

**Correlation --- Atlantic Canada English Arts Curriculum to Scholastic Moving Up with Literacy Place**

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
<p><b>General Curriculum Outcome</b></p>	
<p><b>1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.</b></p>	
<ul style="list-style-type: none"> <li>• explore and discuss their thoughts, ideas, and experiences and consider those of their peers</li> </ul>	<p><u>Program Planning Guide</u> pages 142, 144, 145</p> <p><u>Literacy Support Guide</u> pages 38 – 42, 46 – 48, 172, 222 – 226, 236 - 238, 242</p> <p><u>Guided Reading:</u>            Making the Game page 8            Trickster Tales page 8</p> <p><u>Strategy Units:</u>            Analyzing pages 20, 21, 42            Evaluating pages 34, 51            Making Connections page 19            Predicting page 30</p> <p><u>Book Club Units:</u>            Ready Set Adventure! pages 23, 25            Kids Can Do It! page 9</p>
<ul style="list-style-type: none"> <li>• ask and respond to questions to clarify information and explore solutions to problems (e.g., using an interview format)</li> </ul>	<p><u>Program Planning Guide</u> pages 142, 144, 145</p> <p><u>Literacy Support Guide</u> pages 38 – 42, 46 – 48, 172, 222 – 226, 236 - 238, 242</p> <p><u>Guided Reading:</u>            Making the Game page 8            Trickster Tales page 8</p> <p><u>Strategy Units:</u>            Analyzing pages 20, 21, 42]            Evaluating pages 34, 51            Making Connections page 19            Predicting page 30</p> <p><u>Book Club Units:</u>            Ready Set Adventure! pages 23, 25            Kids Can Do It! page 9</p>
Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
<ul style="list-style-type: none"> <li>• explain personal opinions</li> </ul>	<p><u>Program and Planning Guide</u> pages 33 – 38, 59, 64, 80,</p>

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<p>and respond to the questions and opinions of others</p>	<p>83, 125, 126, 131</p> <p><u>Literacy Support Guide</u> pages 37 – 50</p> <p><u>Guided Reading:</u> Raps X 3 page 5 Science Fair page 6 The Zarg Rule page 4</p> <p><u>Strategy Units:</u> Analyzing pages 14 – 16, 18 – 20, 24, 27, 31, 36, 40 Evaluating pages 18, 23, 27, 30, 31, 41 Inferring pages 16, 18, 21, 26, 48, 53 Making Connections pages 18, 21, 32 Predicting pages 15, 16, 23, 27 – 29, 31, 35, 38 Self- Monitoring pages 15, 16, 18, 19, 22, 25, 33 Sequencing pages 18, 33 Synthesizing pages 2, 3, 5, 7, 14, 16, 21, 26, 30, 34, 39, 43, 46, 47</p> <p><u>Book Club Units:</u> Ready, Set, Adventure! pages 6 – 9, 13 Sounds Like Music pages 6 – 9, 13, 15 Kids Can Do It! pages 6 – 12, 14, 16, 26, 28 Earth Rescue pages 6, 8 – 12, 17</p>
<p>• listen critically to others' ideas or opinions expressed</p>	<p><u>Program and Planning Guide</u> pages 33 – 38, 44, 45, 51, 56, 59, 63 – 67, 73, 75, 77 – 80, 82, 83, 125, 131</p> <p><u>Literacy Support Guide</u> pages 37 – 50</p> <p><u>Guided Reading:</u> Raps X 3 page 5 Science Fair page 6 The Zarg Rule page 4 Trickster Tales page 8 Geocaching page 4</p> <p><u>Strategy Units:</u> Analyzing pages 14 – 21, 24 – 28, 31, 36 - 40 Evaluating pages 6, 15 – 27, 30 – 32, 34, 38 - 41 Inferring pages 14 – 27, 30 – 36, 41, 42, 48, 49, 51, 53 - 57</p>

<p><b>Specific Outcome Statements</b></p>	<p><b>Scholastic Moving Up with Literacy Place Grade 4</b></p>
<p>(continued)</p>	<p>Making Connections pages 14 – 18, 21 – 24, 32 - 34</p>

