

# ENGLISH LANGUAGE ARTS GRADE FOUR (WNCP) CURRICULUM CORRELATION FORM

A grade level form is required to be completed for each grade to which the resource applies.

Title: \_\_\_\_\_ Series Title: \_\_\_\_\_

Format: \_\_\_\_\_ Copyright Date: \_\_\_\_\_

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**Instructions: Please indicate in the boxes (✓) the degree of curriculum fit and provide specific unit, chapter or page references.**

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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## Grade 4

### Discover and Explore

Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.

#### *Express Ideas*

none    slight    moderate    extensive

• describe and reflect upon personal observations and experiences to reach tentative conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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#### *Consider Others' Ideas*

none    slight    moderate    extensive

• explore connections between a variety of insights, ideas, and responses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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#### *Experiment with Language and Forms*

none    slight    moderate    extensive

• explore a variety of forms of expression for particular personal purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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#### *Express Preferences*

none    slight    moderate    extensive

• collect and explain preferences for particular forms of oral, print, and other media texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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#### *Set Goals*

none    slight    moderate    extensive

• identify areas of personal accomplishment and areas for enhancement in language learning and use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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### Clarify and Extend

Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.

#### *Develop Understanding*

none    slight    moderate    extensive

• connect new information and experiences with prior knowledge to construct meaning in different contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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#### *Explain Opinions*

none    slight    moderate    extensive

• express new concepts and understanding in own words and explain their importance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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#### *Combine Ideas*

none    slight    moderate    extensive

• experiment with arranging ideas and information in a variety of ways to clarify understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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#### *Extend Understanding*

none    slight    moderate    extensive

• reflect on ideas and experiences to clarify and extend understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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### Use Strategies and Cues

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.

#### *Prior Knowledge*

none    slight    moderate    extensive

• make and record connections between personal experiences, prior knowledge, and a variety of texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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#### *Comprehension Strategies*

none    slight    moderate    extensive

• confirm or reject inferences, predictions, or conclusions based on textual information; check and confirm understanding by rereading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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#### *Textual Cues*

none    slight    moderate    extensive

• use textual cues [such as headings and subheadings, story elements, key ideas in exposition . . .] to construct and confirm meaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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**Grade 4**

**Use Strategies and Cues**

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.

*Cueing Systems*

none      slight      moderate      extensive

- use syntactic, semantic, graphophonic, and pragmatic cueing systems [such as word order; context clues; structural analysis to identify roots, prefixes, contractions, compound words, singular and plural words . . .] to construct and confirm meaning; use a junior dictionary to determine word meaning in context

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Respond to Texts**

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.

*Experience Various Texts*

none      slight      moderate      extensive

- experience texts from a variety of genres [such as personal narratives, plays, adventure stories, mysteries . . .] and cultural traditions; share responses to a variety of texts

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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*Connect Self, Texts, and Culture*

none      slight      moderate      extensive

- identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in a variety of oral, print, and other media texts

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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*Appreciate the Artistry of Texts*

none      slight      moderate      extensive

- identify mood evoked by a variety of oral, print, and other media texts

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Understand Forms and Techniques**

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.

*Forms and Genres*

none      slight      moderate      extensive

- distinguish similarities and differences among a variety of forms of texts [such as folk tales, poetry, bone and soapstone sculptures, news and weather reports . . .]

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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*Techniques and Elements*

none      slight      moderate      extensive

- explain connections between events and the roles of main characters in a variety of texts, and identify how these texts may influence people's behaviours

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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*Vocabulary*

none      slight      moderate      extensive

- expand knowledge of words and word relationships [including homonyms, antonyms, and synonyms] using a variety of sources [such as print and electronic dictionaries, thesauri, people...]

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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*Experiment with Language*

none      slight      moderate      extensive

- recognize how words and word combinations [such as word play, repetition, rhyme . . .] influence or convey meaning; identify ways in which exaggeration is used to convey humour

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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*Create Original Texts*

none      slight      moderate      extensive

- create original texts [such as murals, scripts for short plays, descriptive stories, charts . . .] to communicate and demonstrate understanding of forms and techniques

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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**Grade 4**

**Plan and Focus**

Students will listen, speak, read, write, view, and represent to manage ideas and information.

*Use Personal Knowledge*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>categorize personal knowledge of a topic to determine information needs</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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*Ask Questions*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>ask general and specific questions on topics using predetermined categories</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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*Participate in Group Inquiry*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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*Create and Follow a Plan*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>select and use a plan for gathering information</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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**Select and Process**

Students will listen, speak, read, write, view, and represent to manage ideas and information.

*Identify Personal and Peer Knowledge*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>record, select, and share personal knowledge of a topic to focus inquiry or research</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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*Identify Sources*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>answer inquiry or research questions using a variety of information sources [such as classroom materials, school libraries, video programs, Dene/Inuit hunts . . .]</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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*Evaluate Sources*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>assess the usefulness of information for inquiry or research needs using pre-established criteria</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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*Access Information*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>use a variety of tools [such as indices, maps, atlases, charts, glossaries, typographical features, card or electronic catalogues, dictionaries . . .] to access information and ideas; use visual and auditory cues to identify important information</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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*Make Sense of Information*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>determine main and supporting ideas using prior knowledge, predictions, connections, inferences, and visual and auditory cues</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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**Organize, Record, and Evaluate**

Students will listen, speak, read, write, view, and represent to manage ideas and information.

*Organize Information*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>organize information and ideas in logical sequences using a variety of strategies [such as clustering, webbing, charting from a model . . .]</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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*Record Information*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>make notes of key words, phrases, and images by subtopics; cite authors and titles of sources alphabetically</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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## Grade 4

### Organize, Record, and Evaluate

Students will listen, speak, read, write, view, and represent to manage ideas and information.

#### Evaluate Information

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>examine collected information to identify categories or aspects of a topic that need more information</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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#### Develop New Understanding

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>use gathered information and questions to review and add to knowledge; consider new questions regarding the inquiry or research process and content</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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### Generate and Focus

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.

#### Generate Ideas

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>focus a topic for oral, written, and visual texts using a variety of strategies [such as jotting point-form notes, mind mapping, developing story frames...]</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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#### Choose Forms

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>choose from a variety of favourite forms and experiment with modelled forms [such as narrative and descriptive stories, plays, graphs...] for various audiences and purposes</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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#### Organize Ideas

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>determine key ideas and organize appropriate supporting details in own oral, written, and visual texts</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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### Enhance and Improve

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.

#### Appraise Own and Others' Work

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>share own stories and creations in various ways with peers; give support and offer feedback to peers using pre-established criteria when responding to own and others' creations</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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#### Revise Content

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>revise to create an interesting impression and check for sequence of ideas</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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#### Enhance Legibility

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>write legibly, using a handwriting style that is consistent in alignment, shape, slant, and spacing, and experiment with the use of templates and familiar software when composing and revising</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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#### Enhance Artistry

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>choose descriptive language and sentence patterns to clarify and enhance ideas</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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#### Enhance Presentation

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>prepare organized compositions and reports using sound effects and visuals [such as graphs, charts, diagrams...] that engage the audience</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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