Demonstrate how to synthesize and summarize information by reading a text aloud and thinking aloud. Show students how to identify the main ideas and supporting details in the text and then combine that information with other sources.
- Encourage Critical Thinking: Teach students to critically compare and contrast information from different sources. Encourage them to ask questions like, “How does this source support what I already know? What new information am I learning from this?”
- Use Graphic Organizers: Provide a variety of graphic organizers that help students organize the information they gather.
- Provide Practice with Culturally Relevant Texts: Use texts that reflect diverse cultural perspectives and encourage students to connect their background knowledge to the topic. This helps students see the value of incorporating different perspectives in their work.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Extract relevant information from multiple sources.
- Summarize key points in a concise way that captures the main ideas and relevant supporting details.
- Combine information from various sources to form a more integrated understanding of the topic.
- Recognize the connections between different sources and how they contribute to a deeper understanding of the content.
- Use graphic organizers, outlines, or notes to record and sort information gathered from multiple sources.
- Use appropriate subject-specific vocabulary to explain ideas and support conclusions.
- Provide evidence from the information gathered to support their points.

Outcome D1: Grade 4

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Indicators D1.4 Communicating for Thinking and Learning

Grade 3	Grade 4	Grade 5	Grade 6
Use writing and other communication forms to organize, refine, and express ideas for learning in different content areas.	Use writing and other communication forms to organize, refine, and express ideas for learning in different content areas.	Use writing and other communication forms to organize, refine, and express ideas for learning in different content areas.	Use writing and other communication forms to organize, refine, and express ideas for learning in different content areas.

Growing Understanding

In Grade 4, students continue to develop their ability to use writing and other forms of communication to organize, refine, and express their ideas clearly. This is essential for their learning in health, science, and social studies, where they must use subject-specific vocabulary and concepts to effectively communicate their understanding.

Writing and Communication Forms:

- Health: In Health, students will organize and express their ideas about well-being through written reports, diagrams, and oral presentations.
- Science: In Science, students will explain scientific concepts and processes using writing, visual aids like diagrams, and oral presentations.
- Social Studies: Social studies 4: biographies, cause and effect diagrams, annotated map

Expressing Ideas for Learning in Different Content Areas: Students will apply writing, speaking, and visual forms of communication to express their understanding of content-area topics. They should be able to use vocabulary and concepts from health, science, and social studies accurately and effectively when communicating ideas in both writing and oral communication.

Connecting opportunities for presenting and writing on topics related to other content areas has been shown to increase student engagement and comprehension. When students write about subjects they are learning in other disciplines, it strengthens their understanding and reinforces vocabulary and morphology from Strand A, comprehension skills from Strand B, and opportunity to try different writing forms from Strand C.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 4

- Write clear and organized explanations of health, science, or social studies concepts using appropriate subject-specific vocabulary.
- Use oral presentations and discussions to explain ideas clearly, supporting their ideas with examples and evidence from the text or learning materials.
- Present ideas in a clear, logical sequence, ensuring that each part of the writing or presentation flows naturally to the next.
- Use subject-specific vocabulary in both written and oral communication to express ideas clearly.
- Use visual aids, such as diagrams, charts, or models, to support and enhance their communication.

Appendices

Strand A- D

Grade Four Teacher Guide

Outcome A2.1: Grade 4 Appendix

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

Use phonics and orthographic knowledge to fluently read, spell, and pronounce multisyllabic words.

Spelling Pattern Reference Sheet

English has a reputation of being overly complicated. It is complex - but there is a predictable structure! This reference sheet gives an overview of some of the "tendencies" in English that explain why words are spelled the way they are. Note that this chart is not designed to be used directly with students - the purpose is to support educator knowledge.

Pattern or Tendency	Explanation	Examples and Non-Examples
Beginning c vs. k	At the beginning of a word or syllable, /k/ is usually spelled <c> if it comes before a, o, u, or a consonant. It is usually spelled <k> if it comes before an e or i.	**<c>** cat, cold, cut, clap **<k>** keep, kit
Short Vowel Ending: ck	At the end of a word or syllable, the /k/ sound is spelled <ck> when it comes right after a short vowel. If it comes after a long vowel or consonant, it tends to be spelled <k>.	**<ck>** brick, luck **<k>** pink, oak
Short Vowel Ending: FLoSS	At the end of a word or syllable, the letters f, l, s, and z are doubled when they come right after a short vowel.	**Examples:** cuff, hill, dress, buzz **Non-Examples:** last, heel
Short Vowel Ending: tch	At the end of a word or syllable, the /ch/ sound is spelled <tch> when it comes right after a short vowel. If it comes after a long vowel or consonant, it tends to be spelled <ch>.	**<tch>** catch, sketch **<ch>** bench, beach
Short Vowel Ending: dge	At the end of a word or syllable, the /j/ sound is spelled <dge> when it comes right after a short vowel. If it comes after a long vowel or consonant, it tends to be spelled <ge>.	**<dge>** edge, budge **<ge>** hinge, huge
Soft c	C tends to soften to the /s/ sound when it comes before e, i, or y.	**Soft c:** city, cent, cycle **Hard c:** cap, cot, cut
Soft g	G tends to soften to the /j/ sound when it comes before e, i, or y, though this is less regular than the soft c pattern.	**Soft g:** gem, giraffe, gym **Hard g:** gate, go, gum **Exceptions include** give, get
aw vs. au	<au> tends to be used at the beginning or in the middle of words or syllables, while <aw> tends to come at the end, or before a final l, n or k.	**<au>** August, launch **<aw>** claw, fawn, hawk, crawl
oi vs. oy	<oi> tends to be used at the beginning or in the middle of words or syllables, while <oy> tends to come at the end.	**<oi>** oil, boil **<oy>** toy, oyster

Pattern or Tendency	Explanation	Examples and Non-Examples
ai vs. ay	<ai> tends to be used at the beginning or in the middle of words or syllables, while <ay> tends to come at the end.	**<ai>** paint, aim **<ay>** pay, playful
ow vs. ou	<ou> tends to be used at the beginning or in the middle of words or syllables, while <ow> tends to come at the end, or before a final l, or n.	**<ou>** ouch, round **<ow>** how, howl, brown
IJUV	English words typically don't end with i, j, u, or v. Other spellings are often used when these sounds are at the end of a word.	**Examples:** sky, huge, blue, love
2 sounds of -y	At the end of a one-syllable word, a final -y is usually pronounced as a long i. At the end of a two-syllable word, it is usually pronounced as a long e.	**long i -** sky **long e -** happy
3 sounds of -ed	The suffix -ed has 3 different sounds - /id/, /d/, and /t/.	**/id/** melted **/d/** smelled **/t/** jumped
Suffix Base Changes: E-drop	When adding a suffix that starts with a vowel (ing, y, ed, er, etc.) to a base that ends with e, drop the final e.	**Example:** hope - hoping **Non-Example:** hope – hopeful
Suffix Base Changes: Y-to-I	When adding a suffix that doesn't start with i to a base that ends in y, change the final y of the base to an i.	**Examples:** baby - babies, happy - happiness **Non-Example:** carry - carrying

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Outcome A2.2 Grade 4 Appendix – Morphology

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

Use developing knowledge of the meanings of words and common morphemes to understand, read and spell words.

Morphology is best introduced using simple morphemes. As students build their understanding, teachers can gradually introduce more complex prefixes and suffixes, followed by Latin and Greek roots. Throughout this progression, it is important to reinforce previously taught morphemes through ongoing instruction and corrective feedback. For example, common errors such as incorrect use of possessive "'s" often go uncorrected, even into high school. Providing consistent feedback helps ensure students not only recognize morphemes but also apply them accurately in their writing.

