

**Moving Up with Literacy Place Curriculum Correlation
with BC IRP Prescribed Learning Outcomes
Grade 4**

Prescribed Learning Outcomes	Moving Up with Literacy Place – Grade 4 Page References
Oral Language (Speaking and Listening) Purposes (Oral Language) It is expected that students will:	
A1 use speaking and listening to interact with others for the purposes of <ul style="list-style-type: none"> - contributing to a class goal - sharing ideas and opinions - improving and deepening comprehension - solving problems - completing tasks 	<u>Program and Planning Guide</u> pages 33 – 38, 44, 45, 51, 61, 62, 65, 66, 77, 81, 91, 117, 131 <u>Literacy Support Guide</u> pages 37 – 46 <u>Guided Reading:</u> Little Li and the Golden Kites page 3 Raps X 3 page 6 Clever Manka page 2 Kahukura and the Net page 4 Maple Syrup – With Bells on! page 2 The Game of Mancala page 2 Science Fair page 6 Puppy in Training page 3 A Dusty Life page 4 Spell It and Mean It! page 3 The Zarg Rule page 3 The Arctic Tundra page 2 Our Class Podcast page 7 Pocketful of Fur page 2 Catch That Stomach! page 3 The Penguin Book page 2 What Happens After You Flush? page 2 Rocks on the Move page 6 You Do What for a Living? page 3 Get Up and Go! page 2 Glaciers Rivers of Ice page 5 Serf's Up page 2 Canadian Owl Guide page 6 Making the Game page 2 Kids in Canada page 3 Trickster Tales pages 3, 8 Discover Mongolia page 6 Geocaching pages 3, 4 The Dragon Lords page 6 Picture It page 2

Prescribed Learning Outcomes	Moving Up with Literacy Place – Grade 4 Page References
Purposes Oral Language It is expected that students will:	
(continued) A1 use speaking and listening to interact with others for the purposes of <ul style="list-style-type: none"> - contributing to a class goal - sharing ideas and opinions - improving and deepening comprehension - solving problems - completing tasks 	<u>Strategy Units:</u> Analyzing pages 14, 15, 18, 24, 36 Evaluating pages 6, 15, 16, 27, 34, 18, 30, 38 Inferring pages 21, 30, 35, 41, 48, 53 Making Connections pages 15, 16, 18, 21, 32 Predicting pages 15, 23, 28, 29, 35, 38 Self- Monitoring pages 15, 16, 18, 22 Sequencing pages 18, 22 - 24, 33 Synthesizing pages 14 - 16, 30, 34, 39, 43, 46 <u>Book Club Units:</u> Ready, Set, Adventure! pages 4, 12, 14, 15 Sounds Like Music pages 4, 6, 8, 12 -17 Kids Can Do It! pages 4, 26 -29 Earth Rescue pages 4, 16 – 19

Prescribed Learning Outcomes	Moving Up with Literacy Place – Grade 4 Page References
Purposes Oral Language It is expected that students will:	
A2. use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes, by <ul style="list-style-type: none"> - staying on topic in a focused discussion - recounting experiences in a logical sequence using an effective introduction and conclusion - using details or examples to enhance meaning - exploring and supporting a viewpoint 	<u>Program and Planning Guide</u> pages 33 – 38, 44, 45, 59, 61 - 63, 77, 78, 81, 91, 117, 122, 123, 125, 126, 131, 184 - 192 <u>Literacy Support Guide</u> pages 37 – 50 <u>Guided Reading:</u> Little Li and the Golden Kites pages 3, 4 Raps X 3 pages 6, 8 Clever Manka page 2 Kahukura and the Net pages 4, 7 Maple Syrup – With Bells on! page 2 The Game of Mancala page 2 Science Fair page 6 Puppy in Training page 3 A Dusty Life pages 4, 8 Spell It and Mean It! page 3 The Zarg Rule pages 3, 7 The Arctic Tundra pages 2, 4, 8

	<p>Our Class Podcast page 7 Pocketful of Fur pages 2, 8 Catch That Stomach! pages 3, 7 The Penguin Book page 2 What Happens After You Flush? page 2 Rocks on the Move page 6 You Do What for a Living? page 3 Get Up and Go! pages 2, 4 Glaciers Rivers of Ice pages 5, 8 Serf's Up pages 2, 4, 8 Canadian Owl Guide pages 4, 6, 8 Making the Game pages 2, 4, 8 Kids in Canada page 3 Trickster Tales pages 3, 8 Discover Mongolia page 6 Geocaching page 3 The Dragon Lords pages 6, 8 Picture It pages 2, 8</p>
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Prescribed Learning Outcomes	Moving Up with Literacy Place – Grade 4 Page References
It is expected that students will:	
(continued) A2. use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes, by - staying on topic in a focused discussion - recounting experiences in a logical sequence using an effective introduction and conclusion - using details or examples to enhance meaning - exploring and supporting a viewpoint	<u>Strategy Units:</u> Analyzing pages 14, 24, 36 Evaluating pages 18, 30, 38 Inferring pages 21, 30, 35, 36, 41, 48, 53 Making Connections pages 18, 21, 32 Predicting pages 23, 29, 30, 35 Self- Monitoring pages 16, 22 Sequencing pages 18, 23, 33 Synthesizing pages 14, 30, 34, 39, 43, 46 <u>Book Club Units:</u> Ready, Set, Adventure! pages 14, 15 Sounds Like Music pages 16, 17 Kids Can Do It! pages 26 -29 Earth Rescue pages 16 - 19

Prescribed Learning Outcomes	Moving Up with Literacy Place – Grade 4 Page References
Purposes Oral Language	
It is expected that students will:	
A3. listen purposefully to understand ideas and information, by - summarizing main ideas and	<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>supporting details</p> <ul style="list-style-type: none"> - generating questions - visualizing and sharing - identifying opinions or viewpoints - ignoring distractions 	<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 Making Connections pages 14 – 18, 21 – 24, 32 - 34 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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Prescribed Learning Outcomes	Moving Up with Literacy Place – Grade 4 Page References
<p>Strategies (Oral Language) It is expected that students will:</p>	
<p>A4 select and use strategies when interacting with others, including</p> <ul style="list-style-type: none"> - accessing prior knowledge - making and sharing connections - asking questions for clarification and understanding - taking turns as speaker and listener 	<p><u>Program and Planning Guide</u> pages 33 – 38, 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></p>