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<p>• listen critically to others' ideas or opinions expressed</p>	<p>Predicting pages 15 – 23, 27 – 29, 31, 35, 37 – 39, 42 Self- Monitoring pages 15 – 19, 22, 23, 25, 28, 32, 33, 35, 36 Sequencing pages 15 – 18, 22 – 24, 33 - 35 Synthesizing pages 2, 3, 5, 7, 13 – 16, 18 – 28, 30, 31, 34, 35, 39, 40, 43, 44, 46 - 49</p> <p><u>Book Club Units:</u> Ready, Set, Adventure! pages 4, 6 – 9, 12, 13 Sounds Like Music pages 4, 6 – 10, 12 - 15 Kids Can Do It! pages 6 – 12, 14, 16, 26, 28 Earth Rescue pages 4, 6 – 12, 17</p>
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Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
<p><b>General Curriculum Outcome</b>  <b>2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.</b></p>	
<ul style="list-style-type: none"> <li>• contribute to conversations, small- group and whole group discussion, showing an awareness of when to speak and when to listen</li> </ul>	<p><u>Program and Planning Guide</u> pages 125, 126</p> <p><u>Literacy Support Guide</u> pages 37 – 50</p> <p><u>Guided Reading:</u>            The Zarg Rule page 7            You Do What for a Living? page 3            Glaciers Rivers of Ice page 8            Serf’s Up page 8            Picture It page 8</p> <p><u>Book Club Units:</u>            Ready, Set, Adventure! pages 10, 12, 13            Sounds Like Music page 12            Kids Can Do It! page 19            Earth Rescue pages 13, 14</p>
<ul style="list-style-type: none"> <li>• use word choice, tone of voice, facial expressions, and gestures appropriate to the speaking occasion</li> </ul>	<p><u>Program and Planning Guide</u> page 44</p> <p><u>Guided Reading:</u>            Little Li and the Golden Kites page 4            Raps X 3 page 8            Kahukura and the Net page 7            The Zarg Rule page 7            The Arctic Tundra page 8            Our Class Podcast page 8            Get Up and Go! page 4            Serf’s Up page 8            Trickster Tales page 8            The Dragon Lords page 8            Picture It page 8</p>
<ul style="list-style-type: none"> <li>• give and follow instructions and respond to questions and directions</li> </ul>	<p><u>Literacy Support Guide</u> pages 8, 9, 49, 52, 303, 304, 335</p> <p><u>Guided Reading:</u>            The Game of Mancala pages 2 – 4            What Happens After You Flush? Pages 2 – 4</p> <p><u>Strategy Unit:</u>            Sequencing pages 21 - 31</p>

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<b>Specific Outcome Statements</b>	<b>Scholastic Moving Up with Literacy Place Grade 4</b>
<ul style="list-style-type: none"> <li>engage in and respond to oral presentations (e.g., retell a story, sing a song)</li> </ul>	<p><u>Program and Planning Guide</u> pages 63, 67, 78, 83</p> <p><u>Literacy Support Guide</u> pages 8, 13, 15, 26, 48, 57, 69, 70, 107, 115, 117, 182, 184, 186, 188</p> <p><u>Guided Reading:</u>            Kahukura and the Net page 5            The Game of Mancala page 4            Puppy in Training page 3            The Zarg Rule page 7            Our Class Podcast page 7            What Happens After You Flush? page 4            Serf's Up page 8            Picture It page 8</p> <p><u>Strategy Units:</u>            Analyzing page 31            Making Connections page 35            Sequencing pages 18, 31, 35</p> <p><u>Book Club Units:</u>            Kids Can Do It! pages 7 – 10, 12 – 16, 50</p>

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<p><b>General Curriculum Outcome</b>  <b>3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.</b></p>	
<ul style="list-style-type: none"> <li>• show basic courtesies of conversation in group interactions</li> </ul>	<p><u>Program and Planning Guide</u> pages 59, 64, 80, 83, 125, 126, 131</p> <p><u>Literacy Support Guide</u> pages 37 – 50</p> <p><u>Guided Reading:</u>  Raps X 3 page 5  Science Fair page 6  The Zarg Rule page 4</p> <p><u>Strategy Units:</u>  Analyzing page 15  Self- Monitoring pages 15, 22, 25, 33  Synthesizing pages 2, 3, 5, 7, 16, 26, 30, 34, 43, 47</p> <p><u>Book Club Units:</u>  Ready, Set, Adventure! page 13  Sounds Like Music pages 13, 15  Kids Can Do It! pages 10, 11, 14, 16, 26, 28  Earth Rescue pages 8, 10, 12, 17</p>
<ul style="list-style-type: none"> <li>• identify examples of prejudice and stereotyping in oral language, and use language that shows respect for all people</li> </ul>	<p><u>Strategy Units:</u>  Self- Monitoring pages 16, 18, 19  Synthesizing pages 23 - 26</p>
<ul style="list-style-type: none"> <li>• show an awareness of the kinds of language appropriate to different situations and audiences</li> </ul>	<p><u>Literacy Support Guide</u> pages 270, 271</p>

