

Grade 4 Objectives at a Glance

Listening	Speaking
<ul style="list-style-type: none"> • Listen attentively to a range of texts from a variety of cultural traditions for pleasure and information • Connect new ideas, information, and experiences to construct meaning • Listen courteously and respond sensitively and thoughtfully to others • Listen to and follow three and four-step oral directions • Listen purposefully to determine the main ideas and important details • Activate and build upon prior knowledge and experiences • Set purposes for listening • Use oral cues to construct and confirm meaning • Identify strengths and areas for improvement 	<ul style="list-style-type: none"> • Participate in a variety of shared language experiences (e.g., read-alouds, reader's theatre) • Share ideas, observations, and experiences in structured small and large group talk • Prepare and present, to a familiar audience, narrative presentations that relate events and experiences in a logical sequence • Prepare and present information on a specific topic using print and non-print aids to engage and inform a familiar audience • Explain personal opinion and support it with reasons • Experiment with language and non-verbal elements (e.g., gesture) to achieve an effect for a particular purpose and audience • Identify strengths and areas for improvement
Reading	Writing
<ul style="list-style-type: none"> • Read grade-appropriate texts orally and silently with increasing confidence, fluency, and accuracy • Read a variety of texts for enjoyment and information • Experience the work of Saskatchewan and other Canadian authors, including Aboriginal authors • Connect new information with prior knowledge to make sense of new ideas and experiences • Apply cueing systems to construct meaning • Monitor for meaning during oral and silent reading • Recognize the elements and organization of traditional stories • Distinguish between cause and effect • Recognize fact and opinion • Begin to interpret figurative language • Compare information within and among texts • Use reference materials effectively (e.g., glossary, dictionary, encyclopedia) • Adjust reading rate according to purpose(s) for reading • Ask critical questions • Explain own point of view and provide evidence from text and experiences • Identify strengths and areas for improvement of reading habits, skills, and strategies 	<ul style="list-style-type: none"> • Write personal narratives, factual accounts, explanations, stories, summaries, and descriptions with increasing confidence, clarity, and fluency • Write focused beginnings, middles, and endings • Understand and practise paragraphing • Focus main idea in a topic sentence • Organize ideas in an appropriate sequence • Revise draft material by adding, deleting, and rearranging ideas • Develop and demonstrate an understanding of written language conventions including: <ul style="list-style-type: none"> ○ indent paragraphs ○ use complete sentences with proper capitalization and end punctuation ○ combine short, related sentences ○ spell correctly common words and use a strategy to learn to spell new words ○ use the comma in direct quotations and apostrophes to show possession; use underlining, quotation marks, or italics to identify titles • Write legibly using correct letter formation and consistent size and spacing • Identify strengths and areas for improvement
Viewing	Representing
<ul style="list-style-type: none"> • Participate in a variety of guided and independent viewing experiences from a variety of cultural traditions • Use visual cues to locate information and ideas, and to construct and confirm meaning • Identify intent and purpose of visual texts • Compare different perspectives and ideas presented in visual texts • Begin to identify (with assistance) the values underlying a visual text • Identify strengths and areas for improvement of viewing skills and strategies 	<ul style="list-style-type: none"> • Convey ideas using a variety of media • Recognize the advantages and disadvantages of using a particular medium • Use visual aids to enhance spoken and written communication • Use secondary sources to support the information they need to communicate • Experiment with different ways of representing and communicating ideas • Identify strengths and areas for improvement of representing skills and strategies

