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| **UNITS** | |
| **Multi-genre Thematic (minimum 3 units per year)**  **Multi-genre Inquiry and/or Interdisciplinary (minimum 1 unit per year)**  **Author or Genre Study (maximum 1 unit per year)** | |
| **UNIT ONE** | **UNIT TWO** |
| **Personal and Philosophical**  **Possible Units and Themes:**   * My Friends and I (Cornerstones 4, a-i) * Home Again (Cornerstones 4, b-i) * And Who Are You? (Nelson Language Arts 4-i) * Within My Circle (Collections 4, i) * Other:   Courage  Expressing Myself  Within My Circle  Celebrating and Honoring Others | **Social, Cultural, and Historical**  **Possible Units and Themes:**   * Explore! (Cornerstones 4, a-iii) * Times to Share (Sharing and Collaborating) (Nelson Language Arts 4, iv) * Building Community (Collections 4, v) * First Peoples (Social Studies) (Nelson Literacy 4) * Canada’s Regions (Social Studies) (Nelson Literacy 4) * First Contact (Social Studies) (Nelson Literacy 4) * Getting Along (Character) (Nelson Literacy 4) * Other:   Traditions of Others |
| **Questions for Deeper Understanding**  How and why do we and our families help each other?  How do we express our thoughts, feelings, and appreciation for others?  How important are other people in our lives?  What are the challenges and joys of friendship?  What type of people make good friends?  How do we show loyalty to our friends?  How do we resolve conflict?  What does it mean to be a “team” member or player? | **Questions for Deeper Understanding**  What is Saskatchewan like (location, origin, people, plants, wildlife, weather, landforms)?  What makes Saskatchewan unique?  Why are people proud to be from Saskatchewan?  How could we as photographers or artists show our feelings for Saskatchewan?  What was Saskatchewan like 100/150/500 years ago?  How do the families we are growing up in compare to the families our parents, grandparents, or other relatives grew up in? |
| **UNIT THREE** | **UNIT FOUR** |
| **Imaginative and Literary**  **Possible Units and Themes:**   * A World of Tales (Genre Study) (Cornerstones 4, a-iv) * Poetry for You (Genre Study) (Cornerstones 4, b-iv) * Stories Well Told (Telling Stories) (Cultural Literacy) (Nelson Language Arts 4, vi) * Tales – Tall, True, Old, and New (Collections 4, ii) * What a Story! (Nelson Literacy 4) * Legends (Nelson Literacy 4) * Adventure (Nelson Literacy 4) * Other:   Tall, True; Old, New Tales (A World of Tales)  Our Saskatchewan Stories  Author Study  Make Me Laugh | **Communicative**  **Possible Units and Themes**   * Media Close-up (Nelson Language Arts 4, iii) * On with the Show (Collections 4, b-iii) * Other:   Ad Smart  Media Moments |
| **Questions for Deeper Understanding**  How do traditional narratives and tales teach us lessons about living wisely?  If we lived long, long ago, how would we explain how or why something came to be the way it is?  How do we use stories to teach children important lessons today?  Why do folk tales use animals? How do animals used as characters in traditional narratives and tales act like humans and teach us lessons?  What is the difference between a scientific explanation and a legend that explains nature?  What is humour? What role does humour have in our lives?  How is humour effectively used in traditional narratives and tales? | **Questions for Deeper Understanding**  What is communication?  How can we send messages with words? Without words?  Which is more effective? For what purposes do we communicate?  Are there certain messages that are better suited to particular media or mediums? What is true?  What is the difference between a true story and a fictional story?  When is a fictional story true and a “true” story fictional?  Whose stories are being told and read and why?  How do our points of view, perceptions, and experiences affect our interpretation and telling of stories?  How can we best communicate with others to avoid conflict? |
| **UNIT FIVE** | **Language Cues and Conventions** |