Phase	Focus	Examples		Teaching Notes
Introduction	Compound Words and Plurals	Closed form	Sunflower Toothbrush Snowman	Teach 3 kinds of compound words- closed form, open form and hyphenated.
		Open form	Ice cream Post office	
		Hyphenated form	Mother -in-law Part-time Check-in	
		-s	Cats Dogs Books	
		-es	Buses Foxes Wishes	
		Drop y +-ies	Puppies Stories	
Building	Introduce inflectional suffixes and basic derivational prefixes	Inflectional suffixes		Focus on foundational affix patterns and spelling rules. –(see appendix A2.1 as well)
		-ed	Jumped Played Washed	
		-ing	Running Reading Smiling	
		-er	Faster Teacher Baker	
		-est	Fastest Smallest Kindest	
		Derivational Prefixes		
		Un-	Unhappy Undo Unfair	
		Re-	Replay	

Phase	Focus	Examples		Teaching Notes
			Redo Rebuild	
		Pre-	Preview Preheat Preschool	
		Dis-	Dislike Disagree Disconnect	
		Miss	Misplace Misbehave Misspell	
Applying	Expand to include common derivational suffixes and Latin roots	**Common Derivational Suffixes**		Help students see how affixes change meaning and support comprehension.
		-ful	Hopeful	
		-less	Careless	
		-ness	Kindness	
		-ment	Enjoyment	
		-able/-ible	Readable Visible	
		-tion/ -sion	Creation Expansion	
		-er/or	Teacher Actor	
		-ly	Quickly	
		Combining Forms		
		Scrib/script	Describe Script inscription	
		Port	Transport Import portable	
		ject	Project Eject Injection	
		struct	Construct Structure Destruction	
		vis/vid	Vison Video invisible	
		dict	Predict Dictionary Contradict	
Deepening	Introduce Greet roots and	**Combining Forms**		Emphasize morphological analysis across subject
		Photo	Photography	
		Geo	Geography	

Phase	Focus	Examples		Teaching Notes
	complex suffix patterns		Geology	areas and in multisyllabic academic vocabulary. Have students build word webs or sort by root/suffix combination to visually understand how words are constructed and altered.
		Auto	Autograph Automatic	
		Therm	Thermometer Thermal	
		Graph	Autograph Paragraph	
		Scope	Telescope Microscope	
		Meter	Centimeter Barometer	
		Phon	Telephone Symphony	
		Bio	Biology Biography	
		Hydo	Hydrate Hydroeclectric	

Term	Definition
Inflectional suffixes	Inflectional morphemes are suffixes which **do not change the essential meaning** or part of speech of a word. They do information when added to the following types of base words: **Nouns** – inflectional suffixes are added to form plurals (dog-dogs, baby-babies, roof rooves) or to show possession (mom-mom's) **Adjectives** – inflectional suffixes are added to make comparisons (big, bigger, biggest) **Verbs** – inflectional suffixes are added to show tense (walk, walked, walking, walks) *** see spelling appendix for common patterns
Derivational Prefixes	Derivational prefixes are added to the beginning of a base word to **change its meaning**. Unlike inflectional morphemes, these prefixes often create a new word with a different meaning or function, but they do not change the words part of speech. For example: • happy becomes unhappy (changing meaning) • cycle becomes recycled (changing the action or direction).

Adapted from New South Wales Australia for further expansion see: https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/literacy-and-numeracy/professional-learning/myplfile/morphemes-suggested-sequence.pdf

Outcome A2.3: Grade 4 Appendix –Vocabulary (Tier 2)

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

Identify the meaning of vocabulary through implicit learning, explicit instruction, and word awareness.

Tier 2 words are high-utility academic vocabulary found across a wide range of texts, including literature, informational materials, and subject-area content. These words differ from everyday Tier 1 vocabulary (e.g., *walk*, *happy*) and are more general than domain-specific Tier 3 terms (e.g., *evaporation*, *parliament*). Tier 2 words often appear more frequently in written language than in conversation and are essential for enhancing comprehension and supporting academic thinking across all subjects.

Tier 2 words often:

- Appear in written text more than in spoken language
- Carry meaning that enhances comprehension
- Have multiple meanings
- Can be taught through context, morphology, and explicit instruction

Some Tier 2 words may overlap with Tier 3 vocabulary depending on the context. Words such as *cycle*, *system*, or *impact* can appear in both general academic and subject-specific texts. Teachers should use professional judgment to determine when and how to reinforce these terms across disciplines. It is also important to teach multiple-meaning words explicitly, as their complexity can lead to confusion. For example, the word *right* may mean *correct*, *a direction*, or *a legal entitlement* depending on context. Addressing these nuances through direct instruction helps students build precise understanding and use language effectively in reading, writing, and discussion.

Tier 2 academic vocabulary is not meant to be taught once and left behind. These words are foundational to thinking, discussing, and writing across all subjects and grade levels. While the phases in this progression build from less to more complex use, vocabulary instruction should remain flexible and responsive. Words introduced in earlier phases, such as *describe*, *compare*, or *identify*, are continually revisited and deepened through exposure to more complex texts and tasks. Similarly, more advanced Tier 2 words, like *analyze*, *synthesize*, or *evaluate*, may be introduced earlier through rich classroom discussion, read-aloud, or modeled writing, even if not yet expected in student production.

This recursive approach ensures students not only recognize and understand Tier 2 vocabulary but also learn how to apply it in increasingly sophisticated ways over time. The goal is to support academic thinking by weaving this language into all parts of instruction, reading, writing, speaking, and listening, across the curriculum.

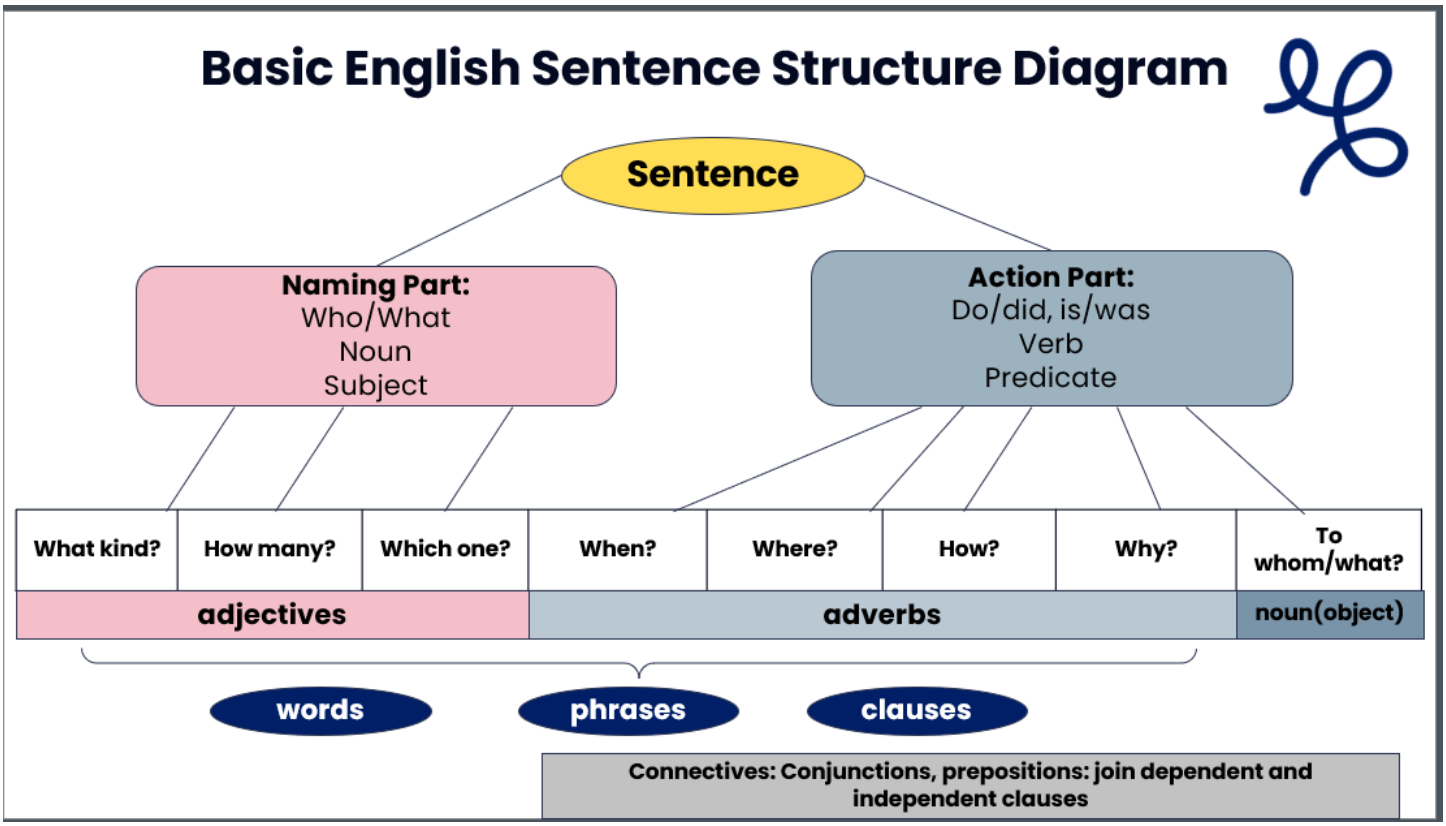
Phase	Examples	Purpose
Foundational Use of Academic Language	Describe Compare Identify Respond Group Think Change Clear Important Problem	These words support oral and written explanations, categorization and early comprehension. They are often used when labeling, sharing ideas, and making simple observations.