Grade 4 Learning Objectives Checklist

Listening (Grade 4)	
Listen to a range of grade-level appropriate texts in a variety of situations for a variety of purposes (foundational objective)	
	listen attentively to a range of texts from a variety of cultural traditions for pleasure and information (e.g., personal narratives, plays, adventure stories, and mysteries)
	connect new ideas, information, and experiences to construct meaning in different contexts
	listen courteously and respond sensitively and thoughtfully to others
	listen to and follow three and four-step oral directions
	listen purposefully to determine the main ideas and important details
	summarize in own words major ideas and supporting evidence presented
Learn about and practise the skills and strategies of effective listeners	
Before	
	activate and build upon prior knowledge and experiences
	predict what a presentation might be about based on the title or other information
	set purposes for listening (e.g., formulate questions to guide listening)
During	
	demonstrate appropriate listening behaviours
	connect and use prior knowledge to make sense of new ideas, information, and experiences
	respond to others with respect and encouragement
	determine and note main ideas and important details using a template
	confirm or change inferences, predictions, or conclusions based on information presented
	check and confirm understanding by asking questions
	use oral cues (e.g., pauses, emphasis, loudness) to construct and confirm meaning
	recognize how words and word combinations influence or convey meaning (e.g., word play, repetition, rhyme)
	identify ways in which exaggeration and other devices are used to convey humour
	assess usefulness of information
After	
	respond to and discuss meanings, ideas, and effects
	recall details
	reflect on ideas and experiences and ask questions to clarify and extend understanding
	explore connections between a variety of insights, ideas, and responses
	explain preferences for particular forms of oral texts
	distinguish similarities and differences among various forms of oral texts
	explain connections between events and the roles of main characters in oral texts, and identify how these texts may influence people's understanding and behaviour
	identify similarities and differences between personal experiences and experiences of people from various cultures portrayed in oral texts (including texts about Saskatchewan or by Saskatchewan writers, and about Canada or by Canadian writers)
	identify mood evoked by oral texts
	describe relationships between own and others' ideas and experiences
Assess personal and group strengths and set goals for future growth	
	identify strengths and areas for improvement of own listening skills and strategies
Speaking (Grade 4)	
Speak to express information, thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences	
	participate in a variety of shared language experiences (e.g., dramatic dialogues, read-alouds/dramatic reading, readers theatre, choral speaking, or role play activities)
	use texts from several genres to narrate, recite, read aloud, present, or perform
	share ideas, observations, and experiences in structured small and large group talk

Note: The objectives already checked are those that were selected for teaching or reinforcement in the grade 4 sample unit. The number in parentheses indicates the number of lessons in which the objective is taught or reinforced. Teachers should note that objectives may be reinforced many times during the year.

	begin to use oral language to clarify thinking
	prepare and present, to a familiar audience, narrative presentations that relate events and experiences in a logical sequence
	use appropriate language for purpose, audience, and situation
	explain personal opinion and support it with reasons
Learn about and practise the skills and strategies of effective speakers	
Before	
	use strategies to generate and gather ideas (e.g., brainstorming, mapping, asking others for their ideas)
	use a variety of forms for particular audiences and purposes
	determine key ideas
	use organizers (e.g., key words, web charts) to develop and arrange ideas
	practise oral presentations before giving them
During	
	produce oral texts that follow a logical sequence
	stay on topic and task in group discussions
	adjust volume, tone of voice, and gestures to suit purpose
	use visuals (e.g., charts, posters, models) that enhance meaning of oral presentation
	use appropriate language to speak at special events in a variety of school and community contexts (e.g., a birthday, an assembly, an award presentation)
After	
	answer questions about ideas presented
	work co-operatively with others in small groups on structured tasks
	ask others for their ideas and express interest in their contributions
	show consideration for those whose ideas, abilities, and language use differ from their own
Assess personal and group strengths and set goals for future growth	
	identify strengths and areas for improvement of own speaking skills and strategies
Reading (Grade 4)	
Read a range of grade-level appropriate texts in a variety of situations for a variety of purposes	
	read grade-appropriate texts orally and silently with increasing confidence, fluency, and accuracy
	select and read a variety of texts for enjoyment and information including poems, plays, stories, nonfiction, and myths
	experience the work of Saskatchewan and Canadian authors, including Aboriginal authors
	recognize common features of a range of texts from similar and different traditions, cultures, lifestyles, and human experiences
Learn about and practise the skills and strategies of effective readers	
Before	
	activate and build upon prior knowledge and experiences
	set purposes and predict what text might be about
	formulate questions to aid in finding relevant information in texts
During	
	connect new information with prior knowledge to make sense of new ideas and experiences
	determine main and supporting ideas using prior knowledge, predictions, connections, inferences, and visual cues
	confirm or reject inferences, predictions, or conclusions based on textual information
	check and confirm understanding by rereading
	apply cueing systems to construct meaning: pragmatic (e.g., setting of story), textual (e.g., story elements and key ideas in exposition), syntactic (e.g., word order), semantic (e.g., context clues, prefixes, comparisons, synonyms), and graphophonic (e.g., contractions, compound words)
	monitor for meaning during oral and silent reading
	recognize the elements and organization of traditional stories
	distinguish between cause and effect
	recognize fact and opinion
	begin to interpret figurative language
	compare and contrast information within and among texts
	use reference materials effectively (e.g., glossary, dictionary, encyclopedia)
	adjust reading rate according to purpose(s) for reading
	recognize how words and word combinations influence or convey meaning
	identify ways in which exaggeration and other devices are used to convey humour
	identify similarities and differences among texts and various forms/genres