<p>- paraphrasing to clarify meaning</p>	<p>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>A5. select and use strategies when expressing and presenting ideas, information, and feelings, including</p> <ul style="list-style-type: none"> - setting a purpose - accessing prior knowledge - generating ideas - making and sharing connections - asking questions to clarify and confirm meaning - organizing information - practising delivery - self-monitoring and self-correcting in response to feedback 	<p><u>Program and Planning Guide</u> pages 33 – 38, 59, 64, 80, 83, 125, 126, 131</p> <p><u>Literacy Support Guide</u> pages 37 – 50</p> <p><u>Program and Planning Guide</u> pages 45, 59, 63, 78, 122, 123</p> <p><u>Literacy Support Guide</u> pages 37 – 50</p> <p><u>Guided Reading:</u> Kahukura and the Net page 7 The Zarg Rule pages 3, 7 Our Class Podcast page 4 Serf’s Up page 4 Making the Game page 4</p>

Prescribed Learning Outcomes	Moving Up with Literacy Place – Grade 4 Page References
<p>Strategies (Oral Language) It is expected that students will:</p>	
<p>(continued) A5. select and use strategies when expressing and presenting ideas, information, and feelings, including</p> <ul style="list-style-type: none"> - setting a purpose - accessing prior knowledge - generating ideas - making and sharing connections - asking questions to clarify and 	<p>Serf’s Up page 4 Making the Game page 4</p>

confirm meaning - organizing information - practising delivery - self-monitoring and self-correcting in response to feedback	
A6 select and use strategies when listening to make and clarify meaning, including - accessing prior knowledge - making predictions about content before listening - focusing on the speaker - listening for specifics - generating questions - recalling, summarizing, and synthesizing - visualizing - monitoring comprehension	<p><u>Program and Planning Guide</u> pages 67, 75, 77</p> <p><u>Literacy Support Guide</u> pages 37 – 50</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 16, 18, 19, 22 Sequencing pages 18, 33 Synthesizing pages 14, 16, 21, 26, 30, 34, 39, 43, 46</p> <p><u>Book Club Units:</u> Ready, Set, Adventure! pages 6 - 9 Sounds Like Music pages 6 - 9 Kids Can Do It! pages 6 - 12 Earth Rescue pages 6, 8 - 11</p>

Prescribed Learning Outcomes	Moving Up with Literacy Place – Grade 4 Page References
Thinking (Oral Language) It is expected that students will:	
A7. demonstrate enhanced vocabulary knowledge and usage	<p><u>Program and Planning Guide</u> pages 44, 77, 81, 184 - 192</p> <p><u>Guided Reading:</u> Kahukura and the Net page 7 A Dusty Life page 8 The Arctic Tundra page 8 Our Class Podcast page 8 Serf’s Up page 8 Picture It page 8</p> <p><u>Strategy Units:</u> Inferring page 36 Predicting page 30</p>
A8 use speaking and listening	<u>Program and Planning Guide</u> pages 33 – 38, 44,

<p>activities to respond, explain, and provide supporting evidence for their connections to texts</p>	<p>45, 51, 56, 59, 61 – 67, 73, 75, 77 – 83, 91, 117, 122, 123, 125, 126, 131, 184 - 192</p> <p><u>Literacy Support Guide</u> pages 37 – 50</p> <p><u>Guided Reading:</u> Little Li and the Golden Kites pages 3, 4 Raps X 3 pages 5, 6, 8 Clever Manka page 2 Kahukura and the Net pages 4, 7 Maple Syrup – With Bells on! page 2 The Game of Mancala page 2 Science Fair page 6 Puppy in Training page 3 A Dusty Life pages 4, 8 Spell It and Mean It! page 3 The Zarg Rule pages 3, 4, 7 The Arctic Tundra pages 2, 4, 8 Our Class Podcast page 7 Pocketful of Fur pages 2, 8 Catch That Stomach! pages 3, 7 The Penguin Book page 2 What Happens After You Flush? page 2 Rocks on the Move page 6 You Do What for a Living? page 3 Get Up and Go! pages 2, 4</p>
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Prescribed Learning Outcomes	Moving Up with Literacy Place – Grade 4 Page References
Thinking (Oral Language) It is expected that students will:	
(continued) A8 use speaking and listening activities to respond, explain, and provide supporting evidence for their connections to texts	Glaciers Rivers of Ice pages 5, 8 Serf’s Up pages 2, 4, 8 Canadian Owl Guide pages 4, 6, 8 Making the Game pages 2, 4, 8 Kids in Canada page 3 Trickster Tales pages 3, 8 Discover Mongolia page 6 Geocaching pages 3, 4 The Dragon Lords pages 6, 8 Picture It pages 2, 8 <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 Making Connections pages 14 – 18, 21 – 24, 32 - 34 Predicting pages 15 – 23, 27 – 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 <u>Book Club Units:</u> Ready, Set, Adventure! pages 4, 6 – 9, 12 - 15 Sounds Like Music pages 4, 6 – 10, 12 - 17 Kids Can Do It! pages 6 – 12, 14, 16, 26 - 29 Earth Rescue pages 4, 6 – 12, 16 - 19

Prescribed Learning Outcomes	Moving Up with Literacy Place – Grade 4 Page References
Thinking (Oral Language) It is expected that students will:	
A9 use speaking and listening to improve and extend thinking, by - acquiring new ideas - making connections and asking questions - developing explanations	<u>Program and Planning Guide</u> pages 33 – 38, 59, 63, 64, 78, 80, 83, 125, 126, 131, 154 <u>Literacy Support Guide</u> pages 37 - 50 <u>Strategy Units:</u>