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<p><b>General Curriculum Outcome</b>  <b>4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.</b></p>	
<ul style="list-style-type: none"> <li>• select, with growing independence, texts appropriate to their interests and learning needs</li> </ul>	<p><u>Program and Planning Guide</u> pages 133 – 140</p> <p><u>Literacy Support Guide</u> pages 150 - 154</p>
<ul style="list-style-type: none"> <li>• read widely and experience a variety of children’s literature with an emphasis in genre and authors</li> </ul>	<p><u>Program and Planning Guide</u> pages 60 - 140</p> <p>All Read Aloud and Shared Reading texts in Strategy Units            All Guided Reading Books            All Book Club Units</p>
<ul style="list-style-type: none"> <li>• use pictures and illustrations, word structures, and text features (e.g., table of contents, headings and subheadings, glossaries, structures of narrative and expository texts, key ideas, and margin notes) to locate topics and obtain or verify understandings of information</li> </ul>	<p><u>Program and Planning Guide</u> pages 65, 82</p> <p><u>Literacy Support Guide</u> pages 161 – 163, 167</p> <p><u>Guided Reading:</u>            Clever Manka page 2            Maple Syrup- with Bells on! pages 2, 3            The Game of Mancala page 2            Puppy in Training page 2            The Arctic Tundra page 2            Our Class Podcast page 2            The Penguin Book pages 2, 3            Rocks on the Move page 4            Glaciers Rivers of Ice page 6            Kids in Canada page 2            Discover Mongolia page 5            Geocaching page 2            Picture It page 2</p> <p><u>Strategy Units:</u>            Analyzing pages 14, 24            Evaluating page 38            Inferring page 15            Making Connections page 23            Predicting page 15            Sequencing pages 25, 34</p>

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<b>Specific Outcome Statements</b>	<b>Scholastic Moving Up with Literacy Place Grade 4</b>
<p>• use and integrate the pragmatic, semantic, syntactic, and graphophonic cueing systems (including context clues; word order; suffixes, compound words, contractions, and singular and plural words) and a variety of strategies to construct meaning</p>	<p><u>Program and Planning Guide</u> pages 77, 81, 84</p> <p><u>Literacy Support Guide</u> pages 29 – 35, 307 – 312, 332 – 348</p> <p><u>Guided Reading:</u>            Little Li and the Golden Kites page 4            Raps X 3 page 4            Kahukura page 6            The Game of Mancala page 2            Spell It and Mean It! page 2            The Arctic Tundra page 2            Pocketful of Fur page 2            What Happens After You Flush? page 3            Rocks on the Move pages 2, 5            Glaciers Rivers of Ice pages 3, 4            Kids in Canada page 2            Trickster Tales page 6            Picture It page 4</p> <p><u>Strategy Units:</u>            Analyzing pages 29, 30, 41            Evaluating pages 31, 32, 33, 34, 41            Inferring pages 32, 42 - 44            Making Connections pages 24, 26, 27            Predicting page 30            Self-Monitoring pages 19, 25, 26, 28, 30, 31, 34, 35            Sequencing pages 26 - 30            Synthesizing pages 31, 50, 51</p> <p><u>Book Club Units:</u>            Ready, Set, Adventure! pages 18 - 20            Sounds Like Music page 19            Kids Can Do It! pages 30 - 35            Earth Rescue pages 20, 21, 24</p>

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<b>Specific Outcome Statements</b>	<b>Scholastic Moving Up with Literacy Place Grade 4</b>
• describe their own processes and strategies in reading and viewing	<u>Program Planning Guide</u> page 102  <u>Literacy Support Guide</u> page 15  <u>Strategy Units:</u> Analyzing page 25 Inferring page 26 Predicting pages 26, 36, 38 Self-Monitoring pages 25, 30, 34, 36 Synthesizing page 26