After	
	respond to and discuss meanings, ideas, and effects in a range of texts
	relate their understanding of texts to personal experiences, purposes, and other texts
	ask critical questions
	explain own point of view and provide evidence from text and experiences
	recall, organize, and summarize information
	express new concepts and understanding in own words and explain their importance
Assess personal and group strengths and set goals for future growth	
	identify strengths and areas for improvement of own reading habits, skills, and strategies
Writing (Grade 4)	
Write to express information, thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences	
	write personal narratives, factual accounts, explanations, descriptions, stories, summaries, reports, letters, poems, and journal entries with increasing confidence, clarity, and fluency
	express and explain points of view and provide reasons or evidence in writing
	choose from and experiment with a variety of forms for various purposes
	create original texts to communicate and demonstrate understanding
	work through stages of a writing process including pre-writing, drafting, revising, and sharing writing
Learn about and practise the skills and strategies of effective writers	
Before	
	use a variety of pre-writing strategies to generate and gather ideas (e.g., brainstorm, map, cluster, use graphic organizers, make notes)
	choose from a variety of forms
	use organizers to develop and arrange ideas
	organize information and ideas in logical sequences
	focus a topic before beginning to write
	consider audience and purpose
During	
	write clear and focused beginnings, middles, and endings
	understand and practise paragraphing
	focus main ideas in a topic sentence
	include facts and details that support main point
	organize ideas in an appropriate sequence (e.g., chronological, compare and contrast, question and answer, cause and effect)
	begin to support statements with reasons
	use words for specific purposes
	identify sources of information for reports
	create a closing paragraph that summarizes the points of the previous paragraphs
After	
	revise draft material by adding, deleting, and rearranging ideas
	participate in developing criteria to revise compositions
	check for complete and clear sentences, interesting and precise words, correct spelling, punctuation, capitalization, and legible writing
	develop an understanding of written language conventions including: <ul style="list-style-type: none"> ◦ indent paragraphs ◦ use complete sentences with proper capitalization and end punctuation ◦ combine short, related sentences ◦ spell common words correctly and use a strategy to learn new words ◦ use the comma in direct quotations and apostrophes to show possession; use underlining, quotation marks, or italics to identify titles
	write legibly using correct letter formation and consistent size and spacing
	prepare neat and organized compositions, reports, and charts that engage the intended audience(s)
	revise and proofread to improve own work
	experiment to combine sentences
	check for complete and clear sentences, interesting and precise words, correct spelling, punctuation, capitalization, appropriate usage, legible writing/word processing
	know and apply conventional spelling patterns using a variety of strategies and resources
	share their writing in various ways

Assess personal and group strengths and set goals for future growth	
	identify strengths and areas for improvement of own writing skills and strategies
Viewing (Grade 4)	
View a range of grade-level appropriate visual texts in a variety of situations for a variety of purposes	
	participate in a variety of guided and independent viewing experiences from a variety of cultural traditions (e.g., print advertisements, illustrated texts, television, videos, maps, charts, and diagrams)
Learn about and practise the skills and strategies of effective viewers	
Before	
	activate and build prior knowledge and experiences
	set purpose(s) for viewing and predict what visual text or experience might be about
During	
	connect and use prior knowledge to make sense of new ideas, information, and experiences
	use visual cues to locate information and ideas, and to construct and confirm viewing
	determine main and supporting ideas using visual cues
	identify intent and purpose of visual texts
	note design, layout, and other aspects that aid understanding of what is seen
	identify ways in which exaggeration is used in various media
	compare and contrast different perspectives and ideas presented in visual texts
	confirm or reject inferences, predictions, or conclusions based on visual information
	check and confirm understanding by re-viewing
After	
	respond to and discuss meanings, ideas, and effects
	express new concepts and understanding in own words and explain their importance
	identify important elements in video and electronic texts
	distinguish similarities and differences among various forms of visual texts
	evaluate accuracy and suitability when comparing visual texts
	begin to identify (with assistance) the values underlying a visual text
	explain own point of view and provide evidence from text to support it
Assess personal and group strengths and set goals for future growth	
	identify strengths and areas for improvement of own viewing skills and strategies
Representing (Grade 4)	
Represent to express information, thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences	
	convey ideas using a variety of media including drama, video, computer, and other media
	choose medium and information appropriate to audience and purpose
	recognize the advantages and disadvantages of using a particular medium
	combine print, verbal, and visual features to communicate information, ideas, and experiences
	use visual aids (e.g., props, charts, mime) to enhance spoken and written communication
Learn about and practise the skills and strategies of effective representers.	
Before	
	generate ideas and gather information using a variety of strategies
	choose from a variety of forms for particular audiences and purposes
During	
	use graphic organizers to develop and arrange ideas
	create original texts in a variety of forms
	organize information and ideas in logical sequences using a variety of strategies
	use visuals and other media to add interest and to engage the audience
	use referenced sources to support the information they need to communicate
	use gestures or movements where appropriate
	experiment with different ways of representing and communicating ideas
After	
	revise visual texts
	share their representations in various ways
Assess personal and group strengths and set goals for future growth	
	identify strengths and areas for improvement of own representing skills and strategies

Language Cues and Conventions

Most students in Grade four are expected to understand the following concepts about the language cues and conventions.