<ul style="list-style-type: none"> - comparing and analyzing ideas - developing explanations - considering alternative viewpoints - investigating problems and creating solutions 	<p>Analyzing pages 14 – 19, 24 28, 36 – 40 Evaluating pages 26, 32, 38 - 41 Inferring pages 15, 16, 19, 20, 35, 41, 45, 48, 49, 53 - 56 Making Connections pages 14, 21, 23, 34, 49 Predicting pages 17, 18, 23, 28, 29, 37 – 39, 51 Self- Monitoring pages 15, 18, 22, 25, 32, 33, 36 Sequencing pages 15, 18, 23 Synthesizing pages 2, 3, 5, 7, 14 – 16, 18, 19, 22 – 24, 26, 30, 31, 34, 35, 39, 40, 43, 44, 46 - 49</p> <p><u>Book Club Units:</u> Ready, Set, Adventure! pages 6, 7, 9, 13 Sounds Like Music pages 7, 10, 13, 15 Kids Can Do It! pages 8 – 11, 14, 16, 26, 28 Earth Rescue pages 6 – 8, 10, 12, 17</p>
<p>A10 reflect on and assess their speaking and listening, by</p> <ul style="list-style-type: none"> - referring to class-generated criteria - reflecting on and discussing peer and adult feedback - setting goals and creating a plan for improvement - taking steps toward achieving goals 	<p><u>Program and Planning Guide</u> pages 125, 126</p> <p><u>Book Club Units:</u> Ready, Set, Adventure! page 12 Sounds Like Music pages 13, 17 Earth Rescue page 16</p>

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<p>Features (Oral Language) It is expected that students will:</p>	
<p>A11 use the features of oral language to convey and derive meaning, including</p> <ul style="list-style-type: none"> - text structure - a variety of sentence lengths, structures, and types - smooth transitions - syntax (i.e., grammar and usage) - enunciation - nonverbal communication - receptive listening posture 	<p><u>Program and Planning Guide</u> pages 33, 59, 63, 78</p> <p><u>Literacy Support Guide</u> pages 10, 15, 20, 31, 34, 35, 122, 140, 372</p> <p><u>Strategy Units:</u> Analyzing pages 14 – 19, 24 28, 36 – 41 Evaluating pages 26, 32, 38 - 41 Inferring pages 15, 16, 19, 20, 35, 41, 48, 49, 53 - 56 Making Connections pages 14, 21, 23, 34 Predicting pages 17, 18, 23, 28, 29, 37 - 39 Self- Monitoring pages 18, 32, 36 Sequencing pages 15, 18, 23</p>

	<p>Synthesizing pages 14 – 16, 18, 19, 22 – 24, 26, 30, 31, 35, 36, 39, 40, 43, 44, 46 - 49</p> <p><u>Book Club Units:</u> Ready, Set, Adventure! pages 6, 7, 9 Sounds Like Music pages 7, 10 Kids Can Do It! pages 8 - 10 Earth Rescue pages 6, 7</p>
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<p>Features (Oral Language) It is expected that students will:</p>	
<p>A12 recognize the structures and patterns of language in oral texts, including</p> <ul style="list-style-type: none"> - sound devices - root words - word families - structural sequencing cues - idiomatic expressions 	<p><u>Program and Planning Guide</u> page 80</p> <p><u>Literacy Support Guide</u> pages 8, 9, 30, 31, 33 – 35, 99, 103, 145, 188, 191, 257, 344, 345, 361, 362, 376</p> <p><u>Strategy Units:</u> Analyzing pages 19, 20, 28, 38 Inferring pages 27, 32, 36, 48, 49, 59 Making Connections pages 22, 24, 32 Predicting pages 21, 29, 36, 39 Self- Monitoring page 22 Sequencing pages 15, 16, 24 Synthesizing pages 15, 16, 26, 27, 31, 34, 35, 39, 44</p> <p><u>Book Club Units:</u> Ready, Set, Adventure! pages 6, 18 - 20 Sounds Like Music pages 7, 19 Kids Can Do It! pages 30 - 35 Earth Rescue pages 20, 21, 24</p>

Prescribed Learning Outcomes	Moving Up with Literacy Place – Grade 4 Page References
<p>Reading and Viewing Purposes (Reading and Viewing) It is expected that students will:</p>	
<p>B1 read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, such as</p> <ul style="list-style-type: none"> - stories from various Aboriginal and other cultures 	<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</p>

<ul style="list-style-type: none"> - stories from a variety of genres (e.g., folktales, legends, autobiography, historical fiction) - poems that make obvious use of literary devices 	<p>All Book Club Units</p>
<p>B2 read fluently and demonstrate comprehension of grade-appropriate information texts, such as</p> <ul style="list-style-type: none"> - non-fiction books - textbooks and other instructional material - materials that contain diagrams, charts, illustrations or graphs - reports and articles from newspapers and children’s magazines - reference material - web sites designed for children - instructions and procedures 	<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 You Do What for a Living? page 2 Get Up and Go! page 2 Discover Mongolia pages 2 – 4, 6 Picture It page 5</p> <p><u>Strategy Units:</u> Analyzing pages 14 – 18, 36 – 39 Evaluating pages 30 – 31, 38 – 40 Making Connections pages 32 – 34 Predicting pages 14 -23 Self-Monitoring pages 22 – 36 Sequencing pages 22 – 25, 33 - 35 Synthesizing pages 46 – 49</p> <p><u>Book Club Units:</u> Sounds Like Music pages 13 – 17 Earth Rescue pages 9 - 17</p>

Prescribed Learning Outcomes	Moving Up with Literacy Place – Grade 4 Page References
<p>Purposes (Reading and Viewing) It is expected that students will:</p>	
<p>B3 read and reread just-right texts independently for 30 minutes daily for enjoyment and to increase fluency and comprehension</p>	<p><u>Program and Planning Guide</u> pages 133 – 140</p> <p><u>Literacy Planning Guide</u> page 349</p> <p><u>Book Club Units:</u> Ready, Set, Adventure! pages 10 - 15 Sounds Like Music pages 11 - 14 Kids Can Do It! pages 16 - 29 Earth Rescue pages 12 - 19</p>
<p>B4 view and demonstrate comprehension of visual texts (e.g.,</p>	<p><u>Program and Planning Guide</u> pages 179 – 183</p>