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<p><b>General Curriculum Outcome</b>  <b>5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.</b></p>	
<ul style="list-style-type: none"> <li>• answer, with assistance, their own and others' questions by seeking information from a variety of texts               <ul style="list-style-type: none"> <li>– determine their own and community (class) needs for information</li> <li>– recognize the purpose of classification systems and basic reference materials</li> <li>– use a range of reference texts and a database or an electronic search to facilitate the selection process</li> <li>– reflect on the process of generating and responding to their own and others' questions</li> </ul> </li> </ul>	<p><u>Program Planning Guide</u> pages 143, 156</p> <p><u>Literacy Support Guide</u> pages 19, 21, 22, 50, 60, 222, 223, 228, 231 - 235</p> <p><u>Guided Reading:</u>            Our Class Podcast page 7            What Happens After You Flush? page 7</p> <p><u>Strategy Units:</u>            Analyzing page 56            Evaluating page 51            Inferring page 69            Making Connections pages 46, 47, 49            Predicting page 52            Self-Monitoring page 47            Sequencing page 46            Synthesizing page 60</p> <p><u>Book Club Units:</u>            Ready Set Adventure! page 23            Kids Can Do It! page 10</p>

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<b>General Curriculum Outcome</b>	
<b>6. Students will be expected to respond personally to a range of texts.</b>	
<ul style="list-style-type: none"> <li>• describe, share, and discuss their personal reactions to texts</li> </ul>	<p><u>Program and Planning Guide</u> pages 56, 59, 64, 67, 79, 179 – 183</p> <p><u>Literacy Support Guide</u> page 27</p> <p><u>Guided Reading:</u>            Spell It and Mean It! pages 3, 4            You Do What for a Living? pages 2, 3            Canadian Owl Guide pages 5, 6            Kids in Canada pages 2, 3, 5, 7, 8            Trickster Tales pages 3 – 8            Discover Mongolia pages 2 – 4, 6            Picture It pages 2, 5, 8</p> <p><u>Strategy Units:</u>            Analyzing pages 18, 26, 27            Evaluating pages 15 – 22, 24 – 27, 30 – 32, 38 - 41            Inferring pages 17 – 20, 22, 24 – 26, 31, 36, 42, 49, 56, 57            Making Connections pages 18, 24, 34            Predicting pages 18 – 20, 23, 29, 37            Synthesizing pages 31, 34, 46 - 48</p> <p><u>Book Club Unit:</u>            Earth Rescue pages 7, 10</p>

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<b>Specific Outcome Statements</b>	<b>Scholastic Moving Up with Literacy Place Grade 4</b>
<ul style="list-style-type: none"> <li>• give reasons for their opinions about texts and types of texts and the work of authors and illustrators</li> </ul>	<p><u>Program and Planning Guide</u> pages 56, 59, 64, 67, 79</p> <p><u>Guided Reading:</u>            Spell It and Mean It! pages 3, 4            You Do What for a Living? pages 2, 3            Canadian Owl Guide pages 5, 6            Kids in Canada pages 2, 3, 5, 7, 8            Trickster Tales pages 3 – 8            Picture It pages 2, 5, 8</p> <p><u>Strategy Units:</u>            Analyzing pages 18, 26, 27            Evaluating pages 15 – 22, 24 – 27, 30 – 32, 38 - 41            Inferring pages 17 – 20, 22, 24 – 26, 31, 36, 42, 49, 56, 57            Making Connections pages 18, 24, 34            Predicting pages 18 – 20, 23, 29, 37            Synthesizing pages 31, 34</p> <p><u>Book Club Units:</u>            Earth Rescue pages 7, 10</p>