Phase	Examples	Purpose
Transitional Academic Language	Explain Contrast Determine Summarize Categorize Question Adapt Specific Significant Infer	Words in this phase require learners to begin organizing ideas, supporting thinking with evidence and navigating content connections.
Expanding Reasoning	Interpret Evaluate Justify Generalize Classify Inquire Transform Enhance Precise Imply Relevant	Learners begin using more abstract reasoning, justifying claims, and interpreting more complex text or ideas. These wors support opinion writing, critical responses and deeper comprehension.
Meta Cognition	Analyze Synthesize Elaborate Critique Organize Conclude Nuanced Dilemma	These words enable high-level thinking, such as evaluation of multiple perspectives, synthesizing sources, and engaging in critical reflection. They are used in complex discussions, essays, debates and multi-text comprehension.

Outcome A3.1: Grade 4 Appendix

Learners will apply knowledge of sentence structure, grammar, capitalization, and punctuation when reading and writing.

Identify how parts of speech and sentence structures support reading comprehension and writing.



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Outcome A3.2: Grade 4 Appendix – The Functions of Parts of Speech.

Learners will apply knowledge of sentence structure, grammar, capitalization, and punctuation when reading and writing.

Identify how parts of speech and sentence structures to support reading comprehension and writing.

Term	Function Role	Examples
Noun	Names who or what- Namer	The **dog** barked. That **city** is beautiful
Adjective	Expands the noun How many? What kind? Which one?	Three **green** apples. The **old** castle. That **first** book
Verb	Tells the action- did what? Links the subject to a word or phrase in the predicate- is what?	She **ran** to the store. He **is** tired.
Adverb	Expands the action/verb Where? When? How? Why?	They arrived **yesterday** (when). He moved **quickly** (how). She sits **there** (where). He left **because he was sick** (why).
Preposition	Signals the relationship of nouns to other nouns or verbs. (Dogs with bushy tails- (with) links dogs and tails, ran in the field- (in) link ran and field)	The cat sat **on** the mat. She walked **through** the door.
Pronoun	Replace and/or refers to nouns (subjective, objective, relative)	I, you, he, she, they we, it (**subjective**) **She** is reading a book. Me, you him, her us, them it (**objective**) Give the ball to **him**. Who, whom,which that (**relative**) The girl **who** one the race is my friend.
Conjunctions	Joins words, phrase, or clauses (coordinating or subordinating)	I wanted pizza, **but** she chose salad. (**coordinating**) We stayed inside **because** it rained. (**subordinating**)
Interjections	Expresses emotion	**Wow**! That was amazing. **Oh no**, I forgot my book!

****Adapted from Syntax: Knowledge to Practice (p.12)*

Outcome B2.1: Grade 4 Appendix – Building Reading Comprehension

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives, cultures and experiences.
Use strategies to support reading goals. Identify when comprehension has broken down and select strategies to clarify meaning.

Before students can use metacognitive strategies effectively (see next appendix), such as rereading, questioning, or clarifying, it's important that they have access to content knowledge, vocabulary, and an understanding of text structure. These foundational elements support comprehension by giving students the mental framework to make sense of what they're reading. When these elements are not in place, students may struggle to notice when they're confused or how to resolve that confusion.

To support all learners, especially those who may not have had access to background knowledge or vocabulary, explicit instruction in Tier 2 vocabulary, morphology, and content knowledge should be embedded across instruction. Metacognitive strategies can then be introduced and practiced in tandem, helping students apply what they know while also learning how to monitor and strengthen their comprehension

Building Background Knowledge:	Vocabulary and Morphology Instruction:
Students need sufficient content and conceptual knowledge to make sense of what they read. Instruction should connect new information to existing schemas and build background when it's lacking, especially critical for equity and multilingual learners. **Why it matters:** Background knowledge provides a mental framework or "mental model" to support meaning-making.	Explicit instruction in Tier 2 vocabulary and morphological awareness (prefixes, suffixes, roots) strengthens comprehension by expanding word knowledge and supporting students' ability to infer meanings of unfamiliar words. **Why it matters**: Vocabulary and background knowledge together form a "one-two punch" for comprehension
Summarizing:	Understanding Text Structure:
Summarization teaches students to extract and organize key information, distinguish between main ideas and details, and internalize what they've read. It supports both comprehension and memory retention, especially in content-area texts.	Teaching students to recognize common organizational patterns (e.g., cause/effect, compare/contrast, problem/solution) and signal words helps them anticipate and organize information while reading. **Why it matters:** Text structure awareness improves comprehension and memory of content-area texts.
Making Inferences:	Synthesizing:
Readers must often fill in gaps by using implicit information in the text and connecting it to what they know. This includes causal inferences, emotional understanding, and predictions.	Synthesizing goes beyond summarizing by combining ideas from multiple parts of a text—or multiple texts—to form new understanding. It requires students to track changes in thinking, identify patterns or contradictions, and construct a deeper meaning. **Why it matters:** Synthesis helps students build knowledge and develop critical thinking. It's especially important for integrating content across the curriculum.

Oakhill, J., Cain, K., & Elbro, C. (2015). Understanding and teaching reading comprehension: A handbook. Routledge.

Hennessy, N. L. (2020). The reading comprehension blueprint: Helping students make meaning from text. Brookes Publishing

Outcome B2.1: Grade 4 Appendix – Reading Comprehension Strategies

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives, cultures and experiences.

Use strategies to support reading goals. Identify when comprehension has broken down and select strategies to clarify meaning.