| **Environmental and Technological**  **Possible Units and Themes:**   * Animals and Us (Cornerstones 4, a-ii) * Up in the Sky (Cornerstones 4, b-ii) * Explore and Observe (Nelson Language Arts 4, ii) * How It Works (Nelson Language Arts 4, v) * Fur, Feathers, Scales, and Skin (Collections 4, iii) * Habitats and Communities (Science) (Nelson Literacy 4) * Healthy Living (Nelson Literacy 4) * Light (Nelson Literacy 4) * Sound (Nelson Literacy 4) * Weather (Nelson Literacy 4) * Other:   Preserving a Habitat  Rocks, Minerals, and Erosion | **Pragmatic** Pragmatics is the study of how people choose what and how to communicate from a range of possibilities available in the language and how the receiver will be affected by these choices.  **Textual** Ideas and information are organized in oral, written, and other formats. Textual cues and conventions include the form or structure and elements of a text.  **Syntactic** Syntax is the predictable structure of a sentence and the ways words are combined to form phrases, clauses, and sentences. Syntax includes classes of words (e.g., verbs) and their functions (e.g., subjects).  **Semantic/Lexical/Morphological** The lexicon of a language includes all the words or vocabulary of that language that are used or understood by a particular person or groups. Words can also be studied for their meaningful parts or morphemes.  **Phonological/Graphophonic** Graphophonics is the study of the relationship between the symbols and sounds of a language and includes letter or sound relationships and patterns.  **Other Cues and Conventions** Other cues and conventions are also found in communication acts and include such elements as graphics, layout, colour, sound, movement, font choices, and handwriting. |
| **Questions for Deeper Understanding**  What do we and others gain by paying close attention to nature?  What can we learn from nature?  What do people need to live?  What things do people often want but not truly need?  How do animals use the environment to fulfill their needs?  What is the human impact on animals, plants, and the environment?  What are the most important lessons that Canadians need to learn about plants, animals and the constructed and natural environments? Why?  How do light and sound affect us day to day?  Why can humans not see in the dark?  Why can some animals see in the dark?  What are the spiritual dimensions of our connections to the environment (land, water, and sky)? |

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| MUST DO Reading/Writing | CAN DO READING | CAN DO WRITING/REPRESENTING | Popular Reading Choices |
| * Respond to visual, oral, written, and multimedia texts grade-level texts (CR4.1) * Respond to visual and multimedia texts including graphs, charts, diagrams, maps, multimedia DVD, websites, television programs, advertisements, and posters (CR4.2) * Listen, summarize, paraphrase, and evaluate what was heard and draw conclusions (CR4.3) * Read and demonstrate comprehension of fiction stories and novels, scripts, poetry, and non-fiction including magazines, reports, instructions, and procedures (CR4.4) * Create visual, multimedia, oral, and written texts (CC4.1) * Create illustrated reports, dramatizations, posters, displays, and drawings (CC4.2) * Speak to express information in formal and informal speaking situations (CC 4.3) * Use a writing process to produce descriptive, narrative, and expository pieces with a central idea, logical order, point of view, and give reasons or evidence (CC 4.4) * Assess own viewing, listening, reading, speaking, and writing (AR4.1) * Set goals to improve viewing, listening, reading, speaking, and writing (AR4.2) | * View and respond to texts that reflect diverse identities, worldviews, and backgrounds (CR4.1) * View and respond to a variety of themes by retelling; differentiating between narratives, informational, or poetry; recognizing description, figurative language, and graphics; respond with evidence from the text (CR4.1) * Make personal connections to individuals in texts (CR4.1) * Compare and contrast personal experiences to individuals in texts of various cultures (CR4.1) * Apply reading strategies and appropriate cues and conventions (phonological awareness, phonemic awareness, phonics, spelling) (CR4.2) (CR4.3) (CR4.4) (CC4.2) * Discuss and evaluate visual experiences and their role and influences (CR4.2) * Identify the intent and appeal of advertisements and aspects of underlying messages from culture to culture (CR4.2) * Understand how graphs, images, illustrations, charts, maps, and diagrams can enhance spoken and written messages (CR4.2) * View a multimedia presentation to identify how language, visuals, sound, color, and movement are used to persuade (CR4.2) * Listen and respond to oral communications and First Nations traditions (CR4.3) * Respond to a presentation by