Pragmatic Cues and Conventions (Grade 4)	
	Appreciation variations in language use in a variety of contexts in immediate community.
	Identify reason for communicating a message and target audience.
	Adapt language and presentation styles to purpose and needs of audience.
	Recognize difference between formal and informal language.
	Listen courteously and respond sensitively and thoughtfully to others.
	Demonstrate appropriate audience behaviour.
	Work co-operatively with others in small groups on structured tasks.
	Take roles and share responsibilities of a group member.
	Recognize that usage (e.g., sayings, expressions) reflect individuals and people from particular places.
	Use appropriate language for special events (e.g., a birthday, assembly, award presentation).
	Use appropriate language to acknowledge special events and honour accomplishments in and beyond classroom.
Textual Cues and Conventions (Grade 4)	
	Identify a variety of organizational patterns in prose, poetry, and drama.
	Understand the structural features of a text (e.g., introduction, explanation, and conclusion) and its elements (title, graph, illustration).
	Understand and practise paragraphing (including indenting).
	Write clear, coherent paragraphs that develop a central idea (focused in a topic sentence) and are supported by details, facts, examples, anecdotes, or experience to explain and clarify.
	Experiment with arranging ideas and information in a variety of ways to clarify understanding.
	Use appropriate organizational structures (e.g., chronological, similarity and difference, posing and answering a question, cause and effect) and point of view to develop and convey key information.
	Explain personal opinion and support it with reasons.
	Eliminate any unrelated elements or details.
	Write multi-paragraph compositions with an introductory paragraph, supporting paragraphs for facts and explanations, and a concluding paragraph (summary).
	Paraphrase information sources and cite them.
	Explore a variety of forms for particular personal purposes.
Syntactical Cues and Conventions (Grade 4)	
	Recognize word order and punctuation in a sentence and their role in communicating clearly.
	Recognize complete and incomplete sentences.
	Use simple and compound sentences and sentences of varying length.
	Combine short, related sentences.
	Experiment with combining and expanding sentences.
	Use regular and irregular verbs correctly.
	Recognize role of pronouns in sentences.
	Use commas and direct quotations and apostrophes to show possession.
	Use underlining, quotation marks, or italics to identify titles.
	Ensure agreement in gender and number.
Semantic Cues and Conventions (Grade 4)	
	Use precise key words that are specific for purpose.
	Recognize how words and word combinations influence or convey meaning (e.g., rhyme, repetition, word-play).
	Recognize context clues.
	Recognize multiple meanings of words.
	Recognize synonyms, opposites, and words pronounced the same.
	Recognize easy prefixes (e.g., dis, il, en-em, non, im, in- ir, re, un, over, mis, tri, pre).
	Recognize common suffixes (e.g., tion, able/ible, al/ial, n, nes, ment, ant, ish).
	Recognize common root words (e.g, instantly) and new compound words.
	Recognize contractions.
	Recognize appropriate and correct usage (e.g., bring and take; lend and borrow).
	Recognize the use of figurative language (e.g., comparisons, exaggerations, personifications).
	Use a number of cues or strategies to recognize or identify an unknown word.
	Use idiomatic expressions appropriately.
	Use reference sources such as dictionaries and thematic word lists.

	Explore meaning of new words.
Graphophonic Cues and Conventions (Grade 4)	
	Use proper phrase, pitch, and modulation.
	Adopt and maintains the posture appropriate for the situation.
	Experiment with language and non-verbal elements (e.g., gesture to achieve affect).
	Use oral language (i.e., pauses, loudness, emphasis) to construct and confirm meaning.
	Know and apply Canadian spelling conventions using a variety of strategies (e.g., word pictures, typical patterns, look for the root word, scan back, a word in a word, foldovers, does it look right? Snap, clap, and tap syllables) and resources (such as personal spelling lists, dictionaries,....) when writing and proofreading.
	Spell multi-syllabic words.
	Spell easy prefixes, suffixes, and root words.
	Spell words that require doubling of final consonant and dropping of final e.
	Spell contractions.
	Develop personal spelling lists.
Other Cues and Conventions (Grade 4)	
	Ensure cursive writing is legible.
	Use correct letter formation and consistent size and spacing.
	Identify intent and appeal of audio-visual supports (e.g., charts, poster, models) used to enhance presentations.
	Observe and recognizes the visual techniques such as colour, shape, font size to create effect.
	Use basic keyboarding skills and computer editing capabilities (e.g., cut and paste, format, font, indent).