Comprehension Monitoring (Metacognition) Comprehension monitoring is the ability to notice when understanding breaks down during reading and to take steps to restore meaning. This metacognitive skill empowers students to become self-aware, strategic readers. **Why it matters:** Good readers are active readers. They don't just push through confusion—they notice it, pause, and do something about it. Teaching students how to monitor and fix comprehension breakdowns builds reading independence and deeper understanding.		
Rereading: Going back and reading a section again, either to clarify meaning, catch missed information, or reinforce understanding.	**Questioning:** Asking questions before, during, and after reading to clarify meaning, make predictions, or check for understanding.	**Clarifying Vocabulary:** Stopping to figure out the meaning of unknown or confusing words using strategies.
When to use: • When the text suddenly stops making sense. • After reading a confusing or complex sentence or paragraph. • If a key detail was missed or forgotten.	**When to use:** • When encountering an unfamiliar idea or shift in topic. • When confused about a character's actions or an author's point. • To check comprehension or anticipate what comes next.	**When to use:** • When a word is unfamiliar or causes confusion. • When a known word is used in an unexpected way. • When understanding hinges on knowing what the word means.
Student prompt examples: • "That didn't make sense—I'll go back and read it again." • "Let me try reading that more slowly." • "I think I missed something important in the last paragraph."	**Student prompt examples:** • "What does the author mean here?" • "Why did the character do that?" • "What might happen next?" • "What is the main idea of this part?"	**Student prompt examples:** • "What does that word mean here?" • "Can I figure it out from the sentence around it?" • "Does the prefix or suffix give me a clue?" • "Should I look it up or ask someone?"
Model rereading with think-alouds: *"Hmm… I didn't understand that. Let me try that again, starting from here."*	Use reciprocal teaching or stop-and-think questioning during shared reading. Explicitly model asking both literal and inferential questions.	Teach context strategies (definition, synonym, antonym, example, restatement) and model them using real reading passages. Reinforce connections to morphology (prefix-root-suffix).

Oakhill, J., Cain, K., & Elbro, C. (2015). Understanding and teaching reading comprehension: A handbook. Routledge. Hennessy, N. L. (2020). The reading comprehension blueprint: Helping students make meaning from text. Brookes Publishing

Outcome B2.1: Grade 4 Appendix – Reading Strategies Continued

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives, cultures and experiences.

Use strategies to support reading goals. Identify when comprehension has broken down and select strategies to clarify meaning.

Effective reading comprehension instruction is not about checking for recall, it's about helping students make meaning, build knowledge, and transform that knowledge through thinking and writing. Research in literacy and cognitive strategy instruction shows that students comprehend more deeply when strategies are taught explicitly and purposefully within the context of rich, content-driven texts.

Reading and writing are reciprocal processes: students read to gather and organize ideas, then write to refine and express their understanding. Teaching comprehension strategies in isolation misses the opportunity to support deeper learning. True comprehension happens when students can analyze, synthesize, and communicate ideas, transforming information into understanding.

This resource is designed to guide teacher planning and instruction, not as a student handout. It supports a shift in teaching practice by providing clear guidance on how to model, scaffold, and integrate strategies within meaningful reading and writing experiences

From	To
Choosing a book only because it fits a specific strategy.	Selecting a text first based on content and purpose. (not a strategy)
Isolate strategies from meaningful content or without a clear reading purpose.	Model key strategies – repeatedly and in varied ways using a variety of text.
Re-read texts without addressing confusion or supporting vocabulary development.	Support knowledge building by integrating vocabulary and content learning
Teach one strategy a week in isolation from authentic reading.	Revisit and combine strategies flexibly over time and across subjects
Rely on fill in the blank or right/wrong questions that don't show thinking.	Use "think aloud" to demonstrate metacognitive reflection-: • The strategy that helped me to understand this was… • When I was confused I did… Asking this question helped me to understand…
Only independent seat work or test-like task	Use cooperative dialogue with students to practice teaching and applying strategies together
Use worksheets that emphasize recall over analysis or reflection.	Encourage meaningful note-taking that reinforces and tracks thinking
Present organizers without guiding students on how to use them for understanding.	Use graphic organizers to help students visualize relationships and structures in the text.

Outcome B3.1 Grade 4 Appendix – Literacy and Rhetorical Devices

Learners will analyze a variety of texts that represent individuals with diverse identities, perspectives, cultures and experiences.

Identify literary and rhetorical devices and describe how they help communicate meaning.

This appendix offers guidance for the intentional and developmental teaching of literary and rhetorical devices from Grades 3 to 6. While new devices are introduced at each grade level, instruction is not limited to the year of introduction. Students are expected to continue recognizing, using, and analyzing devices learned in previous years. This cumulative approach builds a deeper understanding and supports flexible application in both reading and writing.

As students advance, they revisit familiar devices within increasingly complex texts and begin to examine their effect on meaning, audience, and purpose. Teachers are encouraged to embed previously taught devices into ongoing instruction, modeling how authors combine techniques to enhance clarity, tone, and expression. This recursive approach ensures literary devices are not treated as isolated skills but as integral tools that support comprehension, critical analysis, and composition across all text forms.

Foundational Literary and Rhetorical Devices - Foundational to Advanced

Device	Text Type	Complexity
Alliteration	Narrative, Opinion	Foundational
Call to Action	Opinion	Foundational
Dialogue	Narrative	Foundational
Hyperbole	Narrative, Opinion	Foundational
Onomatopoeia	Narrative	Foundational
Protagonist	Narrative	Foundational
Repetition	Narrative, Opinion	Foundational
Simile	Narrative, Opinion	Foundational
Stanza	Narrative (Poetry)	Foundational
Atmosphere	Narrative	Intermediate
Characterization	Narrative	Intermediate

Device	Text Type	Complexity
Conflict	Narrative	Intermediate
Flashback	Narrative	Intermediate
Foreshadowing	Narrative	Intermediate
Imagery	Narrative, Opinion	Intermediate
Metaphor	Narrative, Opinion	Intermediate
Personification	Narrative	Intermediate
Point of View	Narrative, Opinion, Information	Intermediate
Rhetorical Question	Opinion, Information	Intermediate
Symbol	Narrative	Advanced
Theme	Narrative	Advanced
Tone	Narrative, Opinion	Advanced

Outcome D1: Grade 4 Appendix – Content Area Outcomes

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

This appendix offers a quick-reference guide to the Grade 4 outcomes in Health, Science, and Social Studies to support meaningful integration of literacy instruction across the curriculum. By aligning reading, writing, speaking, and listening tasks with the topics already being explored in these subject areas, teachers can create authentic opportunities for students to deepen understanding, apply literacy skills in context, and build background knowledge.

The intent is not to add more content, but to leverage what is already being taught to enrich literacy instruction. When students read informational texts related to their science unit or write reflections on a health topic, they engage more deeply, see purpose in their learning, and develop both content knowledge and communication skills. Teachers are encouraged to use this appendix to spark ideas for integrating vocabulary, (see next appendix for support) text types, and writing forms into the content areas in ways that are purposeful, connected, and engaging.

Social Studies:

- Learners will investigate the concept of exploration
- Learners will investigate the stories of various explorers, inclusive of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures.
- Learners will evaluate the impacts of exploration.
- Learners will investigate the relationships between humans and the physical environment.
- Learners will investigate the physical landscape of Canada.
- Learners will investigate the political landscape of Canada.

Science:

- Learners will investigate a variety of local natural habitats.
- Learners will analyze interconnectedness of and within local habitats, inclusive of a Mi'kmaw perspective.
- Learners will investigate properties of light.
- Learners will investigate how light is used.
- Learners will investigate sound in the environment.
- Learners will test how properties of sound change.
- Learners will analyse rocks, minerals, and fossils in the local environment.
- Learners will investigate how the Earth's surface changes over time.

Health Education:

- Learners will investigate how health behaviours impact physical, mental, emotional, social, and spiritual health
- Learners will investigate the components of mental health literacy
- Learners will investigate sexual health and reproductive health information
- Learners will analyze how safe and healthy relationships impact physical, mental, emotional, social, and spiritual health
- Learners will analyze the impacts of substances on the health and safety of children

Outcome D1.1: Grade 4 Appendix –Vocabulary Social Studies

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.