<p>cartoons, illustrations, diagrams, posters, photographs, advertising)</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 You Do What for a Living? page 2 Get Up and Go! page 2 Discover Mongolia pages 2 – 4, 6 Picture It page 5</p> <p><u>Strategy Units:</u> Synthesizing page 46 – 49</p>
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<p>Prescribed Learning Outcomes</p>	<p>Moving Up with Literacy Place – Grade 4 Page References</p>
<p>Purposes (Reading and Viewing) It is expected that students will:</p>	
<p>B5 select and use strategies before reading and viewing, to develop understanding of text, including</p> <ul style="list-style-type: none"> - setting a purpose and constructing personal goals - accessing prior knowledge to make connections - making predictions - asking questions - previewing texts 	<p><u>Program and Planning Guide</u> pages 65, 82, 101, 122, 123, 128</p> <p><u>Guided Reading:</u> Little Li and the Golden Kites page 2 Raps X 3 page 2 Clever Manka page 2 Kahukura and the Net page 2 Maple Syrup – With Bells on! pages 2, 5 The Game of Mancala page 2 Science Fair pages 2, 4, 6 Puppy in Training page 2 A Dusty Life pages 2, 3, 5, 6 Spell It and Mean It! pages 2, 5, 6 The Zarg Rule pages 2, 4, 5 The Arctic Tundra pages 2, 4, 5 Our Class Podcast pages 2, 3, 5, 6 Pocketful of Fur pages 2, 3, 5 - 7 Catch That Stomach! page 2 The Penguin Book pages 2, 3 What Happens After You Flush? pages 2, 3 Rocks on the Move pages 2, 4, 5 You Do What for a Living? page 2 Get Up and Go! pages 2, 3 Glaciers Rivers of Ice pages 2, 3, 5 - 7 Serf’s Up pages 2, 4 - 7 Canadian Owl Guide pages 2 - 5 Making the Game pages 2, 4 – 6 Kids in Canada pages 2, 4, 6</p>

	<p>Trickster Tales pages 2 - 4 Discover Mongolia pages 2, 3, 5, 6 Geocaching page 2 The Dragon Lords pages 2, 5 - 7 Picture It pages 2, 4, 7</p> <p><u>Strategy Units:</u> Analyzing pages 14, 15, 24 – 26, 36 - 38 Evaluating pages 30, 38 Inferring pages 14, 15, 30, 35, 41, 48, 53, 55 Making Connections pages 14, 21 – 23, 32 Predicting pages 14, 27, 35 - 37</p>
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Prescribed Learning Outcomes	Moving Up with Literacy Place – Grade 4 Page References
Strategies (Reading and Viewing)	
It is expected that students will:	
(continued) B5 select and use strategies before reading and viewing, to develop understanding of text, including - setting a purpose and constructing personal goals - accessing prior knowledge to make connections - making predictions - asking questions - previewing texts	Self-Monitoring pages 22, 24 Sequencing pages 15, 22, 24, 33 Synthesizing page 13, 14, 34, 39, 43, 46, 48 <u>Book Club Units:</u> Ready, Set Adventure! pages 6, 9 – 11, 13 Sounds Like Music pages 6, 7, 9, 11 Kids Can Do It! Pages 6, 7, 9, 11, 15 - 17 Earth Rescue pages 6, 9, 10, 12, 18

Prescribed Learning Outcomes	Moving Up with Literacy Place – Grade 4 Page References
Strategies (Reading and Viewing)	
It is expected that students will:	
B6 select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including - predicting - making connections - visualizing - asking and answering questions - making inferences and drawing	<u>Program and Planning Guide</u> pages 66, 83, 101, 102, 122, 123, 128, 129 <u>Guided Reading:</u> Little Li and the Golden Kites pages 2, 3 Raps X 3 pages 2, 3 Clever Manka page 2 Kahukura and the Net pages 3, 5 Maple Syrup – With Bells on! pages 4, 6

<p>conclusions</p> <ul style="list-style-type: none"> - using ‘text features’ - self-monitoring and self-correcting - figuring out unknown words - reading selectively <p>determining the importance of ideas/events</p> <ul style="list-style-type: none"> - visually representing texts - summarizing and synthesizing 	<p>The Game of Mancala page 3</p> <p>Science Fair pages 2, 3, 5, 7</p> <p>Puppy in Training page 2</p> <p>A Dusty Life pages 4, 6</p> <p>Spell It and Mean It! Page 3</p> <p>The Zarg Rule pages 3, 5</p> <p>The Arctic Tundra pages 3, 4, 6</p> <p>Our Class Podcast pages 4, 6</p> <p>Pocketful of Fur pages 2, 4 - 7</p> <p>Catch That Stomach! page 3</p> <p>The Penguin Book pages 3, 4</p> <p>What Happens After You Flush? page 3</p> <p>Rocks on the Move pages 3, 5</p> <p>You Do What for a Living? pages 2, 3</p> <p>Get Up and Go! page 3</p> <p>Glaciers Rivers of Ice pages 3, 4, 7</p> <p>Serf’s Up pages 3, 5, 7</p> <p>Canadian Owl Guide pages 3, 6</p> <p>Making the Game pages 3 - 7</p> <p>Kids in Canada pages 2, 3, 5, 7</p> <p>Trickster Tales pages 2 – 5, 7</p> <p>Discover Mongolia page 4</p> <p>Geocaching page 3</p> <p>The Dragon Lords page 3</p> <p>Picture It pages 3, 5, 7</p> <p><u>Strategy Units:</u></p> <p>Analyzing pages 15, 25, 26, 37 - 39</p> <p>Evaluating pages 15, 16, 30, 31, 38 - 40</p> <p>Inferring pages 15, 16, 30, 35, 41, 48, 53 - 54</p> <p>Making Connections pages 15, 21 – 23, 32</p> <p>Predicting pages 15, 27, 28, 35 - 38</p>
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Prescribed Learning Outcomes	Moving Up with Literacy Place – Grade 4 Page References
<p>Strategies (Reading and Viewing) It is expected that students will:</p>	
<p>(continued)</p> <p>B6 select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including</p> <ul style="list-style-type: none"> - predicting - making connections - visualizing 	<p>Self-Monitoring pages 16, 22 - 25</p> <p>Sequencing pages 15, 16, 22 – 25, 33</p> <p>Synthesizing page 14 – 16, 34, 39, 43, 46 - 49</p> <p><u>Book Club Units:</u></p> <p>Ready, Set Adventure! pages 6, 7, 9 – 12</p> <p>Sounds Like Music pages 7, 8, 10 – 13, 15 – 21, 24 - 28</p>

