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|  | **Grade 4 ELA** | **Big Ideas (Understand)** | | | | | | | | | | | | | |
| Comprehend and Connect | **Curricular Competencies (Do)**  Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to: | Language and text can be a source of creativity and joy.  Exploring text and story helps us understand ourselves and make connections to others and to the world. Text can be understood from different perspectives.  Using language in creative and playful ways helps us understand how language works.  Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. | | | | | | | | | | | | | |
| **Content (Know)** | | | | | | | | | | | | | |
| **Reading** | | | | | | **Oral Language** | | **Writing** | | | | | |
| **Metacognitive Strategies** | | | | | | | | | | | | | |
| reading strategies | form, function, and genre of texts | elements of non-fiction texts | literary elements (character, setting, plot, conflict) | literary devices (simile, metaphor, person-ification) | evidence | features of oral language | oral language strategies (active listening) | features of written text | writing processes | sentence structure and grammar | conventions | paragraph structure | literary devices |
| *Inquiry QuestionTheme* | | | | | | *Inquiry QuestionTheme* | | *Inquiry QuestionTheme* | | | | | |
| Access and integrate information and ideas from a variety of sources and from prior knowledge to  build understanding. |  | | | | | |  | |  | | | | | |
| Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to construct meaning from text. |  | | | | | |  | |  | | | | | |
| Apply a variety of age-appropriate thinking skills to gain meaning from texts. |  | | | | | |  | |  | | | | | |
| Use personal experience and knowledge to connect to text and develop understanding of self, community, and world. |  | | | | | |  | |  | | | | | |
| Respond to text in personal and creative ways. |  | | | | | |  | |  | | | | | |
| Consider different purposes, audiences, and perspectives in exploring texts. |  | | | | | |  | |  | | | | | |
|  | Identify how differences in context, perspectives, and voice influence meaning in texts. |  | | | | | |  | |  | | | | | |
| Recognize the role of language in personal, social, and cultural identity. |  | | | | | |  | |  | | | | | |
| Recognize how literary elements, techniques, and devices enhance meaning in texts. |  | | | | | |  | |  | | | | | |
| Show an increasing understanding of the role of organization in meaning. |  | | | | | |  | |  | | | | | |
| Demonstrate awareness of the oral tradition in First Peoples’ cultures and the purposes of First Peoples’ texts. |  | | | | | |  | |  | | | | | |
| Identify how story in First Peoples’ cultures connects people to land. |  | | | | | |  | |  | | | | | |
| Exchange ideas and perspectives to build shared understanding. |  | | | | | |  | |  | | | | | |
| Create and Communicate | Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences. |  | | | | | |  | |  | | | | | |
| Use language in creative and playful ways to develop style. |  | | | | | |  | |  | | | | | |
| Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation |  | | | | | |  | |  | | | | | |
| Develop and apply expanding word knowledge |  | | | | | |  | |  | | | | | |
| Use oral storytelling processes |  | | | | | |  | |  | | | | | |
| Transform ideas and information to create original texts |  | | | | | |  | |  | | | | | |