Tier 3 vocabulary refers to low-frequency, subject-specific terms that are essential for understanding academic content in disciplines such as Science, Social Studies, and Health. These words often carry precise meanings within a given subject and are typically not encountered in everyday conversation. Because students are unlikely to acquire Tier 3 vocabulary through exposure alone, these terms must be taught explicitly and purposefully within the context of content area instruction.

Teaching Tier 3 vocabulary is critical for building background knowledge and supporting comprehension. When students understand the language of a subject, they are better equipped to engage with key concepts, analyze complex ideas, and communicate their learning effectively. Developing strong academic vocabulary also supports educational equity by ensuring all students have the tools needed to access and succeed with rigorous content. This work is reinforced by Tier 2 vocabulary instruction (see Appendix A), which builds the broader academic language needed across subjects.

Some vocabulary terms may overlap between Tier 2 and Tier 3 depending on context, for example, words like *cycle*, *energy*, or *balance* may appear in everyday academic discourse or take on specialized meanings in Science or Health. Teachers should use their professional judgment to determine when to emphasize each tier. Additionally, it is important to teach multiple-meaning words explicitly, as terms like *right* (as in correct, directional, or legal entitlement) can confuse students if context is not made clear. These nuances must be addressed directly through discussion, modeling, and application in real contexts to support deeper understanding and retention.

Grade	Outcome	Theme	Vocabulary
Primary	Learners will investigate the groups to which they belong.	Groups and belonging	Group, community, member, belong, Mi'kmaq, Acadians, African Nova Scotians, Gaels
	Learners will investigate how cooperation is an important part of being a group member.	Cooperation and Collaboration	Cooperate, share, collaborate, strategy, teamwork, support, positive relationship, consensus, problem-solving
	Learners will investigate how local people, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, and various cultural groups, have varied traditions, rituals, and celebrations.	Traditions and Celebrations	Tradition, celebration, ritual, culture, holiday, respect, roots, local
1	Learners will investigate the diversity of cultural groups.	Diverse cultural groups	Diversity, culture, group, community, Acadian, Mi'kmaq, African Nova Scotian, Gael, unique, traditions, similarities, differences

Grade	Outcome	Theme	Vocabulary
	Learners will implement age-appropriate actions for responsible behaviour in caring for the environment.	Environment and Responsibility	Environment, nature, responsibility, climate, Netukulimk, protection, care, recycle, natural, clean, community, action, reuse, reduce, share
	Learners will investigate the locations of Mi'kmaq communities in Nova Scotia	Mi'kmaq Communities	Mi'kmaq, community, Nova Scotia, Mi'kma'ki, location, Indigenous, First Nations Communites: Membertou, Wahmatcook, Wek'koqma'q, Eskasoni, Potlotek, Paqtnkek, Pictou Landing, Millbrook, Siekne'katik, Glooscap, Annapolis Valley, Bear River, Acadia
	Learners will analyse the difference between needs and wants.	Needs and Wants	Needs, wants, respect, choices, important
2	Learners will investigate change in a community	Change in Community	Change, community, decision, individual, group, react, respond, past, present, future, adapt
	Learners will investigate how individuals and diverse cultural groups, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq, have contributed to change.	People Creating Change	Action, change, positive, community, province, contribution, leader, volunteer, role model, cultural group, Acadians, African Nova Scotians, Gaels, Mi'kmaq
	Investigate how decisions are made by consumers	Consumer Decisions	Consumer, producer, goods, services, money, need, want, cost, budget, buy, sell
	Learners will analyse ways for supporting sustainable development in local communities	Sustainable development	Sustainability, development, natural resources, protect, environment, share, future, community, issue, conservation
3	Learners will investigate the location of Nova Scotia in Atlantic Canada	Geography of Atlantic Canada	Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland and Labrador, province, ocean, Atlantic, location, region, map, symbol, landmark, scale, water body, country, Canada, map, geography
	Learners will investigate various groups including Acadians, African Nova Scotians, Gaels, and Mi'kmaq, through their expressions of culture	Cultural Expressions	Culture, expression, language, music, art, tradition, story, identity, Acadians, African Nova Scotians, Gaels, Mi'kmaq
	Learners will implement strategies that promote positive interactions in the community	Positive Interactions	Interaction, respect, stereotype. Community, action plan, diversity, inclusive, support, help, stereotype, supportive,
	Learners will investigate the rights and responsibilities of citizens in a democracy.	Citizenship	Citizen, democracy, government, responsibility, right, freedom, digital, community, participation, involvement, leader, active citizenship

Grade	Outcome	Theme	Vocabulary
4	Learners will investigate the concept of exploration	Exploration	Explore, explorer, curiosity, discovery, innovation, problem-solving
	Learners will investigate the stories of various explorers, inclusive of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures.	Stories of Explorers	Exploration, explorer, challenge, innovation, motivation, significance, geography, journey, perspective, change, resilience, Acadians, African Nova Scotians, Gaels, Mi'kmaq, obstacle, accomplishment, legacy, impact, story, history
	Learners will evaluate the impacts of exploration.	Impact of Exploration	Impact, consequence, positive, negative, environment, perspective, change, attitude, natural resource, Indigenous, understanding
	Learners will investigate the relationships between humans and the physical environment.	Human-Environment Interaction	Physical environment, interaction, challenge, resource, adaptation, impact, sustainability, land use, climate, land form, Indigenous, perspective, sustainability
	Learners will investigate the physical landscape of Canada.	Regions of Canada	Region, climate, vegetation, natural resource, landform, geography, Atlantic Canada, Central Canada, Prairie Provinces, West Coast/Pacific Region, Northern Canada/the North, geographical features, Canadian Shield, Interior Plains, Western Cordillera, Innuitain Mountains, Appalachian Mountains, Great Lakes-St. Lawrence Lowlands, Hudson Bay-Arctic Lowlands, characteristics
	Learners will investigate the political landscape of Canada.	Government and Governance	Federal, government, Ottawa, election, representation, law, legislation, decision, citizenship, Band governance, provinces, territories, First Nations, political
5	Learners will investigate how we learn about the past, with a focus on Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures	Historical Inquiry	History, evidence, primary source, oral history, archaeology, interpretation, storytelling, tradition, artifact, bias, past, Elder, historian
	Learners will investigate how environment influenced the development of an ancient society.	Ancient Societies and Geography	Ancient, society, Nubia/Kush, geographic feature, river, development, natural resource, adaptation, settlement, habitable, location, lifestyle
	Learners will investigate the diverse societies of First Nations and Inuit, in what later became Canada.	First Nations and Inuit diversity	First Nations, Inuit, artifact, oral tradition, region, diversity, adaptation, clothing, tools, dwelling, community, primary source, secondary source, society
	Learners will investigate decision-making practices in First Nations and Inuit	Decision-Making in Indigenous societies	Social structure, First Nations, Inuit, decision-making, power, authority, consensus, Elder, role, rights, responsibility, oral tradition

Grade	Outcome	Theme	Vocabulary
	societies in what later became Atlantic Canada.		
	Learners will analyse interactions between British and French and first Nations and Inuit in what later became Atlantic Canada.	Indigenous and European Interactions	Settlement, Indigenous, French, British, Acadian, Europe, First Nations, Inuit, interaction, conflict, colony, colonial, impact, evidence, Mi'kmaq, Inuit, rivalry, evidence, consequence, Atlantic Canada, Mi'kma'ki
6	Learners will investigate the role of culture in communities, inclusive of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional groups.	Culture and Community	Culture, community, Acadians, African Nova Scotians, Gaels, Mi'kmaq, generation, material and non-material, cultural expression, artifact, tradition, change, maintain, custom, language, believes, values
	Learners will analyse the impact of cross-cultural understanding, inclusive of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures	Cross-Cultural Understanding	Cross-cultural, understanding, stereotype, diversity, respect, perspective, community, action, equality, inclusion, active citizenship
	Learners will compare sustainability practices between Canada and a selected country	Sustainability Practices	Sustainability, practice, resource, culture, perspective, comparison, Canada, environment, difference, use, global, country/nation
	Learners will analyse how traditions and beliefs related to culture in a region.	Traditions and Change	Tradition, belief, custom, change, preservation, language, literature, oral language, values, beliefs, impact
	Learners will investigate selected examples of child rights issues around the world, inclusive of Aboriginal human rights issues in Canada	Rights of the Child	Human rights, United Nation, declaration, Aboriginal, Indigenous, child, issue, evidence, impact, rights, responsibilities, treaty
	Learners will implement age-appropriate actions that demonstrate responsibility as global citizens	Global Citizenship	Global citizen, responsibility, right, perspective, issue, action, change, community, problem-solving, plan, exercise, local, national, international

Outcome D1.1: Grade 4 Appendix – Vocabulary Social Studies Continued

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.