<ul style="list-style-type: none"> - asking and answering questions - making inferences and drawing conclusions - using ‘text features’ - self-monitoring and self-correcting - figuring out unknown words - reading selectively determining the importance of ideas/events - visually representing texts - summarizing and synthesizing 	<p>Kids Can Do It! Pages 6, 7, 9, 11, 15 - 17 Earth Rescue pages 6, 7, 10, 13 – 15, 18</p>
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Prescribed Learning Outcomes	Moving Up with Literacy Place – Grade 4 Page References
Strategies (Reading and Viewing) It is expected that students will:	
B7 select and use strategies after reading and viewing to confirm and extend meaning, including <ul style="list-style-type: none"> - self-monitoring and self-correcting - generating and responding to questions - making inferences and drawing conclusions - reflecting and responding - visualizing - using ‘text features’ to locate information - using graphic organizers to record information - summarizing and synthesizing 	<p><u>Program and Planning Guide</u> pages 66, 83, 102, 122, 123, 129</p> <p><u>Guided Reading:</u> Little Li and the Golden Kites page 4 Raps X 3 page 7 Clever Manka page 3 Kahukura and the Net pages 5 - 7 Maple Syrup – With Bells on! pages 4, 6 The Game of Mancala pages 3, 4 Science Fair pages 3, 5, 7, 8 Puppy in Training pages 3, 4 A Dusty Life pages 4, 5, 7 Spell It and Mean It! pages 3, 4 The Zarg Rule pages 3, 4, 6 - 8 The Arctic Tundra pages 3, 5 - 8 Our Class Podcast pages 4, 7, 8 Pocketful of Fur pages 3 - 8 Catch That Stomach! pages 3, 4, 6 - 8 The Penguin Book pages 4, 6 - 8 What Happens After You Flush? page 4 Rocks on the Move pages 4, 6 - 8 You Do What for a Living? pages 3, 4 Get Up and Go! Pages 3, 4 Glaciers Rivers of Ice pages 4, 5, 7, 8</p>

	<p>Serf's Up pages 3, 4, 7, 8 Canadian Owl Guide pages 4, 6 - 8 Making the Game pages 3 – 5, 7, 8 Kids in Canada pages 3, 5 - 7 Trickster Tales pages 3, 4, 6 - 8 Discover Mongolia page 4 Geocaching pages 3, 4 The Dragon Lords pages 3, 8 Picture It pages 3, 5 - 7</p> <p><u>Strategy Units:</u> Analyzing pages 16, 25, 26, 38 - 40 Evaluating pages 16, 17, 31, 39 Inferring pages 16, 30, 31, 35, 41, 42, 48, 49, 54, 56, 57 Making Connections pages 16, 22, 23, 33</p>
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Prescribed Learning Outcomes	Moving Up with Literacy Place – Grade 4 Page References
Strategies (Reading and Viewing)	
It is expected that students will:	
(continued) B7 select and use strategies after reading and viewing to confirm and extend meaning, including - self-monitoring and self-correcting - generating and responding to questions - making inferences and drawing conclusions - reflecting and responding - visualizing - using 'text features' to locate information - using graphic organizers to record information - summarizing and synthesizing	Predicting pages 16, 28, 36 – 38 Synthesizing pages 16, 34, 35, 39, 43, 47, 49 <u>Book Club Units:</u> Ready, Set Adventure! pages 7, 10, 13 - 15 Sounds Like Music pages 8, 10, 15 Kids Can Do It! Pages 8, 10, 14, 16, 26, 28, 29 Earth Rescue pages 7, 10, 11, 16 - 19

Prescribed Learning Outcomes	Moving Up with Literacy Place – Grade 4 Page References
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Thinking (Reading and Viewing)	
It is expected that students will:	
B8 respond to selections they read or view, by <ul style="list-style-type: none"> - expressing an opinion with supporting evidence - explaining connections (text-to-self, text-to-text, and text-to-world) - discussing and giving reasons for their choice of favourite texts 	<u>Program and Planning Guide</u> pages 56, 59, 64, 67, 79, 179 – 183 <u>Literacy Support Guide</u> page 27 <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 <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 <u>Book Club Units:</u> Earth Rescue pages 7, 10

Prescribed Learning Outcomes	Moving Up with Literacy Place – Grade 4 Page References
Thinking (Reading and Viewing)	
It is expected that students will:	
B9 read and view to improve and extend thinking, by <ul style="list-style-type: none"> - predicting and explaining - visualizing - distinguishing between fact and fiction - analysing texts to consider alternatives - drawing conclusions - recognizing alternative viewpoints - summarizing and synthesizing 	<u>Program and Planning Guide</u> pages 56, 59, 64, 67, 79 <u>Guided Reading:</u> Little Li and the Golden Kites page 2 Raps X 3 page 3 Clever Manka page 3 Kahukura and the Net page 2 Maple Syrup – With Bells on! pages 4, 6 The Game of Mancala page 3 Science Fair pages 2, 3, 5, 7 Puppy in Training page 2 A Dusty Life pages 4, 6 Spell It and Mean It! pages 2, 3