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Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
<p><b>General Curriculum Outcome</b></p>	
<p><b>7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.</b></p>	
<p>• use their background knowledge to question information presented in print and visual texts</p>	<p><u>Program and Planning Guide</u> pages 59, 63, 66, 79, 82</p> <p><u>Strategy Units:</u>            Analyzing pages 19, 24 -26, 36 – 38, 40            Evaluating pages 15, 19, 20, 22, 25 – 27, 30, 38            Inferring pages 26, 27, 31, 35, 36, 41, 42, 49, 53, 55            Making Connections pages 14 – 18, 21 -24, 32 -34            Predicting pages 18, 22, 23, 27, 29, 35            Self- Monitoring pages 17 – 19, 22, 28, 35            Sequencing pages 16, 17, 23, 24, 33, 34            Synthesizing pages 13, 27, 39, 43, 44, 46</p> <p><u>Book Club Units:</u>            Ready, Set, Adventure! page 7            Sounds Like Music pages 7, 10            Kids Can Do It! page 9            Earth Rescue pages 6, 10</p>
<p>• identify conventions and characteristics of different types of print and media texts that help them understand what they read and view</p>	<p><u>Program and Planning Guide</u> pages 61, 62, 65, 77, 80, 82</p> <p><u>Literacy Support Guide</u> pages 160 – 163, 167</p> <p><u>Guided Reading:</u>            Little Li and the Golden Kites page 2            Raps X 3 page 6            Kahukura page 2            Maple Syrup- with Bells on! pages 2, 3            The Game of Mancala page 2            Science Fair pages 2, 6            A Dusty Life page 3            The Arctic Tundra page 2            Our Class Podcast page 2            Pocketful of Fur page 5            Catch That Stomach! page 4            The Penguin Book pages 2, 3            What Happens After You Flush? page 3            Rocks on the Move pages 2, 4            Glaciers Rivers of Ice pages 2, 6            Canadian Owl Guide page 5            Making the Game page 4</p>

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<b>Specific Outcome Statements</b>	<b>Scholastic Moving Up with Literacy Place Grade 4</b>
<p>(continued)</p> <ul style="list-style-type: none"> <li>• identify conventions and characteristics of different types of print and media texts that help them understand what they read and view</li> </ul>	<p>Kids in Canada page 2            Discover Mongolia pages 2, 5            Geocaching page 2            Picture It page 2</p> <p><u>Strategy Units:</u>            Analyzing pages 14, 24, 27, 37, 38, 40            Evaluating pages 30, 38, 40            Inferring pages 15, 30, 53            Making Connections pages 22, 32, 33            Predicting pages 14, 15, 17            Self-Monitoring pages 17, 22            Sequencing pages 23 – 25, 34            Synthesizing pages 30, 31, 34, 39, 46</p> <p><u>Book Club Units:</u>            Ready, Set, Adventure! pages 9 – 11,            Sounds Like Music page 11            Earth Rescue pages 12, 19</p>
<ul style="list-style-type: none"> <li>• respond critically to texts by               <ul style="list-style-type: none"> <li>– asking questions and formulating understandings</li> <li>– discussing texts from the perspective of their own experiences</li> <li>– identifying instances where language is being used, not only to entertain, but to manipulate, persuade, or control them</li> <li>– identifying instances of prejudice and stereotyping</li> </ul> </li> </ul>	<p><u>Program Planning Guide</u> pages 142, 144, 145</p> <p><u>Literacy Support Guide</u> pages 38 – 42, 46 – 48, 172, 222 – 226, 236 - 238, 242</p> <p><u>Guided Reading:</u>            Making the Game page 8            Trickster Tales page 8</p> <p><u>Strategy Units:</u>            Analyzing pages 20, 21, 42            Evaluating pages 34, 51            Making Connections page 19            Predicting page 30</p> <p><u>Book Club Units:</u>            Ready Set Adventure! pages 23, 25            Kids Can Do It! page 9</p>