Effective instruction in Tier 3 vocabulary integrates morphology—the study of word parts such as bases, prefixes, and suffixes. By helping students break down and analyze unfamiliar words into meaningful components (e.g., electrostatic = electro- [electricity] + static [not moving]), teachers equip learners with strategies to infer word meanings, decode complex texts, and strengthen spelling and writing skills. Morphological instruction not only improves vocabulary retention but also empowers students to become independent word learners across disciplines.

In the following appendix, sample Tier 3 vocabulary is provided by subject area for Grade 4, along with suggestions for using morphological awareness to support understanding and application. These examples provide practical starting points for integrated, literacy-rich instruction across the content areas.

Vocabulary Word	Word Sum	Definition
Explorer	Explor(e) + er	A person who travels to new places to learn or discover.
Curiosity	Curi+ous + ity	The desire to learn or know more.
Discovery	discover + y	The act of finding something new or unknown.
Innovation	Innovate(e) + ion	A new idea, method, or invention.
Exploration	Ex+plor(e) + ation	The act of traveling to learn about new places.
Explorer	Explor(e) + er	A person who investigates unknown areas.
Innovation	In+novate + ion	The process of creating something new.
Motivation	Motivate(e) + ion	The reason or drive to do something.
Significance	sign + ific + ance	The importance or meaning of something.
Geography	geo + graphy	The study of Earth's physical features and environments.
Perspective	per + spect + ive	A point of view or way of thinking about something.
Resilience	resil + ience	The ability to recover from challenges or difficulties.
Accomplishment	accomplish + ment	Something that has been successfully completed.
Consequence	con + sequ + ence	A result or effect of an action or decision.
Positive	positive	Something beneficial, helpful, or optimistic.
Negative	negat + ive	Something harmful, unhelpful, or pessimistic.

Vocabulary Word	Word Sum	Definition
Environment	environ + ment	The surroundings or conditions in which living things exist.
Understanding	understand + ing	Comprehension or the ability to grasp meaning.
Interaction	inter + act + ion	The process of people or things working together.
Adaptation	adapt + ation	A change that helps a living thing survive in its environment.
Sustainability	sustain + ability	The ability to maintain something over time.
Vegetation	veget + ation	Plant life in a particular area.
Geography	geo + graphy	The study of Earth's landscapes, people, and environments.
Federal	feder + al	Relating to a system of government with shared national and regional powers.
Government	govern + ment	The organization that makes and enforces laws.
Representation	represent + ation	Acting or speaking on behalf of others.
Legislation	Legislat(e) + ion	The process of making or enacting laws.
Decision	Decid(e) + ion	A choice made after consideration.
Citizenship	citizen + ship	The status and responsibilities of being a member of a country.
Political	politic + al	Relating to government, policies, or public affairs.

Outcome D1: Grade 4 Appendix –Vocabulary Science

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.

Tier 3 vocabulary refers to low-frequency, subject-specific terms that are essential for understanding academic content in disciplines such as Science, Social Studies, and Health. These words often carry precise meanings within a given subject and are typically not encountered in everyday conversation. Because students are unlikely to acquire Tier 3 vocabulary through exposure alone, these terms must be taught explicitly and purposefully within the context of content area instruction.

Teaching Tier 3 vocabulary is critical for building background knowledge and supporting comprehension. When students understand the language of a subject, they are better equipped to engage with key concepts, analyze complex ideas, and communicate their learning effectively. Developing strong academic vocabulary also supports educational equity by ensuring all students have the tools needed to access and succeed with rigorous content. This work is reinforced by Tier 2 vocabulary instruction (see Appendix A), which builds the broader academic language needed across subjects.

Some vocabulary terms may overlap between Tier 2 and Tier 3 depending on context, for example, words like *cycle*, *energy*, or *balance* may appear in everyday academic discourse or take on specialized meanings in Science or Health. Teachers should use their professional judgment to determine when to emphasize each tier. Additionally, it is important to teach multiple-meaning words explicitly, as terms like *right* (as in correct, directional, or legal entitlement) can confuse students if context is not made clear. These nuances must be addressed directly through discussion, modeling, and application in real contexts to support deeper understanding and retention.

Grade	Outcome	Theme	Vocabulary
3	Learners will analyze soil in the environment.	Earth and Space Science	Environment, soil, soil characteristics, soil components, organism, interconnectiveness, absorb, properties, texture, particle size, erosion, deposition, topsoil, compost, decay, decomposer, sediment, clay, silt, sand, gravel, humus
	Learners will investigate plants in the environment.	Life Science	Plants, seed, root, stem, leaves, flower, trunk, bark, sunlight, energy, seedling, producers, nutrients, oxygen, carbon dioxide, photosynthesis, pollinate, pollinators, pollen, nectar, germination, sprouting, buds forming, flowering, pollination, fruit/seed growth, measurement, temperature, plant growth
	Learners will investigate invisible forces.	Physical Science	Magnet, magnetic field, magnetized, force, electrostatic force, magnetic force, charge, positive charge, negative charge, electricity, static electricity, attraction, repulsion, iron nails,
	Learners will construct a structure in response to a design challenge.	Physical Science	Structure, design, foundation, load, stability, balance, support, blueprint, construction, variable, design cycle, building, function

Grade	Outcome	Theme	Vocabulary
4	Learners will investigate a variety of local natural habitats.	Life Science	Habitat, population, community, ecosystem, living, non-living, relationship, behavioural adaptation, survival, endangered, extinction, biodiversity
	Learners will analyze interconnectedness of and within local habitats, inclusive of a Mi'kmaw perspective.	Life Science	Interconnective, feeding relationships, producer, consumer, decomposer, predator, prey, food web, food chain, non-living, living, carnivore, herbivore, omnivore, scavenger
	Learners will investigate properties of light.	Physical Science	Natural light, artificial light, white light, properties of light, absorption, transmission, reflection, refraction, opaque, transparent, translucent, dispersion, electromagnetic, prism, shadow
	Learners will investigate how light is used.	Physical Science	Optics, optical devices
	Learners will investigate sound in the environment.	Physical Science	Amplify, absorption, acoustics, decibel, noise pollution, echo, volume
	Learners will test how properties of sound change.	Physical Science	Properties of sound, vibration, pitch, frequency, sound wave, hertz, amplitude
	Learners will analyse rocks, minerals, and fossils in the local environment.	Earth and Space Science	Rocks, minerals, fossils, magma, texture, luster, sediment, hardness
	Learners will investigate how the Earth's surface changes over time.	Earth and Space Science	Erosion, deposition, weathering, rock cycle, sedimentary rock, igneous rock, metamorphic rock, geology, geologist
5	Learners will investigate weather.	Earth and Space Science	Weather, climate, water cycle, seasons, atmosphere, hydrosphere, temperature, wind speed, precipitation, cloud formation, weather instruments
	Learners will investigate how weather impacts daily life.	Earth and Space Science	Weather events, weather preparedness, design structures, sea walls
	Learners will construct effective simple and compound machines.	Physical Science	Motion, force, friction, machine, levers, pulleys, screws, wheel and axle, wedge, inclined plane, fulcrum, load,
	Learners will analyse how the body functions to meet its needs.	Life Science	Organs, organ system, digestive system, circulatory system, respiratory system, excretory system, skeletal system, muscular system, nervous system, immunity, vital signs, growth, development, reproduce, infection
	Learners will test how physical and chemical changes affect the properties of matter.	Physical Science	Matter, substances, mixtures, chemical properties, physical properties, chemical change, physical change, mass, dissolve, solid, liquid, gas

