**Grammar Scope and Sequence Grade 4**

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| **Language Cues and Conventions** | **Must Do When Viewing, Listening or Reading (CR)** | **Must Do When Speaking, Writing, or using other forms of representing (CC)** |
| **Pragmatic** | Understand/Identify:   * reasons for viewing, listening, and reading * purpose of a text (inform, persuade, narrate) | Identify:   * intended audience |
| **Textual** | Identify/Use:   * text structures (stanzas, chapters) * elements of text (setting, characters, plot, main idea) * understand organization of text forms to understand content (comparison, cause and effect, problem-solution) | Identify/Understand/Explain:   * text form and medium * cohesive paragraph structure * connecting words (first, next, finally) * effective openings and closings |
| **Syntactical** | Understand:   * sentence structure * how punctuation sounds and affects meaning | Use:   * complete sentences of varied lengths (8 words) * simple and compound sentences and a variety of sentences correctly (questions, exclamations) * verb tense correctly (past, present and future) * quotation marks for direct speech |
| **Semantic/ Lexical/ Morphological** | Use/Identify:   * patterns of words for meaning and pronunciation * root words * root words to determine meaning * synonyms and antonyms * dictionary skills | Use:   * interesting and appropriate words * synonyms and antonyms * apostrophe to indicate possession * dictionary and thesaurus to increase vocabulary * dictionary to correct misspelled words * spell correctly Canada, states, plate, brake, coach, cousin, hello, still, and similar words |
| **Graphophonic** | Use/Recognize:   * phonics to say words correctly * vowel patterns in multi-syllabic words, double consonants, contractions, consonant diagraphs, word endings, prefixes (e.g., anti-, non-, con-, tri- de-), suffixes (e.g., -ness, -ment, -able, -sh, -ant), and plural possessives | Use:   * phonics and knowledge of word structure and meaning to spell words correctly * correctly spelled common high   frequency words using Canadian spelling |
| **Other Cues and Conventions** | Recognize:   * characteristics of different media (e.g., print, television, digital) * key elements in visual texts (e.g., sections in magazine) | Use:   * appropriate tone of voice and gestures in social activities * appropriate volume, pace, and expression to read aloud in a clear voice * legible writing using correct letter formation and joining in cursive writing |
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