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Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
<p><b>General Curriculum Outcome</b>  <b>8. Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.</b></p>	
<ul style="list-style-type: none"> <li>• use strategies in writing and other ways of representing to               <ul style="list-style-type: none"> <li>– formulate questions and organize ideas</li> <li>– generate topics of personal interest and importance</li> <li>– discover and express personal attitudes, feelings, and opinions</li> <li>– compare their own thoughts and beliefs to those of others</li> <li>– describe feelings, reactions, values, and attitudes</li> <li>– record experiences</li> <li>– formulate goals for learning</li> <li>– practise strategies for monitoring their own learning</li> </ul> </li> </ul>	<p><u>Program Planning Guide</u> pages 142, 144, 145</p> <p><u>Literacy Support Guide</u> pages 38 – 42, 46 – 48, 172, 222 – 226, 236 - 238, 242</p> <p><u>Guided Reading:</u>            Making the Game page 8            Trickster Tales page 8</p> <p><u>Strategy Units:</u>            Analyzing pages 20, 21, 42            Evaluating pages 34, 51            Making Connections page 19            Predicting page 30</p> <p><u>Book Club Units:</u>            Ready Set Adventure! pages 23, 25            Kids Can Do It! page 9</p>
<ul style="list-style-type: none"> <li>• experiment with different ways of making their own notes (e.g., webbing, jot notes, matrix)</li> </ul>	<p><u>Program Planning Guide</u> pages 144, 145, 156, 162, 165 – 168, 175</p> <p><u>Literacy Support Guide</u> pages 224, 225, 236 - 240</p> <p><u>Guided Reading:</u>            Clever Manka page 3            The Game of Mancala page 4            Science Fair page 8            Puppy in Training page 3            A Dusty Life page 7            The Zarg Rule page 7            The Arctic Tundra page 7            Pocketful of Fur page 7            Catch That Stomach! page 7            The Penguin Book page 7</p>

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<b>Specific Outcome Statements</b>	<b>Scholastic Moving Up with Literacy Place Grade 4</b>
<p>(continued)</p> <ul style="list-style-type: none"> <li>• experiment with different ways of making their own notes (e.g., webbing, jot notes, matrix)</li> </ul>	<p>Canadian Owl Guide page 7            Kids in Canada page 8            Trickster Tales page 8            The Dragon Lords page 7</p> <p><u>Strategy Units:</u>            Evaluating page 52            Making Connections pages 47, 49            Self-Monitoring page 47            Sequencing page 46            Synthesizing pages 60, 61</p> <p><u>Book Club Units:</u>            Kids Can Do It! page 7, 9, 15, 23</p>
<ul style="list-style-type: none"> <li>• experiment with language, appropriate to purpose, audience, and form, that enhances meaning and demonstrates imagination in writing and other ways of representing</li> </ul>	<p><u>Program Planning Guide</u> pages 141, 142, 144, 151, 154, 165, 166</p> <p><u>Literacy Support Guide</u> pages 17, 19 – 21, 38 – 42, 46 – 48, 172, 222, 224 – 226, 228, 233, 236, 238, 242, 249, 250</p> <p><u>Guided Reading:</u>            Maple Syrup – with Bells On! page 7            Arctic Tundra page 7            Our Class Podcast page 7            Glaciers Rivers of Ice page 8</p> <p><u>Strategy Units:</u>            Analyzing pages 20, 21, 42, 53            Evaluating page 41            Making Connections page 45            Predicting page 52            Self-Monitoring page 46</p> <p><u>Book Club Unit:</u>            Ready Set Adventure! pages 22, 25</p>

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<b>General Curriculum Outcome</b>	
<b>9. Students will be expected to create texts collaboratively and independently, using a wide variety of forms for a range of audiences and purposes.</b>	
<ul style="list-style-type: none"> <li>• create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic) and in a variety of forms - recognize that particular forms require the use of specific features, structures, and patterns</li> </ul>	<p><u>Program and Planning Guide</u> pages 179 – 183</p> <p><u>Literacy Support Guide</u> page 28</p> <p><u>Guided Reading:</u>            Kahukura and the Net page 7            Maple Syrup – with Bells on! page 8            The Game of Mancala page 2            A Dusty Life page 8            Spell It and Mean It! page 4            The Zarg Rule pages 6, 7            Our Class Podcast page 8            Pocketful of Fur page 8            What Happens After You Flush? page 4            Rocks on the Move page 7            You Do What for a Living? page 3            Get Up and Go! page 4            Glaciers Rivers of Ice page 8            Canadian Owl Guide pages 7, 8            Making the Game page 8            Kids in Canada page 8            Discover Mongolia page 8            Geocaching page 4            The Dragon Lords page 8            Picture It page 8</p>
<ul style="list-style-type: none"> <li>• demonstrate an awareness of purpose and audience</li> </ul>	<p><u>Program and Planning Guide</u> pages 179 – 183</p> <p><u>Literacy Support Guide</u> page 27</p> <p><u>Guided Reading:</u>            The Game of Mancala page 2            What Happens After You Flush? page 4            Get Up and Got! page 2</p> <p><u>Strategy Units:</u>            Synthesizing page 46</p>

