

English Language Arts
 Grade 4
 AB Daley, Nanton
 2014-2015
 Michelle Watt

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| <p>General Outcomes</p> | <p>General Outcome 1 Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</p> <ul style="list-style-type: none"> ● 1.1 Discover and Explore ● 1.2 Clarify and extend <p>General Outcome 2 Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</p> <ul style="list-style-type: none"> ● 2.1 Use strategies and cues ● 2.2 Respond to texts ● 2.3 Understand forms, elements and techniques ● 2.4 Create original text <p>General Outcome 3 Students will listen, speak, read write, view and represent to manage ideas and information.</p> <ul style="list-style-type: none"> ● 3.1 Plan and focus ● 3.2 Select and process ● 3.3 Organize, record and evaluate ● 3.4 Share and review <p>General Outcome 4 Students will listen, speak, read write, view and represent to enhance clarity and artistry of communication.</p> <ul style="list-style-type: none"> ● 4.1 Enhance and improve ● 4.2 Attend to conventions ● 4.3 Present and share |
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| | <p>General Outcome 5 Students will listen, speak, read, write, view and represent to respect support and collaborate with others.</p> <ul style="list-style-type: none"> • 5.1 Respect others and strengthen community • 5.2 Work within a group |
| Resources | <ul style="list-style-type: none"> • Magic Tree House Series - Mary Pope Osborne <ul style="list-style-type: none"> ◦ <u>Dinosaurs before Dark</u> ❑ Dinosaur Cove Series - Rex Stone ❑ <u>Under a Prairie Sky</u> - Anne Laurel Carter & Alan & Lee Dan ❑ <u>Heroes of Isle aux Morts</u> - Alice Walsh ❑ <u>In Like a Lion</u> - Julie Lawson & Yolaine Lefebvre ❑ <u>The Night Walker</u> - Richard Thompson ❑ <u>Roundup at the Palace</u> - Kathleen Cook Waldron ❑ <u>Teaching with Wikis, Blogs, Podcasts & More</u> - Scholastic ❑ <u>A Pioneer Thanksgiving</u> - Barbara Greenwood ❑ <u>A Prairie Alphabet</u> - Moore & Cugnet ❑ <u>If you're Not from the Prairie...</u> - Bouchard ❑ <u>Sept Daily Journal Writing Prompts</u> - Teacher Created Resources ❑ <u>October Daily Journal Writing Prompts</u> - Teacher Created Resources ❑ <u>Tiger's New Boots</u> - Morck & Graham ❑ <u>The Strongest Man this Side of Cremona</u> - Graham ❑ <u>Differentiated Literacy Centers</u> - Southall, Scholastic ❑ <u>The Gift of Reading</u> - David Bouchard ❑ <u>The Cafe Book</u> - The Sisters ❑ <u>Building Moral Intelligence</u> - Michelle Borba ❑ <u>Learning to Think Things Through: A guide to Critical Think across the Curriculum</u> - Gerald M. Nosich |
| Assessment | <ul style="list-style-type: none"> • Formative - for learning <ul style="list-style-type: none"> ◦ Various - exit ticket, graffiti, thumbs up/down, mind mapping, think/pair/share, four corners/3-2-1, Socratic Seminar • Summative - of learning <ul style="list-style-type: none"> ◦ various worksheets, quizzes, tests and projects • Metacognitive - as learning <ul style="list-style-type: none"> ◦ all major assignments will have a metacognitive component which will require students to reflect on the learning process and where they feel they grew and how they might improve in the future. |

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| <p>Delivery of ELA Program</p> <p>Rationale</p> | <p>This ELA program will be delivered holistically, meaning that the will not be specific genre units taught. Instead this is a Literature Based Program, and as such the literature directs the teaching. Poems, short stories, building vocabulary and strengthening conventions will be taught as they are presented in the literature. This program is delivered in such a manner that there is meaning and real application to the learning.</p> <p>Delivery of the program is within the framework of The Daily 5 by Boushey and Moser. This program fosters independence and emphasises the ability to read, and write independently. The Daily 5 stresses breaking up independent work with mini lessons, at this age level both are required for maximum retention. The students will practice independence with a mixture of mini lessons. This will allow for individual conferences, the ability to teach without losing the audience and also there are built in body and brain breaks, all of which students this age require.</p> <p>There will be many cross-curricular assessments, for example whenever students write they are expected to “attend to conventions</p> |
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MONTHLY BREAKDOWN

| Month | Topic | Outcomes |
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| Sept | <ul style="list-style-type: none"> • Introductions • Introduce and practice Daily 5 • <u>Dinosaurs Before Dark</u> - Novel Study • Georgia Graham - story study | <ul style="list-style-type: none"> • Daily 5: <ul style="list-style-type: none"> • 1.1 • 1.2 • 2.2 • 2.3 • 2.4 • 4.1 • 4.2 • 5.1 • 5.2 • Graham: 2.2.3 |
| Oct | <ul style="list-style-type: none"> • Daily 5 • If you are not from the prairies...harvest theme • Fractured Fairy Tales | <ul style="list-style-type: none"> • 2.2 • 2.4 • 4.1 • 4.2 |
| Nov | <ul style="list-style-type: none"> • Daily 5 | <ul style="list-style-type: none"> • 1.1 |

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| | <ul style="list-style-type: none"> ● Fractured Fairy Tales cont. ● Remembrance Day/ WWII themed readings | <ul style="list-style-type: none"> ● 2.2 ● 2.3 ● 4.1 ● 4.2 |
| Dec | <ul style="list-style-type: none"> ● Daily 5 ● Christmas Themed Reading and response | <ul style="list-style-type: none"> ● 1.1 ● 2.1 ● 2.2 ● 4.1 ● 4.2 |
| Jan | <ul style="list-style-type: none"> ● Daily 5 ● First Nation Literature (Social) ● Henry Ford/Wright Brothers research project (Science) | <ul style="list-style-type: none"> ● 3.1 ● 3.2 ● 3.3 |
| Feb | <ul style="list-style-type: none"> ● Daily 5 ● Research Project continued & Presentation | <ul style="list-style-type: none"> ● 3.4 ● 4.3 |
| March | <ul style="list-style-type: none"> ● Daily 5 ● Novel Study | <ul style="list-style-type: none"> ● 1.1 ● 1.2 ● 2.1 ● 2.2 ● 2.3 |
| April | <ul style="list-style-type: none"> ● Daily 5 ● Novel Study | <ul style="list-style-type: none"> ● 1.1 ● 1.2 ● 2.1 ● 2.2 ● 2.3 |
| May | <ul style="list-style-type: none"> ● Daily 5 ● Book Reports | <ul style="list-style-type: none"> ● 2.2 ● 2.3 ● 2.4 ● 4.1 ● 4.2 ● 5.2 |
| June | <ul style="list-style-type: none"> ● Daily 5 | <ul style="list-style-type: none"> ● 2.3 |

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| | <ul style="list-style-type: none">• Friendly Letters | <ul style="list-style-type: none">• 2.4• 3.4• 4.1• 4.2• 5.1• 5.2 |
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