	<p>The Zarg Rule pages 3, 5 The Arctic Tundra pages 3, 4, 6 Our Class Podcast pages 4, 6 Pocketful of Fur pages 2, 4 - 7 Catch That Stomach! page 3 The Penguin Book pages 3, 4 What Happens After You Flush? page 3 Rocks on the Move pages 3, 5 You Do What for a Living? pages 2, 3 Get Up and Go! page 3 Glaciers Rivers of Ice pages 3, 4, 7 Serf's Up pages 3, 5, 7 Canadian Owl Guide pages 3, 6 Making the Game pages 3 - 7 Kids in Canada pages 2 - 7 Trickster Tales pages 2 - 5, 7 Discover Mongolia pages 2, 6, 7 Geocaching page 3 The Dragon Lords page 3 Picture It pages 3 - 5, 7</p> <p><u>Strategy Units:</u> Analyzing pages 14, 15, 24 – 26, 36 - 38 Evaluating pages 30, 38 Inferring pages 14, 15, 30, 35, 41, 48, 53, 55 Making Connections pages 14, 21 – 23, 32 Predicting pages 14, 27, 35 - 37</p>
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Prescribed Learning Outcomes	Moving Up with Literacy Place – Grade 4 Page References
Thinking (Reading and Viewing)	
It is expected that students will:	
(continued) B9 read and view to improve and extend thinking, by - predicting and explaining - visualizing - distinguishing between fact and fiction - analysing texts to consider alternatives - drawing conclusions - recognizing alternative viewpoints - summarizing and synthesizing	Self-Monitoring pages 22, 24 Sequencing pages 15, 22, 24, 33 Synthesizing pages 13, 14, 34, 39, 43, 46, 48 <u>Book Club Units:</u> Ready, Set Adventure! pages 6, 9 – 11, 13 Sounds Like Music pages 6, 7, 9, 11 Kids Can Do It! pages 6, 7, 9, 11, 15 - 17 Earth Rescue pages 6, 9, 10, 12, 18

Prescribed Learning Outcomes	Moving Up with Literacy Place – Grade 4 Page References
Thinking (Reading and Viewing) It is expected that students will:	
B10 reflect on and assess their reading and viewing, by <ul style="list-style-type: none"> - referring to class-generated criteria - setting goals and creating a plan for improvement - taking steps toward achieving goals 	<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 <u>Program Planning Guide</u> page 102 <u>Literacy Support Guide</u> pages 5, 15, 167 <u>Strategy Units:</u> Analyzing page 25 Inferring pages 26, 49 Predicting pages 26, 28, 36, 38 Self-Monitoring pages 25, 30, 34, 36 Sequencing pages 23, 25, 34 Synthesizing pages 26, 31 <u>Book Club Units:</u> Ready, Set, Adventure! page 15 Sounds Like Music pages 9, 10, 13

Prescribed Learning Outcomes	Moving Up with Literacy Place – Grade 4 Page References
Features (Reading and Viewing) It is expected that students will:	
B11 explain how structures and features of a text work to develop meaning, including <ul style="list-style-type: none"> - form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive) - ‘text features’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars) - literary elements (e.g., character, 	<u>Program and Planning Guide</u> pages 59, 61 - 63, 77, 78, 80 <u>Literacy Support Guide</u> pages 160 – 163, 167 <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

<p>setting, plot, climax, conflict, theme, conclusion) - non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea) - literary devices (e.g., imagery, sensory detail, simile, metaphor) - idiomatic expressions</p>	<p>Science Fair pages 2, 6 A Dusty Life page 3 The Arctic Tundra pages 2 - 7 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 - 7 Glaciers Rivers of Ice pages 2, 5, 6, 8 Canadian Owl Guide pages 3 – 5, 7 Making the Game page 4 Kids in Canada pages 2, 4, 7, 8 Discover Mongolia pages 2, 5 Geocaching page 2 Picture It page 2</p> <p><u>Strategy Units:</u> Analyzing pages 14 – 19, 24, 27, 28, 36 – 40 Evaluating pages 15, 16, 19, 20, 30, 35, 40, 41, 48, 49, 53 - 56 Inferring pages 30, 53 Making Connections page 14, 21, 23, 34 Predicting pages 14, 15, 17, 18, 23, 28, 29, 37 - 39 Self-Monitoring pages 17, 18, 22, 32, 36 Sequencing pages 15, 18, 23 – 25 Synthesizing pages 14 – 16, 18, 19, 22 – 24, 26, 30, 31, 34, 35, 39, 40, 43, 44, 46 - 49</p>
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Prescribed Learning Outcomes	Moving Up with Literacy Place – Grade 4 Page References
<p>Thinking (Reading and Viewing) It is expected that students will:</p>	
<p>(continued) B11 explain how structures and features of a text work to develop meaning, including - form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive) - ‘text features’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars) - literary elements (e.g., character,</p>	<p><u>Book Club Units:</u> Ready, Set, Adventure! pages 6, 7, 9 - 11 Sounds Like Music pages 7, 10, 11 Kids Can Do It! pages 8 - 10 Earth Rescue pages 6, 7, 12, 19</p>

setting, plot, climax, conflict, theme, conclusion) - non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea) - literary devices (e.g., imagery, sensory detail, simile, metaphor) - idiomatic expressions	
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Prescribed Learning Outcomes	Moving Up with Literacy Place – Grade 4 Page References
Writing and Representing Purposes (Writing and Representing) It is expected that students will:	
C1 write clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring - clearly developed ideas using effective supported details and explanations - sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity - experimentation with word choice by using new, different, more precise and powerful words - an authentic voice demonstrating a developing writing style - an organization that is meaningful, logical, and effective, and showcases a central idea or theme	<u>Program Planning Guide</u> pages 141 - 145, 151, 156, 165, 167, 168 <u>Literacy Support Guide</u> pages 224, 226, 227 <u>Guided Reading:</u> Clever Manka page 3 Maple Syrup – with Bells On! page 7 Pocketful of Fur pages 7, 8 The Penguin Book page 8 Get Up and Go! page 4 Trickster Tales page 8 <u>Strategy Units:</u> Analyzing pages 21, 30, 31, 42, 52, 56 Evaluating pages 35, 41 Inferring pages 68 - 72 Self-Monitoring page 20 Sequencing pages 19, 35 Synthesizing pages 32, 36, 44, 52, 59 - 65
C2 write a variety of clear informational writing for a range of purposes and audiences, featuring - clearly developed ideas by using clear, focussed, useful, and interesting details and explanations - sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity - experimentation with word choice	<u>Program Planning Guide</u> pages 141 - 145, 151, 166 <u>Literacy Support Guide</u> pages 228, 230 - 239 <u>Guided Reading:</u> The Game of Mancala page 4 Science Fair page 8 The Penguin Book page 7 What Happens After You Flush? page 4