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<b>Specific Outcome Statements</b>	<b>Scholastic Moving Up with Literacy Place Grade 4</b>
<ul style="list-style-type: none"> <li>• invite responses to early drafts of their writing/media productions</li> <li>- use audience reaction to help shape subsequent drafts</li> </ul>	<p><u>Program and Planning Guide</u> pages 141, 142, 144, 151, 152, 154 - 156, 170</p> <p><u>Literacy Support Guide</u> pages 225, 226, 241, 244, 249, 250, 256, 259, 260, 265, 266, 271 - 280, 291 – 296, 305, 357</p> <p><u>Guided Reading:</u>            Little Li and the Golden Kites page 4            Raps X 3 page 8            Clever Manka page 3            Kahukura and the Net page 6            The Game of Mancala page 4            A Dusty Life page 7            The Zarg Rule page 6            Our Class Podcast page 7            Pocketful of Fur page 8            You Do What for a Living? page 3            Get Up and Go! page 4            Glaciers Rivers of Ice page 8            Serf’s Up page 8            Canadian Owl Guide page 7            Trickster Tales page 8            Discover Mongolia page 8            Geocaching page 4            The Dragon Lords page 8            Picture It page 8</p> <p><u>Strategy Units:</u>            Analyzing pages 20, 21, 30, 42, 52 - 58            Evaluating pages 28, 34, 35, 41, 45 - 58            Inferring pages 28, 33, 38, 45, 49, 59, 68 - 72            Making Connections pages 19, 28, 35, 44 – 52, 56            Predicting pages 24, 30, 42, 51 - 57            Self-Monitoring pages 20, 37, 45 - 52            Sequencing pages 48, 49, 51, 52, 59 – 65            Synthesizing pages 52, 59, 61, 62, 64</p> <p><u>Book Club Unit:</u>            Ready, Set, Adventure! pages 21 – 27</p>

**Correlation --- Atlantic Canada English Arts Curriculum to Scholastic Moving Up with Literacy Place**

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
<p><b>General Curriculum Outcome</b>  <b>10. Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision and effectiveness.</b></p>	
<p>• develop a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies</p>	<p><u>Program and Planning Guide</u> pages 142, 148, 149, 155, 156, 163 – 173</p> <p><u>Literacy Support Guide</u> pages 287, 288, 290 – 294, 295, 296, 307 -362</p> <p><u>Guided Reading:</u>            Little Li and the Golden Kites page 4            Raps X 3 page 8            Clever Manka page 3            Kahukura and the Net page 6            Spell It and Mean It! page 4            The Arctic Tundra page 7            Our Class Podcast page 3            Pocketful of Fur page 8            You Do What for a Living? page 3            Get Up and Go! pages 2, 4            Glaciers Rivers of Ice page 8            Serf’s Up pages 2, 8            Canadian Owl Guide page 5            Making the Game page 8            Kids in Canada page 8            Trickster Tales page 8            Discover Mongolia page 8            Geocaching page 4            The Dragon Lords page 8            Picture It page 8</p> <p><u>Strategy Units:</u>            Analyzing pages 28 – 30, 41, 52 - 58            Evaluating pages 33, 34, 41, 49 - 57            Inferring pages 31, 32, 33, 37, 38, 42 - 44, 50, 55, 58, 59, 68 - 72            Making Connections pages 25 – 28, 44 – 52, 54            Predicting pages 24, 40, 41, 51 – 58            Self-Monitoring pages 37, 45 – 52            Sequencing pages 26 – 30, 35, 44 – 53, 60, 62 - 64            Synthesizing pages 28, 35, 49, 50 – 52, 59 – 65</p>

