

Oasis Classroom Program - Kids' Growing City

Grade 4

Curriculum connections to "Seeds and Seedlings" Lesson

Language

	Strand/Subject code	Expectation	OE	SE	
READING		read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;	R1	NA	x
READING		recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning	R2	NA	x
READING		use knowledge of words and cueing systems to read fluently;	R3	NA	x
READING		reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.	R4	NA	x
READING		read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts	R1	0.1	x
READING		identify a variety of purposes for reading and choose reading materials appropriate for those purposes	R1	0.2	x
READING		identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts	R1	0.3	x
READING		demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details	R1	0.4	x
READING		make inferences about texts using stated and implied ideas from the texts as evidence	R1	0.5	x
READING		extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them	R1	0.6	x
READING		analyse texts and explain how specific elements in them contribute to meaning	R1	0.7	x
READING		express opinions about the ideas and information in texts and cite evidence from the text to support their opinions	R1	0.8	x
READING		identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives	R1	0.9	x
READING		explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal	R2	0.1	x

READING		recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts	R2	0.2	x
READING		identify a variety of text features and explain how they help readers understand text	R2	0.3	x
READING		identify various elements of style – including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures – and explain how they help communicate meaning	R2	0.4	x
READING		automatically read and understand high-frequency words, most regularly used words, and words of personal interest or significance in a variety of reading contexts	R3	0.1	x
READING		predict the meaning of and rapidly solve unfamiliar words using different types of cues, including	R3	0.2	x
READING		read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience	R3	0.3	x
READING		identify, in conversations with the teacher and peers or in a reader’s notebook, what strategies they found most helpful before, during, and after reading and how they can use these and other strategies to improve as readers	R4	0.1	x
READING		explain, in conversations with the teacher and peers or in a reader’s notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read	R4	0.2	x
WRITING		generate, gather, and organize ideas and information to write for an intended purpose and audience	W1	NA	x
WRITING		draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience	W2	NA	x
WRITING		use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively	W3	NA	x
WRITING		reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process	W4	NA	x
WRITING		identify the topic, purpose, and audience for a variety of writing forms	W1	0.1	x
WRITING		generate ideas about a potential topic using a variety of strategies and resources	W1	0.2	x
WRITING		gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources	W1	0.3	x
WRITING		sort and classify ideas and information for their writing in a variety of ways	W1	0.4	x
WRITING		identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers	W1	0.5	x
WRITING		determine whether the ideas and information they have gathered are relevant	W1	0.6	x

WRITING		write more complex texts using a variety of forms	W2	0.1	x
WRITING		establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement	W2	0.2	x
WRITING		use specific words and phrases to create an intended impression	W2	0.3	x
WRITING		use sentences of different lengths and structures	W2	0.4	x
WRITING		identify their point of view and other possible points of view on the topic, and determine whether their information sufficiently supports their own view	W2	0.5	x
WRITING		identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features	W2	0.6	x
WRITING		make revisions to improve the content, clarity, and interest of their written work, using several types of strategies	W2	0.7	x
WRITING		reduce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions	W2	0.8	x
WRITING		spell familiar words correctly	W3	0.1	x
WRITING		spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling	W3	0.2	x
WRITING		confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose	W3	0.3	x
WRITING		use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: the apostrophe to indicate possession, and quotation marks to indicate direct speech	W3	0.4	x
WRITING		use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: common and proper nouns; verbs in the simple present, past, and future tenses; adjectives and adverbs; subject/verb agreement; prepositions; and conjunctions	W3	0.5	x
WRITING		proofread and correct their writing using guidelines developed with peers and the teacher	W3	0.6	x
WRITING		use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout	W3	0.7	x
WRITING		produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies	W3	0.8	x
MEDIA LITERACY		demonstrate an understanding of a variety of media texts	M1	NA	x
MEDIA LITERACY		identify some media forms and explain how the conventions and techniques associated with them are used to create meaning	M2	NA	x

MEDIA LITERACY	create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;	M3	NA	x
MEDIA LITERACY	reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.	M4	NA	x
MEDIA LITERACY	identify the purpose and audience for a variety of media texts	M1	0.1	x
MEDIA LITERACY	use overt and implied messages to draw inferences and construct meaning in media texts	M1	0.2	x
MEDIA LITERACY	express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions	M1	0.3	x
MEDIA LITERACY	explain why different audiences might respond differently to specific media texts	M1	0.4	x
MEDIA LITERACY	identify whose point of view is presented or reflected in a media text, citing supporting evidence from the text, and suggest how the text might change if a different point of view were used	M1	0.5	x
MEDIA LITERACY	identify who produces various media texts and the reason for their production	M1	0.6	x
MEDIA LITERACY	identify elements and characteristics of some media forms	M2	0.1	x
MEDIA LITERACY	identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning	M2	0.2	x
MEDIA LITERACY	describe in detail the topic, purpose, and audience for media texts they plan to create	M3	0.1	x
MEDIA LITERACY	identify an appropriate form to suit the specific purpose and audience for a media text they plan to create	M3	0.2	x
MEDIA LITERACY	identify conventions and techniques appropriate to the form chosen for a media text they plan to create	M3	0.3	x
MEDIA LITERACY	produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques	M3	0.4	x
ORAL COMMUNICATIO	listen in order to understand and respond appropriately in a variety of situations for a variety of purposes	OC1	NA	x
ORAL COMMUNICATIO	use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes	OC2	NA	x
ORAL COMMUNICATIO	identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks	OC1	0.1	x
ORAL COMMUNICATIO	demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups	OC1	0.2	x
ORAL COMMUNICATIO	identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts	OC1	0.3	x

ORAL COMMUNICATIO	demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details	OC1	0.4	x
ORAL COMMUNICATIO	make inferences using stated and implied ideas in oral texts	OC1	0.5	x
ORAL COMMUNICATIO	extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them	OC1	0.6	x
ORAL COMMUNICATIO	analyse oral texts and explain how specific elements in them contribute to meaning	OC1	0.7	x
ORAL COMMUNICATIO	identify the point of view presented in oral texts and ask questions about possible bias	OC1	0.8	x
ORAL COMMUNICATIO	identify the presentation strategies used in oral texts and analyse their effect on the audience	OC1	0.9	x
ORAL COMMUNICATIO	identify a variety of purposes for speaking	OC2	0.1	x
ORAL COMMUNICATIO	demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions	OC2	0.2	x
ORAL COMMUNICATIO	communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form	OC2	0.3	x
ORAL COMMUNICATIO	use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience	OC2	0.4	x
ORAL COMMUNICATIO	identify some vocal effects, including tone, pace, pitch, volume, and a range of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning	OC2	0.5	x
ORAL COMMUNICATIO	identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning	OC2	0.6	x
ORAL COMMUNICATIO	use a variety of appropriate visual aids	OC2	0.7	x