<p>by using new, different, more precise and powerful words</p> <ul style="list-style-type: none"> - an authentic voice demonstrating a developing writing style - an organization that is meaningful, logical, and effective, and showcases a central idea or theme 	<p>Rocks on the Move page 7</p> <p>You Do What for a Living? page 3</p> <p>Glaciers Rivers of Ice page 8</p> <p>Canadian Owl Guide page 7</p> <p><u>Strategy Units:</u></p> <p>Analyzing page 20</p> <p>Evaluating page 34</p> <p>Making Connections pages 35, 44 – 51</p> <p>Predicting page 42</p>
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Prescribed Learning Outcomes	Moving Up with Literacy Place – Grade 4 Page References
Purposes (Writing and Representing)	
It is expected that students will:	
<p>(continued)</p> <p>C2 write a variety of clear informational writing for a range of purposes and audiences, featuring</p> <ul style="list-style-type: none"> - clearly developed ideas by using clear, focussed, useful, and interesting details and explanations - sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity - experimentation with word choice by using new, different, more precise and powerful words - an authentic voice demonstrating a developing writing style - an organization that is meaningful, logical, and effective, and showcases a central idea or theme 	<p>Self-Monitoring pages 20, 37</p> <p>Sequencing pages 31, 35, 44 - 52</p> <p>Synthesizing pages 27, 40, 52</p>
<p>C3 write a variety of imaginative writing modelled from literature, featuring</p> <ul style="list-style-type: none"> - well-developed ideas through the use of supporting details, especially interesting sensory detail - sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity - effective word choice by experimenting with new, more powerful and varied words 	<p><u>Program Planning Guide</u> pages 165, 167</p> <p><u>Guided Reading:</u></p> <p>A Dusty Life page 7</p> <p>The Zarg Rule page 6</p> <p>Glaciers Rivers of Ice page 8</p> <p>Serf’s Up page 8</p> <p>Canadian Owl Guide page 8</p> <p>Making the Game page 8</p> <p>Trickster Tales page 8</p> <p>Discover Mongolia page 8</p> <p>The Dragon Lords page 7</p>

<p>especially descriptive words</p> <ul style="list-style-type: none"> - a voice demonstrating some sense of individuality - an organization that develops smoothly with a logical sequence, beginning with an engaging opening through to a satisfying ending 	<p><u>Strategy Units:</u></p> <p>Analyzing page 31</p> <p>Evaluating pages 34, 35, 41</p> <p>Inferring pages 68 - 72</p> <p>Making Connections pages 19, 28</p> <p>Predicting pages 24, 30, 31, 42, 51 - 56</p> <p>Self-Monitoring pages 37, 45 - 51</p> <p>Sequencing page 19</p> <p>Synthesizing page 27</p>
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Prescribed Learning Outcomes	Moving Up with Literacy Place – Grade 4 Page References
<p>Purposes (Writing and Representing)</p> <p>It is expected that students will:</p>	
<p>(continued)</p> <p>C3 write a variety of imaginative writing modelled from literature, featuring</p> <ul style="list-style-type: none"> - well-developed ideas through the use of supporting details, especially interesting sensory detail - sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity - effective word choice by experimenting with new, more powerful and varied words especially descriptive words - a voice demonstrating some sense of individuality - an organization that develops smoothly with a logical sequence, beginning with an engaging opening through to a satisfying ending 	<p><u>Book Club Units:</u></p> <p>Ready, Set, Adventure! pages 12 - 26</p>
<p>C4 create meaningful visual representations that communicate personal response, information, and ideas relevant to the topic, featuring</p> <ul style="list-style-type: none"> - development of ideas through clear, focussed, and useful details - connections to personal feelings, experiences, opinions, and information 	<p><u>Program and Planning Guide</u> pages 141, 144, 152, 154, 156, 162, 165 – 168, 175</p> <p><u>Literacy Support Guide</u> pages 244, 260 – 262, 266 – 268, 275 – 279, 283, 284, 299, 301, 302, 304, 305, 357</p> <p><u>Guided Reading:</u></p> <p>The Zarg Rule page 7</p>

<ul style="list-style-type: none"> - an expressive voice - an organization in which key ideas are evident 	<p>What Happens After You Flush? page 4 Kids in Canada page 8</p> <p><u>Strategy Units:</u> Analyzing pages 20, 30, 31, 54 - 56 Evaluating pages 52, 53, 58 Inferring pages 28, 45 Making Connections pages 20, 35, 47 Predicting pages 24, 30, 55 Self-Monitoring pages 20, 47, 50 Sequencing pages 31, 35</p>
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Prescribed Learning Outcomes	Moving Up with Literacy Place – Grade 4 Page References
<p>Strategies (Writing and Representing) It is expected that students will:</p>	
<p>(continued) C4 create meaningful visual representations that communicate personal response, information, and ideas relevant to the topic, featuring</p> <ul style="list-style-type: none"> - development of ideas through clear, focussed, and useful details - connections to personal feelings, experiences, opinions, and information - an expressive voice - an organization in which key ideas are evident 	<p><u>Book Club Units:</u> Ready, Set, Adventure! page 22</p>
<p>C5 select and use strategies before writing and representing, including</p> <ul style="list-style-type: none"> - setting a purpose - identifying an audience - selecting a genre and form from samples provided - developing class-generated criteria based on analysis of the form of writing or representing - generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics 	<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</p>