Grade	Outcome	Theme	Vocabulary
6	Learners will test the flow of electrical energy through various materials.	Physical Science	Electricity, conduct, conduction, insulation, conductors, insulators, conductivity, static charge, static electricity, circuits, parallel circuit, series circuit, circuit drawing, switch, electric current, magnetic field, magnetism, electromagnets, electric generators
	Learners will evaluate renewable and non-renewable sources of energy.	Physical Science	Renewable, non-renewable, energy consumption, energy conservation
	Learners will evaluate factors that influence flight.	Physical Science	Prototype, floating, flying, drag, lift, thrust, propulsion,
	Learners will investigate components of space	Earth and Space Science	Constellations, solar system, universe, moon, tides, eclipse, seasonal cycles, moonrise, moonset, moon phases, revolution, rotation
	Learners will investigate innovations used in space exploration	Earth and Space Science	Space exploration, invention, telescope, satellites, astronaut
	Learners will analyse diversity of life in nature and significant relationships within the natural world.	Life Science	Characteristics, classification, ecosystem, diversity, adaptation, taxonomy, single-celled, multicellular, vertebrates, invertebrates, micro-organisms, phyla, ecological relationships, symbiosis, competition, predation

Writing Examples for grades 4-6

Science 4: Cause and effect diagrams, food web diagrams, flow charts, graphic organizer

For example, students can use cause and effect diagrams to illustrate the effect of human impacts on habitats and use food web diagrams to show the interconnectivity within habitats.

Science 5: research report, compare and contrast diagrams

For example, students can research and write a weather report and compare and contrast the structure and function of different body systems using diagrams.

Science 6: Infographic, research report, how-to guides

For example, students can make a hypothesis and test the flow of electricity through different circuits creating an infographic, and write report on sources of renewable energy

Outcome D1: Grade 4 Appendix – Vocabulary Science Continued

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.

Effective instruction in Tier 3 vocabulary integrates morphology—the study of word parts such as bases, prefixes, and suffixes. By helping students break down and analyze unfamiliar words into meaningful components (e.g., electrostatic = electro- [electricity] + static [not moving]), teachers equip learners with strategies to infer word meanings, decode complex texts, and strengthen spelling and writing skills. Morphological instruction not only improves vocabulary retention but also empowers students to become independent word learners across disciplines.

In the following appendix, sample Tier 3 vocabulary is provided by subject area for Grade 4, along with suggestions for using morphological awareness to support understanding and application. These examples provide practical starting points for integrated, literacy-rich instruction across the content areas.

Vocabulary Word	Word Sum	Definition
Extinction	extinct + ion	The process when a species no longer exists.
Biodiversity	bio + diversity	The variety of life in a habitat or ecosystem.
Interconnective	inter + connect + ive	Characterized by being linked together.
Producer	produce + er	An organism, like a plant, that makes its own food.
Consumer	consume + er	An organism that eats other organisms for energy.
Decomposer	de + compose + er	An organism that breaks down dead material.
Absorption	absorb + ion	The process of taking in energy, liquid, or substance.
Transmission	transmit + ion	The process of sending something, such as energy or signals, from one place to another.
Reflection	reflect + ion	The bouncing back of light, sound, or heat from a surface.
Refraction	refract + ion	The bending of light as it passes from one medium to another.
Transparent	trans + parent	Allowing light to pass through so that objects can be seen clearly.
Translucent	trans + lucent	Allowing some light to pass through but not detailed shapes.
Dispersion	disperse + ion	The process of spreading something out over an area.

Vocabulary Word	Word Sum	Definition
Amplify	ampl + ify	To make sound or signals louder or stronger.
Frequency	frequent + ency	The number of times something occurs within a specific period, often related to waves or sound.
Erosion	eros + ion	The gradual wearing away of soil, rock, or land by wind, water, or ice.
Deposition	de + posit + ion	The laying down or settling of materials by wind, water, or ice.
Geology	geo + logy	The study of Earth's physical structure, history, and processes.
Geologist	geo + logist	A scientist who studies the Earth's structure, materials, and history.

Outcome D1: Grade 4 Appendix –Vocabulary Health Education

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.

Tier 3 vocabulary refers to low-frequency, subject-specific terms that are essential for understanding academic content in disciplines such as Science, Social Studies, and Health. These words often carry precise meanings within a given subject and are typically not encountered in everyday conversation. Because students are unlikely to acquire Tier 3 vocabulary through exposure alone, these terms must be taught explicitly and purposefully within the context of content area instruction.

Teaching Tier 3 vocabulary is critical for building background knowledge and supporting comprehension. When students understand the language of a subject, they are better equipped to engage with key concepts, analyze complex ideas, and communicate their learning effectively. Developing strong academic vocabulary also supports educational equity by ensuring all students have the tools needed to access and succeed with rigorous content. This work is reinforced by Tier 2 vocabulary instruction (see Appendix A), which builds the broader academic language needed across subjects.

Some vocabulary terms may overlap between Tier 2 and Tier 3 depending on context, for example, words like *cycle*, *energy*, or *balance* may appear in everyday academic discourse or take on specialized meanings in Science or Health. Teachers should use their professional judgment to determine when to emphasize each tier. Additionally, it is important to teach multiple-meaning words explicitly, as terms like *right* (as in correct, directional, or legal entitlement) can confuse students if context is not made clear. These nuances must be addressed directly through discussion, modeling, and application in real contexts to support deeper understanding and retention.

Grade	Outcome	Theme	Vocabulary
3	Learners will develop skills that foster emotional literacy.	Emotional Literacy	Emotions, Brain, Persevere, Regulate, Practice, Nervous System, Comfortable, Uncomfortable, Anxious, Uncertain, Embarrassed, Disappointment, Respectful, Disrespectful, Verbal, Non-verbal, Express, Conflict, Violent, Violence
	Learners will explore ways healthy relationships are nurtured.	Healthy Relationships	Boundary, Boundaries, Refuse, Bodies, Conflict, Apology, Repair, Relationship, Identity, Stereotype, Discrimination
	Learners will identify safe and effective strategies for personal safety and injury prevention.	Personal Safety and Injury Prevention	Risk, Scenario, Alcohol, Tobacco, Drug, Emergency, Emergencies, Instinct, Unsafe, Personal, Information, Online
	Learners will explore habits that contribute to a healthy mind, heart, body, and spirit.	Healthy Habits	Movement, Stretch, Immune, Virus, viruses, Hydrate, hydrated, Rest, Growth, Change