distinguishing between fact and opinion, ask thoughtful questions, summarize and paraphrase main ideas, and draw conclusions (CR4.3) * Follow multi-step directions and instructions independently (CR4.3) * Recognize author’s ideas, messages, and techniques (CR4.4) * Summarize narratives and identify the theme, and character’s traits and changes over time (CR4.4) * Read informational texts and reference materials, recognize variety of expository text structures such as compare-contrast, problem-solution, cause and effect, time sequence, and description (CR4.4) * Compare articles with the same topic (CR4.4) * Follow multi-step written instructions (CR4.4) * Identify main ideas, details, opinions, and reasons using reference texts such as a dictionary, encyclopedia, how-to, explanations, and biographies (CR4.4) * Read silently for 20 minutes. Read orally to increase fluency, accuracy, pace, and expression (CR4.4) | * Create a spoken or written piece with a clear message, organized ideas, and proper language and conventions (CC4.1) (CC4.4) * Create a visual, oral, or written composition to communicate problems, questions, or issues (CC4.1) * Use inquiry to explore and a question, problem, or issue (CC4.1) * Ask general and specific questions * Find the purpose and record personal knowledge and understanding of a topic * Assess the credibility of sources and information * Use a variety of tools and resources, citing resources * Organize and present information * Create a clear, logical oral presentation with labelled visuals and organized information (CC4.2) * Express opinions and experiences through a role play or multimedia presentation (CC4.2) * Use pictograms, graphs, charts, tables, diagrams, maps, illustrations, and movement to enhance spoken or written language (CC4.2) * Share ideas with drama, mime, tableau, dance, music, models, or painting (CC4.2) * Use speaking strategies to adapt presentation style to an appropriate audience, with proper pitch, phrasing, and modulation (CC4.3) * Use appropriate spoken language and conventions when speaking (CC4.3) * Create a presentation with an effective introduction, conclusion, supporting ideas, evidence, details, examples, and experiences (CC4.3) * Present a narrative about an event or experience with imagery (CC4.3) * Create a narrative that retells a traditional story or experience of another culture (CC4.3) * Create an informational presentation with a key question and facts from a variety of sources (CC4.3) * Present an oral summary of an article or a book that include the main idea and important details (CC4.3) * Recite brief poems, monologues, or dialogues using clear diction, tempo, volume, and phrasing (CC4.3) * Contribute ideas and opinions during class discussions and interact and share with peers (CC4.3) * Work through the stages of the writing process (CC4.4) * Write clear, coherent sentences and paragraphs with a central idea (CC4.3) * Create a multi-paragraph piece with an intro paragraph, supporting paragraphs with simple details and explanations, and a concluding paragraph (CC4.3) * Write a 3-5 paragraph description, narrative, or information report (CC4.4) * Write procedures with clear directions and explanations (CC4.4) * Write summaries of a text or presentation that contain the main ideas and significant details (CC4.4) * Demonstrate understanding by creating a poem, play, letter, or journal entry. (CC4.4) | Novels:   * Charlotte’s Web * Little House on the Prairie Series (Little House in the Big Woods) * The Mouse and the Motorcycle * Hank Zipzer Series * The Lion, the Witch and the Wardrobe (Gr. 4/5) * “I Survived” Series * Wayside School Series * The Tale of Despereaux * James and the Giant Peach * Stuart Little   Authors:   * Judy Blume * Beverly Cleary |

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| ASSESS & REFLECT |
| Assess and Reflect (AR) Students will develop their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, listeners, readers, representers, speakers and writers and set goals for future improvement. |
| OUTCOME |
| AR4.1 Reflect on and assess own viewing, listening, reading, speaking, writing, and other representing experiences, the selected strategies employed (e.g., using class-generated criteria), and explore possible ways to improve. |
| AR4.2 Set and pursue personal goals to improve viewing, listening, reading, speaking, writing, and other representing tasks more effectively. |