	<p>Making Connections page 45 Predicting page 52 Self-Monitoring page 46</p> <p><u>Book Club Units:</u> Ready Set Adventure! pages 22, 25</p>
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Prescribed Learning Outcomes	Moving Up with Literacy Place – Grade 4 Page References
Strategies (Writing and Representing)	
It is expected that students will:	
<p>C6 select and use strategies during writing and representing to express and refine thoughts, including</p> <ul style="list-style-type: none"> - referring to class-generated criteria - examining models of literature - combining multiple sources of information - consulting reference material - considering and applying feedback from conferences to revise ideas, organization, voice, word choice, and sentence fluency - ongoing revising and editing 	<p><u>Literacy Support Guide</u> pages 291 – 296</p> <p><u>Guided Reading:</u> Get Up and Go! page 4</p> <p><u>Strategy Units:</u> Analyzing pages 21, 55, 57, 58 Evaluating pages 53, 54 Inferring pages 70, 71 Making Connections pages 48, 51, 56 Predicting page 54</p>
<p>C7 select and use strategies after writing and representing to improve their work, including</p> <ul style="list-style-type: none"> - checking their work against established criteria - reading aloud and listening for fluency - ongoing revising and editing 	<p><u>Program and Planning Guide</u> pages 142, 148, 156</p> <p><u>Literacy Support Guide</u> pages 287, 290 - 294</p> <p><u>Guided Reading:</u> The Dragon Lords page 8</p> <p><u>Strategy Units:</u> Analyzing pages 55, 57 Inferring pages 70, 71 Making Connections pages 48, 51 Predicting pages 54, 56 Self-Monitoring pages 49, 51 Sequencing pages 49, 52 Synthesizing pages 62, 64</p> <p><u>Book Club Units:</u> Read, Set, Adventure! pages 24, 26</p>

Prescribed Learning Outcomes	Moving Up with Literacy Place – Grade 4 Page References
Thinking(Writing and Representing) It is expected that students will:	
C8 use writing and representing to express personal responses and relevant opinions in response to experiences and texts	<p><u>Program Planning Guide</u> pages 156, 165, 167</p> <p><u>Literacy Support Guide</u> pages 224, 226, 227</p> <p><u>Guided Reading:</u> Little Li and the Golden Kites page 3 Science Fair page 8 Puppy in Training page 3 A Dusty Life page 8 Spell It and Mean It! page 4 The Zarg Rule page 7 The Arctic Tundra pages 7, 8 Our Class Podcast pages 7, 8 Pocketful of Fur page 8 Catch That Stomach! page 7 The Penguin Book page 7 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 Serf’s Up page 8 Canadian Owl Guide page 7 Making the Game page 8 Trickster Tales page 8 Discover Mongolia page 8 Geocaching page 4 The Dragon Lords page 7 Picture It page 8</p> <p><u>Strategy Units:</u> Analyzing page 31 Evaluating pages 28, 41 Inferring pages 28 Making Connections pages 19, 28, 35 Predicting page 24 Self-Monitoring page 37 Synthesizing page 27</p> <p><u>Book Club Units:</u> Kids Can Do It! pages 7 - 10</p>

Prescribed Learning Outcomes	Moving Up with Literacy Place – Grade 4 Page References
Writing and Representing Features (Writing and Representing) It is expected that students will:	
(continued) C8 use writing and representing to express personal responses and relevant opinions in response to experiences and texts	Earth Rescue pages 10, 11
C9 use writing and representing to extend thinking, by - developing explanations - expressing alternative viewpoints - creating new understandings	<u>Program and Planning Guide</u> page 154 <u>Strategy Units:</u> Inferring page 45 Making Connections page 49 Predicting page 51
C10 reflect on and assess their writing and representing, by - referring to class-generated criteria - setting goals and creating a plan for improvement - taking steps toward achieving goals	<u>Program and Planning Guide</u> pages 149, 157, 171 <u>Strategy Units:</u> Analyzing page 58 Making Connections page 57 Inferring page 72 Making Connections page 52 Predicting page 57 Self-Monitoring page 52 Sequencing page 52 Synthesizing page 65

Prescribed Learning Outcomes	Moving Up with Literacy Place – Grade 4 Page References
Writing and Representing Features (Writing and Representing) It is expected that students will:	
C11 use the features and conventions of language to express meaning in their writing and representing, including - complete simple and compound sentences - paragraphs to show the beginning of new ideas - correct noun-pronoun agreement - past, present and future tenses	<u>Program and Planning Guide</u> pages 142, 148, 155, 156 <u>Literacy Support Guide</u> pages 260, 266, 276, 278, 279, 287, 290 - 295, 307 -362 <u>Guided Reading:</u> The Arctic Tundra page 7 Pocketful of Fur page 8 The Dragon Lords page 8

<ul style="list-style-type: none"> - capitalization to designate organizations and to indicate beginning of quotations - punctuation at the end of sentences - commas after introductory words in sentences and when citing addresses - capitalization and punctuation (e.g., commas, apostrophes, begin to use quotation marks and commas in dialogue) - spelling multi-syllabic words by applying phonic knowledge and skills visual memory - conventional Canadian spelling for familiar and frequently used words - spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, word walls, thesaurus) - legible writing that demonstrates awareness of alignment, shape, and slant - spacing words and sentences consistently on a line and page 	<p><u>Strategy Units:</u> Analyzing pages 28 – 30, 41, 54, 55 Evaluating pages 33, 34, 38, 41, 71 Inferring pages 31, 32, 33, 37, 38, 42 – 44, 50, 58, 59 Making Connections pages 26 – 28, 54 Predicting pages 40, 41, 53, 54 Self-Monitoring pages 26 – 30, 35, 37, 49 Sequencing page 26, 49 Synthesizing pages 35, 49, 50 - 52, 59, 60, 62</p> <p><u>Book Club Units:</u> Read, Set, Adventure! page 24</p>
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