Grade	Outcome	Theme	Vocabulary
4	Learners will investigate how health behaviours impact physical, mental, emotional, social, and spiritual health	Health Behaviours	Dimensions, Recommendations, Diet, Physically Active, Transportation, Respect, Responsibility, Reciprocity, Relationships Outdoors, Spiritual, Technology, Internet, Communication, Communicable, Disease, Transmission, Myths
	Learners will investigate the components of mental health literacy	Mental Health Literacy	Brain, Function, Calm, Stress, Response, Leisure, Mental Health, Greif, Empathy, Circumstances
	Learners will investigate sexual health and reproductive health information	Comprehensive Sexual Health Education	Puberty, Self-worth, Self-respect, Body Image, Terminology, Internal, External, Reproduction, Cultural, Perspectives, Reliable, Hygiene, Gender, discrimination, Identity, Stereotypes, Biases
	Learners will analyze how safe and healthy relationships impact physical, mental, emotional, social, and spiritual health	Safe and Healthy Relationships	Relationship, Interrelated, Interdependent, Traits, Characteristics, Friendship, Boundaries, Establish, instincts, Grooming, Luring, Appropriate, Dimensions
	Learners will analyze the impacts of substances on the health and safety of children	Substance Misuse Prevention	Marketing, Tactic, Persuasive, Advertising, Consumption, Messaging, Verify, Substance, Problematic.
5	Learners will investigate how health behaviours impact physical, mental, emotional, social, and spiritual health	Health Behaviours	Systems, Communities, oral Health, Physical Activity, Motivate, Digital, Engagement, Influences, Encounter, Viral, Bacterial, Contributions, Impact, Injury, Communicable, Disease, Transmission
	Learners will investigate the components of mental health literacy	Mental Health Literacy	Brain, Function, Trauma, Stress, Anxiety, Adapt, Emotional Cues, Empathize, Coping, Strategies, Grieving, Resilience, Help-seeking, Support, Services
	Learners will investigate sexual health and reproductive health information	Comprehensive Sexual Health Education	Puberty, Reproduction, Process, Menstrual, Menstruation, Ejaculation, Fertilization, Conception, Pregnancy, Body Image, Gender, Sexuality, Representation, Media, Advocate, Reliable, Unreliable, Relevant, Discrimination, Stereotypes, Biases
	Learners will analyze how safe and healthy relationships impact physical, mental, emotional, social, and spiritual health	Safe and Healthy Relationships	Societal, Cultural, Religious, Femininity, Masculinity, Empowerment, Gener-based Violence, Equality, Inequality, Limit, Intervene, bystander, direct, indirect, boundary, luring, grooming, witness.

Grade	Outcome	Theme	Vocabulary
	Learners will analyze the impacts of substances on the health and safety of children	Substance Misuse Prevention	Marketing, tactic, persuasive, advertising, over-consumption, caffeine, impaired, prescription, non-prescription, medicine, substance, problematic
6	Learners will investigate how health behaviours impact physical, mental, emotional, social, and spiritual health	Health Behaviours	Food sovereignty, diverse, identity, engagement, technology, attention, vaccine, beverage, prevent, communicable,
	Learners will investigate the components of mental health literacy	Mental Health Literacy	Prefrontal cortex, vaping, mental illness, stigma, resilience, failure, ceremony, rituals, treatment, overcome
	Learners will investigate sexual health and reproductive health information	Comprehensive Sexual Health Education	Sexual health, sexuality, sexually transmitted infections, blood-Bourne illness, reproductive, human rights, puberty
	Learners will analyze how safe and healthy relationships impact physical, mental, emotional, social, and spiritual health	Safe and Healthy Relationships	Equitable, romantic, coercion, controlling, microaggression, consent, non-consent, assertiveness, boundaries, victimization, luring, cyberbullying, bystander, intervene,
	Learners will analyze the impacts of substances on the health and safety of children	Substance Misuse Prevention	Advertisements, normalize, traditional, tobacco, cannabis, vape products, healing

Outcome D1: Grade 4 Appendix – Vocabulary Health Continued

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.

Effective instruction in Tier 3 vocabulary integrates morphology—the study of word parts such as bases, prefixes, and suffixes. By helping students break down and analyze unfamiliar words into meaningful components (e.g., electrostatic = electro- [electricity] + static [not moving]), teachers equip learners with strategies to infer word meanings, decode complex texts, and strengthen spelling and writing skills. Morphological instruction not only improves vocabulary retention but also empowers students to become independent word learners across disciplines.

In the following appendix, sample Tier 3 vocabulary is provided by subject area for Grade 4, along with suggestions for using morphological awareness to support understanding and application. These examples provide practical starting points for integrated, literacy-rich instruction across the content areas.

Vocabulary Word	Word Sum	Definition
Responsibility	re + spons + ibility	The duty to take care of something or someone.
Reciprocity	reciprocal + ity	The practice of exchanging things for mutual benefit.
Relationships	Relat + ion + ship + s	Connections or associations between people.
Outdoors	out + doors	The natural environment outside buildings.
Spiritual	spirit + ual	Relating to beliefs, values, or connection beyond the physical world.
Technology	techno + logy	Tools and systems created to solve problems or improve life.
Internet	inter + net	A global network connecting computers and devices.
Communication	Communicat(e) + ion	The exchange of information or ideas.
Communicable	Communicat(e) + able	Able to be spread from one person to another, often describing disease.
Disease	disease	An illness or condition that affects the body or mind.
Transmission	transmit + ion	The passing of something, like disease or information, from one to another.
Myths	myth + s	Traditional stories or false beliefs.
Function	funct + ion	The purpose or role of something.
Response	respond + s	A reaction to something that happens.

Vocabulary Word	Word Sum	Definition
Leisure	leis + ure	Free time for enjoyment or relaxation.
Empathy	empath + y	The ability to understand and share another person's feelings.
Circumstances	circum + stance + s	The facts or conditions that affect a situation.
Puberty	puber + ty	The stage of development when a child's body matures into adulthood.
Self-worth	self + worth	A person's sense of their own value or worth.
Self-respect	self + respect	Regard for one's own dignity and worth.
Body Image	body + image	How a person sees and feels about their physical appearance.
Terminology	termin + ology	The set of terms or words used in a particular field.
Internal	intern + al	Located inside or within.
External	extern + al	Located on the outside.
Reproduction	re + produc(e) + tion	The biological process of creating offspring.
Cultural	culture + al	Relating to the ideas, customs, and social behavior of a group.
Perspectives	perspect + ive + s	Points of view or ways of seeing something.
Reliable	Reli + able	Trustworthy or dependable.
Hygiene	hygiene	Practices that promote health and cleanliness.
Gender	gender	Social and biological characteristics associated with being male or female.
Discrimination	discrimin + ate + ion	Unfair treatment based on characteristics like race or gender.
Identity	ident + ity	The characteristics that define who a person is.
Stereotypes	stereo + type + s	Oversimplified ideas about a group of people.
Biases	bias + es	Unfair preferences or prejudices.
Relationship	relation + ship	A connection between people.
Interrelated	inter + relate + ed	Connected or having an effect on each other.
Traits	trait + s	Qualities or characteristics of a person.
Characteristics	character + istic + s	Features that help identify or describe something.
Friendship	friend + ship	A relationship of mutual affection and support.
Boundaries	bound + ary + ies	Limits that protect personal space or feelings.

Vocabulary Word	Word Sum	Definition
Establish	establish	To set up or create something.
Instincts	instinct + s	Natural, automatic responses or behaviors.
Luring	lure + ing	Tempting or attracting someone, often in a deceptive way.
Appropriate	Ad + propri + ate	Suitable or proper for a situation.
Dimensions	dimens + ion + s	Measurements of size, space, or extent.
Marketing	market + ing	The promotion and selling of products or ideas.
Persuasive	persuade + ive	Able to convince others to believe or do something.
Advertising	advertise + ing	The activity of promoting products or ideas to the public.
Consumption	consume + tion	The act of using up goods or resources.
Messaging	message + ing	Sending or sharing information through words or images.
Verify	ver + ify	To confirm the truth or accuracy of something.
Substance	subst + ance	A material or matter with specific properties.
Problematic	problem + atic	Difficult or presenting challenges.