**Correlation --- Atlantic Canada English Arts Curriculum to Scholastic Moving Up with Literacy Place**

<b>Specific Outcome Statements</b>	<b>Scholastic Moving Up with Literacy Place Grade 4</b>
<p>(continued)</p> <ul style="list-style-type: none"> <li>• develop a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies</li> </ul>	<p><u>Book Club Unit:</u> Read, Set, Adventure! pages 24, 26</p>
<ul style="list-style-type: none"> <li>• demonstrate an understanding of many conventions of written language in final products               <ul style="list-style-type: none"> <li>- correctly spell many familiar and commonly used words</li> <li>- demonstrate an increasing understanding of punctuation, capitalization, and paragraphing</li> <li>- demonstrate a growing awareness of appropriate syntax</li> <li>- use references while editing (e.g., dictionaries, classroom charts, electronic spell checkers, checklists)</li> </ul> </li> </ul>	<p><u>Program and Planning Guide</u> pages 148, 156</p> <p><u>Literacy Support Guide</u> pages 307 -362</p> <p><u>Guided Reading:</u> The Dragon Lords page 8</p> <p><u>Strategy Units:</u> Analyzing pages 28 – 30, 41 Evaluating pages 33, 34, 41 Inferring pages 31 - 33, 37, 38, 43, 50, 58, 59 Making Connections page 25 – 28 Predicting pages 40, 41 Self-Monitoring page 37 Sequencing pages 26 – 30, 35 Synthesizing pages 35, 49, 50 - 52</p>
<ul style="list-style-type: none"> <li>• use technology with increasing proficiency in writing and other forms of representing</li> </ul>	<p><u>Program and Planning Guide</u> page 131</p> <p><u>Guided Reading:</u> Glaciers Rivers of Ice page 8 Making the Game page 8 Trickster Tales page 8</p> <p><u>Book Club Units:</u> Sounds Like Music page 17</p>

**Correlation --- Atlantic Canada English Arts Curriculum to Scholastic Moving Up with Literacy Place**

<b>Specific Outcome Statements</b>	<b>Scholastic Moving Up with Literacy Place Grade 4</b>
<ul style="list-style-type: none"> <li>• demonstrate a commitment to shaping pieces of writing and other representations through stages of development</li> </ul>	<p><u>Program and Planning Guide</u> pages 142, 148, 149, 155, 156, 163 – 173</p> <p><u>Literacy Support Guide</u> pages 287, 288, 290 – 294, 295, 296, 307 -362</p> <p><u>Guided Reading:</u>            Little Li and the Golden Kites page 4            Raps X 3 page 8            Clever Manka page 3            Kahukura and the Net page 6            Spell It and Mean It! page 4            The Arctic Tundra page 7            Our Class Podcast page 3            Pocketful of Fur page 8            You Do What for a Living? page 3            Get Up and Go! pages 2, 4            Glaciers Rivers of Ice page 8            Serf’s Up pages 2, 8            Canadian Owl Guide page 5            Making the Game page 8            Kids in Canada page 8            Trickster Tales page 8            Discover Mongolia page 8            Geocaching page 4            The Dragon Lords page 8            Picture It page 8</p> <p><u>Strategy Units:</u>            Analyzing pages 28 – 30, 41, 52 - 58            Evaluating pages 33, 34, 41, 49 - 57            Inferring pages 31, 32, 33, 37, 38, 42 - 44, 50, 55, 58, 59, 68 - 72            Making Connections pages 25 – 28, 44 – 52, 54            Predicting pages 24, 40, 41, 51 – 58            Self-Monitoring pages 37, 45 – 52            Sequencing pages 26 – 30, 35, 44 – 53, 60, 62 - 64            Synthesizing pages 28, 35, 49, 50 – 52, 59 – 65</p> <p><u>Book Club Units:</u>            Read, Set, Adventure! pages 24, 26</p>

**Correlation --- Atlantic Canada English Arts Curriculum to Scholastic Moving Up with Literacy Place**

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 4
<ul style="list-style-type: none"> <li>• select, organize, and combine relevant information from two or more sources to construct and communicate meaning</li> </ul>	<p><u>Program Planning Guide</u> pages 144, 145, 156, 162, 165 – 168, 175</p> <p><u>Literacy Support Guide</u> pages 224, 225, 236 - 240</p> <p><u>Guided Reading:</u>            Clever Manka page 3            The Game of Mancala page 4            Science Fair page 8            Puppy in Training page 3            A Dusty Life page 7            The Zarg Rule page 7            The Arctic Tundra page 7            Pocketful of Fur page 7            Catch That Stomach! page 7            The Penguin Book page 7            Canadian Owl Guide page 7            Kids in Canada page 8            Trickster Tales page 8            The Dragon Lords page 7</p> <p><u>Strategy Units:</u>            Evaluating page 52            Making Connections pages 47, 49            Self-Monitoring page 47            Sequencing page 46            Synthesizing pages 60, 61</p> <p><u>Book Club Unit:</u>            Kids Can Do It! page 7, 9, 15, 23</p>